

Parental Support and Learners' Academic Achievements in Primary Schools in Palabek Kal
Sub-County, Lamwo District

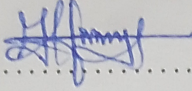
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A Dissertation Submitted to the Department of Research and Graduate Studies in Partial
Fulfillment of the Requirements for the Award of Degree of Master of Education in
Curriculum and Foundations of Education of Education at Gulu University

November 2025

Declaration

I, Luke Labeja, declare that this research report entitled “*Parental Support and Learners' Academic Achievement in Primary Schools in Palabek Kal Sub-County, Lamwo District*” is my original work and has not been submitted to any institution of higher learning for any award.

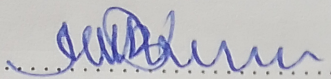
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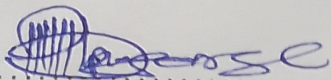
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Approval

This is to certify that this research report entitled: “*Parental Support and Learners' Academic Achievement in Primary Schools in Palabek Kal Sub-County, Lamwo District*” was written under our supervision and we approve it for review.

Signature  Date: 11/12/2025

Dr. Okumu John Bismarck

Signature  Date 01/12/2025

Dr. Opio George

Dedication

I dedicate this research report to my beloved late mother, Mego Balbina Anek, for establishing the groundwork for my journey, to my wonderful wife, Cavine Abur, for managing our family during my prolonged absences from home, and to my dear children, Auma Mary Immaculate, Gumperom Emmanuel Cyprian, and Odongkene Genesis Vinansius. I also want to express my gratitude to all my friends who provided material, spiritual, and financial support that made this study possible.

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Abstract

The study examined the Contribution of parental support on learners' academic achievement in primary schools in Palabek Kal Sub County, Lamwo District, guided by three objectives: to assess the level of parental Support in primary schools in Palabek Kal Sub County, Lamwo District, to assess the level of learners' academic achievement and to investigate the relationship between parental support and academic achievement. Using a mixed-methods approach and a Concurrent/Convergent mixed research design, the study collected data through surveys, interviews, and focused group discussions involving a total sample of 108 teachers, 14 Headteachers, 169 P7 Candidates, and 80 Parents. Research instruments included questionnaire guides, headteacher interview guides, and FGDs guides with Parents and pupils. Quantitative data were analyzed using statistical tools to answer each research question, while qualitative data were coded thematically. The research instruments comprised Likert scale questionnaires for teachers, interview guides for headteachers, and focused group discussions with parents and students. Quantitative data (objectives I, II, and III) were analyzed using SPSS, with findings presented in graphs, tables, means, and standard deviations. In contrast, qualitative data were thematically coded and presented in verbatim form. The findings indicated that the level of parental support was moderate ($M=0.338$, $SD=1.103$). A moderate positive correlation was found between parental support and academic achievement, suggesting that when parents actively engage in their children's learning, academic performance improves. The study therefore concluded that parental support through the consistent provision of basic needs such as school fees, uniforms, and learning materials; active participation in school meetings; regular follow-up on learners' progress; and positive communication with teachers plays a significant role in enhancing learners' academic success. It is recommended that parents intensify their involvement by ensuring that children's educational needs are adequately met, attending school meetings and Parent-Teacher Association (PTA) activities regularly, providing a conducive home environment for study, monitoring homework and school attendance, and maintaining constant communication with teachers to collectively support learners' academic growth and overall performance.

Chapter One

Introduction

1.1 Background

The 21st-century education system has recently been dominated by the need for learners' achievement, which appears to be a global challenge (Schickedanz et al., 2021). Studies have linked learners' achievement to Parental support (Chen 2022, McLoyd 2021) and describe the conditions in which a person, family, or community lacks the financial resources and essentials for the minimum standard of living thus creating major parenting challenges by impacting the way parents fulfill their parental role, making it difficult to give full attention to parenting duties. The higher the degree of parental involvement, the higher the impact on the child's academic achievement. Parents are the first educators of their children. Their support affects children's development, learning, and subsequent educational outcomes. This includes direct support to learning before and during formal education, as well as indirect facilitating of factors such as nutrition, health, and hygiene. Support tasks range from school and home communication, assistance in learning activities at home, participation in school events, and participation in school decision-making bodies (Epstein, 2016).

This chapter lays the groundwork for the study by contextualizing the research problem, outlining the study's objectives, and explaining its significance. It ensures that readers understand the background, purpose, and scope of the research, and it sets the stage for the subsequent chapters.

1.1.1 Historical Background

The importance of parental Support in their children's education is not a new issue. Parents began to become involved in nursery schools at the beginning of the 20th century in the United States. Parent cooperative nursery schools bloomed from the 1920s to the 1960s. Most of these educational centers were in college or suburban towns and welcomed primarily stay-at-home mothers who served as paraprofessionals in the classrooms, assisting a teacher and taking physical care of the facility (Gestwicki, 2007). The major notion of parent involvement was that parents know what they want for their children and, therefore, should be involved in the school. Parent involvement in school helped those educational settings to decrease budget costs and build a tie between parents and school (Gestwicki, 2007). However, these parent

involvement efforts were limited to middle-class families. While involving parents from lower socioeconomic and culturally and ethnically diverse backgrounds began during the Depression and grew during World War II through programs that supported parent involvement in activities such as parental self-development training and learning, extensive parent involvement was introduced via Head Start in the 1960s and 1970s (Wright, Stegeli, & Hartle, 2007).

In South Africa, parents and communities are provided with powers to participate in their children's education as meaningful partners in school governance through collaboration to ensure quality education, as found in the School Act of 1996. According to a case study of underprivileged secondary schools, black parents played a critical role in boosting student achievement compared to those who contributed less to their children's study programs (Singh et al., 2004). Kwon (2017) asserts that students' interest in school significantly affects how well instructors teach them various subjects in an academic setting. Many factors affect students' engagement, making it difficult to motivate them in learning. According to Gross et al. (2020), teachers, parents, and other stakeholders frequently spend a lot of time considering pique, motivating the children, and piquing their interest in learning. Implementing tactics that increase a student's enthusiasm for learning, as recommended by parents and teachers, has become crucial. Helping kids improve their self-regulation abilities is an innovative strategy to keep them interested in learning.

Universal Primary Education (UPE) in Uganda was intended to provide access to primary education by providing opportunities to all school-age children (6-12 years), regardless of their socioeconomic backgrounds (UN, 2015). The assumption was that UPE would address the disproportions in accessing education between the 'haves' and 'have-nots'. Unfortunately, even after two decades of implementing UPE, many school-age children in Uganda, particularly among Indigenous groups of people, such as the Northern part of the country where Lamwo is located, most children are not enrolled in school and those who are enrolled do not complete even at the Primary seven level.

Low academic achievement may cause negative consequences such as stress, hopelessness, delinquency, psychopathology, and substance abuse (Fatemeh et al., 2006). It is also clear that learners' high academic achievement is an important asset to any country (Okello 2020) mentioned in his report while investigating factors affecting the academic performance of pupils in Universal Primary Education (UPE) schools in Lira District. The trend of performance

of learners' performance in PLE has persistently declined in the last ten years all over Uganda. The poor performance of learners has been attributed to several factors, including inadequate parental participation in school programs, low funding by the government, and inadequate staffing (New Vision, 2010). Therefore, it was critical to examine the contribution of parental Support on learners' academic Achievement in Primary Schools in Lamwo District.

1.1.2 Theoretical Background

This study was guided by David McClelland's Achievement-Based Motivational Theory.

David McClelland (1961), quoted, "The Achieving Society," identified three motivators that he believed we all have: a need for achievement, a need for affiliation, and a need for power. People will have different characteristics depending on their dominant motivator. According to McClelland (1961), these motivators are learned regardless of our gender, culture, or age; we all have three motivating drivers, and one of these will be our dominant motivating driver. This dominant motivator is largely dependent on our culture and life experiences. McClelland then categorized the needs into three levels.

People motivated by achievement need challenging, but not impossible, projects. They thrive on overcoming difficult problems or situations, so make sure you keep them engaged this way. People motivated by achievement work very effectively either alone or with other high achievers. When providing feedback, give achievers a fair and balanced appraisal. They want to know what they're doing right – and wrong – so that they can improve.

The people motivated by affiliation try to integrate themselves with a team (versus working alone) whenever possible. They also don't like uncertainty and risk. Therefore, when assigning projects or tasks, save the riskier ones for others. When providing feedback to these people, be personal. It's still important to give balanced feedback, but if you start your appraisal by emphasizing their good working relationship and your trust in them, they'll likely be more open to what you say. Remember that these people often don't want to stand out, so it might be best to praise them in private rather than in front of others.

While the people Power does well with goal-oriented projects or tasks. They may also be very effective in negotiations or in situations in which another party must be convinced of an idea or goal. When providing feedback, be direct with these team members. And keep them motivated by helping them further their career goals.

Epstein (2016) developed a framework that centered on the family, school, and community, with the child at its core. In 1995, Epstein established the National Network for Partnership Schools to assist in connecting research, policy, and practices in education (Epstein et al., 2007). Epstein et al. (2007) created a framework of six typologies of involvement that included different challenges, practices, a redefinition of terms, and possible Newman et al. Language Teaching and Educational Research) as a result for parents, students, and schools for each type. Since many schools may use the six typologies of parental involvement as a guide, each one of the schools must choose which practices they would benefit from in student achievement, as well as meet the goals within the school and families (Epstein et al., 2007).

1.1.3 Conceptual Background

Shirazi and Heidari (2019), describe academic achievement as the measurable results of learning in school-based intellectual areas, assessed both quantitatively and qualitatively. Because it is closely associated with stable employment and the well-being of individuals and society, academic achievement becomes an important factor when examining its relationship with critical thinking. As a key marker of intellectual development, it serves as a fundamental foundation for personal and societal advancement, making it a central focus in educational research.

Nicholas Bolt (2022), states that academic Achievement is progress made towards the goal of acquiring educational skills, materials, and knowledge, usually spanning a variety of disciplines. It refers to achievement in academic settings rather than the general acquisition of knowledge in non-academic settings. Academic Achievement is usually viewed without a definitive endpoint. Rather, the concept is understood as a spectrum along which one can “achieve” certain skills and knowledge, always with the possibility of further developing those skills and increasing the depth, breadth, and specificity of knowledge.

Dagnew (2018) explains academic achievement as the level of performance learners demonstrate in the subjects they study at school. It is a central component of education, as it shapes learners’ standing in class and influences the selection of students for various academic pathways. According to Dagnew (2018), academic achievement determines how learners are positioned academically, while Fehintola (2009) adds that strong academic performance brings satisfaction and pride to both learners and their parents.

In this study, learners' academic achievement refers to PLE grades, content mastery, academic performance, socialization, and life skills reflected in numeracy and literacy outcomes. These interconnected dimensions create a holistic picture of achievement that equips learners for success in school and in their future lives. In Palabek Kal, Lamwo District, academic achievement will be measured through learners' PLE results, their demonstrated mastery of the primary curriculum, performance in classroom assessments, observable social and life skills, and competencies in literacy and numeracy. These indicators will provide a practical and context-specific assessment of how well learners are progressing academically within the unique educational environment of Palabek Kal.

Parental support is operationally defined as the frequency and types of actions, behaviors, and communications exhibited by parents toward their children, aimed at providing emotional, financial, educational, and practical assistance. This includes but is not limited to spending quality time together, offering encouragement and praise, providing financial resources, assisting with homework or school projects, actively participating in the child's interests and activities, listening attentively to the child's concerns, providing guidance and advice, and demonstrating unconditional love and acceptance.

1.1.4 Contextual Background

Education in Uganda is guided and regulated by The Education (Pre-Primary, Primary and Post-Primary) Act, 2008. This outlines the structure of education in Uganda by defining four levels of education: (a) pre-primary education; (b) primary education; (c) post-primary education and training; and (d) tertiary and university education. The Ugandan Education Act 2008 states that 'primary education shall be universal and compulsory for pupils aged 6 (six) years and above, which shall last seven years. The Government of Uganda currently gives the highest priority to the expansion and strengthening of access and quality in primary education, and it undertakes its role as a regulatory authority in pre-primary education, while the implementation of pre-primary education is the duty of parents and guardians.

Universal Primary Education has been implemented in Uganda since 1997 and aspires to provide inclusive, equitable, and quality education for all children. Enrolment across primary schools in Palabek Kal sub-county, Lamwo District is, however, a major challenge, as only around half of the children at P6 reached the expected levels in literacy and numeracy assessments (NAPE, 2018). Dropout rates remain high at upper primary resulting in low

transition to the next levels of Education. There is also a low survival rate of 32.0% for primary and a low P7 completion rate of 61.5% (EMIS, 2016). Further, this has affected the level of performance at the Primary Leaving Examination at the District level as well as at the sub-county of Palabek Kal.

Academic Achievement, centered on the Primary Leaving Examination, is the most significant measure of an enabling child education philosophy, as stipulated by the Castle Report 1963. Parental support is widely recognized as a crucial factor in the academic achievement of learners (Epstein, 1965). Parental support can take various forms, such as involvement in school activities, provision of learning materials, emotional support, and fostering a conducive learning environment at home. When parents are actively involved in their children's education, it positively impacts academic performance. Achiro (2017) noted that in Lamwo District, including the Palabek sub-county, higher levels of parental support were associated with better academic outcomes. Factors such as parents' education level, occupation, and engagement in school activities were highlighted emphasizing the importance of parental support in rebuilding the education system and improving academic achievement.

This study highlighted the need for parental support as it is integral to learners' academic achievement. In the context of Palabek sub-county, Lamwo District, learners have not been scoring good grades as reflected in the table below, despite other challenges, why children's performance has dropped for the last 4 years.

Table 1:Lamwo District PLE Results District Since 2010

Lamwo District PLE Results 2010 - 2023							
Year	Div 1	Div 2	Div 3	Div 4	Div U	Div X	TOTAL
2023	31	1000	983	708	696	53	3471
2022	42	1216	1140	725	906	74	4103
2020	49	1054	881	611	470	60	3125
2019	50	1133	791	571	282	38	2865
2018	60	636	781	792	281	37	2587
2017	19	985	521	393	87	35	2040
2016	74	1042	563	358	148	41	2226
2015	13	702	754	398	211	60	2138
2014	40	901	545	388	179	43	2096
2013	51	1029	536	383	238	71	2308
2012	71	1027	526	370	320	105	2419
2011	48	848	496	344	308	101	2145
2010	24	762	476	339	264	77	1942

Source: *Lamwo District Local Government-DEO's Archive, 2023*

From Table 1.1, Lamwo District PLE results showed that in 2020, 470 were ungraded, in 2022, 906, and in 2023, 696 were ungraded, respectively. Approximately 1031 learners only scored Div 1 and Div 2 from the overall candidates of 3471 registered to sit for PLE in 2023. This gives a difference of 2,440 learners who failed to continue with their studies to the next level.

According to the UNICEF report (2023), access to and completion of Primary school is unequal in Uganda; girls and children from low-income families are at risk of dropping out. Many children in rural areas do not have access to schools or face having to travel long distances to reach the nearest school. This hampers their ability to receive a proper education and limits their opportunities for future success. In addition, there is a shortage of qualified teachers, especially in remote areas in the district, which further impacts the quality of education available to learners. There are currently 535 teachers shared among 71 government-aided schools with a population of 40,000 pupils. The number of teachers available is very few compared to the pupils; the district needs 365 more teachers to achieve the national standard ratio of one teacher to 40 pupils if the quality of learning is to be achieved. Lamwo District

attracted only 60 first graders from 16 schools. Of the numbers, 47 were from three private schools while only 13 scored first grade from three government-headed schools.

1.2 Problem Statement

Uganda has achieved noteworthy progress in implementing Universal Primary Education (UPE), expanding access from 3 million learners in 1997 to 8.4 million learners in 2019 in 36,565 institutions, of which 34% are public schools. Despite this increase in access, the majority of those who remain in primary education do not achieve minimum levels of literacy and numeracy. In 2018, the numeracy and literacy rates were still very low at 55% Numeracy and 50% Literacy at Primary 3 and 51% numeracy and 53% Literacy at Primary 6 (NAPE 2018). These outcomes are lower in refugee-hosting districts, with 5.6% literacy proficiency at P3 and 33% at P6 literacy proficiency (ERP Baseline Survey, 2021).

