

**PARENTAL INVOLVEMENT AND THE QUALITY OF EDUCATION IN
GOVERNMENT-AIDED PRIMARY SCHOOLS IN
JINJA CITY, UGANDA**

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DECLARATION

I, Christine Babirye, hereby affirm that this dissertation is entirely my original work and has never been published or submitted for any other award. Where scholarly works by other scholars have been referenced, proper credit has been given both in the text and the list of sources.

Signature..... Date.....

APPROVAL

We certify that this dissertation titled “Parental Involvement and The Quality of Education in Government-Aided Primary Schools in Jinja City” by Christine Babirye was prepared under our supervision.

Signature..... Date.....

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Signature..... Date.....

Dr. Philip Owino

DEDICATION

To my father, Mr. Nathan Magoola and my husband Mr. Wycliffe Jameson
Magala.

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I would like to express my profound gratitude to my research supervisors, Sr. Dr. Maria Goretti Kaahwa (DST) and Dr. Philip Owino for their selfless guidance, wise-counsel, support and encouragement at every step of this research journey: I am really grateful!

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ABSTRACT

This study examined the level of parental involvement and the effect it has on the quality of education in government-aided primary schools in Jinja City. The study objectives were to; establish the extent to which parents' support for a child's learning influences the quality of education, examine whether parents' support for school development influences the quality of education, assess the effect of parents' participation in the running of the school on the quality of education provided by government-aided primary schools of Jinja City. Using across-sectional survey, data was collected from 76 teachers, 3 head teachers and 7 parents on SMCs using a structured questionnaire and focus group discussion guide. Data was analyzed using descriptive statistics, Pearson correlation, regression and content analysis. With regard to extent to which parents' support for a child's learning and how it influences the quality of education, the relationship was not significant ($r = -.004$, $P > 0.01$) as well as the influence ($\beta = -.108$, $p > 0.05$). for parents were not receiving enough opportunity to understand what they are supposed to do to support their children's education. It was revealed that a small positive, significant relationship ($r = .262$, $P < 0.05$) existed between parents' support for school improvement, though the influence ($\beta = -.108$, $p > 0.05$) was not significant. This is due to the fact that parents felt there were limited efforts by schools to get and even listen to their views on how they wanted the schools to be. It was further found out that a positive and significant relationship existed between parents' participation in the running of the school on the quality of education ($r = .43$, $P < 0.01$) and quality of education and the influence was significant ($\beta = .616$, $p < 0.05$). The three parental involvement factors that were explored contributed ($\beta =$, $p < .05$) about 21.8 % to quality education. Generally, this contribution came from participation in the running of the school. Parents did not feel empowered to participate in the education of their children and felt that the primary education was motivated by political agendas and self-interest instead of genuine attempts to improve the lives of the people. Parents gave schools very little support and schools struggled on their own to achieve their intended outcomes. MOES must innovate strategies to allow a high degree of organized representation, accessibility, and openness for all parents in the education of their children and to actively contribute ideas for the common good of primary education. Further research is recommended to examine the awareness of parents on the role in the education of their children.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Globally, for countries to develop, they need to improve on their human capital index by ensuring that their nationals have critical thinking, problem solving, good interpersonal skills, and are lifelong learners, who can effectively utilize life development opportunities, create employment and effectively use available resources (Verspoor, 2021). Human capital development is achieved when citizens access quality education (Tikly, 2019). Considering its importance, effort is being exerted in Africa to provide access to Quality Education (QE).

The study examined the level of parental involvement and the effect it has on the quality of education in government-aided primary schools in Jinja City as a basis for interventions to provide quality learning experiences to learners. In this chapter, the background of the study, statement of the problem, objectives of the study, hypotheses, scope of the study, significance of the study, and operational definition of major concepts are presented.

1.1 Background of the Study

1.1.1 Historical Perspective. The quality of learning experiences provided by schools has been a focus of educational systems from the 1860s, the time formal education became an important human need (Wangia, 2020). For some time now, a lot of effort has been dedicated to understanding and improving the quality of education (McEwan, 2018). A variety of measures have been attempted to provide quality education to learners. Countries in Africa have

committed resources to Education quality improvement strategies such as the UN sustainable development goal (SDG) goals and the EGM and EGRA (McEwan, 2020). In line with SDG 4; Ensure inclusive and equitable Quality education and promote lifelong learning opportunities for all; since 2000, African countries have been struggling to reach the 91% enrollment rate in primary schools, but only a few such as South African have hit 78% (UNDP, 2023). In Uganda, emphasis on the quality of primary education picked up after the introduction of UPE in 1996. This move was motivated by legislators and international bodies funding education programs, calling central government to account for the big Universal Primary Education budget (UPE) (Ssebuufu, 2020). From the year 2000, the government started placing emphasis on improving teacher quality, school infrastructure and curricula, to ensure that learners in primary schools attain better education (Jell, 2019). Despite parents being the key stakeholders and being expected to play a significant role in supporting the child's education and improving the quality of schools, Ssebuufu (2020) says that little emphasis had been placed on ascertaining their involvement in the education of primary school children in Uganda. Also challenges like poverty, low enrollment and dropout rates are still preventing us from going beyond 50% (NAPE, 2018; USAID, 2019).

Various viewpoints have been proposed by experts in an effort to explain quality education. A prominent educationist, Dewey (1938) was the first to perceive Quality education as one that encourages positive development of learners' personality, acceptable social values and promote a spirit of collective responsibility to the school and the community. According to McEwan (2020), this view mainly concentrated on the development of good

qualities in a person. In the 1950s, the world became more knowledge-oriented and interest in knowledge and skills development increased (Verspoor, 2020). Consequently, experts started perceiving quality education as one that develops learners' interest, motivation and self-drive in a search for knowledge and understanding and being lifelong (Taylor & Parsons, 2011). Therefore, providing quality learning is a central activity of primary schools right from P1 (Mupa & Chinooneka, 2019). A critical look of previous studies shows that, not many have used parental involvement to predict quality of education (McEwan, 2018). So, there is a gap in comprehensively studying the role of parental involvement in the quality of education provided by primary schools in Uganda.

1.1.2 Theoretical Perspective. The quality of Education provided by primary schools is based on the Socio-Ecological Theory (SET) by Urie Bronfenbrenner (1979). In this theory, a primary school was taken to be a system of actors who act together to enhance the systems' effectiveness (Binder et al, 2013). The SET shows that a school through its actors possesses dynamic capabilities that can be utilized to respond to speedily changing operating environment. Thus, through collaboration, administrators in the school, work with stakeholders to enhance the gains of learners. The SET provided a basis for explaining how parents could act with guidance of the school, to enhance the achievement of learners. The theory argues that as actors in the school system, parents have defined roles and expectations to enhance the effectiveness of primary education (Pianta et al, 2016). When parents accept the roles assigned to them, they are expected to behave responsibly and strive to do these roles (Ketskajorn et al, 2018). When this happens, the system is

sustainable and operates to achieve its aims. This theory was appropriate in studying how parental involvement could affect the achievement of individual learners from the school system.

1.1.3 Conceptual Perspective. The key concepts in this study were Parental Involvement and Quality of Education provided by primary schools. Quality of education was the dependent variable and it refers to education that enables learners to know and be able to do what they must do at the end of their schooling career (McEwan, 2020). It relates to the ability of the school system, its learning outcomes, academic programmes and values; to equip a person with life skills to succeed in life (Scheerens, 2018). Quality education develops basic skills, such as reading, writing, knowledge and understanding of the world and, encourages learners to develop their own thinking and reasoning skills. It also develops respect for individual differences, culture and spirituality. This study perceived quality education from the systemic view of the ability of education to satisfy basic learning needs and enrich the lives of learners and their overall experience of living, (Tikl & Barrett, 2017).

With respect to Parental involvement, which was the independent variable, it is the extent to which parents participate in their children's education activities both at school and home (Verspoor, 2021). Parents participate in children's education from home by helping in their child's classroom activities, communicating well with their children's teachers, assisting children with homework, and understanding their child's individual academic strengths and weaknesses (Ladd & Loeb, 2018). Parents are also expected to support the education of their children from schools (Verspoor, 2022). Schools offer them opportunity to deliver expert lecturers, do special

training such as technical skills, support infrastructure development and participate in the running of the schools (Ketskajorn et al, 2018). In this study, parental involvement was taken to be the extent to which parents support their children's academic achievement, being responsiveness to school improvement and active participation in school operations.

1.1.4 Contextual Perspective. A variety of efforts have been made in Uganda to ensure quality of education. Curriculum changes funded by international grants, such as the thematic curriculum, vocalization of education, the School Health and Reading Program (SHRP) [2012–2019] and the Literacy Achievement and Retention Activity (LARA) [2015–2020], have been implemented to facilitate life skills acquisition in primary schools. The government also gives grants to all government aided primary schools to cover relevant teaching and learning needs (MOES, 2022). The MOES also organizes special teacher improvement programs for primary schools that have focused on the development various life skills in children (MOES, 2021). Different stakeholders in the education sector in Uganda have been allowed to put in place mechanisms to promote quality education. Parents in particular are still expected to contribute to their children's education by providing scholastic materials and labour support for classroom construction (DES, 2018).

Despite these efforts, the poor outcomes on the quality of primary education at national and district level, raise concerns. The Ugandan National Examinations Board (UNEB)[2021, 2022, 2023] , and the Directorate of Education Standards (DES)[2018] Annual Reports tests indicate low literacy and numeracy skills among primary school pupils . Learners in primary schools in Jinja district have not yet acquired the needed learning competencies

(DES, 2018). The EGRA Uganda report (2018) revealed that the reading proficiency of learners in this area was at 44.2%, about 3 points lower than the national average of 47.4%. This scenario has affected the ability of pupils to understand and interpret exam questions, especially in private primary schools (UWEZO, 2022). The Jinja district education department report (2022) showed that a substantial number of children in government primary schools continued to complete primary education without ever having acquired the basic literacy competencies critical to further learning and independent living. There are conflicting views on the causes of low achievement of pupils from private primary school in the key competencies of primary education (EGRA Uganda, 2018, USAID, 2019). UNEB (2022), hinted that a decline in the Quality of Education of private primary schools in Jinja district was related to teacher Quality of Education, while UNEB (2022) is hinging on ineffective school management and lack of appropriate learning infrastructure. Considering the fore mentioned situation, there was need to examine the role played by parental involvement on the Quality of Education of primary schools in Jinja City.

1.2 Statement of the Problem

The quality of education provided by the education system plays a very important role in determining the pace of development and the wellbeing of citizens in the country. Quality primary education develops pupils' academic and life skills, which empowers them to attain comfortable and satisfying lives (Graham, 2018). The government of Uganda, with the support of international community has implemented various national, district and school level interventions to improve the quality of primary education (Omal, 2019).

Despite these efforts, pupils in primary schools in Jinja City continued to reflect inadequate competencies (Kamwana, 2016). NAPE (2018) and UNEB (2020) reports indicated that some pupils were unable to correctly interpret, questions set in examinations or clearly express themselves orally and in writing. The general performance of pupils in national examinations in Jinja City had persistently declined over time (Kamwana, 2016). The NAPE (2018) also showed that most learners in government aided schools in lower primary in Jinja City had reading proficiency lower than 45%.

Whereas District Education Officers attributed this scenario to low involvement of stakeholders, there was little research in the context of Jinja city that had explored the bearing, parents' involvement had on the quality of education provided by primary schools. If this situation was unattended to, the area risked having primary school graduates who could not earn decent living, thus increasing the proportion of vulnerable groups. This study hence assessed the linkage between parents' involvement and the quality of education provided by Government-Aided primary schools in Jinja City.

1.3 Purpose of the Study

The study investigated the influence of parental involvement on the quality of education received by pupils in Jinja City Government-Aided primary schools in Eastern Uganda.

1.4 Objectives of the Study

The objectives that guided the study were:

- i) To establish the extent to which parents' support for a child's learning

influences the quality of education provided by government-aided primary schools of Jinja City

ii) To find out whether parents' support for school development influences the quality of education provided by government-aided primary schools of Jinja City.

iii) To establish the effect of parents' participation in the running of the school on the quality of education provided by government-aided primary schools of Jinja City.