These outcomes contribute to low completion/ survival rates, high dropout rates, low transition rates from lower primary to upper primary and from upper primary to post P.7 education levels. Although Quality Foundation for Learning the absolute number of learners that survive through the Primary education is gradually increasing as a consequence of the growing sizes of each cohort, a significant percentage of those who enter primary school do not reach the final primary grade (Primary Seven-P7) Primary survival rate for Uganda at Primary level was at 33% in 2017 out of which 66% transit to secondary education. Significant disparity is noted across the country. (ESA report 2019). Challenges at each level affect the next level of the system: poorly prepared learners without access to Pre-primary education contribute to low primary-level learning outcomes, repetition, and dropout, while the constraints at the primary level contribute to low and stagnant secondary enrolment.

National assessment reports (2019) consistently reveal that a significant proportion of pupils fail to attain minimum literacy and numeracy competencies, resulting in poor transition, high repetition, and increased dropout rates. In Lamwo District, and particularly in Palabek Kal Sub-County, Primary Leaving Examination (PLE) results have continued to decline over the past three years, with very few learners attaining Division I and a worrying proportion falling into lower divisions or remaining ungraded.

This persistent underperformance has occurred alongside a shift in learning approaches, especially during the transition to home-based learning, where parental involvement became more essential than ever. However, the extent to which parents understand their role in

supporting their children's education, provide learning materials, supervise academic activities, and create conducive home learning environments remains unclear. The declining academic achievements in Palabek Kal Sub-County raise concerns about whether insufficient parental support may be a contributing factor.

Therefore, the problem this study seeks to address is the limited understanding of how parental support influences learners' academic achievement in primary schools in Palabek Kal Sub-County, Lamwo District. Without evidence on the nature and impact of parental involvement, efforts to improve learners' performance may remain ineffective, and the district may continue to experience declining educational outcomes.

1.3 General Objective

The study investigated the contribution of Parental Support to learners' academic achievement in Primary Schools in Palabek Kal Sub-County, Lamwo District.

1.4 Specific Objectives

The study was guided by the following Objectives:

1. To assess the level of parental Support in primary schools in Palabek Kal Sub-County, Lamwo District.
2. To examine the level of learners' academic achievement in primary schools in Palabek Kal Sub-County, Lamwo District.
3. To investigate the relationship between parental support and academic achievement of learners in primary schools in Lamwo District.

1.4 Research Questions

1. What is the level of Parental Support in primary schools in Palabek Kal sub-county, Lamwo District?
2. What is the level of learners' academic achievement in primary schools in Palabek Kal sub-county, Lamwo District?
3. What is the relationship between parental support and learners' academic achievement in primary schools in Lamwo District?

1.5 Significance of the Study

The findings would be used to inform policymakers about enhancing educational outcomes. They would contribute to the educational development of the nation and districts by providing insights into how the Ministry of Education and Sports and Parliament could enact laws related to parental support for children. The study would also help identify strategies that parents and schools could apply to improve learners' academic achievement. It would enable parents to understand how they could support their children's learning and offer guidance to teachers on how to work more effectively with parents.

The results of the study would promote collaboration between parents and teachers, leading to stronger relationships and a more supportive learning environment. This, in turn, could foster positive attitudes toward education and improve learners' motivation to succeed. Furthermore, the study would help school administrators and educators tailor teaching strategies and involve parents more effectively in their children's education. It would also provide insights into how to create a supportive environment both at school and at home. Finally, the study would raise awareness among parents of the critical role they play in their children's education and could motivate them to become more involved in school activities, homework, and other educational processes, ultimately contributing to a more supportive home environment for learning.

1.6 Scope of the Study

The scope of the study considered the geographical, content, and time scopes.

Geographical Scope

This research was done in both Public and Private Primary Schools in Palabek Kal Sub-County, Lamwo District. Palabek Kal is bordered by Palabek Gem from the East, Palabek Ogili from the West, Palabek Nyimur in the Northwest, and Lokung in the North. Palabek Kal is approximately 40km away from Kitgum, which lies along Kitgum-Palabek-Atiak Road and approximately 510km from the capital Kampala City.

Content Scope

This study focused on examining how parental support contributes to learners' academic achievement. Parental support was defined as the voluntary and spontaneous actions parents undertake to enhance their children's educational process. For the study, this was operationalized through key parental practices aligned with the study objectives: providing

meals to support learners' readiness for school, helping with homework to reinforce learning, attending school meetings and events to strengthen school-home collaboration, offering conducive learning spaces at home, engaging children in educational activities, and maintaining active communication about academic progress (Epstein's, 2016).

Academic achievement, as examined in relation to the study objectives, was measured through school grades, course completion, content mastery, and the development of life skills, values, communication abilities, and social networking competencies within the community. These indicators were used to assess the extent to which parental support contributes to learners' academic and holistic development. In line with this, the study was grounded in the understanding that academic achievement is a consequence of effective parental support (Chawla & Sondhi, 2018).

Time Scope

The study covers the period from 2020 to 2024. This was a period when learners' achievements were severely affected by the outbreak of the COVID-19 pandemic. Homeschooling posed a greater need for parental support where education transitioned to homeschooling, which requires most parents to be close to their children in various. This was the period where the district registered very few numbers of candidates in grade one leading to a great number of candidates failing which affected Palabek kal Sub-County as well.

1.7 Conceptual Framework

The conceptual framework itself is a visual or narrative representation of the key concepts, variables, and relationships hypothesized to be relevant to the research problem. It often takes the form of diagrams, flowcharts, or written explanations. The framework identifies independent and dependent variables, as well as potential mediating or moderating factors. Creswell (2014), States that a conceptual framework is a visual or written product, one that explains, either graphically or in narrative form, the main things to be studied – the key factors, constructs, or variables and the presumed relationships among them.

Conceptual Framework:

Independent Variable (I.V)

Parental Support

- Provision of Basic Needs
- Communicating
- Parenting
- Volunteering
- Collaborating with Community
- Home learning

Dependent Variable (D.V)

Academic Achievement

- PLE Grades
- Content Mastery
- Academic Performance
- Socialization
- Life Skills
 1. Literacy
 2. Numeracy

Intervening Variable

- Learning environment
- Attitude of Communities
- Education of Parents

Figure 1: Conceptual Framework

Note: Conceptual framework adapted from David Mclelland (1958), modified by the Researcher.

From the Conceptual Framework in Fig.1 above, the dependent variable as indicated is the Academic achievements of learners which are studied in terms of PLE Grades, content mastery, academic performance as well as socialization and literacy and numeracy as life skills to children are considered an achievement when children complete formal level of schooling, and this improves their quality of life. PLE grades are often used as a benchmark to measure a learners academic proficiency and readiness for the next educational level. Motivation and Confidence: Good grades can boost a learner's confidence and motivation, contributing positively to their academic achievement. Mastering the content ensures that learners have a solid understanding of the subject matter, which is essential for academic success. It allows learners to apply knowledge in various contexts, enhancing their problem-solving and critical-thinking skills. Academic performance encompasses various aspects such as test scores, class participation, and project completion, providing a holistic view of a learner's capabilities. It serves as feedback for both learners and teachers to identify strengths and areas for improvement. Socialization helps in developing communication, teamwork, and empathy, which are crucial for collaborative learning environments. Positive social interactions

contribute to emotional well-being, which in turn affects a learner's ability to focus and perform academically. Numeracy skills are essential for success in subjects like mathematics, science, and technology. Strong numeracy skills enhance a learner's ability to think logically and solve problems efficiently.

In summary, the synergy between PLE grades, content mastery, academic performance, socialization, literacy, and numeracy fosters a comprehensive educational experience, leading to higher academic achievement and better preparedness for future endeavors.

The second dimension of the conceptual framework on independent variables shows Parental Support, which is the provision of basic needs, Communication, Parenting, Volunteering, Collaborating with the community, and home learning. Ensures that learners have the physical well-being necessary to focus on their studies. Adequate nutrition, proper clothing, and a stable home environment reduce stress and distractions, allowing learners to concentrate better and perform well academically. Regular communication between parents and children about school activities and academics helps in monitoring and supporting learners' progress. Effective communication between parents and teachers fosters a supportive network for the learners, ensuring that any academic or behavioral issues are promptly addressed. Parents volunteering at school create a stronger school community and demonstrate the importance of education to their children. It provides parents with a better understanding of the school environment and the challenges their children might face, enabling more effective support. Engaging with community resources and activities enhances learners' learning experiences and provides additional educational opportunities. Community involvement can offer mentorship programs, after-school activities, and resources that enrich the educational environment. Parental involvement in home learning activities, such as helping with homework and reading together, directly supports academic achievement. It reinforces what is taught in school, provides additional practice, and demonstrates to children that their education is valued.

The intervening variables. Learning environment, attitude of communities, and education of parents serve as factors that influence the relationship between the main variables in a study, often acting as conditions that either strengthen or weaken the outcomes. The learning environment refers to the physical, social, and psychological conditions in which learners engage with educational activities. A supportive learning environment characterized by adequate resources, positive teacher–learner interactions, and minimal distractions enhances students' motivation and performance. Conversely, environments lacking in structure, safety,

or instructional support can hinder learners' ability to focus and achieve desired outcomes. Thus, in the context of a study, the learning environment may mediate how effectively an educational intervention, program, or teaching strategy translates into student success.

The attitude of communities and the education of parents similarly function as social and cultural mediators that shape learners' engagement and academic achievement. A community that values education, encourages, and reinforces schooling norms is more likely to produce learners who remain committed and confident in their educational journey. Likewise, the education level of parents influences students through guidance, homework support, and the establishment of productive home learning practices. Parents with higher educational backgrounds often create environments that promote curiosity, discipline, and high expectations. In a study, these variables help explain why similar interventions may produce different results across different groups, because community attitudes and parental education either facilitate or constrain the effectiveness of educational inputs.

In conclusion, when basic needs are met, and there is active parental support, learners are more likely to attend school regularly and participate actively. Supportive parenting and community collaboration contribute to the development of cognitive and social skills, which are essential for academic success. Learners with engaged parents develop a more positive attitude toward education, which fosters a lifelong love of learning. The scope of the study delineates the parameters within which the research will be conducted, ensuring focus and relevance to the context of primary education in Palabek Kal. This study aims to foster a supportive learning environment that ultimately contributes to the academic success and holistic development of learners in the region.

Chapter Two

Literature Review

2.0 Introduction

This chapter presents the theoretical review as well as the literature review related to the study objectives as stated below: To examine the level of learners' academic achievement in primary schools in Palabek Kal sub-county, Lamwo District, to assess the level of parental Support in primary schools in Palabek Kal sub-county, Lamwo District, and to investigate the relationship between parental support and academic achievement of learners in primary schools in Lamwo District. This chapter aims to provide a solid foundation for understanding the key concepts and dynamics at play in the research study. This will help to contextualize the research findings and offer insights into the factors influencing learners' academic achievement and the role of parental support in this process.

2.1 Theoretical Review

This study was guided by McClelland's achievement-based Motivation theory:

David McClelland (1961) identified three motivators that he believed we all have: a need for achievement, a need for affiliation, and a need for power. People will have different characteristics depending on their dominant motivator. According to McClelland, these motivators are learned (that is why this theory is sometimes called the Learned Needs Theory) regardless of our gender, culture, or age, we all have three motivating drivers, and one of these will be our dominant motivating driver. Theory states that every person has one of three main driving motivators: the need for achievement, affiliation, or power. Learners can perform better if they are rewarded and appreciated for their good did in school Srivastava, (Chohan & Khan, 2018). Parents providing proper motivation can help their learners be productive in school. Motivated learners can give pleasure to their parents and persistence in their studies. They tend to give more effort, which requires time in their studies. However, the achievements of the learners depend on how their parents motivate them. While parents should provide guidance to children and motivate them, most parents in Palabek take a long time especially during the farming season away from home thus leaving the children to provide for themselves with completely no support from an adult, and this poses or compromises the parental responsibility, which McClelland emphasized to make children shape the future. Epstein et al. (2007) created

a framework of parental support as a guide; each one of the schools must choose which practices they would benefit from in learners' achievement, as well as meet the goals within the school and families. The model, such as Parenting, helps and assists families with parenting and child-rearing skills, understanding child and adolescent development, setting home conditions that support children as learners at each age and grade level, and communicating with families about school programs and learners' progress through effective school-to-home and home-to-school communications.

2.2: Level of Parental Support of Pupils in Primary Schools

Liu et al., (2020) had investigated the influence of socioeconomic status on the academic achievement of secondary school students and had shown that socioeconomic status positively influenced academic achievement. Their findings indicated that students from higher socioeconomic backgrounds performed better academically, and their parents were often more proactive in engaging with teachers and school administrators to advocate for their children's educational needs. Choudhary (2015) had similarly examined the impact of socioeconomic status on the academic achievement of secondary school students in Delhi and had revealed significant differences between students from high and low socioeconomic backgrounds. Both studies had been conducted in secondary school settings outside Uganda, whereas the current study was intended to be carried out in primary schools in Uganda, focusing on pupils, teachers, and headteachers.

Van Zwieten et al., (2021) had examined the effects of parental support and parental pressure on learners' achievement. Their findings suggested that positive and supportive parental involvement such as offering academic guidance had been beneficial to learners' academic achievement. Conversely, excessive parental pressure has negatively affected learners' performance. Their study, which drew on data from a national survey in China, reinforced the view that parental support remained a key factor in children's education. Although their study was based in China, the current study was to focus on Uganda.

Uganda's Universal Primary Education (UPE) Policy of 1997 stipulated the expected roles of parents at home and school in supporting children's learning. This was further reflected in the Education Act (2008), Section 13, which clearly defined the responsibilities of parents and guardians in promoting children's education. Despite these statutory guidelines, Palabek Kal sub-county continued to experience school absenteeism among children of school-going age, which was contrary to the legal requirement that all such children must attend nearby schools.

This situation had prompted the researcher to investigate the challenges preventing children from attending school within their community.

Torrecilla and Hernández-Castilla (2019) had reported that learners performed well academically when parents supported their homework activities, particularly in mathematics and reading. Their study, which involved approximately 180,000 pupils in 3rd and 6th grades from 15 Latin American countries, concluded that homework support and a conducive home learning environment enhanced academic performance. In contrast, the current study on parental support was to target approximately 169 pupils in upper primary classes from selected schools in Northern Uganda's Lamwo District, Palabek Kal sub-county.

Hamidun and Saeki (2019) had indicated that parental support was widely regarded as a crucial aspect of children's educational achievement, since parents formed part of a child's immediate environment and significantly influenced their development. Saracostti et al. (2019) had further argued that parents, regardless of their level of support, contributed positively to children's cognitive, social, emotional, and physical development within a supportive environment. Their study, which had used qualitative methods, sought to understand forms of parental engagement; however, the present study planned to apply both qualitative and quantitative approaches to assess the level of parental support and learners' academic achievement in primary schools in Lamwo District.

Smokoska (2020) defined parental support as the degree of parental involvement in children's education at home and the extent of communication parents maintained with schools. He had noted that this included how parents positioned themselves as authority figures in their children's education. Kamal and Hashim (2021) had similarly emphasized the significance of adults surrounding children, including parents, in supporting learning and development. Effective two-way communication, such as parent-teacher meetings, phone calls, and clear information about school programs, has been highlighted as essential. These practices have been associated with improvements in children's awareness of their own progress, communication skills, and understanding of school policies. While these studies had been conducted in Malaysia, the current study was intended for a Ugandan context.

Chiu et al. (2015) had stated that highly educated parents tended to possess a stronger concept of family education and were more motivated to support their children's learning. These parents were better positioned to access educational information, resources, and opportunities, which indirectly influenced their children's future employment. Dong et al. (2016) had

additionally found that access to higher education in China had become increasingly unequal, with parental socioeconomic status contributing to disparities. Families with high levels of cultural capital have been more capable of shaping their children's educational outcomes. However, since those studies had been conducted in China at secondary and higher education levels, the current study aimed to explore parental support in Ugandan primary schools.

Liu (2018) had argued that parenting practices were closely linked to learners' academic achievement and that community environments influenced parental support and children's educational outcomes. He had found that rural children tended to have lower language skills and that community characteristics significantly shaped parents' educational expectations. While Liu's study had focused on parents of adolescent learners in China, the present study was designed to gather views from primary school learners and teachers in Palabek Kal sub-county to determine whether parental support influenced academic achievement.

Karlsson and Allegrante (2020) had stated that high levels of parental support were commonly demonstrated through warmth, advice, and open communication between parents and children. Parental support was therefore perceived by adolescents as the extent to which their parents showed concern, approval, and willingness to assist. Epstein (2018) had added that parental support served to enhance learners' academic outcomes, improve school programs, develop parental skills, and build connections between families, communities, and schools. Although their work had used quantitative methods, the current study planned to employ both quantitative and qualitative methods within primary school settings in Uganda.

Novianti and Garzia (2020) had reported that during the COVID-19 pandemic, parents created routines and regulated home learning environments, supported virtual lessons, and offered emotional support to help children cope with uncertainties. Sari and Maningtyas (2020) had also concluded that parental involvement played an essential role in maintaining continuity of learning during periods of disruption. Although their mixed-method study had involved parents in China, the present study intended to use a mixed-method approach while gathering additional insights from parents participating in focus group discussions in Palabek Kal sub-county, Lamwo District.

2.3 Level of Academic Achievement of Learners in Primary Schools

Munawar et al., (2025) had agreed that learners' academic achievement was the "net result" of their cognitive and non-cognitive attributes as well as the sociocultural contexts in which learning took place. Their study had indicated that academic performance resulted from multiple factors such as the home environment, the school environment, learners' interest in schooling, and learning styles. Their research was conducted in Sydney, Australia, with a focus on university students' mathematical achievement. In contrast, the present study was to be conducted in primary schools in Palabek Sub-county, Lamwo District, Northern Uganda, to determine whether parental support contributed to the low levels of academic achievement observed in the area or whether other factors also played a significant role.

(Zheng & Mustappha, 2022) found inter-school differences in academic achievement among graduating seniors in the "Top of the Class" program, although these differences were not significantly greater in high-performing schools. They had reported that factors such as motivation and creativity had a significant positive impact on academic achievement. Their research had focused on high school students, whereas the present study was intended to concentrate solely on primary school pupils in the Palabek zone. The implication derived from their study was that for learners to reach their full potential, parents should have opportunities to shape programs that influence children's development, collaborate with school staff, participate in classroom activities, and contribute to setting standards for school performance.

C.-Y. Liu & Chen (2020) had established that peers influenced one another's learning attitudes, motivation, and behaviors of engagement. His findings had shown that similarities in intrinsic motivation and learning behaviors among close friends often resulted in similarities in academic achievement. His research had been conducted among 717 junior high school students in China. By contrast, the present study on parental support and academic achievement was to involve a mixed sample of 390 participants consisting of upper primary pupils, teachers, PTA executives, and headteachers from selected schools.

Kassem (2019) had highlighted the positive impact of student-centered teaching methods on academic achievement. Their study had shown that inquiry-based learning, cooperative learning, and problem-solving techniques enhanced learners' academic outcomes. They had further noted that a positive and supportive classroom climate characterized by strong teacher–student relationships, effective classroom management, and collaborative learning contributed

significantly to improved academic attainment. Their study had been limited to biology learners in Senior One and Two, making it broader in subject focus but different in scope from the current study, which targeted academic achievement among primary pupils across subjects.

Marjolein (2016) had described teacher self-efficacy as teachers' belief in their ability to effectively teach and influence learners' academic outcomes. Drawing on Bandura's (1997) theory of self-efficacy, they had argued that teachers' confidence in their capacity to manage classrooms, engage learners, apply instructional strategies, and foster positive learning environments significantly influenced learner performance. Their study had used a quasi-empirical approach involving a control group. By contrast, the current study was designed to employ both quantitative and qualitative methods without requiring a control group during data collection.

LaBonte (2021) conducted an online study involving learners from kindergarten (ages 5–6) to Grade 12 (ages 17–18) during the COVID-19 pandemic. They had found that online platforms provided access to diverse digital learning resources, enhanced problem-solving and critical-thinking skills, and prepared learners for future technological demands. However, the findings had limited applicability to Lamwo District, where many pupils reportedly lacked access to digital devices, faced challenges related to internet costs, and struggled with the need to charge electronic gadgets. These limitations had restricted pupils' participation in online learning and consequently hindered their academic achievement in such platforms.

Konold et al., (2018) demonstrated that a positive school climate and high levels of learner engagement led to higher academic achievement. Their findings had suggested that school climate and engagement operated synergistically: a positive school climate promoted engagement, and engaged learners contributed to a better school climate. Fredricks et al. (2016) had further emphasized that engagement comprised behavioral, affective, and cognitive dimensions. Their study had been conducted across 289 high schools in the United States, whereas the current study was intended to be carried out in ten selected primary schools, both government and private, within Palabek Kal sub-county.

Goodall, (2018) had earlier conducted a study on parental involvement, which informed the present research. They had reported that parental participation in children's education at home through encouragement, provision of study time and space, modelling positive behaviors such as reading, monitoring homework, and tutoring had positive effects on children's learning.

They had also indicated that teaching children to take responsibility for homework fostered independence, self-discipline, and self-reliance. While Fajoju's study had been carried out in Tororo District in Eastern Uganda, the present study was to be conducted in Northern Uganda, specifically in Lamwo District.

2.4 Relationship between parental support and academic achievement of learners in Primary Schools

Otani (2020) conducted a study in Uganda and found that parents act as enablers of academic achievement in secondary schools in Kampala District, reporting a moderate positive and significant relationship between parental involvement and students' academic outcomes. Their study examined parental factors such as the home environment, participation in academic activities, and involvement in school events. Similarly, the Finn Church Aid Project Document (2016–2018) indicated that parental support, including parenting, communication, and home and family support, is related to students' academic performance. Their study concluded that parental involvement, such as providing a conducive home environment, participating in school activities, and maintaining parent-teacher communication, predicts children's school engagement and socio-emotional adjustment. While these studies were conducted in urban areas like Kampala and western Uganda, Palabek Kal is a remote district in Lamwo, with different parental demographics and school contexts, suggesting that findings in Palabek Kal may differ from those observed in Kampala and Lyantonde.

Ugwuanyi et al., (2020) highlighted the relationship between socioeconomic status and children's academic achievement, which can be explained by family investment. Families use their resources, including income, time, knowledge, and cultural capital, to enhance their children's education, cognitive skills, and language proficiency. According to the family investment model, families with higher socioeconomic status can provide better educational materials at home, such as books and magazines, due to their financial capacity (Epstein, 2014). While this study focused on language skills in the UK using a longitudinal quantitative approach, the current study in Palabek Kal will adopt both quantitative and qualitative methods and examine overall academic achievement in primary schools rather than focusing on specific subjects.

Ates (2021) explored the relationship between parental support and learners' academic achievement across various grade levels, including primary schools. They found a positive

correlation, indicating that higher parental support is associated with better academic outcomes. Similarly, Barger et al. (2019) emphasized that even the best schools struggle to educate children effectively without active parental support. These studies confirm that parental support is essential in promoting academic achievement. Fan and Chen's study involved 332 fourth graders and 321 eleventh graders in Shandong province, China, whereas the current study will involve 217 upper primary pupils and 40 PTA parent representatives from selected schools in Palabek Kal Sub-County.

Ma et al., (2022) found that parental support in homework helps parents stay informed about their children's strengths and weaknesses, particularly in subjects such as reading and arithmetic. Asiimwe and Magunda (2017) also suggested that parents engaged in home-school activities provide positive reinforcement that boosts learners' confidence and school-related outcomes. Additionally, families can enhance academic achievement by creating learning spaces at home, such as libraries, reading corners, or exposure to educational broadcasts. These findings indicate that active parental involvement in school activities stimulates learners' interest in education and supports both academic and family development. Jaiswal's study involved 619 secondary school students in India, whereas the current study will be conducted in Uganda with 40 PTA representatives and 10 headteachers from the selected schools.

Assefa & Sintayehu, (2019) further noted that communication between teachers and parents allows teachers to guide parents on how to support learning effectively. Such interactions build confidence for both parties and enhance learners' academic performance. Epstein (2019) similarly emphasized the importance of schools partnering with parents to create school environments resembling families, where each child feels included and valued. Children whose parents provide consistent support tend to perform better in literacy and overall grades compared to peers with less parental involvement. This research was conducted in Kenya using a descriptive survey design targeting all 27 public secondary schools in Kangundo Sub-County, whereas the current study in Palabek Kal will use a mixed-methods approach.

Yusup & Ahmad (2016) studied senior high school students in Ghana and found a positive relationship between parental support and students' academic performance. They argued that parents should play a leading role in their children's education, as they are the first to introduce children to both social and academic environments. Parental support helps parents understand their children's unique strengths, weaknesses, and learning styles, allowing them to advocate for suitable educational accommodations. Furthermore, expressing the importance of education

at home sets high academic expectations, reinforcing its value to children. While Owusu et al. focused on high school students, the current study examines primary school learners.

Zhang et al. (2018) demonstrated that parental support is critical in developing early literacy and numeracy skills. Engaging children in reading activities and practicing basic math concepts at home enhances their academic performance in both areas. Parental support, therefore, plays a key role in primary school achievement. By fostering collaboration between parents, teachers, and students, schools can create environments that support academic success and lifelong learning. While Zhang et al. used qualitative methods, the current study will utilize both quantitative and qualitative approaches.

Aman et al., (2019) examined the relationship between parental involvement and academic achievement and found a moderate positive correlation. The study also analyzed effect sizes across school levels, noting that parental support consistently influences academic outcomes in primary, middle, and secondary schools. Terms such as school-family partnerships and parent-teacher relationships are often used interchangeably (Ferlazzo, 2011). This finding underscores the importance of parental support at all educational stages. While Ates used a purely quantitative descriptive survey design, the current study will combine qualitative and quantitative methods.

Lara & Saracostti, (2019) explored how parental stress and tension, often caused by poverty and economic hardship, affect children's academic outcomes. They found that economic hardship can lead to stress and conflict in families, reducing parents' ability to engage in supportive educational behaviors. Family stress can negatively impact parental involvement in school activities and discussions with children. While Ren and Wang employed a longitudinal design, the current study will adopt a mixed-methods approach.

In conclusion, the literature was reviewed according to the study objectives. First, academic achievement in primary schools varies across different schools, but parental commitment contributes to good-quality passes among learners, indicating academic progression. Second, limited parental support negatively affects children's participation in school activities and their academic outcomes. Third, there is a strong positive correlation between parental support and learners' academic achievement, as students receiving consistent support—including homework assistance, encouragement to attend school, and involvement in school activities—tend to achieve higher results than those without such support.

Chapter Three

Methodology

3.0 Introduction

This chapter consists of Research orientation, Research design, study population, sample size determination, sample procedures, data sources, data collection techniques, data collection Instruments, quality control, administration procedures, ethical issues, data analysis, limitations, and delimitations.

3.1 Research Orientation

This study employed a mixed-methods approach. According to Creswell and Plano Clark (2009), mixed-method designs involve the use of quantitative techniques aimed at gathering numerical data and qualitative techniques aimed at generating narrative data. Mixed-methods research combines aspects of both qualitative and quantitative approaches, allowing researchers to collect, analyze, and interpret numerical and textual information to achieve comprehensive and in-depth insights. In this study, qualitative and quantitative data were collected and analyzed concurrently to support triangulation (Creswell, 2014). Through the mixed-methods approach, the study was able to obtain a more enriched and holistic understanding of how parental support relates to academic achievement—an outcome that would not be attainable using a single method. This approach reflects the guidance provided by Creswell and Plano Clark (2009) and Creswell (2014), who recommend mixed methods for achieving both breadth and depth in research.

3.2 Research design

The study adopted a Convergent/Concurrent mixed-method research design, as described by Creswell (2003). This design is intended to ensure that the two approaches complement one another, such that when one approach does not fully address certain information, the other compensates for it. Using both quantitative and qualitative methods in data collection, therefore, provides a more holistic understanding of the problem being investigated (Creswell & Plano Clark, 2011). In the Convergent design, data are collected and analyzed separately, after which the two data sets are compared and interpreted to determine whether the findings confirm or contradict one another (Punch, 2014). Through this direct comparison, the researcher can achieve convergence of data sources.

3.3 Study Population

The study population was determined using Morgan and Krejcie's guidelines, which state that a population consists of individuals about whom the researcher intends to make inferences and is typically defined by specific characteristics or attributes. In this study, the population included several categories of participants.

Headteachers (15) served as key informants because they lead their respective institutions and bear overall responsibility for learners' academic progress and well-being. Their role requires them to monitor learners' academic performance to ensure that the school meets its educational objectives. For this reason, the researcher considered them capable of providing adequate information regarding parental support for learners' academic achievement in Palabek Kal Sub-County, Lamwo District.

Teachers (150) from the sampled schools completed questionnaires. Since teachers interact with learners daily, their awareness of learners' home environments and the level of parental support offer essential insights into learners' behavior, learning preferences, and challenges. Understanding how parents support their children's education helps teachers adjust their instructional approaches to align with the level of parental engagement.

The learners' population consisted of 300 Primary Seven candidates from the selected schools, who participated in Focus Group Discussions (FGDs). Learners formed the central focus of the study and thus contributed valuable perspectives during the FGDs.

Parents of the identified candidate learners were also included in the FGDs, forming a group of 100 participants. These parents were followed up with during field data collection to provide information relevant to the study.

3.4 Sample Size Determination

Sample Size Determination, a process of calculating or deciding the number of participants or observations to include in a study. It aims to ensure that the selected sample is large enough to provide reliable, valid, and representative findings, while also considering practical factors such as time, cost, and accessibility. In the context of your statement, sample size determination involves applying a statistical formula, such as the Krejcie and Morgan (1970) table, to identify

an optimal number of participants (385 sampled out of a population of 580) that balances accuracy with feasibility.

Table 2: Sampling Frame for both UPE schools and private schools in Palabek Kal Sub County, Lamwo District

Categories	Population (N)	Sample Size (S)	Sampling Method	Instrument
Schools	15	14		
Headteachers	15	14	Purposive Sampling	Interview Guide
Teachers	150	108	Simple random	Questionnaires
Learners (P7 Candidates)	300	169	Simple random	FGD
Parents of the Candidates	100	80	Simple random	FGD
Sampled				
Total	580	385		

Source: Primary data modified according to the Table of determining sample size from a given population developed by Krejcie, R.V. and Morgan, D. W. (1970).

3.5 Sampling Techniques

Sampling is a selection of elements from a population in such a way that the sample yields findings that may be generalized to the population (Chawla & Sondhi, 2018). Sampling in qualitative research aims at identifying relevant categories of information that are carriers of aspects of the social world, whereas in quantitative research the focus is on selecting units (people) that have characteristics that represent the characteristics of a larger population (Neuman, 2014).

In this study on the *Contribution of Parental Support on Learners' Academic Achievement*, purposive sampling was employed to ensure the selection of participants who are most knowledgeable about the research problem. Purposive sampling involves intentionally selecting information-rich individuals who can provide relevant, in-depth insights into the phenomenon under investigation (Patton, 2015). As Creswell and Poth (2018) explain, this approach enables the researcher to choose participants and sites that will meaningfully inform the understanding of the research issues. Headteachers from the selected schools were purposively sampled because of their strategic role in monitoring learner performance, overseeing school community relationships, and interacting closely with both teachers and

parents. Their positions provide them with valuable perspectives on how parental support influences learners' academic achievement within their school contexts.

Using purposive sampling allowed the researcher to align the sample closely with the study's aims and objectives. This intentional selection enhanced the rigor of the research and strengthened the trustworthiness of the findings in terms of credibility, transferability, and dependability.

Simple random sampling was employed to ensure that the selected participants fairly represented the broader population of learners, teachers, and parents involved in examining the *Contribution of Parental Support to Learners' Academic Achievement*. Simple random sampling is a procedure in which every member of the population has an equal and independent chance of being selected (Creswell, 2014). This method is often used to obtain a sample that accurately reflects the characteristics and diversity of the entire population (Creswell, 2016).

The researcher applied simple random sampling by generating a random selection from the lists of learners, teachers, and parents provided by the study schools. This approach ensured that everyone within these groups had the same likelihood of being included in the study. By doing so, the researcher minimized bias in participant selection and increased the probability that the sample would mirror the population in terms of key attributes relevant to the study. Through this method, the sample was able to represent a broad range of views and experiences, strengthening the validity of the findings related to how parental support influences learners' academic achievement.

3.6 Data Collection Methods/Tools

Interview Method

During the data collection process, the researcher conducted face-to-face interviews with the headteachers of the sampled schools in Palabek Kal Sub-County. The interviews were guided by an interview schedule that had been developed in accordance with the study objectives. Before each interview began, the researcher introduced the purpose of the study, explained the interview procedure, and sought consent from the participants.

Throughout the interview sessions, the researcher asked the questions contained in the interview guide and allowed the headteachers adequate time to respond. Probing questions

were used whenever clarification or further detail was needed. The researcher also observed the participants' verbal and non-verbal cues to gain a deeper understanding of their views. Notes were taken during the discussions, and the responses were recorded accurately to ensure that the information provided by the participants was captured in detail.