1.5 Research Questions

The study was guided by three research questions:

i) In what ways does parents' support for their children's learning affect the quality of education provided by government-aided primary schools of Jinja City?

ii) How does parents' support for school development influence does the quality of education provided by government-aided primary schools of Jinja City?

iii) In what ways what ways does parents' participation in the running of the schools influence the quality of education provided by government-aided primary schools of Jinja City?

1.6 Hypotheses

The study was guided by three research hypotheses;

i) The support Parents give to their children's learning has no significant influence on the quality of education provided by government-aided

primary schools of Jinja City.

ii) The support Parents give to school development has no significant influence on the quality of education provided by government-aided primary schools of Jinja City.

iii) The participation of Parents in the running of the schools has no significant influence on the quality of education provided by government-aided primary schools of Jinja City.

1.7 Scope of the Study

1.7.1 Geographical Scope. The study was conducted in selected UPE schools in Jinja City. Jinja City is located in the Busoga sub-region, in the Eastern region of Uganda. It is approximately 81 kilometers (50 miles) by road, east of Kampala, the capital and largest city in Uganda. This area was a fitting site for the study since it is considered as one of the regions in Uganda with continued deterioration of the quality of primary education outcomes as indicated by the MOES (2020) and the UNEB (2019) reports.

1.7.2 Content Scope. The study sought to establish the influence of parental involvement on the quality of education provided by government-aided primary schools of Jinja City. In connection to parental involvement, focus was placed on the extent to which parents support their children's learning and school Improvement and the level of participation in the running of the school. With regard to quality of education, the extent to which the school ensures that the education they provide meets learner needs and enables learners to progress in understanding, standard of their work and attainment in all learning areas was examined.

1.7.3 Time Scope. The study was confined to 4 years, from 2016 to 2019. In this period, international interventions, MOES (2020) and UNEB (2019) reports showed that the proficiency of pupils in the key learning areas of primary school, had not been growing steadily, negatively affecting the performance of pupils in UNEB examinations in Jinja City.

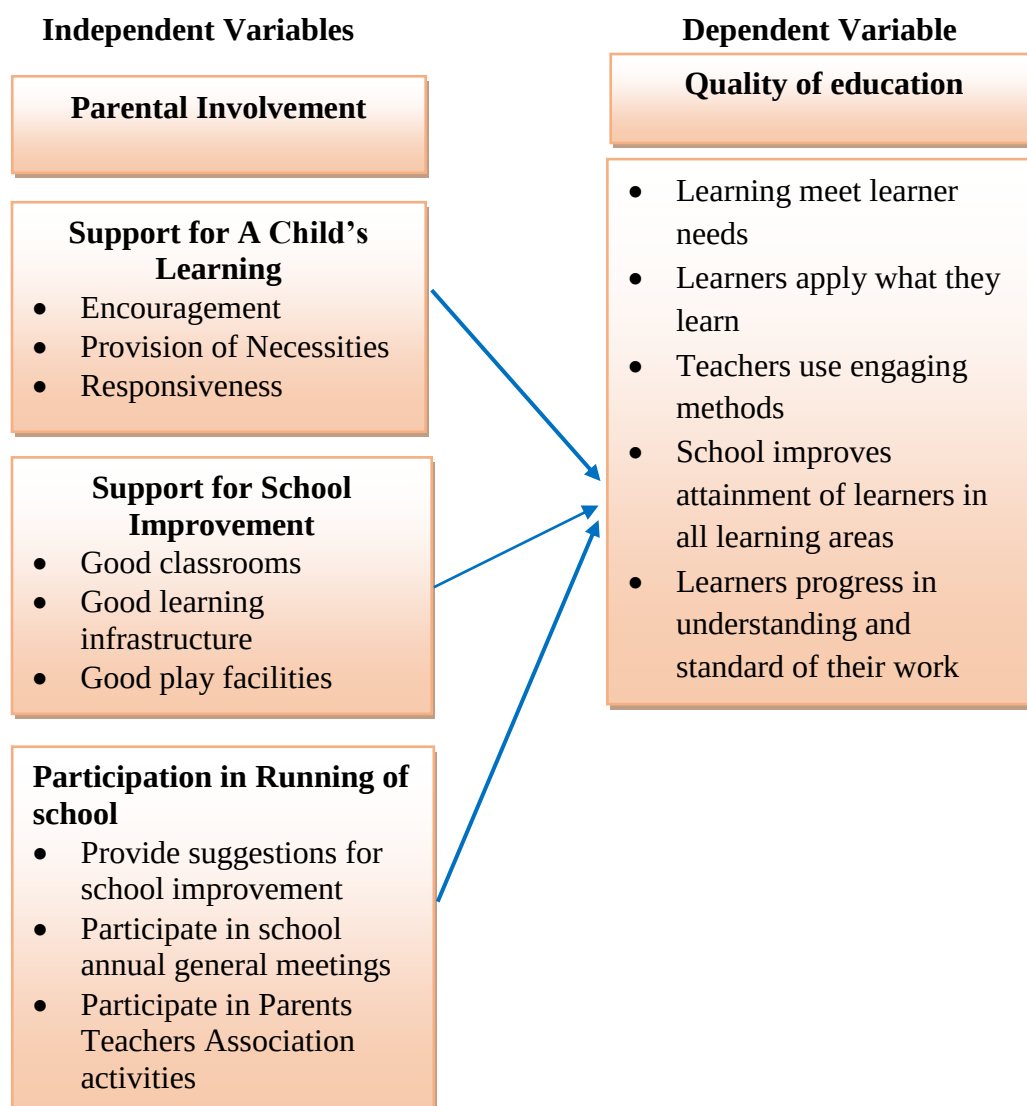
1.8 Significance of the Study

The findings from this study will highlight the current contribution of parents in assuring the quality of education provided by schools thus assisting head teachers and school management in strengthening the parental role in the education of their children. The information might provide a basis for evaluating and enhancing the current school-parent collaborations in the primary schools. This may accelerate corrective actions aimed at realizing the goals of primary education.

The study findings may be useful to professional educationists in Uganda and beyond to evaluate parent involvement programs and devise and adopt more effective strategies for enhancing their effectiveness. The development partners like UNHCR, UNICEF will use the results of the study to provide relevant support for developing parent –school collaboration programs in primary schools in Uganda.

1.9 Conceptual Framework

The Figure 1.1 provides a graphical conceptual representation of the key aspects of the study and the assumed relationship to one another.



Source: Urie Bronfenbrenner (1979), Epstein (2019) and Verspoor (2021)

Figure 1.1:

A conceptual framework for the relationship between parental involvement and the quality of education provided by primary schools.

According to Figure 1.1 active involvement of parents in the education of their children can result into better attainment of educational outcomes in primary schools. So, when parents support their child's learning by; giving them encouragement, being responsiveness to their needs and providing necessary scholastic requirements, Supporting school improvement by; ensuring that

schools have good, learning infrastructure and play facilities and actively Participate in the running of the school through; providing suggestions for school improvement and participating in school annual general meetings and PTAs, they empower schools provide quality education by; ensuring that education meets learner needs, learners progress in understanding , produce work that meets the required educational standard and attain the necessary competences in all learning areas.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter examines the theory that guided the study and pertinent empirical studies on parental involvement in children's learning and the quality of education provided by schools.

2.2 Theoretical Review

The social-ecological theory (Urie Bronfenbrenner, 1979), offers a comprehensive context for analysing factors relevant to parental involvement in education and quality of education provided in primary schools. The theory assumes that a person's environment affects how they behave and individuals can only be fully understood in the context of their environment. Therefore, based on these two premises, Bronfenbrenner (2007) saw primary school children and the quality of education they receive as being influenced by the context (Berben et al, 2012). The contexts in the form of microsystem, mesosystem, exosystem and macrosystem were noted by Bronfenbrenner as having a significant impact on nurturing the individual (Marx et al, 2011).

According to Onwuegbuzie et al (2013), the microsystem, include the person's closest institutions, their house, school, place of worship; and the mesosystem, consists of relationships a person has with peers, family, and school staff. The exosystem refers to connections between a person's present circumstances and a social environment in which they are not active. The

macrosystem, on the other hand, is the extensive cultural frameworks in which all other systems are situated.

Therefore, using this theory as a guide, the study concentrated on how parents in the mesosystem acted to influence the school in the microsystem to provide learning experiences that met the needs of primary school children. The microsystem made it easier to comprehend how diverse elements of the school, such as teachers, support personnel, school administrators and fellow learners affected the learning of an individual child. The concept of the mesosystem enabled the researcher to examine how relationships between parents, teachers and the school affected the extent to which children benefited from their education. The principles of the exosystem helped the researcher to understand how Government, Board of Governors and school inspectors affected the quality of education received by children.

The key limitation of the socio-ecological theory with regard to this study was that, it assumed that structures that enhance good relations and collaboration between parents, teachers and the school were working well without considering constraints such as resources, and leadership are quite common in Jinja city schools (Binder, et al, 2013). The theory also assumed that parents, teachers, school administrators and government officials communicated freely and regularly, but does not consider challenges such as in effective communication channels, that may affect this communication. In spite of this, the socio-ecological theory was useful in explaining how parents could act to empower the school system to provide quality education in primary schools.

2.3 The effect of Parents' Involvement on the Quality of Education provided by Government-Aided Primary Schools in Jinja City

2.3.1 Parents' Support for Pupils' Learning and Quality of Education in Primary Schools. Several studies (Berthelsen & Walker, 2018; Epstein, 2019; Verspoor, 2021) show that children need support from parents when they encounter some academic problems at school. As a result, committed parents are always available to give their children proper guidance on issues related to school life. However, some fail, not because they are not committed, but because they are ignorant and economically deprived, often due to the fact that they are taking care of the children single-handedly. In relation to this, Anderson and Sayre (2019) affirmed that children are usually in need of parental guidance when they get problems with peers, such as being bullied, failing to fit in or with more academic problems, such as poor grades or difficulty with schoolwork. Schneider and Lee (2019), in their study done in East Asia, found out that academic success of pupils was related to the values and aspirations of their parents. Parents who esteemed education provided home learning activities, gave children guidance on homework and often asked children what they were learning and how they were coping. This interest motivated the school to put forth effort to meet the expectations of parents. However, parents who had no education ambitions did not follow their children education and the schools and children themselves reluctantly got involved in learning. Their achievement was also low.

Parents can also participate by enhancing the implementation of the school curriculum by providing scholastic materials, school infrastructural development, and caring for children (Babirye, 2016). Parents' responsibilities

include the provision of learning materials, structural development, and caring for children. Most pupils who are high achievers are well equipped with necessary learning materials as given by parents (European Commission, 2020). According to Kalule (2006), scholastic materials facilitate and supplement teaching and learning activities. He further adds that scholastic materials bring about pupils' involvement in learning and later affect the quality of teaching and learning in schools' involvement arouses enthusiasm and concentration. For such reasons, some schools put up strict measures against parents who shy away from their responsibilities by not feeding and providing basic scholastic requirements for their children at school.

A study by Berthelsen and Walker (2018), found that the availability of textbooks and other instructional materials positively affects the pupil's achievement. Kalule (2006) deepened the discussion by pointing out that pupils have a much more positive attitude towards textbooks than the teachers but when teachers recommend that pupils bring theirs, few respond because of money problems. Further, a study by Kafui (2015) stated that the parental support variable causing pupils to perform poorly academically was their inability to provide textbooks and basic school needs. The lack of textbooks means that pupils are handicapped with respect to grasping the content taught, competing class exercises, assignments, and the acquisition of vocabulary.

Verspoor (2021), in his study of the influence of social and economic disadvantage on the quality of teaching and learning in schools of pupils in Australia found that families where the parents are advantaged socially, educationally, and economically foster a higher level of achievement in their children. This indicates that parents play a major role in influencing

educational programs. There has been a need for local communities to support schools materially and financially throughout Africa. Kadondi (2014) undertook a study to establish the effect of parental involvement on student's academic performance in public secondary schools in Pallisa District, Uganda. The study established that parents did not equip the students with relevant or enough scholastic materials. The key difference between Kadondi (2014)'s study is that secondary schools were targeted as compared to primary schools in the proposed study. Mauka (2015) too found that parents do not buy books and other materials, which are needed by their children to support them in their academic issues. Some students blamed their parents, saying that at school, they were getting everything from their teachers, but they were not getting the money to buy books and other materials for studying from their parents.