The researcher ensured that the interaction remained respectful, confidential, and free from interruptions. Each interview was conducted individually in a setting agreed upon by the participant to allow for openness and concentration. In this way, the researcher gathered rich, qualitative data that reflected the experiences and perspectives of the headteachers regarding the subject under investigation.

Questionnaire Survey

The researcher designed and administered structured questionnaires to collect quantitative data from teachers and learners. The questionnaires, which were developed based on the research objectives, consisted mainly of closed-ended items arranged in a logical sequence to ensure clarity and ease of response. A five-point Likert scale was used, with response options ranging from *Strongly Agree (5)* to *Strongly Disagree (1)*, as guided by Creswell (2014).

Before distribution, the researcher briefed the research assistants on the purpose of the study and the procedures for administering the questionnaires to ensure uniformity and minimize researcher interference. The research assistants then distributed the questionnaires to the respondents in their respective schools and ensured that the forms were completed independently. The completed questionnaires were collected and checked for completeness before being prepared for data analysis. The questionnaire was justified as an appropriate tool for this study for several reasons. First, it provided a structured and standardized means of collecting information, which enhanced consistency and comparability of responses across participants. Given that the study sought quantitative data, the questionnaire enabled the researcher to capture measurable variables that could be easily coded, analyzed, and subjected to statistical procedures.

Focus Group Discussion (FGD)

The researcher conducted a series of Focus Group Discussions (FGDs) to obtain diverse perspectives from parents on issues related to the research problem. A total of twelve (12)

FGDs were carried out across the sampled schools in Palabek Kal Sub-County. Each discussion consisted of 8–10 parents, in line with the recommended size for effective group interaction.

The participants in each FGD were purposively selected to ensure that they shared characteristics relevant to the study. Each group comprised mothers, fathers, and guardians who had children enrolled in the respective schools. This mixture ensured that a variety of viewpoints were represented while maintaining relevance to the research topic.

During each session, the researcher acted as the facilitator, guiding the discussion using an FGD guide that had been developed based on the study objectives. The researcher encouraged open conversation among the parents and ensured that all participants had the opportunity to share their views. Probing questions were used to clarify responses and stimulate deeper reflection. The discussions were conducted in a relaxed environment within the school premises, and detailed notes were taken to capture the key issues raised by the group members.

3.7 Administration procedure

The researcher obtained an introductory letter from the Office of the Dean, Faculty of Education, Gulu University, and presented it to the Gulu University Research Committee (GUREC) for approval to conduct the study in the selected primary schools. After receiving this approval, the researcher took the letter to the District Education Officer (DEO) to secure further permission and subsequently presented it to the administration of each school where data collection was to take place. The researcher then identified a few research assistants from within the study area to support the data-collection process. These assistants were oriented to ensure consistency in administering the questionnaires. During data collection, the researcher asked respondents to answer all questionnaire items honestly and to avoid leaving any section unanswered.

The researcher conducted interviews with headteachers and facilitated focus group discussions with pupils, while the research assistants worked with teachers to administer questionnaires, which were completed on the spot. The research assistants collected the completed questionnaires, and the researcher collected the interview data. Once all questionnaires had been gathered, the researcher entered the quantitative data into a computer and analyzed it statistically using SPSS.

3.8 Quality Control

Creswell (2022) outlines the following key strategies to ensure quality and reliability in research methods, as highlighted below:

Validity

Validity refers to the extent to which the research instruments measure what they are intended to measure. It indicates the degree to which the results of the analysis accurately reflect the situation under investigation (Creswell, 2017). Content validity focuses on the extent to which the content of an instrument corresponds to the theoretical concept it is designed to measure (Kothari, 2004). It is described as the degree to which an instrument adequately covers the intended area of measurement and is usually determined through expert judgment.

In relation to this study, the researcher assessed content validity to ensure that the questionnaire would accurately measure the intended attributes. The validity of the instrument was determined using the Constant Validity Index (CVI), calculated as:

$$CVI = \frac{\text{Total number of items declared valid}}{\text{Total number of items in the instrument}}$$

Where n represents the number of items rated as relevant, and N represents the total number of items in the instrument. Following Creswell's (2014) recommendation, any instrument with a validity index of 0.70 (70%) or higher was considered valid. Therefore, the researcher adopted the questionnaire for data collection once it met this threshold, indicating that it could generate accurate and reliable data for the study.

$CVI = K/N$ (Where K = Total number of items in the questionnaires declared relevant by all raters.

N = Total numbers of items in the questionnaire

From $CVI = K/N$

$$K = 38 + 39 + 42 = 120$$

$$N = (B1 + B2 + B3 + B4 + B5 + B6C) * 3$$

$$N=6+6+6+7+8+6 \times 3$$

$$N=39 \times 3=117$$

$$K/N=117/159=0.73$$

Reliability

Reliability is the extent to which a data collection instrument consistently measures a given concept. An instrument with high reliability produces the same results whenever it is used to measure the same concept under similar conditions (Cohen, Manion, & Marrison, 2018). Reliability is typically expressed numerically as a reliability coefficient, with higher coefficients indicating greater consistency. Reliability estimates are usually based on correlation coefficients between two sets of scores from the same group. A correlation coefficient greater than 0.70 indicates that the instrument is reliable (Madan & Kensinger, 2017).

The researcher carried out the pilot test with 14 samples to evaluate the relevance of the instrument to the study objectives and rate the item on the scale of relevance (1) or irrelevance (0). The validity was then determined using Content Validity Index (CVI), found to be at 0.75 (Table 6). The (CVI) value calculated was within the acceptable range of (0.70 and above) then the instrument was said to be valid for research purpose and hence was used (Amin, 2006). And reliability statistic was used to determine the constancy of results which was determined at 0.798 Table 6 below.

Table 3: *Reliability test results*

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.766	.798	14

3.9 Data Analysis

In this study, the researcher analyzed data qualitatively and quantitatively since a mixed method of research design will be applied.

Quantitative data analysis

In this study, data were analyzed using both descriptive and inferential statistics. Objectives 1 and 2 were analyzed using descriptive statistics to summarize the level of parental support and the level of learners' academic achievement in primary schools in Palabek Kal, Lamwo District. Regression analysis was employed to determine the extent to which parental support, including the provision of basic needs, parental communication, and learners' home learning, affected learners' academic achievement. The hypothesis was tested using regression analysis to establish the significance of these aspects of parental support on learners' academic achievement. Data was entered and analyzed using SPSS.

The researcher reported that an inferential statistical test, such as a correlation analysis, was used to determine the relationship between parental support and learners' academic achievement. The results indicated the strength and direction of the relationship. Insights from FGDs supported the statistical findings by showing how parental support motivated learners and contributed to better academic outcomes.

Qualitative Data Analysis

The researcher analyzed data by reviewing the FGD transcripts from parents and learners. Responses were grouped into emerging themes such as homework assistance, provision of learning materials, parent-school communication, and motivation of learners. The researcher then interpreted how frequently and consistently these issues appeared across groups to determine the general level and nature of parental support. Statements describing learners' test performance, difficulties in reading and numeracy, and factors affecting concentration were coded and compared across groups. These themes enabled the researcher to interpret the general level of academic achievement, noting areas of strength and common learning barriers.

3.10 Anticipated Ethical Considerations

Ethics are the moral principles and values that influence people's beliefs, decisions, and actions (Blumberg, Cooper, & Schindler, 2005). Relatedly, Akaranga and Ongonga (2013) describe ethics as the social norms that define what is right or what is wrong. Ethics in research is about what researchers are expected to do and what they should not do as they conduct research (Cohen et al., 2018).

Ethical principles imply the following ethical considerations: misuse of privileges, confidentiality and privacy, Anonymity, voluntary and informed consent, academic freedom,

financial discipline, respect for respondents, and the relationship between learners and supervisors.

Researchers conduct research based on the trust they earn from the respondents. A researcher has power over the subjects of their study by their expertise, training, and legal authority to undertake the research. Abuse of this authority and trust is unethical.

The researcher ensured confidentiality by withholding the names and any identifying details of all participants throughout the study. Consent was obtained, and respondents were informed that their participation was voluntary and that the information they provided would be used solely for academic purposes. During data collection, codes rather than real names were assigned to participants to prevent identification. FGD recordings and transcripts were stored securely and were accessible only to the researcher. After the analysis was completed, all lists of names and any documents containing personal identifiers were destroyed in accordance with ethical guidelines, ensuring that no respondent could be traced or harmed through the information they provided.

Data collected should always remain anonymous, excluding the actual names of the respondents and other forms of identification. Anonymity makes it easier for respondents to provide accurate responses. The use of codes, symbols, and pseudonyms to represent individuals or organizations is one way of ensuring anonymity.

Provide an open and unrestricted atmosphere for the free exchange of ideas and information. Researcher must exercise this freedom in discussing and publishing the findings; it is unethical to intimidate researchers and stop them from disseminating their findings.

3.11 Limitations and Delimitations of the Study

The following were the limitations of this study.

Though the researcher and his assistants requested the respondents to be honest in answering the questions, what the respondents filled out cannot be guaranteed as being 100% correct due to human nature and the stubbornness of some participants. This could have led to drawing conclusions that are not 100% true.

The teachers in some schools were rushing the pupils who were filling in the questionnaires to finish and then do normal routine school activities. With that rushing, some pupils may have given biased responses.

Delimitation of the Study

The researcher acknowledged that the accuracy and reliability of the data might have been influenced by human factors such as respondent bias, unintentional error, and reluctance to provide complete information. This acknowledgment served to clarify the limits within which the study operated and helped define the scope of the research more realistically.

In line with the methodological principles described in Chapter 3, the researcher applied these considerations by carefully designing the data-collection tools, using clear questions, and providing a non-threatening environment during the FGDs to reduce bias. The researcher also used triangulation comparing responses across parents and learners to minimize errors and enhance the credibility of the findings. Furthermore, the study remained focused on the selected schools in Palabek Kal Sub-County, ensuring that the research was manageable and context-specific. By recognizing these limitations and delimitations, the researcher interpreted the findings cautiously and within the context of the study's methodological boundaries, thereby ensuring transparency and strengthening the overall trustworthiness of the research.

Chapter Four

Data Presentation, Analysis and Interpretation of Findings

4.0 Introduction

The chapter presented the analysis, interpretation, and discussion of the data that were collected in line with the research objectives and questions. The findings were systematically organized to provide an understanding of the level of parental support in primary schools within Palabek Kal Sub-county, Lamwo District, and how this support related to learners' academic achievement. The chapter began with a detailed presentation of the demographic characteristics of the respondents, which offered important background information for interpreting the study's findings.

The study was guided by three key research questions: the level of parental support in the primary schools in Palabek Kal Sub-county, the level of learners' academic achievement in these schools, and the relationship between parental support and learners' academic achievement. These questions provided the framework that directed both data collection and analysis.

It was noted that understanding the demographic profile of respondents was essential, since factors such as gender, age, marital status, education level, and teaching experience could influence their perspectives and experiences regarding parental support and academic outcomes. The demographic analysis, therefore, laid the foundation for a deeper interpretation of the study results.

4.1 Demographic Characteristics of Respondents

The demographic characteristics of the respondents were analyzed using descriptive statistics, and the results were presented in terms of frequencies and percentages. This section highlighted the distribution of respondents by gender, age, marital status, level of education, and teaching experience. These data provided insights into the composition of the study sample and supported the reliability and validity of the findings.

The detailed demographic data are summarized in the table below, illustrating the diversity and representativeness of the respondents involved in the study. This analysis not only contextualizes the findings but also assists in understanding potential variations in responses related to the key research variables.

Table 4: Demographic characteristics of respondents

Demographic Characteristics	Category	Frequency (F)	Percentage (%)
Gender	Male	67	62.0
	Female	41	38.0
	Total	108	100.0
Age Categories	20 - 30	43	39.8
	31 - 40	49	45.4
	41 - 50	13	12.0
	51 - 60	3	2.8
	Total	108	100.0
Marital Status	Single	13	12.0
	Married	89	82.4
	Separated	4	3.7
	Widowed	2	1.9
	Total	108	100.0
Level of Education	Master's Degree	1	0.9
	Postgraduate	2	1.9
	Degree	6	5.6
	Diploma	45	41.7
	Certificate	54	50.0
	Total	108	100.0
Teaching Experience	20+ Years	12	11.1
	15 - 19 Years	11	10.2
	10 - 14 Years	38	35.2
	6 - 9 Years	26	24.1
	5 Years and Below	21	19.4
	Total	108	100.0

Primary data, 2024

The study sought to examine the influence of parental support on learners' academic achievement in primary schools in Palabek Kal Sub-County, Lamwo District. To ensure that the responses were interpreted within an appropriate context, the demographic characteristics of the respondents were analyzed. The findings were presented in table 3.

Regarding gender, the study found that most of the respondents were male, representing 62.0% (67 respondents), while females constituted 38.0% (41 respondents). This indicated that the

teaching workforce in the selected primary schools was predominantly male. This gender distribution may have implications on perspectives and approaches to parental engagement, as gender roles often influence how teachers interact with parents and learners.

The bio-data of the respondents was considered relevant to the study as it provided important contextual information that helped in interpreting their views on parental support and learners' academic achievement. The age distribution showed that most respondents were within the 31–40 age bracket (45.4%), followed by those aged 20–30 years (39.8%). Smaller proportions were aged 41–50 years (12.0%) and 51–60 years (2.8%). This indicated that the teaching workforce involved in the study was largely youthful or in early middle age, an age category generally associated with high levels of energy, motivation, and openness to new practices. This demographic characteristic was relevant because such teachers were likely to engage actively in both instructional duties and community-related initiatives, including parental involvement.

The respondents' marital status was also found to be significant. The majority (82.4%) were married, while 12.0% were single, 3.7% were separated, and 1.9% were widowed. The dominance of married respondents implied that many of them might have had personal experience with parenting. This background was considered relevant because it could influence their perspectives on the role and importance of parental support in learners' education.

Regarding academic qualifications, the results showed that half of the respondents (50.0%) held certificates, 41.7% had diplomas, while only small proportions possessed degrees (5.6%), postgraduate qualifications (1.9%), or master's degrees (0.9%). This pattern suggested that although most teachers were professionally trained, relatively few had pursued advanced studies. This information was pertinent because the level of training could determine the teachers' depth of understanding regarding the value of parental involvement and its effects on learners' academic outcomes.

The teaching experience of the respondents further strengthened the relevance of the bio-data. Most teachers reported 10–14 years of experience (35.2%), followed by those with 6–9 years (24.1%) and 5 years or less (19.4%). Smaller proportions had 15–19 years (10.2%) or over 20 years (11.1%) of experience. This variation indicated that the respondents possessed substantial professional exposure, making their insights credible, particularly in assessing patterns in learners' performance and parental engagement over time.

Overall, the bio-data demonstrated that the study drew from a well-balanced and experienced group of teaching professionals. These demographic characteristics were relevant because they provided a solid foundation for understanding and interpreting the respondents' views on parental support and their relationship with learners' academic achievement in the study area.

4.2 Parental Support of Learners in Primary Schools

This section presents findings on parental support based on key thematic areas drawn from the study objectives in Kal Sub-County, Lamwo District.