Some parents are reported to often suffer financially as they lack the support of one another. In line with this, Okpala, et al (2017) reported that economic circumstances are considerably associated with quality of education. Research indicates that parental support changes with the age of children. For example, Tschannen and Woolfolk (2023), discovered that parental support decreases as children move from primary to high school. Correspondingly, McEwan (2020), showed that the responsibility of children grows and they perform better as they grow older. The study further emphasised that pupils whose parents had higher expectations for their academic achievement, performed better from the beginning of their academic journey and progressed faster during the transition period of high school. As seen above, studies from all over the world strongly depicted the positive contribution parental support has on pupils' interest in and benefit from their education; these were expected

to be seen even in Uganda, but the current literature on Uganda, but there was limited specific information on this issue, which created the need for this study.

2.3.2 Parental Support for School Improvement and the Quality of Education Provided by Primary Schools.

Parents play a significant role in ensuring that schools have learning environments that supports effective learning. Learning environments include learning resources, and infrastructure (Ssebuufu, 2020). Parents can contribute to Learning resources such as instructional materials and equipment (Uddin & Ali, 2018). They can also ensure that schools have good learning infrastructure such as classrooms, demonstration rooms and laboratories where lessons are conducted (Scheerens, 2018). Several studies have been conducted to ascertain the relationship between the excellence of learning environments and quality of learning. Among these was a study conducted by Jones (2016) to establish how the quality of classroom environment affected learning outcomes in Ugandan primary schools. Jones applied a quantitative approach in the study. The findings showed that when measured basing on class size, order and pupil participation in ongoing lessons, a spacious and active class significantly influenced the interest of learners and the level at which they put forth effort to benefit from education. Learners whose classrooms were congested found it hard to actively participate in the ongoing lessons and easily lost interest in school and learning. Using twenty primary schools in Kenya as case study, Ryan (2016) also made observations on the impact of class size on retention of pupils in sub-Saharan Africa. The researcher found a positive association between the quality of classroom environment defined in terms of class size, order and the educational attainment of learners. In their study, the researchers

established that while large and disorganized class sizes discouraged learning, well arranged class sizes encouraged it. However, the study was conducted in a foreign context, quite different from Ugandan settings. There was need to examine the above issues in a Ugandan setting.

In addition, Demaris and Kritsonis (2018) conducted a study that measured the role of parents in ensuring classroom quality in terms of imparted knowledge, and teacher involvement in lessons. They also explored the influence of parents on learner participation in classroom discussions, and classroom context in terms of learning climate, peer interactions, academic sharing and experiences which increases interest in the class activities. The findings showed a significantly progressive link in good classroom setting and the benefit of learners from the curriculum. Students whose classrooms provided positive experiences, where teachers facilitated positive student involvement in lessons, where discussions and learners' sharing of experiences/activities were inspiring and knowledge enriching, were associated with better pupil performance in national exams.

However, Demaris and Kritsonis (2018) found out that classrooms in which students were inactive in discussions, did not connect academically thereby facing academic difficulties; classes where students experienced bullying, humiliation, demoralization or exclusion by teachers or peers, and where imparted skills and knowledge did not match students', expectation were associated with student withdrawal and low achievement. The researchers employed a qualitative approach to obtain the findings of the study which was limited to a few respondents. This study will be carried out to try out a mixed approach in Jinja City primary schools so as to have more information from a

variety of respondents.

Chuah and Lim (2018) conducted a correlational study on the quality of learning resources and the extent to which education meet learner needs. The findings of the study revealed a conducive classroom environment as one of the factors that affects interest in education by pupils when it is well planned in terms of space, seating facilities, comfort and aeration can influence interest. Since the researchers used quantitative approach, this study will be done to ascertain whether the same factors would. However, the learning environment of the school at whatever level of education had significant effects of the extent to which learners benefit from education. Thus, this study sought to ascertain whether similar findings would occur in the Ugandan, Jinja City primary school context.

2.3.3 Parents' Involvement in School Management and Quality of Education Provided in Government-Aided Primary Schools. One form of parental involvement is school-based and includes participating in parent-teacher conferences and functions, receiving and responding to written communications from the teacher (Verspoor, 2022). Parents can also serve as school volunteers for the library or lunchroom, or as classroom aides. Parents can participate in their children's schools by joining Parent Teacher Associations (PTAs) or Parent Teacher Organizations (PTOs) and getting involved in decision-making about the educational services their children receive (Okumbe, 2001). Almost all schools have a PTA or PTO, but often only, a small number of parents are active in these groups. Kafui (2015) opines that PTAs discuss the welfare of the school, the teachers, and the pupils. When parents are not involved, some of the problems facing the school are not

attended to and this does not create a conducive environment for teaching and learning in the school. This affects both the teachers' and the students' output.

Parents at all socio-economic levels can "level the playing field" in their child's education by taking the time to visit the school and being involved in decision-making activities (Epstein et al., 2018). Teachers give pupils more attention when they know their parents during school visits (Walker et al., 2010). Therefore, it makes parents give school events first priority for attendance and this can help to support children's education. For many parents, a major impediment to becoming involved in school activities like decision-making meetings is a lack of time (Walker et al., 2010; Kadondi, 2014). Whereas working parents are often unable to attend school events during the day some parents regard school as they consider them a waste of time. Many schools have responded to the needs of working parents by scheduling conferences in the evening as well as during the day (Esptein, 2018). Parents' commitments in terms of seeking livelihoods determine the time they set aside for key decision-making school activities.

Verspoor (2022), emphasizes the potential benefits of parents-teacher meetings in improving school services as well as their accountability and transparency. While parents lack knowledge, they have the ability to process information and change their discussions in a sophisticated manner however, the nature and extent of parental involvement with schools and teachers could determine their children's outcomes (Mbiti, 2016). There is need to offer opportunities to parents in order to participate in decision-making processes that focus on the achievement of school objectives. Parents need to participate in matters pertaining to strategic planning, policies, budgeting, and cyclical

evaluation programmes. When parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life (Epstein, 2019).

Mauka (2015) while studying parental involvement and its effects on students' academic performance in public secondary schools in Korogwe in Tanzania observed that a big percentage of the parents did not attend school meetings and others do not know school programmes at all. He concluded that some parents do not cooperate with school by making follow-ups on education matters of their children. Such a situation leaves students' problems unsolved and in long run, it can lead to failure in their studies.

Wagaba (2016) investigated parental involvement and student retention in universal secondary schools in Mbale district and discovered a significant relationship between parents' involvement in school meetings and students' academic performance. Similarly, the findings in the study by McEwan (2020), showed that parents did not attend meetings effectively and this affected the students' performance. These foregoing facts suggest that parental involvement in school management is desirable and could lead to improved student academic performance among other benefits. This study was done to test the status quo in the context of primary schools in a municipality context in Jinja area.

Generally, while different scholars in other parts of the world had made efforts to show how parents could be involved in the education of their children at various levels and how this empowers schools to provide quality education, these aspects had not received enough attention especially in Uganda. Consequently, this study addressed this vacuum.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodological procedure of the study. It covers the research design, study population, sample size and selection, sampling techniques, data collection methods and instruments, quality control, data collection procedure, and analysis, measurement of the variables as well as ethical considerations.

3.2 Research Design

The study adopted a mixed study design using both quantitative and qualitative approaches to data collection and analysis. The quantitative approach collected closed-ended data on the effect of parents' involvement on the quality of education in government-aided primary schools in Jinja City. Quantitative techniques provided concrete and precise information on the status of parental involvement and quality of education. As advised by Majid (2018), qualitative methods provided experiential and contextual information from key informants on the aspects of parental involvement that influenced quality of education. This brought into the study the voice of study participants and ensured that the findings are grounded in participants' experiences.

This study involved the collection of respondents' open -ended views, attitudes, and opinions on the matter under investigation, which were presented using descriptive methods. The use of qualitative and quantitative methods combined the strengths of each approach to develop a stronger understanding of the research problem (Cresswell & Cresswell, 2018). This ensured high

internal and external validity of the study findings (Amin, 2005). An embedded mixed design where quantitative and qualitative data were collected separately and later merged at analysis and interpretation point using a side-by-side comparison was applied.

3.3 Study Population

The population consisted of teachers, head teachers and parents serving on school SMC in the 5-government aided primary schools in Jinja City. According to Jinja City education department records (2022) these 5 have a total of population 98 teachers and 5 head teachers. Hence the target population for teachers was 98 while that for head teachers was 5 respondents. The target population for parents was all parents who are the members of SMC in the 5 schools. All the 98 teachers were targeted because they are directly involved in implementing the national curriculum in these schools to achieve the national primary school education goals. They are often involved in evaluating pupils' learning progress and can effectively determine whether they are achieving quality education outcomes. In addition, they often interface with parents so had a good understanding of parents' involvement in their children education. All the 5 head teachers and parents who serve on the SMCs were targeted because parents directly represent other parents who have children in these schools in the day-to- day running of the schools. The head teachers are responsible for inviting parents to schools and also oversee parental involvement activities. Thus, the members of the SMC and HTs could provide a good picture of the status of parents' involvement in the education of their children.

3.4 Sample Size and Selection

The number of teachers who took part in the study was determined using the sample size termination table developed by Krejcie and Morgan in 1970. Therefore, from 98 respondents, 80 teachers were selected. A proportion of 80/5 schools=16 teachers) was targeted in each school. The sample was sufficient, hence provided data necessary for inferential analysis. Although a total of 80 questionnaires were given out, 76 were returned fully completed, making the actual sample to be 76 teachers (see *Table 3.1*). This led to a return rate of 95.0%, which according to Creswell and Creswell (2018) was quite good for research purposes.

Given their small size, all head teachers and parents on the SMC were targeted. The sample for head teachers and parents was purposively selected. The sample size for this group was established using saturation. Majid (2018) defines data saturation as the point at which all available data from the sample have been gathered. At that point, the researcher ends the process of gathering data. The sample size was made up respondents from whom the data was gathered. In connection to head teachers, saturation was attained after interviewing 3 while for parents it was attained after interviewing 7 of them. This brought the actual sample for head teachers to be 3, and that of parents to be 7 participants.

Table 3.1:

Population and sample size for Teachers

School	Target population	Sample size
School 1	17	16
School 2	16	15
School 3	14	14
School 4	18	17
School 5	15	14
Total	80	76

3.5 Data Collection Methods

3.5.1 Survey Questionnaire. A questionnaire survey is a method of data collection where a list of questions printed on paper is used to probe for information from a large group of people in a specified study (Amin, 2005). The questionnaire is an efficient data collection method, which has the advantage of high complete responses within a short period. The questionnaire method gives the respondents ample time to read the questions and reflect on the responses, which avoids hasty responses and enhances the validity of the results (Mugenda & Mugenda, 2003). The questionnaire method helped the researcher to reduce the cost and time implications, besides enabling greater responses.

3.5.2 Interviews. The interview method of data collection involves gathering verbal responses from the respondents through direct interaction with the investigator (Amin, 2005). The interview method targets respondents deemed knowledgeable about the matter of investigation (key informants). This study made use of the interview method to collect data from key informants who had management and supervision roles in primary schools within Jinja City. Interviews had structured questions relating to parents' contribution toward

school decision making, parent-school communication and provision of welfare facilities in selected government-aided primary schools of Jinja City.

3.5.3 Document Analysis. This involved collection of information from relevant documents such as international and national reports on the quality of education Uganda such as NAPE, EGMA, EGRA, UN, school circulars and PTA, BOG meeting minutes on parental involvement. The data from the documents helped the researcher to supplement, compare and contrast information that was acquired from questionnaires and interviews.

3.6 Data collection Instruments

3.6.1 Questionnaire. The quantitative data from teachers was gathered using a standardized questionnaire. With the help of the questionnaire, the researcher was able to increase anonymity of respondents, promote on-the-spot data collection, and generate the required information. The use of structured questions enhanced the accuracy of the data acquired (Amin, 2005; Creswell, 2009).

A self-administered questionnaire (*see Appendix III*), with adapted items was used (*see Table 3.2*). The questionnaire had five sections. In section A, demographic characteristics; of respondents namely: Sex, education and number of years of service in the school were collected. Section B collected information on the independent variable, Parental involvement. It covered 3 aspects: Support for a child's learning, school improvement and participation in the running of the school. The 29 items in this section were adapted from Epstein (2019). Section C collected information on the dependent variable, Quality of education. The 10 items were adopted from Verspoor (2021).