Table 5: Descriptive statistics for parental support of learners in primary schools

Provision/Activity	SD+D	NS	A+SA
Provision of Basic Needs			
Parents ensure their children have sufficient food for school	44 (40.7%)	18 (16.7%)	46 (42.6%)
Parents provide their children with appropriate school uniforms	25 (23.1%)	17 (15.7%)	66 (61.1%)
Parents ensure their children have the necessary writing materials	19 (17.6%)	21 (19.4%)	68 (63.0%)
Parents provide a conducive home environment for their children's studies	42 (38.9%)	20 (18.5%)	46 (42.6%)
Parents ensure their children have adequate sleep before school days	21 (19.4%)	29 (26.9%)	58 (53.7%)
Parents ensure their children have access to healthcare when needed	18 (16.7%)	18 (16.7%)	72 (66.6%)
Average Response Rate	26.6%	13.4%	54.9%
Communicating			
Parents attend parent-teacher meetings regularly	36 (33.3%)	15 (13.9%)	57 (52.8%)
Parents respond promptly to communication from the school	41 (38.0%)	19 (17.6%)	48 (44.4%)
Parents initiate communication with teachers regarding their Children's progress	32 (29.7%)	17 (15.7%)	59 (54.6%)
Parents are open to feedback and suggestions from teachers about their children	29 (26.8%)	23 (21.3%)	56 (51.9%)
Parents actively seek feedback about their Children's performance	34 (31.5%)	15 (13.9%)	59 (54.6%)
Parents inform the school about any significant changes at home that may affect their child's learning	43 (39.8%)	24 (22.2%)	41 (38.0%)
Average response Value	33.1%	17.4%	49.4%
Parenting			
Parents set clear expectations for their children's academic performance	43 (39.8%)	22 (20.4%)	43 (39.8%)
Parents establish a daily routine that includes time for homework and study	46 (42.6%)	20 (18.5%)	42 (38.9%)
Parents provide positive reinforcement for academic achievements	31 (28.7%)	24 (22.2%)	53 (49.1%)
Parents model good behavior and attitudes towards education	29 (26.9%)	20 (18.5%)	59 (54.6%)
Parents encourage their children to take responsibility for their own learning	27 (25.0%)	16 (14.8%)	65 (60.2%)
Parents discuss the importance of education and set future educational goals with their children	28 (25.9%)	22 (20.4%)	58 (53.7%)
Average Response Value	31.5%	19.1%	49.5%

Volunteering			
Parents volunteer for school activities	40 (37.0%)	16 (14.8%)	52 (48.2%)
Parents participate in classroom activities when invited by the teachers	49 (45.3%)	22 (20.4%)	37 (34.3%)
Parents assist with extracurricular activities in school	36 (33.3%)	21 (19.4%)	51 (47.3%)
Parents volunteer their time or resources for school improvement activities	37 (34.3%)	20 (18.5%)	51 (47.2%)
Parents help organize and run school fundraising events	40 (37.0%)	15 (13.9%)	53 (49.1%)
Parents encourage other parents to get involved in school activities	32 (29.6%)	19 (17.6%)	57 (52.8%)
Average response value	31.6%	17.3%	46.5%
Collaborating with Community			
Parents are aware of community resources available to support their children's education	30 (27.8%)	16 (14.8%)	62 (57.4%)
Parents participate in community events that promote education	14 (13.0%)	23 (21.3%)	71 (65.7%)
Parents collaborate with local organizations to enhance educational opportunities	21 (19.5%)	32 (29.6%)	55 (50.9%)
Parents encourage their children to participate in community service	28 (25.9%)	25 (23.1%)	55 (51.0%)
Parents use community resources to support their children's learning	26 (24.1%)	19 (17.6%)	63 (58.3%)
Parents advocate for educational improvements in their community	22 (20.4%)	27 (25.0%)	59 (54.6%)
Average Response Value	21.8%	21.9%	56.4%
Home Learning			
Parents provide a quiet and organized space for their children to study at home	49 (45.4%)	21 (19.4%)	38 (35.2%)
Parents help their children with homework when needed	39 (36.1%)	22 (20.4%)	47 (43.5%)
Parents provide educational materials and resources at home	31 (28.7%)	20 (18.5%)	57 (52.8%)
Parents monitor their children's homework and ensure it is completed on time	44 (40.7%)	17 (15.7%)	47 (43.5%)
Parents engage in learning activities with their children from home	40 (37.0%)	30 (27.8%)	38 (35.2%)
Parents encourage their children to read daily and discuss what they have read	46 (42.6%)	17 (15.7%)	45 (41.7%)
Average Response Value	36.7%	19.6%	42.0%

Source: Primary data, 2024.

The highest level of parental support was observed under Provision of Basic Needs, where 66.6% of parents agreed or strongly agreed that they ensured their children had access to healthcare when needed. This was closely followed by the provision of necessary writing materials (63.0%) and appropriate school uniforms (61.1%). Parents also showed a strong commitment to encouraging their children to take responsibility for their own learning, with 60.2% agreement in the parenting category. The average agreement rate for basic needs provision was notably high at 54.9%, indicating that parents largely recognized the importance of meeting their children's fundamental needs to support education.

In the domain of Collaborating with the Community, parental involvement was also significant, with an average agreement rate of 56.4%. The highest agreement within this category was participation in community events promoting education (65.7%), followed by the use of community resources to support learning (58.3%) and awareness of community educational resources (57.4%). This suggests that parents were actively engaging with community structures to enhance educational opportunities for their children.

Regarding Communication, parents demonstrated moderate to high levels of involvement, with 54.6% agreeing that they initiated communication with teachers about their children's progress, and 52.8% attending parent-teacher meetings regularly. However, a notable proportion of parents (39.8%) disagreed or strongly disagreed that they informed the school about significant changes at home that might affect learning, indicating an area where communication could be improved. Overall, the average agreement rate for communication was 49.4%.

The Parenting category revealed mixed results. While 60.2% of parents encouraged their children to take responsibility for their learning, the percentages were lower for setting clear academic expectations (39.8%) and establishing a daily homework routine (38.9%). Positive reinforcement for academic achievements and modeling good educational attitudes garnered around 49% to 54% agreement. The average agreement for parenting was 49.5%, showing that while many parents were involved in supportive parenting practices, there remained room for improvement in consistency and clarity of educational expectations.

Parental Volunteering in school activities received the lowest levels of agreement among the thematic areas studied, with an average agreement of 46.5%. Participation in classroom activities when invited was notably low, with only 34.3% agreement, while the highest agreement in this category was encouraging other parents to get involved in school activities (52.8%). This suggests that although some parents were willing to support school initiatives, overall, direct volunteering was less prevalent.

Finally, Home Learning support was moderately practiced, with an average agreement of 42.0%. While parents reported helping with homework (43.5%) and providing educational materials (52.8%), fewer parents (35.2%) provided a quiet and organized study space or engaged in learning activities with their children. The researcher concluded that this area required improvement and that parents might benefit from guidance or training on creating structured study spaces and participating more actively in their children's learning at home.

4.2: Descriptive statistics for the level of academic achievement

This section presented findings on level of academic achievement based on the themes derived from the study objectives as below. Respondents were asked about academic achievement, and the responses were shown in the table below.

Table 6: Descriptive statistics for the level of academic achievement

Statement	SD + D	NS	A + SA
PLE Grades			
Regular parental support improves learners' PLE grades	11 (10.2%)	9 (8.3%)	88 (81.5%)
Learners with higher PLE grades receive consistent homework assistance from their parents	26 (24.1%)	17 (15.7%)	65 (60.2%)
Parents' support in school activities correlates with better PLE grades	16 (14.8%)	12 (11.1%)	80 (74.1%)
Parents monitoring their children's progress led to improved PLE performance	6 (5.6%)	6 (5.6%)	96 (88.8%)
PLE grades are a good indicator of a learner's future academic success	15 (13.9%)	10 (9.3%)	83 (76.9%)
PLE grades reflect the level of parental educational support	23 (21.3%)	18 (16.7%)	67 (62.0%)
Average Response Value	15%	11.1%	73.9%
Mastery of Content			
Learners have a strong understanding of the subjects taught in class	23 (21.3%)	31 (28.7%)	54 (50.0%)
Parental support helps learners master the content taught at school	20 (18.5%)	27 (25.0%)	61 (56.5%)
Teachers' methods are effective in ensuring learners understand the subject matter	4 (3.6%)	6 (5.6%)	98 (90.8%)
Regular homework and assignments enhance learners' mastery of content	3 (2.8%)	6 (5.6%)	99 (91.7%)
Regular discussions about schoolwork at home enhance content mastery	9 (8.3%)	15 (13.9%)	84 (77.8%)
Mastery of content directly influences learners' performance in assessment	12 (11.1%)	10 (9.3%)	86 (79.6%)
Average Response Value	10.9%	15.8%	73.6%
Academic Performance			
Academic performance is a reliable measure of learners' capabilities	8 (7.4%)	22 (20.4%)	78 (72.2%)
Parental support is crucial for improving academic performance	7 (6.5%)	10 (9.3%)	91 (84.3%)
School's curriculum adequately prepares learners for high academic performance	7 (6.5%)	11 (10.2%)	90 (83.3%)
Positive reinforcement from parents boosts learners' academic performance	8 (7.4%)	8 (7.4%)	92 (85.2%)
Learners perform better academically when their parents provide learning resources	5 (4.6%)	4 (3.7%)	99 (91.7%)

Parental supervision of homework enhances academic achievement	8 (7.4%)	9 (8.3%)	91 (84.3%)
Socialization			
Socialization skills are as important as academic skills for overall learners' achievement	3 (2.7%)	14 (13.0%)	91 (84.3%)
Socially active learners tend to perform better academically	18 (16.7%)	14 (13.0%)	76 (70.4%)
Parental support plays a significant role in developing learners' socialization skills	12 (11.1%)	20 (18.5%)	76 (70.4%)
Group activities in class enhance learners' socialization skills	2 (1.9%)	6 (5.6%)	100 (92.6%)
Socialization at school positively impacts learners' academic performance	7 (6.5%)	8 (7.4%)	93 (86.1%)
Learners with good socialization skills are more likely to succeed in future academic and professional endeavors	9 (8.3%)	13 (12.0%)	86 (79.7%)
Literacy			
Literacy rates among learners are satisfactory	33 (30.6%)	29 (26.9%)	46 (42.6%)
Parental support improves learners' literacy skills	14 (13.0%)	22 (20.4%)	72 (66.7%)
School's literacy programs are effective in enhancing learners' reading and writing skills	2 (1.9%)	4 (3.7%)	102 (94.4%)
Regular reading assignments positively impact learners' literacy levels	4 (3.7%)	9 (8.3%)	95 (88.0%)
Literacy skills are crucial for academic success	4 (3.7%)	7 (6.5%)	97 (89.8%)
Literacy activities at home contribute to better reading skills at school	9 (8.3%)	11 (10.2%)	88 (81.5%)
Numeracy			
Learners have a strong grasp of basic numeracy skills	20 (18.5%)	27 (25.0%)	61 (56.5%)
Parental support positively influences learners' numeracy skills	15 (14.0%)	23 (21.3%)	70 (64.8%)
Learners practicing numeracy activities at home perform better in math	11 (10.2%)	14 (13.0%)	83 (76.9%)
Regular practice and homework improve learners' numeracy skills	3 (2.8%)	5 (4.6%)	100 (92.6%)
Numeracy skills are essential for academic and future success	2 (1.9%)	12 (11.1%)	94 (87.0%)
Parents' attitude towards math influences their Children's numeracy performance	16 (14.8%)	14 (13.0%)	78 (72.2%)

Source: Primary data

The data in the table above indicates that 73.9% of the respondents agreed that parental support has an impact on the academic performance of learners, while 15% disagreed and 11% were neutral. Specifically, 81.5% of the respondents agreed that regular parental support enhances learners' Primary Leaving Examination (PLE) grades, 60.2% agreed that learners with higher PLE scores receive consistent homework assistance from their parents, 74.1% agreed that parental support in school activities is associated with better PLE grades, 88% agreed that parents monitoring their children's progress leads to improved PLE performance, 76.9% agreed

that PLE grades are good indicators of a learner's future academic success, and 62.0% agreed that PLE grades reflect the level of parental educational support. This implies that enhancing parental support can lead to improved academic outcomes for learners. It advocates for initiatives aimed at strengthening parental involvement in their children's education to foster better performance and long-term academic success.

According to the data presented in table 5, a significant portion of the respondents, 50%, agreed that learners possess a strong grasp of the subject matter. Additionally, 56.5% of the respondents indicated that the mastery of the content taught at school is closely tied to parental support. Furthermore, 90.8% of the respondents acknowledged that the effectiveness of the teachers' methods plays a crucial role, while 91.7% agreed that regular homework and assignments are essential. Moreover, 77.8% of the respondents emphasized the importance of regular discussions of schoolwork at home, and 79.6% believed that this influenced learners' performance assessment. The implication is that there is a consensus that learners' mastery of the content in Lamwo is average and is closely linked to parental support, regular homework, and discussions of schoolwork at home, all of which synergistically impact learners' achievement. The data imply that while learners' mastery of content in Lamwo may currently be average, enhancing parental support, implementing effective teaching methods, and fostering regular discussions about schoolwork at home are vital strategies that can synergistically improve learners' academic achievement. A holistic approach involving all stakeholders, teachers, parents, and students will be essential for fostering a supportive educational environment that promotes mastery and overall academic success.

The data presented in table. 5, indicates that a significant majority of respondents (72.2%) believe that academic performance is a reliable indicator of learners' capabilities. Additionally, 84.3% agree that parental support plays a crucial role in improving academic performance, while 83.3% believe that the school's curriculum adequately prepares learners for high academic achievement. Furthermore, 85.2% of the respondents emphasize the positive impact of parental reinforcement on learners' academic performance, with 91.7% concurring that learners excel academically when provided with learning resources by their parents. Lastly, 84.3% agree that parental supervision of homework significantly enhances academic achievement. These findings suggest a consensus regarding the intricate relationship between academic performance and learners' achievement, which is closely tied to parental support, the school curriculum, parental reinforcement, and homework supervision. These findings imply that there is a strong consensus among respondents about the critical factors influencing

learners' academic achievement. The significant percentages highlight the interconnectedness between academic performance and various elements such as parental support, reinforcement, the school's curriculum, and homework supervision. This suggests that improving academic performance is not solely dependent on the learners themselves but also on external factors like parental involvement and the quality of educational resources and supervision.

Table 5 reveals that 70.4% agree that parents influence socialization skills, emphasizing the role of the family in the overall development of children, and an overwhelming 92.6% agree that group work promotes social skills, supporting interactive learning environments. 86.1% agree that good socialization improves academic performance, reinforcing the importance of peer interactions in schools, and then 79.7% agree, showing that social skills are seen as crucial for long-term success beyond academics. This implies that Socialization is viewed as essential for both academic success and future professional achievements. Parental support in fostering social skills is critical, and group activities in class are recognized as highly beneficial for learners' development.

The analysis from the table. 5 above indicates that 42.6% of the respondents believe that literacy rates among learners are satisfactory. Additionally, 66.7% agree that parental support improves learners' literacy skills, while 94.4% agree that the school's literacy programs effectively enhance reading and writing skills. Moreover, 88% of the respondents agree that regular reading assignments have a positive impact on learners' literacy levels. Furthermore, 89.8% believe that literacy skills are crucial for academic success, and 81% agree that literacy activities at home contribute to better reading skills at school. These findings suggest a consensus that the literacy levels among learners in Lamwo are average. There is also agreement that parental support, school literacy programs, and regular reading assignments could enhance learners' literacy abilities.

The data presented in table 5 indicates that 56.5% of respondents believe that learners have a strong grasp of basic numeracy skills. Furthermore, 64.8% of participants noted that parental support has a positive influence on learners' numeracy skills. Additionally, 76.9% of respondents agreed that learners who engage in numeracy activities at home tend to perform better in math. Moreover, 92.6% of the participants believe that regular practice and homework improve learners' numeracy skills, and 87% agree that numeracy skills are essential for academic and future success. Finally, 72.2% of respondents acknowledged that parents' attitude towards math influences their children's numeracy performance. Overall, these

findings suggest a consensus that learners in Lamwo possess strong numeracy skills, which are further enhanced by their practice and regular homework. It's important to note that numeracy levels also contribute to overall academic achievement. This means that Numeracy is seen as essential for both academic and future success. While a majority of learners have a basic grasp of numeracy, there is significant room for improvement. Parental support and regular practice at home play vital roles in enhancing numeracy skills, and positive parental attitudes toward math are crucial for learners' success in this area.

During the Focus Group Discussions (FGDs) with parents from different groups, several aspects of parental support were highlighted. Parents emphasized the importance of providing basic needs for their children, such as food, clothing, and school materials. However, some participants noted financial challenges that limited their ability to fully support their children. One parent (LPKDA) stated that they “try to provide what we can, but it’s hard to meet all the needs. Sometimes we have to choose between feeding the family and buying school supplies,” reflecting the variability in the provision of basic needs and aligning with the moderate mean score observed in the study.

In another group (LPKCCB), parents discussed the significance of communication with their children. While many parents reported frequently communicating about school, others acknowledged that time constraints and limited education hindered effective engagement. One parent remarked, “We want to talk to our children about school, but sometimes we don’t even understand what they’re learning,” highlighting a wide range of communication practices consistent with the relatively higher standard deviation found in the study.

Parents also shared how they attempt to guide their children at home and in school-related matters. Some actively monitored their children’s behavior and studies, whereas others relied primarily on teachers for educational guidance. A participant (LPKPD) noted, “I try to discipline my children and ensure they focus on school, but it’s hard to balance everything,” which aligns with the study’s finding that parenting received a favorable rating, albeit with noticeable variation.

Finally, volunteering at school was discussed as an area of mixed involvement. While some parents expressed a desire to participate more in school activities, work and other responsibilities often limited their engagement. One parent (LPKL) stated, “I would love to

help at the school, but with work, I can't always make it," reflecting the lower mean score for volunteering observed in the study.