3.6.2 Interview Guide. A semi-structured interview guide (Appendix IV) was used during interview sessions with head teachers and SMC members to capture in-depth qualitative data. The interview guides enabled face-to-face interaction and collection of first-hand information on the matter under investigation. According to Amin (2005), Interviews also allow for clarification of the questions, responses and interpretation of interviewees' facial expressions. Throughout data collection, the researcher encouraged unrestricted, honest responses.

3.6.3 Document Analysis Guide. This tool guided the collection of information from relevant documents (*see the guide in appendix V*) that would supplement information from questionnaires and interviews.

3.7 Data Quality and Control

3.7.1 Validity. Validity is the ability to produce findings that are in agreement with theoretical and conceptual values of the study. In this study Validity was perceived as the degree to which the interviews and questionnaire actually measured the aspects targeted by the study. A total of 3 experts were used to validate the instruments. The validators included a lecturer from the department of Foundations of Education, Kyambogo university, an experienced primary school head teacher from Jinja City and a senior inspector of schools from the City's education department. The experts evaluated each of the items in the two instruments on a scale of 4 being highly relevant, 3 relevant, 2 somewhat relevant and 1 irrelevant. The content validity index (CVI) of the instruments was established using the formula;

$$CVI = \frac{\text{No. of items declared valid}}{\text{Total No. of items in the instrument}}$$

The content validity results are summarised in the Table 3.2.

Table 3.2:

Content Validity Index (CVI) of Instruments

Evaluator	Questionnaire for teachers	Interview guide	Document analysis Guide
KYU lecturer	0.79	0.85	0.81
Head Teacher	0.83	0.76	0.78
Inspector of schools	0.87	0.85	0.82
Average	0.83	0.82	0.80

Source: Validation data (2023)

The information in Table 3.2 shows that the average content validity index for the teachers 'questionnaire was 0.83, that of the interview guide was 0.82 and document analysis guide was 0,8. The CVIs for the two instruments were above 0.7, which according to Amin (2005) was satisfactory for research purposes.

3.7.2 Reliability. Reliability measures the degree to which a research instrument yields consistent results (Odiya, 2009). A pre-test study was done on all the instruments, to make sure that the data collection process is based on the study's purpose and objectives. This was a small-scale study to review the instruments and research procedure prior to the actual data collection phase to ensure that participants could respond in accordance with the instructions and to examine the best way to handle unanticipated problems and gauge how long the respondents would respond to the instruments. The pre-test sample included teachers from Victoria Nile and Walukuba East Estate primary schools, which will not be part of the main study so as to ensure credibility of

the final data. The research targeted 8 teachers from each of the two schools, which brought the pre-test target sample to 16 teachers. However, the fully completed instruments were 14, making the pre-test participants to be 14. The Cronbach Alpha's were established using SPSS (see *Table 3.3*). A reliability coefficient above 0.7 was taken to be appropriate as advised by Amin (2005).

Table 3.3:

Reliability Coefficients for Teachers' Questionnaire

Variable	No. of items	Alpha (α)
Parents' Support for Child's Learning	10	.83
Parents' Support for School Improvement	10	.76
Parents' Participation in running of the school	9	.78
Quality of Education provided by Primary Schools	10	.85
Support for and Quality of Education (full scale)	39	0.81

Table 3.3 shows that the Cronbach alpha value for the whole instrument was 0.81. The sub scale values were *Support for Child's Learning* =.83, *Support for School Improvement* =.76, *Participation in running of the school* =.78 and *Quality of Education* = .85. Generally, the Cronbach's alpha values for the instrument were above 0.70, which according to Majid (2017), was considered satisfactory for this study.

3.8 Data Collection Procedure

After proposal defense, an introductory letter was obtained from Kyambogo University, allowing the researcher to proceed to field-data collection and report writing. The letter was presented to the Jinja City Education Officer (MEO) seeking permission to carryout research in his/her area of jurisdiction.

The head teachers of the targeted schools were then contacted for further permission to access the school staff and arrange for hand-delivering of questionnaires and also schedule interview sessions. The completed questionnaires were collected at an agreed time by the researcher and/or her assistants. For face-to-face interviews, the researcher provided the respondents with a snap shot of the study and requested for their consent to participate in the study before actual interview sessions.

3.9 Data Management

After collecting the instruments, each questionnaire was coded by being given an identity number. The Statistical Package for Social Sciences was then used to analyze data. Preliminary data assessment was done to ascertain the presumptions underlying the use of univariate, bivariate, and multivariate approaches. Tests for linearity and normality were done. In relation to qualitative data, information was scrutinized, coded, described and grouped into themes. Then emerging themes were created and described in relation to the study objectives.

3.10 Data Analysis

3.10.1 Quantitative Data Analysis. Data was analyzed at the univariate, bivariate, and multivariate levels. Specific means and standard deviations, descriptive statistics, were calculated. To test the hypotheses and assess the strength and direction of the association between the two variables, Pearson's correlation coefficients and linear regression were used. The impact of parental

involvement on the quality of education was determined using multi-regression analysis.

3.10.2 Qualitative Data Analysis. Content analysis was used to analyze qualitative data. Data from field notes and scripts was transcribed and coded. The researcher determined how strongly and frequently specific thoughts were expressed. The more frequent viewpoints were taken as a reflection of how respondents feel about the topics under investigation and were thematically summarized in descriptive phrases.

3.11 Ethical Considerations

First, participation in the research was voluntary. Participants were informed of their right to decline participation. Before distributing the questionnaires, the researcher sought for consent (*see appendix I*), explained the purpose of the study and assured respondents of confidentiality. She also discussed the data collection period with respondents before giving them questionnaires to complete.

The researcher addressed disclosure issues by restricting accessibility of collected data to only authorized persons with need to know. Further, the respondents were requested to first read the introduction to the instrument (*see appendix II*), which adequately informed them regarding how they would be treated throughout the research, how risks would be managed and the benefits of participating in this study. The researcher allowed respondents adequate time to reflect on the information they provided, and minimized coercion and undue effect.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter focuses on the presentation, analysis and interpretation of data for the study that examined the influence of parental involvement on the quality of education received by pupils in Jinja City government-aided primary schools in Eastern Uganda. The findings are based on questionnaire responses of 76 teachers and interviews with 3 Head teachers and 7 parents who serve on School Management Committees (SMCs). The results on the demographic characteristics of the respondents are presented first, followed by descriptive and interview results on the issues that were being investigated. Finally, inferential analyses on the study objectives are presented.

4.1 Demographic Characteristics of the Respondents

This section presents personal and work-related information of the teachers, namely; gender, education attainment and work tenure. The information is presented in in Table 4.1.

Table 4.1:

Demographic Information of Teachers (N=76)

Variable	Category	Percentages	
Gender		f	%
	Male	22	28.9
	Female	54	71.1
Academic Attainment	Bachelors Degree	7	9.2
	Diploma	60	78.9
	Certificate	9	11.8
Tenure	less than 1 year	20	26.3
	1-3 years	2	2.6
	4-6 years	44	57.9
	Above 6 years	10	13.2

Source: Primary data from the field (2023)

4.1.1 Gender of Respondents. The respondents indicated their gender and the results in Table 4.1 show that the majority of respondents (71.1%) were female and 28.9% were male. Therefore, the information provided represented the opinions of both genders.

4.1.2 Academic Attainment of Respondents. The respondents were asked to indicate their educational attainment. The results in Table 4.1 show that the majority (78.9 %) had attained diploma education and some 9.2 % had degrees. Therefore, most of the respondents had sufficient education to be able to effectively analyze issues and we can conclude that their responses about the issues that were being investigated were credible.

4.1.3 Work Tenure. Respondents indicated the number of years they have been working as teachers in their particular schools. The information in Table 4.1 shows that the majority (57.9 %) had been teaching for 4-6 years and this period was long enough for them to have a good picture of parents' support for

their children's learning and the quality of education provided in their particular schools. This implies that respondents were able to provide accurate information about the issues that were being investigated.

4.2 Status of Quality of Education Received by Pupils and Parental Support in Jinja City Government-Aided Primary Schools

In this study, descriptive statistics were run to ascertain the status of the variables that were being investigated. Frequency tables, showing the mean, standard deviation and ratings of the aspects that were used to measure each variable were calculated. Descriptive statistics of each variable were also calculated to ascertain whether data on each of the variables was appropriate for inferential analysis. The findings are presented below.

4.2.1 Quality of Education Received by Pupils in Jinja City Government-Aided Primary Schools. The dependent variable, quality of education received by pupils, was conceptualized as schools ensuring that the education they give, meets the needs of learners, learners are supported to progress in understanding and attain necessary competences in all learning areas. The variable was measured using 10 items and the aspects with mean response ≥ 3.5 were closer to agree on the likert scale, and were therefore taken to imply that respondents agreed they being performed by the school. The findings are summarized in Table 4.2.

Table 4.2:

Mean Response, SD and Ratings on Quality of Education

Aspects	Mean	SD	Rating
The learning activities in our school meet learner needs	4.32	.47	Agree
The school makes certain that learners apply what they have learnt in their lives	3.70	1.03	Agree
The school makes sure that the attainment of learners in all learning areas is good	4.01	.64	Agree
The school often ascertains that learners progress in understanding and standard of their work	4.06	.53	Agree
The school makes certain that there is good teacher-learner interaction for the benefit of all learners	4.43	.81	Agree
The school makes sure that learners progress in the standard of their work	3.26	.49	Disagree
Teachers in our school are available to attend to pupils' needs	4.63	.48	Agree
Teachers in our school always provide constructive feedback to pupils to help them progress	4.48	.50	Agree
The performance of learners in our school in national exams is one of the best in the area	3.32	1.11	Disagree
Learners in our school always improve their overall education attainment	3.77	.59	Agree
Overall score	4.07	0.27	Agree

Source: Primary data from the field (2023)

Key: 1=strongly disagree, 2=disagree, 3= not sure, 4= agree, 5=strongly agree

Mean =<3.4 implies respondents disagreed, mean >3.5 they agreed

The results in Table 4.2 show that generally teachers agreed (mean= 4.07, SD=.67) that their schools provide quality education to learners. The teachers agreed that learning activities in their school meet learner needs (mean=4 .2, SD=.47), the school makes certain that learners apply what they have learnt in their lives (mean=3 .70, SD=1.03), school makes sure that the attainment of learners in all learning areas is good (mean=4 .01, SD=.64) and the school often ascertains that learners progress in understanding and standard of their work (mean=4 .06, SD=.53).

Respondents further agreed that the school makes certain that there is good teacher-learner interaction for the benefit of all learners (mean=4 .43, SD=.81), teachers in their school are available to attend to pupils' needs (mean=4 .63, SD=.48), teachers in their school always provide constructive feedback to pupils to help them progress (mean=4 .48, SD=.50) and learners in their school always improve their overall education attainment (mean=3.77, SD=.59).

However, respondents disagreed that the school makes sure that learners progress in the standard of their work (mean=3.26, SD=.49) and the performance of learners their school in national exams is one of the best in the area (mean=3.32, SD=1.11). Therefore, even though teachers felt that their schools strove to provide quality education to pupils, they indicated that some challenges existed that prevented them from helping pupils produce standard work that would enable them do well in national exams.

The researcher then examined the general distribution of results on the quality of education provided by schools. The descriptive statistics of the items that measured the variable are summarized in Table 4.3.

Table 4.3:

Summary Statistics for Quality of Education

Descriptive	Statistic	Standard error
Mean	4.07	.03
Median	4.20	
Std. Deviation	0.27	
Variance	.07	
Skewness	-.29	.28
Kurtosis	-1.26	.56
Range	.90	
Minimum	3.60	
Maximum	4.50	

Source: Primary data from the field (2023)

The results in Table 4.3 show that the mean = 4.07 was close to the median = 4.2 and the dispersion in responses (SD = .27) was also small, indicating normality in the responses. The distribution of data was further explored using the normal curve and the findings are shown in Figure 4.1.

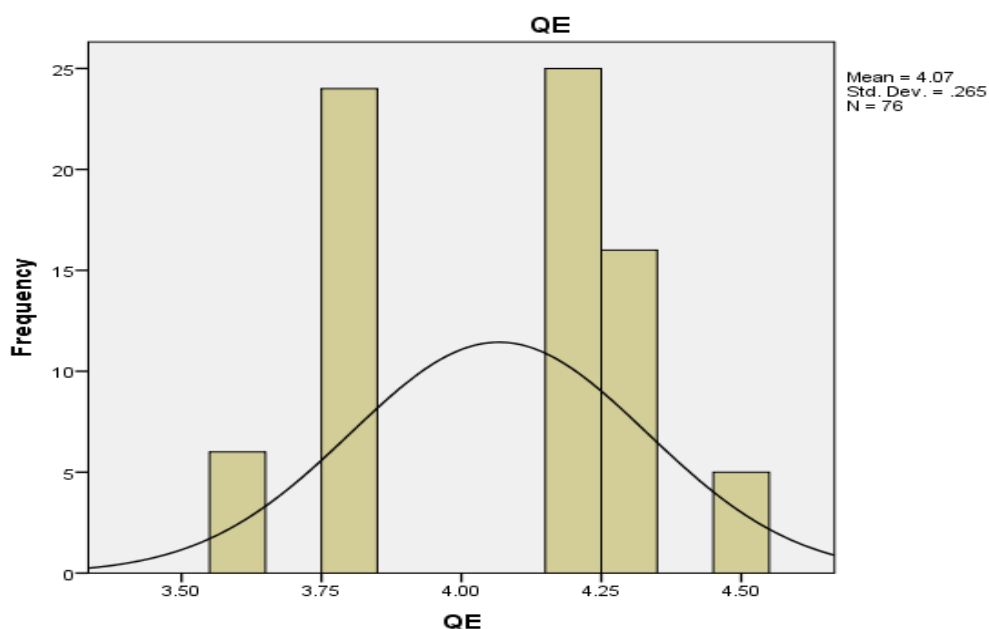


Figure 4.1:

Histogram for Quality of Education

The curve in Figure 4.1 also confirms that data on quality of education was normally distributed and appropriate results could be obtained when subjected to linear correlation and regression.

4.2.2 Parental Involvement in their Children's Education. The Independent Variable parental involvement was measured using three indicators namely; support for child's learning, support for school development and participation in school management. The variable was measured using 29 items, and the aspects that had mean response ≥ 3.5 were closer to agree on the likert scale, implying that respondents agreed that the parents performed the aspect. The findings are summarized in Tables 4.4-4.6.

4.2.2.1 Parents' Support for Child's Learning. With regard to Parents' support for child's learning, the researcher explored the level to which parents gave their children encouragement, were responsiveness to their needs and provided necessary scholastic requirements. The findings are summarized in Table 4.4.

Table 4.4:

Mean response, SD and ratings on Parents' Support for Child's Learning

Aspects	Mean	SD	Rating
Parents contribute funds towards school activities	2.35	.92	Disagree
Parents willingly donate scholastic materials to facilitate teaching and learning activities	2.31	.66	Disagree
Parents always participate in activities that enhance the implementation of the school curriculum	2.25	.64	Disagree
Parents do things together with their children to help them love education	2.20	.40	Disagree
Whenever able, parents willingly help their children to do their homework	2.85	1.00	Disagree
Parents always reward their children when they get good grades	2.08	.82	Disagree
Parents are concerned about the academic performance of their children	2.87	.55	Disagree
Parents monitor the behaviours of their children at school	2.45	1.06	Disagree
Parents always explain the needs of their children to the school	2.40	1.29	Disagree
Parents often encourage children to relate well with their teachers	2.75	1.01	Disagree
Overall Score	2.46	.42	Disagree

Source: Primary data from the field (2023)

Key: 1=strongly disagree, 2=disagree, 3= not sure, 4= agree, 5=strongly agree

Mean =<3.4 implies respondents disagreed, mean >3.5 they agreed

The results in Table 4.4 show that generally teachers disagreed (mean= 2.46, SD=.42) that parents in their school support their children's learning. The

teachers disagreed that parents contribute funds towards school activities (mean=3.35, SD=.92), willingly donate scholastic materials to facilitate teaching and learning activities (mean=2.31, SD=.66), always participate in activities that enhance the implementation of the school curriculum (mean=2.25, SD=.64) or do things together with their children to help them love education (mean=2.20, SD=.40).

The teachers further disagreed that parents willingly help their children to do their homework (mean=2.85, SD=1.00), always reward their children when they get good grades (mean=2.08, SD=.82), are concerned about the academic performance of their children (mean=2.85, SD=1.00) or rewarded their children when they scored good grades (mean=2.08, SD=.82).

It was further found out that parents were not concerned about the academic performance of their children (mean=2.87, SD=.55), did not monitor the behaviours of their children at school (mean=2.45, SD=1.06), did not always explain the needs of their children to the school (mean=2.40, SD=1.29) and did not often encourage children to relate well with their teachers (mean=2.75, SD=1.01). Therefore, the level at which Parents in Jinja City primary schools supported their children to fully benefit from the education they received from school was so low. Parents never expended effort to ensure that they encouraged their children to learn and were not responsiveness to their educational needs.

The researcher then examined the distribution of results on parents' support for their children's learning. The descriptive statistics of the items that measured the variable are presented in Table 4.5.

Table 4.5:

Summary Statistics for Parents' Support for their Children's Learning

Descriptive	Statistic	Standard error
Mean	2.46	.05
Median	2.60	
Std. Deviation	.42	
Variance	.17	
Skewness	-.14	.28
Kurtosis	-1.35	.56
Range	1.30	
Minimum	1.80	
Maximum	3.10	

Source: Primary data from the field (2023)

The results in Table 4.5 show that the mean = 2.46 was close to the median = 2.60 and the dispersion in responses (SD = .42) was also small, indicating normality in the responses. A histogram of the distribution of data was also run to ascertain its normality and the findings are shown in Figure 4.2.

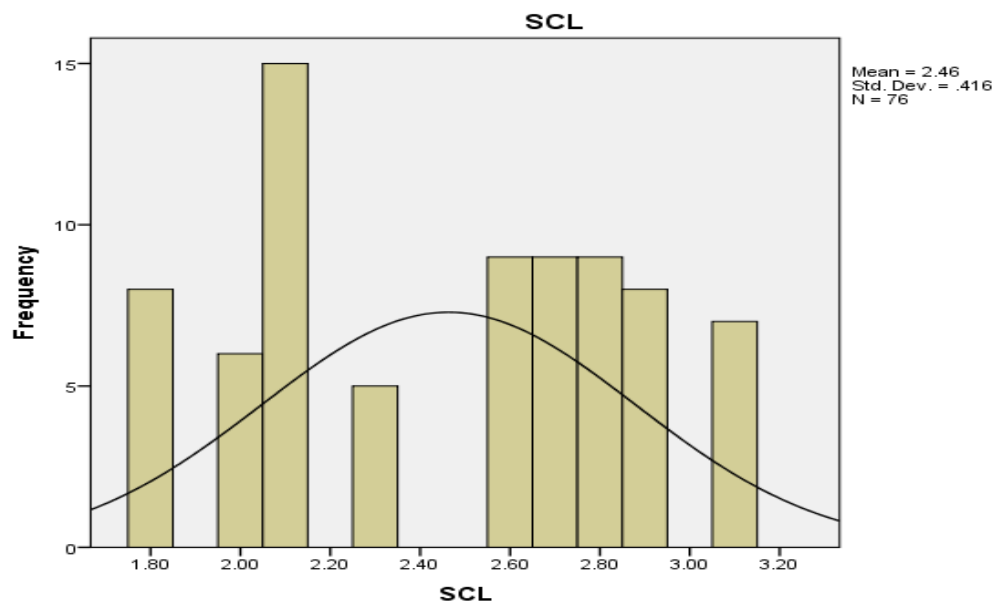


Figure 4.2:

Histogram for Parents' Support for their Children's Learning

The curve in Figure 4.2 also confirms that data on parents' support for their children's learning was normally distributed and appropriate results could be obtained when subjected to linear correlation and regression.

4.2.2.2 Parents' Support for School Improvement. In relation to Support for School Improvement, the extent to which parents in Jinja City schools ensure that schools have good learning infrastructure and play facilities was explored. The findings are summarized in Table 4.6.

Table 4.6:

Mean response, SD and ratings on Parents' Support for School Improvement

Aspects	Mean	SD	Rating
Parents in our school often ensure that classrooms enable learners to enjoy their learning	1.88	.72	Disagree
Parents in our school always confirm that classrooms have facilities that enable learners fully benefit from their education	2.01	.46	Disagree
Parents in our school often make certain that desks in the classrooms enable learners to comfortably write	1.95	.84	Disagree
Parents in our school always make sure that chairs in the classrooms are comfortable for learners	1.75	.92	Disagree
Parents in our school ensure that classrooms support learning even when it is raining	2.97	.82	Disagree
Parents in our school often make certain that the school has enough classrooms for all lessons	2.43	1.25	Disagree
Parents in our school always ensure the available teaching materials enable learners to enjoy lessons	1.91	.86	Disagree
Parents in our school always confirm that the school provides up-to-date learning materials to learners in order to benefit fully from their learning	2.2	1.02	Disagree
Parents in our school ensure the school provides modern adequate tools such as projectors to support the learning of pupils	1.10	.30	Disagree
parents in our school make sure that the general infrastructure in the school enables learners to enjoy their education	2.06	1.28	Disagree
Overall Score	2.05	0.85	Disagree

Source: Primary data from the field (2023)

Key: 1=strongly disagree, 2=disagree, 3= not sure, 4= agree, 5=strongly agree
Mean =<3.4 implies respondents disagreed, mean >3.5 they agreed

The results in Table 4.6 show that generally teachers disagreed (mean= 2.05, SD=.85) that parents Support the improvement of Schools where their children go. The teachers disagreed parents in our school often ensure that classrooms enable learners to enjoy their learning (mean=1.88, SD=.22), parents always confirm that classrooms have facilities that enable learners fully benefit from their education (mean=2.01, SD=.46), parents often make certain that desks in the classrooms enable learners to comfortably write (mean=1.95, SD=.84) or parents in our school always make sure that chairs in the classrooms are comfortable for learners or parents in our school always make sure that chairs in the classrooms are comfortable for learners (mean=1.75, SD=.92).

The teachers further indicated that parents in their school do not ensure that classrooms support learning even when it is raining parents (mean=2.97, SD=.82), parents do not ensure that the available teaching materials enable learners to enjoy lessons (mean=1.91, SD=.86), and parents do not always confirm that the school provides up-to-date learning materials to learners in order to benefit fully from their learning (mean=2.2, SD=1.02),

It was further revealed that parents did not ensure that the school provides modern adequate tools such as projectors to support the learning of pupils (mean=1.1, SD=.30) or that the general infrastructure in the school enables learners to enjoy their education (mean=2.6, SD=1.28). Therefore, it can be concluded that parents in Jinja City primary schools did not ensure that the schools where their children attended, had relevant and sufficient learning and play infrastructure.

The researcher then examined the distribution of results on parents' support for school improvement. The descriptive statistics of the items that measured the variable are presented in Table 4.7.

Table 4.7:

Summary Statistics for Parents' Support for School Improvement

Descriptive	Statistic	Standard error
Mean	2.05	.08
Median	1.80	
Std. Deviation	.85	
Variance	.38	
Skewness	.41	.28
Kurtosis	-1.39	.56
Range	1.80	
Minimum	1.20	
Maximum	3.00	

Source: Primary data from the field (2023)

The results in Table 4.7 show that the mean = 2.05 was close to the median = 1.8 and the dispersion in responses (SD = .62) was also small, indicating normality in the responses. The distribution of data was further confirmed using the normal curve. The findings re shown in Figure 4.3.