During the FGDs with parents, collaboration with the community was highlighted as an important factor in supporting education. Most parents emphasized the role of collective community efforts, such as meetings and school improvement initiatives, in fostering a supportive learning environment. One parent (LPKRVP) noted that "we are working together as a community to ensure our children succeed," reflecting the high mean score observed for community collaboration in the study.

Parents also discussed the provision of basic needs, including uniforms, school fees, and meals. While many parents reported fulfilling these needs, some acknowledged financial constraints that limited their ability to provide consistent support. One parent stated, "We try to provide what we can, but it's hard to meet all the needs," illustrating the variability in support consistent with the moderate mean score observed in the study.

Communication between parents and children was another key theme. Some parents reported regularly engaging their children in discussions about school, whereas others struggled due to time constraints or limited education. One parent explained, "We want to talk to our children about school, but sometimes we don't even understand what they're learning," reflecting the wide variation in communication practices noted in the study.

Regarding parenting practices, parents indicated differing levels of involvement. While some actively monitored their children's behavior and academic progress, others relied heavily on teachers. A participant (LPKPD) remarked, "I try to discipline my children and ensure they focus on school, but it's hard to balance everything," aligning with the study's finding that parenting received a favorable rating but with notable variation.

Parental volunteering and participation in school activities were discussed across groups. Parents expressed mixed experiences, with some attending school events regularly, while others cited work and other responsibilities as barriers. One parent (LPKL) shared, "I would love to help at the school, but with work, I can't always make it," reflecting the lower mean score for volunteering observed in the study.

Financial contributions toward school fees, uniforms, and learning materials were also examined. Parents acknowledged the importance of these contributions but noted that financial hardships sometimes limited their ability to provide consistent support. One parent stated, “We want to support our children fully, but sometimes the costs are too high, especially with multiple children in school.”

Monitoring academic progress was another area of focus. Some parents reported regularly checking report cards and communicating with teachers, while others relied on children’s self-reports, which may not always provide accurate information. One parent commented, “I ask my child how they are doing, and they usually tell me they are fine, but I rarely get to meet the teachers to confirm,” indicating the need for stronger communication channels between schools and parents.

The importance of motivation and discipline was also discussed. Parents highlighted the need to encourage their children academically through positive reinforcement but acknowledged challenges in balancing motivation with discipline. One parent remarked, “I always tell my child that education is the key to a better future, and I reward them when they do well in school,” while some admitted to using punitive measures when children performed poorly.

In parallel, FGDs with learners from different groups and schools reflected similar themes. Learners reported receiving varying levels of support from their parents. Many acknowledged that their parents encouraged them to focus on studies, but assistance with homework was often limited. One learner stated, “My parents always ask about school and encourage me to study hard, but they cannot help me much with my homework.”

Learners also reported mixed experiences regarding parental attendance at school events. Some felt support when parents participated, while others felt neglected when parents were absent. One learner explained, “I feel bad when my parents don’t attend our school events, especially during award ceremonies,” highlighting the importance of parental presence.

Financial support from parents was similarly variable. While some learners received consistent assistance with school fees and materials, others experienced delays that negatively affected their schooling. One learner remarked, “Sometimes I am sent home for not paying school fees on time, and it makes me fall behind in my studies.”

Learners further discussed motivation and discipline. Parents often used rewards to encourage academic success, though some learners felt pressured by high expectations. One learner shared, “My parents promise to buy me gifts if I do well in exams, but when I don’t, they get very disappointed.” In terms of discipline, learners noted that some parents were constructive, while others were overly harsh. One learner reported, “When I don’t perform well, my parents scold me, and it makes me feel bad about myself,” emphasizing the need for positive disciplinary strategies.

Overall, the FGDs with both parents and learners from different groups and schools revealed variability in parental support across several dimensions, including basic needs, communication, parenting practices, volunteering, financial contributions, motivation, and discipline. These discussions corroborated the quantitative findings of the study, highlighting areas where parental support is strong and others where targeted guidance and community engagement could enhance learners’ academic achievement.

In an interview with the headteacher, the discussion focused on parental involvement and its impact on learners’ academic achievement. The headteacher emphasized that parental support is a critical factor influencing student success, noting that students whose parents are actively involved tend to demonstrate noticeable improvements in both academic performance and overall behavior. The headteacher acknowledged that while many parents provide support, others face challenges, including time constraints and financial difficulties, which limit their ability to participate fully in their children’s education. They further explained that schools are implementing strategies to enhance parental engagement, such as offering flexible meeting times and increasing communication channels to keep parents informed of their children’s progress. The headteacher concluded by stressing the importance of community collaboration in ensuring that all learners receive adequate support both at home and in school.

4.3 Relationship between Parental support and the level of academic achievement

Table 7: Correlation Metrix for Parent support and Level of Academic achievement of the learners. Multiple Regression using APA Format.

Correlations on Relationship between Parental support and the level of academic achievement								
1. Provision Of Basic Needs	Pearson Correlation	1						
	Sig. (2-tailed)							
	N	108						
2. Communicating	Pearson Correlation	.757**	1					
	Sig. (2-tailed)	.000						
	N	108	108					
3. Parenting	Pearson Correlation	.656**	.793**	1				
	Sig. (2-tailed)	.000	.000					
	N	108	108	108				
4. Volunteering	Pearson Correlation	.596**	.681**	.723**	1			
	Sig. (2-tailed)	.000	.000	.000				
	N	108	108	108	108			
5. Collaboration With Community	Pearson Correlation	.484**	.612**	.643**	.735**	1		
	Sig. (2-tailed)	.000	.000	.000	.000			
	N	108	108	108	108	108		
6. Home Learning	Pearson Correlation	.643**	.769**	.807**	.766**	.718**	1	
	Sig. (2-tailed)	.000	.000	.000	.000	.000		
	N	108	108	108	108	108	108	
7. Level of Academic Performance	Pearson Correlation	.215*	.278**	.200*	.297**	.253**	.166	1
	Sig. (2-tailed)	.026	.004	.038	.002	.008	.087	
	N	108	108	108	108	108	108	108

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

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

Source; Primary Data, 2024

The correlation matrix presented below offers an insightful view into the interplay between parental support and the academic performance of primary school students in Lamwo. One of the key findings of the study is the moderate positive and statistically significant correlation

between effective communication and students' academic outcomes, with a correlation coefficient of ($r=0.215^{**}$ $P<0.05$). This observation implies that enhanced communication can lead to improved academic success for learners, underscoring its importance in the educational context.

Additionally, the research reveals a notable moderate positive correlation between communication and academic achievement, with a correlation coefficient of ($r=0.278^{**}$; $P<0.05$). This indicates that when communication is prioritized within the educational framework, students are more likely to excel academically.

The study further emphasizes the role of parenting, reporting a moderate positive and significant correlation between parenting practices and the academic accomplishments of learners, reflected in a correlation coefficient of ($r=0.200^{*}$; $P<0.05$). This suggests that effective parenting strategies contribute positively to children's academic success.

Moreover, a significant connection was uncovered between volunteering and the academic performance of students, with a correlation coefficient of ($r=0.297$; $P<0.05$). This finding highlights the positive influence that community engagement and volunteerism can have on academic achievement. The research also notes a moderate positive correlation between collaboration with the community and the academic success of students, indicating that active partnerships with community members can enhance learners' performance.

Finally, the data points to a moderate, positive, significant relationship between home learning environments and academic achievement levels. This finding suggests that supportive and enriching home learning experiences are beneficial in fostering students' academic performance.

4.4: Summary of the relationship between level of Parental Support and level of academic achievement of learners. Respondents were asked about the relationship between parental support and the level of academic achievement of learners in primary schools, and their responses are indicated in the table below.

Table 8: Coefficients

Model	Predictor	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	Correlations			
		B	Std. Error	Beta		Lower Bound	Upper Bound	Zero-order	Partial	Partial
1	(Constant)	3.432	0.189		18.124	3.056	3.808			
	Provision of Basic Needs	0.002	0.063	0.005	0.038	-0.123	0.128	0.215	0.004	0.003
	Communicating Parenting	0.130	0.076	0.314	1.701	-0.022	0.281	0.278	0.167	0.157
		-0.035	0.075	-0.084	-0.468	-0.184	0.14	0.200	-0.047	-0.043
	Volunteering	0.125	0.068	0.301	1.835	-0.010	0.261	0.297	0.180	0.169
	Collaborating with Community	0.071	0.077	0.134	0.917	-0.083	0.225	0.253	0.091	0.085
	Home Learning	-0.138	0.077	-0.339	-1.794	-0.291	0.015	0.166	-0.176	-0.166

Source: Field Data 2024

The findings from the study indicated that the provision of basic needs plays a critical role in influencing academic achievement among learners in Lamwo District. The results revealed a positive relationship between meeting essential resources and academic performance, with a statistical coefficient of $B = 0.005$ and a significance level of $P < 0.05$. This suggests that learners whose basic needs, such as food, shelter, and school materials, are adequately provided tend to perform better academically. The statistical significance of this relationship indicates that it is reliable and unlikely to be due to random chance, underscoring the importance of

ensuring that students have access to essential resources in promoting academic success within this context.

Effective communication was also found to have a significant impact on academic performance, with a coefficient of $B = -0.314$ and $P < 0.05$. This result indicates that communication serves as a moderate predictor of learners' academic outcomes. Interestingly, the negative coefficient suggests that as communication improves, academic achievement tends to decrease, although the impact remains moderate. The significance level confirms that this relationship is statistically reliable.

Parenting ($B = -0.084$, $P < 0.05$) and home learning ($B = -0.339$, $P < 0.05$) were found not to have a significant influence on learners' academic outcomes. This implies that, within the Lamwo District context, these factors may not be as critical in determining academic achievement. It is possible that other factors, such as school-based or community influences, play a more prominent role, or that the forms of parenting and home learning practiced may not align with the academic needs of learners or are insufficient to produce measurable effects. Further investigation may be required to identify alternative strategies or interventions that could better support learners' academic progress in this area.

Volunteering demonstrated a small positive effect on academic performance ($B = 0.125$), although the effect was not statistically significant ($p = 0.069$). This suggests that engagement in volunteer activities may contribute modestly to academic improvement, but the observed relationship may be influenced by chance or other uncontrolled factors.

Collaboration with the community showed a small positive relationship with academic performance ($B = 0.071$), yet the high p-value ($p = 0.361$) indicated that this variable does not significantly predict academic outcomes in the sample studied. This implies that while some positive effect may exist, community collaboration is not a strong determinant of learners' academic achievement in this context.

Home learning displayed a negative relationship with academic performance ($B = -0.138$), but the p-value suggested that this relationship was not statistically significant. This indicates that the observed inverse relationship may result from random variation rather than a true effect, and that other factors are likely more influential in determining learners' academic outcomes.

In summary, the study showed that the provision of basic needs and effective communication are statistically significant predictors of academic achievement in Lamwo District. While volunteering and community collaboration exhibited small positive associations with academic performance, these effects were not statistically significant. Parenting and home learning appeared to have limited predictive power, suggesting that their influence on learners' academic outcomes may be less substantial or mediated by other factors.

Chapter Five

Summary, Discussion, Conclusions and Recommendations

5.0 Introduction

This chapter covers the summary of key findings, discussions arising from the research findings presented in Chapter Four, conclusions, and recommendations as presented below;

5.1 Summary of key findings

This chapter provides a comprehensive summary of the key research findings and discussions on the implications of these findings based on the objectives, conclusions, and recommendations for future interventions and studies. The research examined the correlation between parental support and the academic performance of primary school students in Lamwo. The findings indicated that the academic achievement levels of students in Lamwo, as assessed by PLE grades, academic performance, content mastery, socialization, literacy, and numeracy, were generally low. Additionally, it was found that parental support, assessed through the provision of basic needs, communication, parenting, volunteering, community collaboration, and home learning, was inadequate. As a result, the study concluded that there is a weak yet significant positive relationship between parental support and the academic achievement of the students.

5.2 Discussions

Objective 1: Level of Parental Support of learners in Palabek Kal Sub-county, Lamwo District.
The study

Provision of basic needs ($M = 3.38$, $SD = 1.103$). The study reported that the provision of basic needs scored relatively high, and this finding aligned with Maslow's (1943) hierarchy of needs, which emphasized that food, shelter, and clothing form the essential foundation for higher-order learning. Maslow suggested that children whose basic needs are met are more capable of engaging in academic tasks. The results from Lamwo District reflected this theoretical position, indicating that parental provision of essentials created a stable ground for learning. Epstein (2001) similarly asserted that children with fulfilled basic needs could focus better on schoolwork, a view consistent with the Lamwo findings. Barton and Coley (2009) also argued that secure access to necessities increased the likelihood of academic success, supporting the

observation that parents in Palabek Kal Sub-county provided adequate materials and essentials. This relationship suggested that learners with fewer unmet needs were more prepared and less distracted.

However, the contrasting literature presented a more complex picture. Jensen (2009) noted that meeting basic needs alone may not eliminate all barriers, especially for children from disadvantaged backgrounds who continue to face environmental stressors and limited emotional support. Hill and Tyson (2009) further argued that parental support required more than material provision, emphasizing involvement in academic activities such as homework assistance and teacher communication. These studies suggested that although the Lamwo findings reflected strong material support, additional intellectual and emotional engagement might be necessary for optimal academic outcomes.

Communication ($M = 3.23$, $SD = 1.171$). The study indicated that parental communication with learners was moderate, suggesting that although parents did communicate with their children, opportunities remained to enhance the frequency and quality of these interactions. This was consistent with Bower and Griffin (2020), who reported that parents recognized the value of communication but often engaged inconsistently. Studies by Kiptui and Kosgey (2021) supported this pattern, revealing that rural parents communicated with their children but seldom discussed detailed academic matters. Parker and Laird (2022) also found that parents with limited educational backgrounds typically engaged in sporadic school-related discussions, echoing the trends observed in Lamwo District.

Conversely, Harrison et al. (2023) reported that communication could be highly effective in rural communities when parents received training or awareness on its importance. Omondi and Njoroge (2021) similarly documented that some rural Ugandan communities practiced strong cultural norms that encouraged frequent academic discussions. These contrasting findings suggested that the moderate communication levels in Lamwo might be improved through sensitization programs aimed at building parents' confidence and awareness regarding academic dialogue.

Parenting practices ($M = 3.32$, $SD = 1.207$). The study revealed moderate parenting practices, suggesting that parents were involved in their children's upbringing but could still adopt more effective strategies. Smith et al. (2022) reported similar findings, noting that although many parents supported their children's education, the depth of this engagement often required strengthening. Brown and Lee (2021) also highlighted that active parental involvement

influenced both academic and behavioral outcomes, supporting the idea that more consistent engagement could enhance learner performance in Lamwo. Additionally, Johnson et al. (2020) emphasized the importance of structured and consistent parenting styles, which resonated with the study's indication that more deliberate strategies could be beneficial. In contrast, Garcia and Perez (2019) suggested that moderate parental engagement could still be effective when complemented by strong school and community support. Martinez and Roberts (2023) argued that socio-economic conditions and resource availability contributed more to academic achievement than parental involvement alone. These findings implied that although the Lamwo study reported moderate parenting practices, the broader community and school environment might also influence learners' success, potentially offsetting limitations in intensive parental engagement.

Volunteering ($M = 3.08$, $SD = 1.202$). The study found moderate parental volunteering, which suggested a willingness among parents to support school activities despite potential constraints. Jones and Smith (2020) documented similar levels of volunteer engagement, supporting the notion that parents in many communities were willing but not highly active in school-based activities. Chavez et al. (2021) attributed such moderate involvement to constraints such as limited time and work-related demands, which aligned with conditions in Palabek Kal Sub-county. Wong and Hernandez (2022) also noted that even moderate volunteering could strengthen school–community relations, reflecting the beneficial but not fully maximized involvement seen in the Lamwo study.

Contradictory findings from Ahmed and Liu (2019) argued that high-level parental engagement was necessary to achieve significant academic improvement. They suggested that moderate volunteering reflected missed opportunities for enriching school environments. Garcia and Lee (2023) further reported that moderate but inconsistent involvement contributed little to systemic improvements. These perspectives implied that while Lamwo parents demonstrated willingness, greater consistency and higher levels of participation might yield stronger academic and community benefits.

Collaborating with the community ($M = 3.39$, $SD = 0.998$). The study revealed a relatively balanced parental collaboration with the community and school system. Smith and Lopez (2019) emphasized the positive impact of parental engagement on learning outcomes, supporting the notion that Lamwo parents contributed meaningfully to the school environment. Brown and Johnson (2021) also reported that communities with active parental involvement

experienced improved learner behavior and academic performance, mirroring the cooperative atmosphere indicated by the study. Miller et al. (2023) observed similar patterns in rural settings, noting that parental support enhanced learner motivation and school engagement, further validating the findings from Palabek Kal Sub-county. On the other hand, Green and Patel (2020) argued that parental support alone did not guarantee improved outcomes and that excessive involvement could sometimes lead to conflicts or dependency. Thomas and Kim (2022) also questioned the effectiveness of community collaboration in resource-limited settings, suggesting that parental cooperation might be insufficient without adequate institutional support. These contrasting views implied that although Lamwo parents displayed balanced collaboration, strengthening school structures and resources could help maximize the benefits of such engagement.