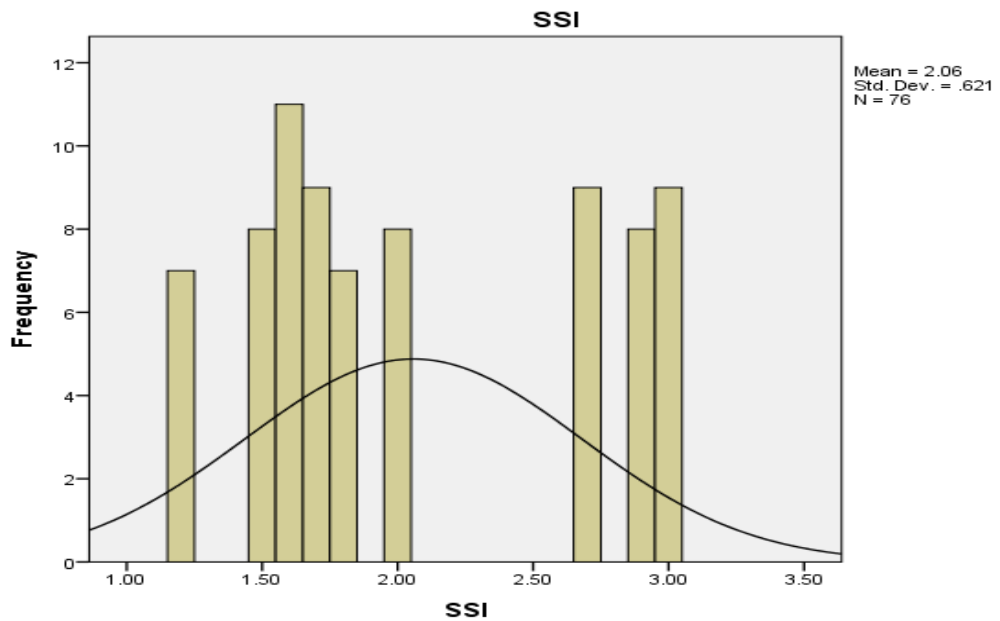


Figure 4.3:

Histogram for Parents' Support for School Improvement

The curve in Figure 4.3 also confirms that data on parents' support for school improvement was normally distributed and appropriate results could be obtained when subjected to linear correlation and regression.

4.2.2.3 Parents' Participation in the Running of the School. In connection to, Participation in the running of the school, the researcher examined whether parents in Jinja City primary schools provide suggestions for school improvement and participating in school annual general meetings and Parents Teachers Association activities. The results are summarized in Table 4.8.

Table 4.8:

Mean response, SD and Ratings on Parents' Participation in the Running of the School

Aspects	Mean	SD	Rating
Parents in our school often attend annual general meetings	3.48	.60	Agree
Parents in our school actively participate in school development events	1.93	.89	Disagree
Parents on school BOG actively do their roles	2.93	1.33	Disagree
Parents with some community responsibility often support the activities of the school	2.58	.92	Disagree
Parents in our school often make sure that the school meets the needs of learners	2.31	1.13	Disagree
Parents in our school willingly take on any responsibility related to the betterment of the school	2.18	.73	Disagree
Parents in our school often confirm that all school resources are used only in school development	2.47	.69	Disagree
Parents with technical expertise in areas such as accounting, planning and organizational development often help the school to progress	2.47	1.14	Disagree
In the parents –school meetings, parents always give very good ideas to help the school advance	2.78	.63	Disagree
Overall Score	2.57	0.9	Disagree

Source: Primary data from the field (2023)

Key: 1=strongly disagree, 2=disagree, 3= not sure, 4= agree, 5=strongly agree

Mean =<3.4 implies respondents disagreed, mean >3.5 they agreed

The results in Table 4.8 show that generally teachers disagreed (mean= 2.57, SD=.9) that parents actively participate in the running of the schools. The teachers disagreed that parents actively participate in school development events (mean=1.93, SD=.89), Parents on school BOG actively do their roles

(mean=2.93, SD=1.33), Parents with some community responsibility often support the activities of the school (mean=2.58, SD=.92) or parents often make sure that the school meets the needs of learners (mean=2.31, SD=1.13).

The teachers further disagreed that parents willingly take on any responsibility related to the betterment of the school(mean=2.81, SD=.73), parents often confirm that all school resources are used only in school development (mean=2.47, SD=.69), Parents with technical expertise in areas such as accounting, planning and organizational development often help the school to progress(mean=2.47, SD=1.14) or parents always give very good ideas to help the school advance in In the parents –school meetings (mean=2.83, SD=.63). The respondents only agreed to parents often attend annual general meetings (mean=3.48, SD=.60). Therefore, while parents attended parents- school meetings their contributions in terms of ideas, resources and encouragement were quite low to have a positive effect on school improvement. However, out of the three parents’ involvement aspects that were explored, participation in school improvement (mean =2.59), was better than, support for children’s learning (mean =2.45) and support for school improvement (mean =2.03).

The researcher then examined the distribution of results on parents’ participation in the running of the school. The descriptive statistics of the items that measured the variable are presented in Table 4.9.

Table 4.9:

Summary Statistics for Parents' Participation in the Running of the School

Descriptive	Statistic	Standard error
Mean	2.56	.08
Median	2.68	
Std. Deviation	.69	
Variance	.47	
Skewness	.05	.28
Kurtosis	-1.70	.55
Range	1.89	
Minimum	1.67	
Maximum	3.56	

Source: Primary data from the field (2023)

The results in Table 4.9 show that the mean = 2.56 was close to the median = 2.68 and the dispersion in responses (SD = .69) was also small, indicating normality in the responses. A histogram of the distribution of data was also run to further ascertain its normality. The findings are shown in Figure 4.4.

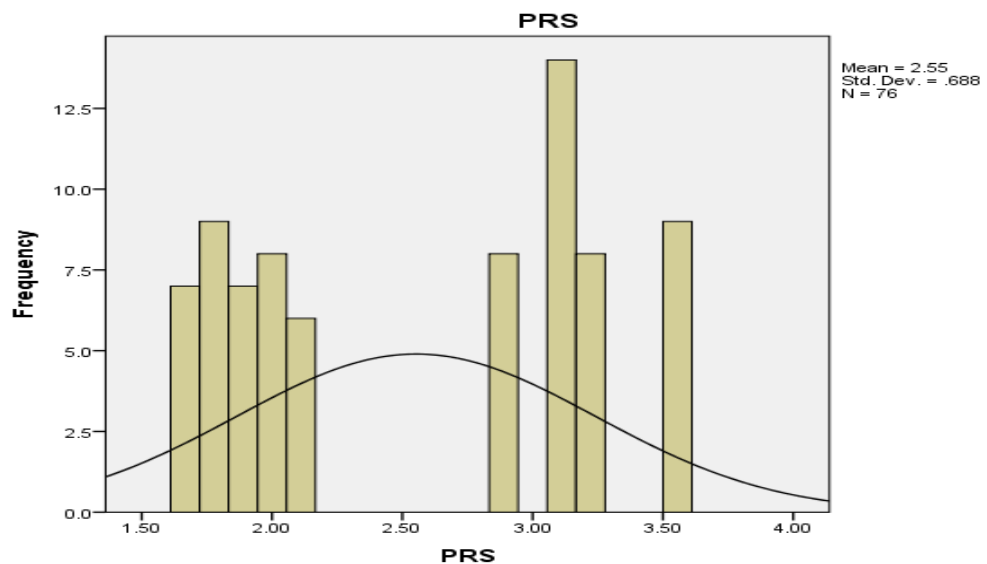


Figure 4.4:

Histogram for Parents' Participation in the Running of the School

The curve in Figure 4.4 also confirms that data on parents' participation in the running of the school was normally distributed and appropriate results could be obtained when subjected to linear correlation and regression.

4.3 Relationship Between Parental Involvement and Quality of Education Provided by Primary Schools in Jinja City

The researcher then examined whether and the extent to which Parental Involvement and Quality of Education were related. This was done to ascertain whether increases in parental, involvement would result into corresponding increases in the quality of education received by pupils. The relationship between Parental involvement and quality of education provided by schools was examined using Pearson correlation. The findings are summarized in Table 4.10.

Table 4.10:

Correlation Matrix for Parental Involvement and Quality of Education Provided by Primary Schools

Variables	1	2	3	4
1-Quality of Education	1			
2-Support for Learning	-.004	1		
3-Support for school Improvement	.262*	.627**	1	
4-Participation in running of school	.430**	.352**	.826**	1

Key; p<.01**, p<.05*

The results in Table 4.10 show that the Relationship between Parental Involvement and Quality of Education Provided by primary Schools was quite low. The relationship between parents' support for their children's learning and Quality of Education was not significant ($r = -.004$, $p > 0.01$), that between support for school improvement and Quality of Education was significant and positive ($r = .262$, $p < 0.05$), while that between Participation in running of school was and Quality of Education was positive and significant ($r = .430$, $p < 0.01$).

4.4 Regression Analysis of Parental Involvement on Quality of Education Provided by Primary Schools in Jinja City

Regression analysis was done to ascertain the influence of Parental Involvement on Quality of Education Provided by primary Schools in Jinja City. The findings are presented in Table 4.11.

Table 4.11:

Multiple Regression for Parental Involvement on Quality of Education

School based factors	Standardized Coefficients	Significance
	Beta	p
Support for children's learning	-.108	.543*
Support for school Improvement	-.179	.444*
Participation in the running of the school	.616	.002*
$R^2 = 0.218$		
Adjusted $R^2 = 0.188$		
$F = 7.083$, $p = .002$		

Key; $p < .01^{**}$, $p < .05^*$

Dependent Variable: Quality of education

The results in Table 4.11 show that Parental Involvement on Quality of Education explained 21.8 % of the variation in the quality of education ($R^2 = .218$). This means that 78.2% of the variation in the quality of education was accounted for by other factors not considered under this model. Parents support for their children's learning ($\beta = -.108$, $p > 0.05$) had a negative and insignificant influence on quality of education, support for school improvement also had a negative and insignificant influence ($\beta = -.179$, $p > 0.05$) on quality of education and only participation in the running of the school had a significant ($\beta = .616$, $p < 0.05$) influence on quality of education.

4.5 Objective One: Parents' Support for their Children's Learning and its Influence on Quality of Education Provided by Government-Aided Primary Schools of Jinja City

The first objective of the study was to ascertain the extent of parents' support for their children's learning and how it influenced the quality of education provided by government-aided primary schools of Jinja City. The researcher had hypothesized that parents' support for their children's learning did not have a significant influence on the quality of education provided by primary schools in Jinja city. The Pearson correlation coefficient showed that the relationship between parents' support for their children's learning and quality of education was not significant, $r(74) = r = -.004$, $P = N.S$. The influence was also negative and insignificant ($\beta = -.108$, $p > 0.05$). This implies that the level of parents' support for their children's learning is quite low so as to have any noticeable contribution to the learning of the children. Therefore, the regression results confirmed the first study hypothesis that Parents' support for children's

learning does not significantly influence the quality of education provided by government-aided primary schools of Jinja City and the hypothesis was retained. Parents did not give their children enough encouragement and provided insufficient response to their educational needs so as to enable them benefit from education.

In the Interviews, the key informants, parents on SMCs and Head teachers revealed why the support parents' support parents in Jinja city gave to the learning of their children was not sufficient to positively affect the quality of education provided by schools. The interviews revealed that parents did not generally understand their role in this aspect. There was lack of stakeholder meetings to explain to parents about their role was partly the problem contributing to low support of parents. The majority of parents complained that they had very limited knowledge of their '*role in supporting the learning of their children*' and the '*benefits gained from the this*', Parents confided that for them they knew that the government takes care of all the learning needs of the children.

For example, a SMC member brought out this problem well when he said;

Awareness and planning meetings are usually organized for elections, and local leaders do well in mobilizing the community. Why is it that the same structure is not used for primary school education programs? We would expect that LC1 leaders would be entrusted with the task of calling parents for school meetings so that they learn about what they are expected to do with regard to their children's education. We are tired of learning about them

from our children's report cards (**Walukuba East Estate primary school SMC member, Male**).

On the issue of parents now being educated on how and why they are supposed to support their children's educations, a member of SMC in the Jinja Council further intimated that;

Public health awareness campaigns for COVID, HIV, and vaccination have been done using the door-to-door approach by LCs, and they were successful, because the communities saw their leaders involved. So, I wondered why the same approach couldn't be used on educational programs, since it has seemed effective in educating and mobilizing the community for the common good (**SMC member Victoria Nile primary school, Female**).

The head teachers also gave suggestions on how to increase parents' support for their children's learning. For example, they mentioned radio talk shows that have become popular in their area on mobilizing the community and collecting their views on public community development programs, since are listened to by many people. The head teacher of a primary school in Jinja town council reiterated;

FM radios that are now the most common means of communication to the community should be used by central, local government and schools to educate parents on how they can support their children's learning at home and in school. This forum can enable the majority of parents and community leaders to contribute on how they want to be involved. Schools can be given some finding to book air

space on these radios (**H/Tr Victoria Nile primary school, female**).

Participants complained about lack of government funded mass education programs on how they can support their children's education. They were unhappy that the role of mass education on this important aspect of child's lives- education had been left to NGOs. On this issue, a member of a SMC in Northern division complained;

In my area, I only see Non-Governmental Organizations (NGOs) running public awareness education on the role of parents in primary education, yet education is a public service provided by government and we even pay tax to fund it (**SMC member, Kagoma primary school, male**).

It was evident that politicians took centre stage, whenever they interfaced with the community to talk about the role of parents in primary education programs. However, the head teachers were not happy with politicians explaining to the community about their role in supporting children's learning. A head teacher from Northern division intimated that;

In my area, it is the local councilors who mainly get the opportunity to give parents information on most of the government's primary education programs, instead of heads of schools, who are professionals in education. But this information is sometimes given in a way of criticizing the implementers, and the parents are left not sure of their roles. It would be good if politician would give us a platform to explain directly to parents, whenever

community meetings are organized (**H/Tr, Kalungami Primary School, male**).

Another head teacher in Jinja Southern Division also added her sentiments;

Politicians in my area usually interfere with the educational programs, especially with regard to the role of parents and funding, because they want to please the voters, hence making it very difficult to accomplish our responsibilities. We are not able to explain to parents and community leaders how they are supposed to support us when their minds have been corrupted by politicians (**H/Tr, Main Street Primary School, male**).

Hence, while parents would be interested in doing their part in supporting the education of their children, they lacked understanding now why and how they should do it. They had not got accurate information from experts and usually survived on twisted, politically inclined information from politicians.

4.6 Objective Two: Parents' Support for School Improvement and its Influence on the Quality of Education provided by Government-Aided Primary Schools of Jinja City

The second objective of the study was to determine the level of parents' support for school Improvement and its influence on the quality of education provided by government-aided primary schools of Jinja City. The researcher had hypothesized that parents' support for school Improvement was quite high and would positively influence the quality of education provided by government-aided primary schools of Jinja City. The Pearson correlation coefficient revealed that a small positive and significant relationship $r(74)$

=.262, $P < 0.05$, existed between support for school improvement and quality of education and support for school improvement did not make a significant influence on quality of education ($\beta = -.108$, $p > 0.05$). This means that the amount of support parents provides to improve the schools is so low to have a noticeable effect on the quality of education. The regression results again confirmed the second study hypothesis that the level of parents' support for school development does not significantly affect the quality of education provided by government-aided primary schools of Jinja City. Parents did not strive to ensure that ensure schools attended by their children have good, learning infrastructure and play facilities to enable the children fully benefit from the educational programs.

The key informants were interviewed to assess their views on the status of parents' support for school's improvement and it has affected the quality of education in Jinja City primary schools. Information from the interviewed participants, SMC members and head teachers, showed that Parents perceived primary education programs as a trick of the central government to source for foreign funding, so they were not obliged to support schools. Parents were not fully involved in designing and implementing primary school education programs. On this issue, a former head teacher who is also the chairman of the SMC of a school in Northern division complained;

Most parents who represent the community on school management committees we have stopped giving any suggestions on how primary schools can be made more effective, since their views are no sought for. They also feel that they should no contribute to programs where they are not respected and key stakeholders.

Technocrats and government officers sit in hotels and craft their programs and at the same time expect us to support them?

(Chairman SMC Budondo Primary School, male).

The participants expressed ill will on the MOES. They felt that it is unwilling to be helped by parents, since they are intent on pursuing their own agenda, which according to the community is making accountability to the program funders from foreign countries. Some members of SMCs also complained of the officials at the district not collecting and listening to their suggestions for improving the performance of primary schools. An SMC member from Southern Division affirmed;

It is us parents' representatives who are on the ground and in contact with the community and learners. So, we know their ability and limitations. If we were involved in deciding what we can effectively do to support schools, we would then feel obliged to fulfil our commitment. But how we be expected to do what we did not commit to? **(SMC member, Victoria Nile, male).**

The Head teachers also complained that they give suggestions on how parents can be more involved in supporting schools, but they are not implemented. A head teacher from Southern division intimated that;

The suggestions of HTs on enhancing the cooperation and support of parents are not usually taken seriously by the MOES. So, most of us leave things as they are, and subsequently, programs remain on paper, and we just do what we can **(HT, Main Street primary school, female).**

Therefore, the key stakeholder, parents, community leaders and school

managers complained that they were not aware of what they are supposed to do to improve the schools in their communities. In bid to converse for support, government and politicians had taken over these institutions and left them out. They felt alienated and had little impetus to support their children's learning.

4.4.3 Objective Three: The Effect of Parents' Participation in the Running of the School on the Quality of Education provided by Government-Aided Primary Schools of Jinja City. The third objective of the study was to assess the effect of parents' participation in the running of the school on the quality of education provided by government-aided primary schools of Jinja City. The researcher had hypothesized that the parents' participation in the running of the schools does influence the quality of education provided by government-aided primary schools. The Pearson correlation coefficient showed that a moderate, positive and significant relationship, $r(74) = .4, P < 0.01$, existed between parents' participation in the running of the schools and the quality of education provided by schools. It was also found out that parents' participation in the running of the school positively influenced the quality of education ($\beta = .616, p < 0.05$). This means that when parents attend and provide useful suggestions for school improvement, schools are empowered to provide education that meets learner needs. Hence the third study hypothesis that Parents' participation in the running of the schools does not influence the quality of education provided by government-aided primary schools of Jinja City was rejected.

However, the parents and SMC members complained that they were only remembered when they were asked to fund or provide resources. It was discovered that the MOEs and district education managers were not monitoring

parents' participation in the running of schools. An SMC member from Northern division complained that;

A good number of parents did not have concerted interaction with schools, and this negatively affected the level of understanding and acceptability of their roles **(SMC member, Nakanyonyi primary school, male)**.

Head teachers felt that the involvement of parents in the running of schools was mainly used as a rubber stamp by the school. Participation was also not very inclusive. Participation was limited to a few parents who did not fully represent the needs of the communities where schools are located. Some members of the SMCs complained that;

In most cases it is only Community Based Organizations (CBOs) and NGOs who are invited in school evaluation meetings yet they do not represent the parents and local leaders truly **(Chairman SMC, Magwa primary school, male)**.

A communication gap between the schools and the parents also existed. In cases where the parents were invited in School meeting, they had very little information and skills on educational programs. Majority of SMCs members were not able to understand the issues that were being deliberated on by the school leaders since they mostly used complicated English.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on discussion, conclusion, and recommendations of the study that examined the influence of parental involvement on the quality of education received by pupils in Jinja City government-aided primary schools in Eastern Uganda. A discussion of the findings is presented first, followed by a conclusion and recommendations to improve the contribution of parental involvement on the quality of education received by pupils.

5.2 Discussion

This section gives a detailed discussion of results on the influence parents support their children's learning, school Improvement and participation in the running of the school has on the likelihood of primary schools to ensure that the education they provide meets learner needs and enables learners to attain the learning outcomes in the key learning areas of primary education.

5.2.1 Parents' Support for their Children's Learning and its Influence on Quality of Education provided by Government-Aided Primary Schools of Jinja City. In relation to the first objective to ascertain the extent of parents' support for their children's learning and how it influenced the quality of education provided by government-aided primary schools of Jinja City, the relationship between parents' support for their children's learning and quality of education was not significant $r(74) = r = -.004$, $P = N.S$ and the influence was negative and insignificant ($\beta = -.108$, $p > 0.05$). Parents' support for their children's learning was so low to have any noticeable contribution to the

learning of the children. Parents did not give their children enough encouragement and response to their educational needs so as to enable them benefit from education.

Hence, it was evident that parents were not receiving enough opportunity to understand what they are supposed to do support their children's education. They were often confused by area politicians about their roles. Head teachers who have a better understand of the needs of children and how parents can support did not have a commanding presence in the community as managers of education. But according to Wangia (2020), the active participation of head teachers and other school managers in the implementation structures of educational programs can significantly increase the support of parents and other community groups the education of primary school children. This is partly because being involved allows school managers to express their views and accommodate their needs. Hence, parents, school heads and other community groups will feel a sense of ownership over primary education and have the motivation to support it. This is consistent with the findings of UNDP (2023) that discovered that stakeholder awareness and participation increase ownership of education programs, thereby increasing compliance and fulfilment of their roles. According to Getz (2020), this is likely to result in better quality education and enhance effective resource utilization.

5.2.2 Parents' Support for School Improvement and its Influence on the Quality of Education provided by Government-Aided Primary Schools of Jinja City. With regard to the second objective, determining the level of parents' support for school Improvement and its influence on the quality of education provided by government-aided primary schools of Jinja City. It was

found out that a small positive and significant relationship $r(74) = .262$, $P < 0.05$, existed between support for school improvement and quality of education, though support for school improvement did not make a significant influence on quality of education ($\beta = -.108$, $p > 0.05$). Parents did not strive to ensure that ensure schools attended by their children have good, learning infrastructure and play facilities to enable the children fully benefit from the educational programs.

There were limited efforts to get and even listen to the views of parents on how they wanted the schools to be. As indicated by Tschannen and Woolfolk (2023)., this was probably due to the laissez-faire leadership, lack of will to serve by the managers of education in the country. There were no community-level organizations supported by government to get and compile the views of parents on how they want schools to perform. According to USAID (2019), frequent consultation of the stakeholders who see the program outcomes first hand creates opportunities to explore the implications of the program from a local perspective, and by fostering frequent consultation with the intended beneficiaries, it aids in attracting their support.

But, Wangia (2020), advise in order for parents to active support primary schools, the government and educational managers should frequently inform, persuade, and engage them, since they are the key stakeholders to achieve better responsiveness, and accountability. Hence, frequent interaction of MOES managers with the beneficiaries, according to McEwan (2020), empowers parents to effectively scrutinize programs and promote active participation in school improvement.

5.2.3 The Effect of Parents' Participation in the Running of the School on the Quality of Education Provided by Government-Aided Primary Schools of Jinja City. As for the third objective of the study is concerned; assessing the effect of parents' participation in the running of the school on the quality of education provided by government-aided primary schools of Jinja City, a moderate, positive and significant relationship, $r(74) = .43$, $P < 0.01$, existed between parents' participation in the running of the schools and the quality of education provided by schools and parents' participation positively influenced the quality of education ($\beta = .616$, $p < 0.05$). This means that when parents provide useful suggestions for school improvement, schools are empowered to provide education that meets learner needs.

Though, the limited level of participation in the running of the schools produced some positive results in the quality of education, there was limited empowerment of parents to participate. Hence, as indicated by Mupa and Chinooneka (2019), a lack of empowerment by stakeholder made it difficult for them to articulate the needs of the program beneficiaries who are the pupils in the running of schools. So, the interests of the school managers always came through, yet sometimes they may not be in line with the needs of parents and learners. As a result, primary schools can achieve the noble goal of providing quality education if schools collaborate with key stakeholders, particularly parents and local leaders (Ladd & Loeb, 2018). Schools can face strong challenges from the community when they do not effectively capture and incorporate the views of all stakeholder groups (Ketskajorn, et al, 2018). When some parents (*especially the vulnerable*) felt alienated, they displayed limited commitment to support the education of their children. In the case of Jinja city

primary schools, parents and community leaders, felt that the schools did not fully understand their needs and were consequently unwilling to support these institutions. It was revealed that the MOES and schools failed to strike a good balance between the need for action and the need for stakeholder engagement. It was evident that the parents needed different types of engagement, but the implementers of the educational programs did not envision this.

Parents also felt that the primary education was motivated by political agendas and self-interest instead of genuine attempts to improve the lives of the people. Therefore, in line with Verspoor (2021), their ability to demand accountability from the school was insufficient. Subsequently as affirmed by Getz (2020), parents lost faith in the programs and sometimes resorted to disruptive processes, such as demonstrations. This means that generally, parents' participation in running of primary school was very limited, due to the fact that parents and SMC had a negative attitude that the programs were just political gimmicks. Parents gave schools very little support and So schools struggled on their own to achieve their intended outcomes.