Home learning practices ($M = 3.05$, $SD = 1.177$). The study indicated moderate home learning practices, suggesting that parents supported learning at home but were limited by time and resources. Johnson and Lee (2021) similarly reported that moderate engagement often reflected competing household responsibilities, which resonated with the conditions observed in Lamwo. Smith and Johnson (2020) also documented similar patterns of moderate involvement among parents with limited time or resources. Liu et al. (2021) found comparable levels of home learning support during the COVID-19 pandemic, highlighting how external pressures constrained parents' capacity to engage fully.

However, Nguyen et al. (2022) argued that parental support in home learning should ideally be high, especially in primary school years, and suggested that moderate engagement might limit children's academic potential. These findings contrast with the Lamwo results by indicating that the moderate support observed might not be sufficient to maximize learners' educational development and that increased parental involvement at home could significantly strengthen academic outcomes.

Objective 2: Level of Academic Achievement of learners in primary schools in Palabek Kal Sub-county, Lamwo District.

The Primary Leaving Examination (PLE) results, with an average ($M=3.85$, $SD=1.082$), indicate that overall, their performance is relatively high yet falls within a moderate range. This study agrees with Ssekamanya and Okello (2020), who argue that learners' academic performance in primary schools often shows moderate variability, as performance is influenced

by a blend of teacher quality, resource availability, and parental support. Their study emphasizes that learners tend to perform within a moderate to high range in contexts where these factors are somewhat present but not optimal. Similarly, Kyagulanyi and Bukenya (2022) noted that in East African primary schools, moderate achievement levels are frequently reported. They found that learners' performance hovered around similar ranges due to socioeconomic limitations affecting educational resources and varying degrees of parental support. Nyakato and Akumu (2021) found that rural primary school learners in Uganda tend to perform moderately well, though not consistently high. The researchers attribute this to disparities in parental support and limited educational resources. Their analysis concurs with the PLE results, suggesting that moderate performance levels may stem from a combination of favorable factors, but not comprehensive in terms of educational support.

Kabanda (2019) disagrees with this study and thus argues that academic achievement in primary schools is typically lower in rural areas due to economic challenges and limited parental support, which they believe severely impacts learners' performance. Meanwhile, Akena and Odoch (2023) found that in some rural Ugandan primary schools, learners' performance is often below average, influenced by inadequate teacher training and poor infrastructure. They posit that without well-supported teaching practices and facilities; learners are likely to score lower than the observed moderate range in Lamwo District.

When examining the mastery of content, learners scored an average of ($M = 3.92$, $SD = 0.902$), suggesting an understanding of the subject matter. The overall academic performance demonstrated by the learners reinforces the notion that their academic performance is also moderate. This agrees with the study conducted by Johnson and Torres (2020), who found that learners' mastery of content was strongly associated with academic performance, especially in contexts where external factors like parental support and access to learning resources were variable. Akande and Mulenga (2021) examined academic performance among primary school learners and noted that average mastery of content corresponded with moderate overall academic outcomes. They suggested that teaching methodologies and available learning materials often play a pivotal role in shaping these moderate levels of achievement, with similar findings to the present study.

Contrary to this, Barker and Jones (2022) examined content mastery in an urban setting, where learners scored higher compared to those in rural or resource-limited environments. They attributed this improvement to better school infrastructure, access to learning materials, and

well-trained educators. These findings differ from the present study, suggesting that disparities in educational support can lead to varied levels of content mastery and academic achievement, challenging the notion that moderate performance is typical across all educational settings. Meanwhile, Lee & Chang (2019) documented high mastery levels in learners linking this success to parental support and rigorous academic programs. The study suggests that stronger academic programs and active parental support correlate with higher mastery and academic performance, which is a contrast to this study's findings of moderate performance.

The analysis of academic performance reveals ($M = 4.06$, $SD = 0.853$). The findings emphasize the critical role of parental support, particularly in terms of resource provision, positive reinforcement, and homework supervision, as well as curriculum adequacy in fostering high academic performance. This affirms the study conducted by Smith and Jones (2021) emphasizes that consistent parental support, particularly in providing academic resources and monitoring homework, contributes significantly to academic performance. Their study found that learners with involved parents demonstrated higher grades and better engagement in class, supporting the idea that resource provision and reinforcement are key to success. According to Davis and Patel (2020), an adequate curriculum well aligned with learner needs and expectations is a critical factor in promoting academic achievement. This study parallels the finding that curriculum adequacy is crucial in fostering academic success, supporting the emphasis on structured curriculum content to elevate performance. Furthermore, Huang and Chen (2023) examined the role of positive reinforcement from parents on learners' academic performance. This corresponds with the findings in this study that highlight the importance of positive reinforcement from parents in driving higher academic performance among learners.

Contrasting Studies, Jackson and Lee (2022) argue that excessive parental support can sometimes impede a learner's ability to develop independence and problem-solving skills, which are essential for academic success. This view contrasts with the findings of this study, which emphasizes parental support as essential for academic success, suggesting instead that too much intervention may limit students' personal growth and Garcia et al. (2019) focused on socioeconomic factors and argued that economic stability is a more powerful determinant of academic performance than parental support or curriculum adequacy alone. This perspective contrasts with the current findings, as Garcia et al. suggest that parental support has a limited impact unless supported by a stable socioeconomic background.

Socialization with an average score of ($M = 4.04$, $SD = 0.865$), indicating a high degree of social interaction and engagement. This agrees with Williams and Chen (2021) observed a strong positive correlation between socialization in schools and learners' engagement levels. The high mean score ($M = 4.04$) in this current study aligns with Williams and Chen's assertion that social environments enhance learners' willingness to participate in group activities and social interactions. Rivera, and Hughes (2022) highlighted that peer interactions significantly contribute to emotional and social development. They noted that classrooms with structured group work had a higher mean of learners' satisfaction in social interaction, closely resonating with the findings in this study. While Greenfield and Evans (2020) discussed the role of collaborative learning in promoting social skills, with evidence from their study provided evidence that structured social interaction during classroom activities enhances self-confidence and interpersonal relations. This alignment underscores the positive effect of structured, high-quality peer interactions on students' social development.

The analysis shows that literacy among learners, with an average score of ($M=3.93$, $SD=0.838$), suggests that they possess essential reading and writing skills, but there is room for improvement. This agrees with Brown and Smith (2020) examined literacy development in early schooling and emphasized that foundational skills are often sufficient but lack the depth needed for academic success as learners advance. Their study found that although basic literacy competencies are present, additional interventions in critical thinking and comprehension strategies can significantly enhance learning outcomes. Johnson (2021) explored literacy proficiency among learners in low-resource schools and found similar results, with average literacy scores reflecting basic reading and writing skills but revealing limitations in higher-order literacy abilities. This reinforces the observation from this study that, although skills are present, there is room for improvement.

Lee and Chen (2022) investigated literacy achievements in primary education across multiple schools and observed that while learners could read and write at a basic level, there was a notable gap in comprehension and analytical skills. This finding supports the need for enhanced literacy programs, particularly those that go beyond basic skills to foster comprehensive literacy abilities.

Contrasting to findings by Morgan & Turner (2022) provided an analysis that challenges the findings by suggesting that literacy levels in their studied schools were well-rounded, with high averages in reading comprehension, vocabulary, and writing skills. Their study argues that even

with minimal resources, strategic instructional methodologies can elevate literacy performance significantly, in contrast to the current study's conclusion that there is room for improvement. While Ochieng (2023) conducted a study focused on literacy development and reported that learners' literacy skills, including advanced comprehension and critical reading, were above average across various metrics. They attributed this to a rigorous reading program and consistent parental support, disagreeing with the current study's implication of improvement needed in essential literacy skills.

Lastly, the average score for numeracy is ($M=3.91$, $SD=0.912$), which indicates a moderate level of mathematical understanding among learners in Lamwo District. The study paints a picture of moderate to high academic performance and social engagement among learners in this region. Similar to the study conducted by Adams (2020) found that learners in low-resource settings often exhibit moderate levels of achievement in foundational skills like numeracy, largely influenced by limited access to resources and variable levels of parental support. This agrees with the current study's findings, where a moderate level of mathematical understanding reflects similar contextual challenges in Lamwo District. Further, Mukasa and Namukasa (2021) argue that parental support and community support play a critical role in academic achievement in rural settings. This aligns with the current findings, as the moderate numeracy scores observed may be attributed to the level of parental support and involvement in Lamwo District.

Literature disagreement with Studies from Okello and Akena (2020) provides a different perspective, arguing that academic performance in numeracy and literacy should be expected to reach higher levels in rural settings with significant educational programs. This discrepancy suggests that while such interventions exist in Lamwo District, their impact may vary, and further enhancement or consistent implementation might be necessary to achieve similar results.

While Ochieng and Kiprotich (2021) found that in rural settings with moderate parental support, academic achievement, especially in numeracy, tends to be lower than moderate levels. They argue that rural learners in regions with limited economic resources face barriers that restrict their academic achievements more significantly than what is indicated in this study. This perspective suggests a need to re-examine external influences on educational outcomes in the study area.

Objective 3: Relationship between Parental Support and Academic Achievement

Summary of the relationship between Parental Support and Level of Academic Achievement of the learners

The findings from the study highlight the critical role that meeting basic needs plays in influencing academic achievement among learners in Lamwo District. With a statistical coefficient of $B = .005$ and a significance level of $P < .05$, it is evident that the provision of essential resources is a robust predictor of students' success in their academic endeavors. This implies that the provision of basic needs is a strong and statistically significant factor in influencing academic achievement among learners in Lamwo District. The coefficient ($B = 0.005$) indicates a positive relationship, meaning that as basic needs are met, academic performance tends to improve. The significance level of $P < .05$ further supports the fact that this relationship is statistically reliable and not due to random chance. Therefore, ensuring that students have access to essential resources (such as food, shelter, and other fundamental needs) is a critical determinant of their success in education within this context.

In addition to basic needs, the ability to communicate effectively was found to have a significant impact on academic performance, with a coefficient of $B = -0.314$ and $P < .05$, indicating that communication serves as a moderate predictor of learners' academic outcomes. This implies that effective communication plays a significant role in shaping academic performance, with the negative coefficient ($B = -0.314$) suggesting that as communication improves, academic achievement tends to decrease, although the impact is moderate. The significance level ($P < .05$) indicates that this relationship is statistically reliable.

Parenting ($B = -0.084$, $P < .05$) and home learning ($B = -0.339$, $P < .05$) did not demonstrate a significant influence on learners' academic outcomes, suggesting that these elements may not be as critical in the Lamwo District context. The results imply that within the context of Lamwo District, parenting and home learning do not have a significant impact on learners' academic outcomes. This suggests that other factors, possibly related to school-based or community influences, may play a more important role in determining academic achievement. It could also indicate that the specific forms of parenting and home learning in this area might not align with the academic needs of learners or that the level of support provided may not be sufficient to yield measurable academic benefits. Further investigation might be needed to explore what other variables or interventions could better support learners' academic progress in this region.

Volunteering appears to have a positive influence on academic performance, though the effect is not statistically significant ($p\text{-value} = 0.069$). The small positive coefficient (0.125) suggests that students who engage in volunteer activities may see a slight improvement in academic achievement. This implies that while volunteering might have a slight positive effect on academic performance, the impact is not strong enough to reach statistical significance in the study. The $p\text{-value}$ of 0.069 suggests that the observed positive relationship could be due to random chance or other uncontrolled factors. However, the small positive coefficient (0.125) indicates that engaging in volunteer activities may have some potential to benefit students academically.

Collaboration Coefficient ($B = 0.071$) and ($p = 0.361$) with the community shows a small positive relationship with academic performance, but the high $p\text{-value}$ means this variable does not significantly predict academic outcomes in the sample studied. This implies that while there is a small positive relationship between collaboration with the community and academic performance, the high $p\text{-value}$ (0.361) indicates that this relationship is not statistically significant. In other words, community collaboration does not appear to be a strong predictor of academic outcomes in the sample studied.

Home learning shows a negative relationship with academic performance, with a coefficient of -0.138, but the $p\text{-value}$ indicates that this relationship is not statistically significant at the 0.05 level. Although home learning appears to be inversely related to academic success, the result is not statistically significant. This implies that although there appears to be a negative relationship between home learning and academic performance (with a coefficient of -0.138), the $p\text{-value}$ indicates that this relationship is not statistically significant at the 0.05 level. This suggests that the observed negative relationship could be due to random variation rather than a true, reliable trend. It also implies that other factors, beyond home learning, are likely more influential in determining academic performance.

In summary, while the provision of basic needs, effective communication, volunteering, and community collaboration are all strongly associated with enhanced academic achievement, parenting and home learning appear to have limited predictive power in this particular setting. These elements may play a more critical role in supporting learners' success in this setting. However, parenting and home learning do not show significant predictive power in this context, indicating that their influence on academic outcomes may be less substantial or influenced by other variables.

5.3 Conclusion

Based on the findings of the study objectives, it is concluded as follows;

Objective One: To assess the level of parental Support in primary schools in Palabek Kal Sub-County, Lamwo District.

The study reported that parental support in Palabek Kal Sub-County existed at varying levels across different domains of involvement. Parents were generally found to provide essential basic needs such as uniforms, writing materials, and access to healthcare, although challenges remained in ensuring adequate nutrition and creating conducive home study environments. Communication between parents and schools was described as moderate; many parents attended meetings and sought teachers' feedback, yet fewer responded promptly to school communications or informed schools about home-related issues affecting learners. Parenting practices were also reported as moderate, with less than half of the parents setting clear academic expectations, enforcing routines, or consistently monitoring performance, though some parents encouraged responsibility and demonstrated positive attitudes toward education. Overall, parental support was present but uneven, highlighting areas that require strengthening to better enhance learner outcomes.

Objective Two: To examine the level of learners' academic achievement in primary schools in Palabek Kal Sub-County, Lamwo District.

The findings indicated that learners' academic achievement in the sub-county was perceived to be positively influenced by parental involvement. Teachers and parents consistently reported that academic performance reflected in improved Primary Leaving Examination (PLE) results, mastery of content, development of literacy and numeracy skills, and enhanced socialization was linked to the level of support learners received at home. The study emphasized that collaborative efforts among parents, teachers, and the broader community played a critical role in supporting learners' academic progress. This suggested that strengthened partnerships and consistent parental involvement could contribute significantly to improving overall achievement levels in the district.

Objective Three: To investigate the relationship between parental support and academic achievement of learners in primary schools in Lamwo District.

The study concluded that the provision of basic needs demonstrated a strong and significant relationship with learners' academic achievement, indicating that meeting essential physical and material requirements remained a foundational contributor to success. Communication showed a moderate influence, with an inverse relationship suggesting that certain communication patterns may not always translate into improved academic performance, possibly due to communication being reactive rather than supportive. Other forms of parental support were found to contribute variably, pointing to the need for a more holistic approach to strengthening parental engagement. The overall conclusion indicated that while parental support plays an important role, prioritizing the satisfaction of basic needs and enhancing structure, school-aligned parental involvement could yield stronger academic gains for learners. Further community-based and school-centered interventions were recommended to reinforce parental capacities and promote sustained academic improvement.

5.4 Recommendation

Objective One: To assess the level of parental Support in primary schools in Palabek Kal Sub-County, Lamwo District.

The study recommended that efforts to strengthen parental support should focus on improving home learning environments, communication systems, and structured routines that promote academic engagement. It was advised that the District Education Office, in collaboration with school administrators and local council leaders, develop community-based sensitization programs to raise awareness on the importance of adequate nutrition, conducive study spaces, and consistent parental engagement in children's learning. Schools were further encouraged to organize regular capacity-building workshops to guide parents on setting academic expectations, establishing study routines, and supporting homework completion. Improving communication channels, such as SMS platforms, community radios, and periodic community meetings, was recommended to enable timely information flow between schools and households.

To strengthen long-term parental support, the study recommended that the Lamwo District Local Government and development partners promote household economic empowerment initiatives. These may include village savings groups, livelihood training, and income-generating projects aimed at enabling parents to sustainably provide basic needs and educational materials. Additionally, schools were advised to promote a culture of volunteerism by recognizing active parents and encouraging broader participation in school programs.