5.3 Limitations of the Study

Although this has confirmed the key role played by parental involvement in the quality of education provided by primary schools, some shortcomings need to be acknowledged. First, data used in the study was collected in the same study period. Therefore, respondents could have given views on a specific period (such as year 2023) and this might limit the generalizability of the study findings. Therefore, suggestions on relationships and influence among variables should be applied with care, for they may not have been very definite.

Secondly, the self-report nature of data from teachers who were the main respondents may have raised self-report bias that is usually common in surveys. As a result, some results might have been exaggerated, so they have to be applied carefully. Thirdly, the sample of 76 teachers from one city in Uganda affected the generalizability of this study's findings. Therefore, care should be taken when applying findings to other districts of Uganda. The researcher advises increasing the sample size in consequent studies.

Future studies might attempt to replicate this study among cities in other regions of the country. Lastly, this study has not explored the problem of low stakeholder awareness of government programs in Uganda and how it affects the quality of education provided by schools. Future studies may need to examine the mediating influence of this issue in the quality of education provided by schools.

5.4 Conclusions

The researcher has confirmed that focused parents' involvement in primary education can permit primary schools to provide quality education. This was evidenced by the 21.8% contribution of only one aspect, participation in annual general meetings to the quality of education. Parents' involvement in the other aspects of education of their children in Jinja City primary schools was so low and thus it made a very small contribution to the quality of education provided by the schools.

Parents did not show a strong resolve to support their children's learning since they do not know their actual role due to lack of education. In connection to school improvement, parents were unhappy that government had

not involved then in designing and implement school improvement programs. so, they left things to government and its technocrats.

As a result, schools struggled on their own to ensure that they meet the learning objectives of primary educations. While parents from time to attended school meetings, they did fully contribute ideas that would improve the running of schools, since they felt that they would not be implemented.

5.5 Recommendations

The study recommends the following courses of action to improve the influence of parents' involvement in children's education on the quality of education schools provide.

Parents felt alienated: So, the MOES has to allow a high degree of organized representation, accessibility, and openness for all parents through community and school based consultative meetings. This will allow educational programs to be owned by and more closely linked to the life sills needs of pupils.

MOES should develop a variety of initiatives to allow teachers to actively contribute ideas for the common good of primary education. This means that teachers should be empowered to participate effectively in the running of schools. This should be done especially in the course of large or controversial changes.

Country wide mechanisms are also needed to collect pupils' views on the quality of education they are receiving from schools.

There is also a need to determine for parent empowerment programs so that they can provide more constructive views on the quality of education.

MOES should find ways of implementing primary education using financially sound and cost-effective means. All their operations must ensure that all parents contribute, formally or informally.

5.6 Suggestions for Further Research

The findings of this research point to the need for further research in the following areas;

1. Future research could examine parental involvement and the quality of education using longitudinal study designs that provides sufficient time and methodology to make definite conclusions.
2. Future studies might attempt to examine parental involvement and the quality of education cities across the Eastern region of Uganda.
3. Future research is needed to examine the mediating influence of stakeholder participation in the relationship between parental involvement and the quality of education provided by schools.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION


KYAMBOGO UNIVERSITY
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TEL: +256-0414-285037/285001, www. Kyambogo.ac.ug

SCHOOL OF EDUCATION
Department of Educational Planning and Management

Date: 08th May 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam

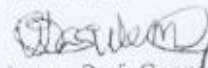
RE: CHRISTINE BABIRYE- 16/U/13396/GMED/PE

This is to attest that Christine Babirye- 16/U/13396/GMED/PE 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 and the quality of education in Government-Aided primary schools in Jinja City, Uganda"

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 Wilson
HEAD OF DEPARTMENT



APPENDIX II: CONSENT FORM

I understand the aim of the Masters project, entitled **‘Parents’ involvement and the quality education provided by government aided primary schools in Jinja City’**. I realize that I can withdraw at any time and that I am obligated to answer questions. I also understand that any information I provide and my identity will remain confidential. The data will not be used for any purposes other than this research project.

I also consent and agree that my interview will be digitally recorded and transcribed by an independent person who will be required to sign a confidential agreement.

Phone:

Sign:

Date:

APPENDIX III: COVER LETTER FOR THE QUESTIONNAIRE

Dear Respondent,

Re: Parents’ Involvement and the Quality Education provided by Government-Aided Primary Schools in Jinja City

I am currently undertaking a masters at Kyambogo University. As part of the course, students are required to conduct a study. The study is about ‘**Parents’ Involvement and the Quality Education provided by Government-Aided Primary Schools in Jinja City**’. The information it will provide will be of great value to me in completing my research. Your responses will be strictly private and confidential. Your name will not appear on the questionnaire, so your participation will be completely anonymous. The results of this study will be summarized and sent to all interested participants. Your help will be much appreciated. If you have any queries regarding this, please do not hesitate to contact me at the above mobile number or email address.

Yours faithfully,

.....

CHRISTINE BABIRYE

APPENDIX IV: QUESTIONNAIRE FOR TEACHERS

Introduction

I am **Christine Babirye**, pursuing a Master of Education in Policy, Planning and Management of Kyambogo University. I am conducting a study on the **“Parents’ involvement and the Quality Education provided by Government-Aided Primary Schools in Jinja City”**. I request that you participate in this study by responding to the questions that follow. The study is for academic purposes and your participation will not cause any harm to you and confidentiality will be observed. Thank you.

SECTION A: (Personal Data)

Instructions: Please answer appropriately by **TICKING** the number representing the most appropriate response for you.

1. Sex

Male ☐ Female ☐

2. What is your highest level of education?

PHD ☐ Masters ☐ Bachelors ☐ Diploma ☐ Certificate ☐

If others (please specify).....

3. For how long have you dealt or been employed in this school?

Less than 1 year..... ☐ 1 to 3 years..... ☐

4 to 6 years..... ☐ More than 6 years.....

If others (please specify).....

SECTION B: Parents' Involvement in Education in Primary Schools

Instructions: For the following questions, please rank your opinions on the scale of 5=strongly agree (SA), 4= agree (A), 3= Undecided (U), 2=disagree (D), and 1= strongly disagree (SD).

Part I: Parents' Support for Their Child's Learning

In this part, please indicate the extent to which parents in your school encourage their children to do well provide school necessities and respond to children's solicitation for support.

SCL1	parents in our school contribution funds towards school activities	1	2	3	4	5
SCL2	parents in our school willingly donate scholastic materials to facilitate teaching and learning activities	1	2	3	4	5
SCL3	parents in our school always participate in activities that enhance the implementation of the school curriculum	1	2	3	4	5
SCL4	parents in our school do things together with their children to help them love education	1	2	3	4	5
SCL5	Whenever able, parents in our school willingly help their children to do their homework.	1	2	3	4	5
SCL6	Parents in our school always reward their children when they get good grades.	1	2	3	4	5
SCL7	parents in our school are concerned about the academic performance of their children	1	2	3	4	5
SCL8	parents in our school monitor the behaviors of their children at school	1	2	3	4	5
SCL9	parents in our school always explain the needs of their children to the school	1	2	3	4	5
SCL10	parents in our school often encourage children to relate well with their teachers	1	2	3	4	5

Part II: Parents' Support for School Improvement

In this part, please indicate the extent to which parents in your school support the school have good good classrooms, learning infrastructure and good play facilities.

SSI1	parents in our school often ensure that classrooms enable learners to enjoy their learning	1	2	3	4	5
SSI2	parents in our school always confirm that classrooms have facilities that enable learners fully benefit from their education	1	2	3	4	5
SSI3	parents in our school often make certain that desks in the classrooms enable learners to comfortably write	1	2	3	4	5
SSI4	parents in our school always make sure that chairs in the classrooms are comfortable for learners	1	2	3	4	5
SSI5	parents in our school ensure that classrooms support learning even when it is raining	1	2	3	4	5
SSI6	parents in our school often make certain that the school has enough classrooms for all lessons	1	2	3	4	5
SSI7	parents in our school always ensure the available teaching materials enable learners to enjoy lessons	1	2	3	4	5
SSI8	parents in our school always confirm that the school provides up-to-date learning materials to learners in order to benefit fully from their learning	1	2	3	4	5
SSI9	parents in our school ensure the school provides modern adequate tools such as projectors to support the learning of pupils	1	2	3	4	5
SSI10	parents in our school make sure that the general infrastructure in the school enables learners to enjoy their education	1	2	3	4	5

Part III: Parents' Participation in the Running of the School

In this part, please indicate the extent to which parents in your school Provide support for the smooth running of the school

PRS1	Parents in our school often attend annual general meetings					
PRS2	Parents in our school actively participate in school development events					
PRS3	Parents on school BOG actively do their roles					
PRS4	Parents with some community responsibility often support the activities of the school					
PRS5	Parents in our school often make sure that the school meets the needs of learners					
PRS6	Parents in our school willingly take on any responsibility related to the betterment of the school					
PRS7	Parents in our school often confirm that all school resources are used only in school development					
PRS8	Parents with technical expertise in areas such as accounting, planning and organizational development often help the school to progress					
PRS9	In the parents –school meetings, parents always give very good ideas to help the school advance					

SECTION C: Quality of Education provided by Primary Schools

Instructions: For the following questions, please rank your opinions on the scale of 5=strongly agree (SA), 4= agree (A), 3= Undecided (U), 2=disagree (D), and 1= strongly disagree (SD).

QE1	The learning activities in our school meet learner needs					
QE2	The school makes certain that learners apply what they have learnt in their lives					
QE3	The school makes sure that the attainment of learners in all learning areas is good					
QE4	The school often ascertains that learners progress in understanding and standard of their work					
QE5	The school makes certain that there is good teacher-learner interaction for the benefit of all learners					
QE6	The school makes sure that learners progress in the standard of their work					
QE7	Teachers in our school are available to attend to pupils' needs					
QE8	Teachers in our school always provide constructive feedback to pupils to help them progress					
QE9	The performance of learners in our school in national exams is one of the best in the area					
QE10	Learners in our school always improve their overall education attainment					

APPENDIX V: INTERVIEW GUIDE FOR HEAD TEACHERS, AND SMC MEMBERS

This interview is designed together information on the ongoing research to seek your opinions on the parent's involvement in school and the quality of education in government aided primary schools in Jinja City. Your opinion will be treated with a lot of confidentiality. This information is purely for academic purposes.

Questions

1. What form of parental involvement in primary education is expected?
2. How parents in your school perform in this regard?
3. In what areas are they doing well?
4. In what areas would they need to improve?
5. What do you say about the extent of Parents' Support their child's learning?
6. What is the status of Parents' Support for school improvement?
7. What do you say about the level of Parents' Participation in the running of the school?
8. In what ways has the Parents' Support their child's learning affected the quality of education provided by the school?
9. How has Parents' Support for school improvement affected the quality of education provided by the school?
10. In what way has Parents' Participation in the running of the school affected the quality of education provided by the school?
11. What other opinions do you have on improving parents' involvement in the education of their children?

APPENDIX VI: DOCUMENTARY REVIEW GUIDE

1. International and national reports on quality of education (NAPE, UNEB, UNDP, USAID, EGRA, EGMA reports for specific indicators on status of reading, math and other competencies among primary school pupils)
2. School circulars (for evidence of parents being called in school meeting)
3. School PTA and SMC reports and minutes for evidence parents in school management operations.

APPENDIX VII: TABLE FOR DETERMINING SAMPLE SIZE

Table for Determining Sample Size for a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size
 "S" is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX VIII: PLAGIARISM TEST REPORT

PARENTAL INVOLVEMENT AND THE QUALITY OF EDUCATION IN GOVERNMENT-AIDED PRIMARY SCHOOLS IN JINJA CITY, UGANDA

by Christine Babirye

Submission date: 04-Oct-2024 05:17PM (UTC+0100)

Submission ID: 2472616666

File name: IRYE-dissertation_sept_2024-viva_suggestions_incorp_turnitin.doc (5.4M)

Word count: 13478

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PARENTAL INVOLVEMENT AND THE QUALITY OF EDUCATION IN GOVERNMENT-AIDED PRIMARY SCHOOLS IN JINJA CITY, UGANDA

ORIGINALITY REPORT

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SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

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