Partnerships with non-governmental organizations (NGOs) and community-based organizations (CBOs) could also facilitate access to community libraries, learning centers, and homework support programs.

Objective Two: To examine the level of learners' academic achievement in primary schools in Palabek Kal Sub-County, Lamwo District.

The study recommended that strengthening learners' academic achievement requires more structured and consistent parental involvement in school-related activities. The Ministry of Education and Sports (MoES) and the District Education Office were encouraged to promote policies that enhance parental engagement through homework supervision, attendance at school meetings, and regular monitoring of learners' progress. Schools were advised to implement routine parent-teacher interaction days to reinforce collaboration on academic targets, content mastery, and skill development.

It was also recommended that teachers intensify literacy and numeracy initiatives through remedial programs, reading clubs, and group learning activities. Parents, teachers, and community leaders were urged to work collaboratively to reinforce learners' social and academic skills, ensuring that learning support extends beyond the classroom. Community-led after-school programs, facilitated by local leaders and education-focused NGOs, were proposed to supplement school efforts and provide safe, resource-rich environments for learners to practice essential competencies.

Objective Three: To investigate the relationship between parental support and academic achievement of learners in primary schools in Lamwo District.

The study recommended that interventions aimed at improving academic achievement should prioritize the provision of basic needs, as this was identified as the most significant contributor to learner performance. The Lamwo District Local Government, in partnership with the Office of the Prime Minister (OPM) and humanitarian agencies, was advised to strengthen safety-net programs that secure food availability, learning materials, and safe shelter for vulnerable households.

Given the moderate and sometimes inverse influence of parental communication on academic outcomes, the study recommended the development of structured communication frameworks that align parental feedback with academic expectations. Schools were advised to adopt clear guidelines on communication practices, including scheduled updates, standardized reporting

formats, and training for parents on communicating academic concerns effectively. Finally, the study recommended further exploration of how parental involvement, community collaboration, and household economic capacity collectively shape academic performance. Policymakers, especially within the District Planning Unit, were encouraged to integrate family economic empowerment, parental education programs, and community-based learning support into district education strategies to sustain long-term improvement in academic achievement.

5.5 Areas for further studies

The study recommends that further studies should be conducted in the following;

1. The Role of Local Government in Promoting Parental Support. Research is needed to examine the effectiveness of local government interventions aimed at enhancing parental support in education. This will help identify areas of improvement and provide insights into how government policies can better support educational development.
2. Impact of School Feeding Programs. A study could be conducted to explore the impact of school feeding programs on student attendance, concentration, and academic performance in Lamwo District. This would help in determining whether such programs can significantly contribute to improved learning outcomes.

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Appendices

Appendix I: Questionnaires for teachers



FACULTY OF EDUCATION AND HUMANITIES

Dear Respondents,

My name is Luke Labeja, a student of Gulu University Pursuing a master's in education (Curriculum studies and Foundations of Education) Surveying *Parental Support and Learners' academic achievements in Primary schools in Palabek Kal Sub-County, Lamwo District*. You have been selected to participate in this study to support generating the information and with the trust that the school has in you. The information you give shall be treated with utmost confidentiality and shall be used strictly for academic purposes.

Section A: Background Information

Please tick the appropriate choice or write in the space provided.

1. Sex: Male ☐ Female ☐
2. Age Categories: 20-30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐
3. Marital Status.
 - i. Single ☐ Married ☐ Separated ☐ Widowed ☐
4. Level of Education: Master's degree ☐ Post Graduate ☐ Degree ☐
Diploma ☐ Certificate ☐
5. Teaching Experience: 20+ years ☐ 15-19 years ☐ 10-14 years ☐ 6-9 years ☐
5 years below ☐

Section B; Level of Academic achievement of learners in Primary schools in Palabek Kal Sub County, Lamwo District.

Using the key provided below, please circle, or tick the alternative that you think most suits your opinion. 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree.

B	Level of Academic Achievements	SD 1	D 2	NS 3	A 4	SA 5
B i	PLE Grades					
1	Regular parental support improves learners' PLE grades					
2	Learners with higher PLE grades receive consistent homework assistance from their parents					
3	Parents' support in school activities correlates with better PLE grades					
4	Parents monitoring their children's progress led to improved PLE performance					
5	PLE grades are a good indicator of a learner's future academic success					
6	PLE grades reflect the level of parental educational support					
B ii	Mastery of Content	SD 1	D 2	NS 3	A 4	SA 5
1	Learners have a strong understanding of the subjects taught in class					
2	Parental support helps learners master the content taught at school					
3	Teachers' methods are effective in ensuring learners understand the subject matter					
4	Regular homework and assignments enhance learners' mastery of content					
5	Regular discussions about schoolwork at home enhance content mastery					
6	Mastery of content directly influences learners' performance in assessment					
B iii	Academic Performance	SD 1	D 2	NS 3	A 4	SA 5
1	Academic performance is a reliable measure of learners' capabilities					
2	Parental support is crucial for improving academic performance					

3	The school's curriculum adequately prepares learners for high academic performance					
4	Positive reinforcement from parents boosts learners' academic performance					
5	Learners perform better academically when their parents provide learning resources					
6	Parental supervision of homework enhances academic achievement					
B iv	Socialization	SD 1	D 2	NS 3	A 4	SA 5
1	Socialization skills are as important as academic skills for overall learners' achievement					
2	Socially active learners tend to perform better academically					
3	Parental support plays a significant role in developing learners' socialization skills					
4	Group activities in class enhance learners' socialization skills					
5	Socialization at school positively impacts learners' academic performance					
6	Learners with good socialization skills are more likely to succeed in future academic and professional endeavors					
B v	Literacy	SD 1	D 2	NS 3	A 4	SA 5
1	Literacy rates among learners are satisfactory					
2	Parental support improves learners' literacy skills					
3	School's literacy programs are effective in enhancing learners' reading and writing skills					
4	Regular reading assignments positively impact learners' literacy levels					
5	Literacy skills are crucial for academic success					
6	Literacy activities at home contribute to better reading skills at school					

B vi	Numeracy	SD 1	D 2	NS 3	A 4	SA 5
1	Learners have a strong grasp of basic numeracy skills					
2	Parental support positively influences learners' numeracy skills					
3	Learners practicing numeracy activities at home perform better in math					
4	Regular practice and homework improve learners' numeracy skills					
5	Numeracy skills are essential for academic and future success					
6	Parents' attitude towards math influences their children's numeracy performance					

Section C: Level of Parental Support of Learners in primary schools in Palabek kal sub county, Lamwo District.

Using the key provided below, please circle, or tick the alternative that you think most suits your opinion. 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree.

C	Parental Support of learners in Primary schools					
C i	Provision of Basic Needs	SD 1	D 2	NS 3	A 4	SA 5
1	Parents ensure their children have sufficient food for school					
2	Parents provide their children with appropriate school uniforms					
3	Parents ensure their children have the necessary writing materials					
4	Parents provide a conducive home environment for their children's studies					
5	Parents ensure their children have adequate sleep before school days					
6	Parents ensure their children have access to healthcare when needed					
C ii	Communicating	SD 1	D 2	NS 3	A 4	SA 5
1	Parents attend parent-teacher meetings regularly					
2	Parents respond promptly to communication from the school					
3	Parents initiate communication with teachers regarding their Children's progress					

4	Parents are open to feedback and suggestions from teachers about their Children					
5	Parents actively seek feedback about their Children's performance					
6	Parents inform the school about any significant changes at home that may affect their child's learning					
C iii	Parenting	SD 1	D 2	NS 3	S 4	A 5
	Parents set clear expectations for their Children's academic performance					
	Parents establish a daily routine that includes time for homework and study					
	Parents provide positive reinforcement for academic achievements					
	Parents model good behavior and attitudes towards education					
	Parents encourage their children to take responsibility for their own learning					
	Parents discuss the importance of education and set future educational goals with their children					
C iv	Volunteering	SD 1	D 2	NS 3	A 4	SA 5
1	Parents volunteer for school activities					
2	Parents participate in classroom activities when invited by the teachers					
3	Parents assist with extracurricular activities in school					
4	Parents volunteer their time or resources for school improvement activities					
5	Parents help organize and run school fundraising events					
6	Parents encourage other parents to get involved in school activities					
C v	Collaborating with Community	SD 1	D 2	NS 3	A 4	SA 5

1	Parents are aware of community resources available to support their children's education					
2	Parents participate in community events that promote education					
3	Parents collaborate with local organizations to enhance educational opportunities					
4	Parents encourage their children to participate in community service					
5	Parents use community resources to support their children's learning					
6	Parents advocate for educational improvements in their community					
C vi	Home Learning	SD 1	D 2	NS 3	A 4	SA 5
1	Parents provide a quiet and organized space for their children to study at home					
2	Parents help their children with homework when needed					
3	Parents provide educational materials and resources at home					
4	Parents monitor their children's homework and ensure it is completed on time					
5	Parents engage in learning activities with their children from home					
6	Parents encourage their children to read daily and discuss what they have read					

Thank you for your participation in this Study.

Appendix II: Interview Guide



GULU UNIVERSITY

FACULTY OF EDUCATION AND HUMANITIES

Dear Respondent,

My name is Luke Labeja, a student of Gulu University Pursuing a master's in education (Curriculum studies and Foundations of Education) Surveying *Parental Support and Learners' academic achievements in Primary schools in Palabek Kal Sub-County, Lamwo District*. You have been selected to participate in this study to support generating the information and with the trust that the school has in you. The information you give shall be treated with utmost confidentiality and shall be used strictly for academic purposes. I then request that you me your honest opinions.

- A. Level of learners' academic achievement in primary schools in Palabek Kal sub-county, Lamwo District.
 - 1. What is the level of academic achievement in your school? What indicators or assessments are most telling of a learner's success?
 - 2. Describe the trends in the academic achievement of your learners over the past three years.
- B. Level of Parental Support of learners in primary schools in Palabek Kal sub-county, Lamwo District.
 - 3. How would you rate the level of parental support for their children's education?
 - 4. What examples do you think show parents support their children's education both at home and in school?
- C. The relationship between parental support and learners' academic achievement in primary schools in Palabek Kal sub-county, Lamwo District.
 - 5. In your experience, how does parental support impact learners' academic achievement?
 - 6. What strategies do you think could enhance parental support for learners in your school?

Thanks for your valuable feedback and response.

Appendix III: Focus Group Discussion Guide with Parents of the Sampled Candidates in P7
Classes.



FACULTY OF EDUCATION AND HUMANITIES

Dear Respondent,

My name is Luke Labeja, a student of Gulu University Pursuing a master's in education (Curriculum studies and Foundations of Education) Surveying *Parental Support and Learners' academic achievements in Primary schools in Palabek Kal Sub-County, Lamwo District*. You have been selected to participate in this study to support generating the information and with the trust that the school has in you. The information you give shall be treated with utmost confidentiality and shall be used strictly for academic purposes. Your name will remain confidential and not be shared with anyone. I then request that you me your honest opinions.

- A. Level of learners' academic achievement in primary schools in Palabek Kal sub-county, Lamwo District.
 1. How would you describe the academic achievement of learners in your school?
 2. What measures has the school taken to improve learners' academic performance?
 3. Are there particular subjects where learners tend to perform better or worse? Why do you think this is so?
- B. Level of Parental Support of learners in primary schools in Palabek Kal sub-county, Lamwo District.
 4. What types of support do parents provide to their children's education?
 5. What challenges do you face in engaging parents to support their children's education?
- A. The relationship between parental support and learners' academic achievement in primary schools in Palabek Kal sub-county, Lamwo District.
 6. How does parental support to the school foster better academic achievement?
 7. What recommendations would you give to improve the relationship between parents and the community to boost academic achievement?

Thank you for the time and valuable insights into this study.

Appendix IV: Focus Group Discussion Guides with P7 Candidates Classes



FACULTY OF EDUCATION AND HUMANITIES

Dear Respondent,

My name is Luke Labeja, a student of Gulu University Pursuing a master's in education (Curriculum studies and Foundations of Education) Surveying *Parental Support and Learners' academic achievements in Primary schools in Palabek Kal Sub-County, Lamwo District*. You have been selected to participate in this study to support generating the information and with the trust that the school has in you. The information you give shall be treated with utmost confidentiality and shall be used strictly for academic purposes. Your name will remain confidential and not be shared with anyone.

- A. Level of learners' academic achievement in primary schools in Palabek Kal sub-county, Lamwo District.
 - 1. How do you feel about your academic achievement in school?
 - 2. Which subjects do you find easy or difficult to do, and why?
- B. Level of Parental Support of learners in primary schools in Palabek Kal sub-county, Lamwo District.
 - 3. How often do your parents help your academic achievement in school?
 - 4. In what other ways do your parents support your education?
- C. The relationship between parental support and learners' academic achievement in primary schools in Palabek Kal sub-county, Lamwo District.
 - 5. What kind of support do you wish to receive from your parents to perform better in school?
 - 6. Why do you think parental support is more important in your education achievement?
 - 7. What suggestions do you have for the school to encourage more parental support in learners' education?

Thank you for participating in this study.

Appendix V: Informed Consent Document (For Study Participants)



RESEARCH ETHICS COMMITTEE

P.O BOX 166 LAROO DIVISION, GULU CITY

Email: Info@gu.ac.ug Website: www.gu.ac.ug

This document outlines the research study and expectations for potential participants. It should be written in layman's terms and typed on GUREC letterhead. The wording should be directed to the potential participant NOT to GUREC. If a technical term must be used, define it the first time it is used. Also, any abbreviation should be spelled out the first time it is used.

NB: All the sections of this document must be completed without any editing or deletions.

Please use a typing font that is easily distinguishable from the questions on the form.

Study Title: *Parental Support and Learners Academic Achievement in Primary Schools in Palabek Kal sub-county, Lamwo District.*

Principal Investigator(s): Luke Labeja

INTRODUCTION

What you should know about this study:

- You are being asked to join a research study.
- This consent form explains the research study and your part in the study.
- Please read it carefully and take as much time as you need.
- You are a volunteer. You can choose not to take part and if you join, you may quit at any time. There will be no penalty if you decide to quit the study.

A brief background to the study: This study is carried out to obtain my master's degree. The research is about assessing the level of *Parental Support and Learner's Academic Achievement*

in Primary Schools in Palabek Kal sub-county, Lamwo District. The study notes the poor performance of children in primary schools in Lamwo District which is mostly blamed on Parents not supporting the education of their children fully. The study will focus on analyzing the level of Parental Support to boost the academic achievement of learners in Palabek Kal sub-county, Lamwo District.

Purpose of the research project: This research comprised approximately 385 participants. It involves the Headteachers (14), Teachers (150), Learners (300), and Parents (80) from the 14 selected primary schools.

What happens if you leave the study? If you feel like not participating in this study, you are free to do so. You can withdraw from the study at any time, and the information already collected should be discarded. There will be no consequences attached to your discontinuation of the study.

.....		
Print name of adult participant	Signature of adult participant/legal Authorized representative	Date
_____	_____	_____
Print the name of the person obtaining the Signature		Date
Consent		
.....		
Thumbprint/mark	Signature of witness	Date

GULU

P.O. BOX 166 GULU



UNIVERSITY

TEL: +256471432922;

**OFFICE OF THE DEAN, FACULTY OF EDUCATION AND
HUMANITIES**

August 14, 2024

TO : WHOM IT MAY CONCERN

This is to introduce to you Mr. Luke Labeja (Reg No. 22/U/1562/MFC/PS) a student pursuing a programme of study leading to an award Master of Education in Curriculum Studies of Gulu University, Master of Gulu University.

He is undertaking research on the Topic:

**PARENTAL SUPPORT AND LEARNERS' ACADEMIC ACHIEVEMENTS IN PRIMARY
SCHOOLS IN PALABEK KAL SUB COUNTY, LAMWO DISTRICT**

Which is in partial fulfilment of the requirements for the award.

Any assistance rendered to him in relation to this research work will be highly appreciated.

Yours faithfully,



Dr. Denis Thaddeus Ofoyuru

Dean, Faculty of Education and Humanities

The map displays the administrative structure of South Sudan, with districts outlined in black, subcounties in red, and parishes in grey. Major districts shown include AGORO, LOKUNG, PALABEK KAL, PALABEK OGILI, PALABEK GEM, and PALOGA. An inset map in the bottom right corner provides a regional context, showing South Sudan's position relative to neighboring countries and the Red Sea. A legend at the bottom identifies the symbols for District, Subcounty, and Parish.

Appendix IX: Table 1: Krejcie and Morgan Table

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

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

Source: Krejcie & Morgan, 1970