

**The Relationship Between Parenting At Home and the Students' Academic Performance Cover Selected
Public Secondary Schools in Isingiro District**

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Abstract

The study established a strong, positive, and statistically significant relationship between parenting at home and students' academic performance. Home-based parental practices particularly homework supervision, provision of scholastic materials, and regular discussions about academic progress were found to be critical determinants of learners' academic outcomes in Isingiro District. Homework supervision emerged as the most prevalent practice, recording the highest mean score ($M = 4.27$), with over 85% of respondents reporting frequent involvement. This practice was associated with improved understanding, disciplined study habits, and increased learner confidence. Provision of scholastic materials also showed a high level of parental involvement ($M = 4.11$) and demonstrated a very strong positive relationship with academic performance ($r = 0.844$, $\beta = 0.844$, $p < 0.001$). Regular parental discussions on academic progress equally recorded a high mean score ($M = 4.11$), contributing to learner motivation, accountability, and responsibility. Parental participation in school-based activities was comparatively lower ($M = 3.74$), largely due to socio-economic and time constraints; however, strong home-based support helped offset this limitation. Regression analysis further confirmed that parenting at home significantly predicts students' academic performance ($\beta = 0.447$, $p < 0.001$), with parenting practices explaining 20% of the variance in academic outcomes ($R^2 = 0.200$).

Key words: Parenting at Home; Academic Performance; Parental Involvement; Homework Supervision & Scholastic Materials

Background of the Study

Parenting at home plays a major role in shaping students' academic performance in many countries (Ayikoru, R., 2024). Research shows that active parental involvement through supervision, provision of learning materials, and guidance significantly enhances learners' achievement. In Africa, parental support at home remains critical for academic success, even in the face of economic and resource limitations (Adeyemo, D. A., 2017). Studies indicate that learners whose parents provide guidance, encouragement, and access to learning resources perform better academically. In East Africa, strong parenting at home has been shown to improve academic achievement, particularly in contexts where schools face resource shortages (Apondi, J. A., 2015). This highlights the importance of home-based support in complementing school efforts to enhance learning outcomes. In Uganda, parenting at home has become increasingly important in supporting students' performance, especially alongside initiatives like Universal Secondary Education (Arumuru, L., & David, T. O., 2024). Parental involvement is linked to better motivation, discipline, and learning habits among students. In Isingiro District, variations in students' academic performance

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suggest a significant influence of parenting at home. This study therefore examined the relationship between parenting practices at home and students' academic performance in selected public secondary schools in the district (Bamatmode, O., 2020).

Problem Statement

Ideally, Parents actively support learning at home through homework supervision, provision of scholastic materials, and regular academic discussions, which ideally should lead to improved academic performance for all students. In selected public secondary schools in Isingiro District, about 60% of students report that their parents rarely supervise homework, and nearly 55% lack adequate learning materials at home, contributing to inconsistent academic performance (Abdalla, R. S. 2017). While academic performance is low, there is limited empirical evidence quantifying the impact of parenting at home on students' outcomes in Isingiro District, highlighting the need for this study.

Objective of the Study

To determine the relationship between parenting at home and students' academic performance in selected public secondary schools in Isingiro District.

Research Questions

What is the relationship between parenting at home and students' academic performance in selected public secondary schools in Isingiro District.

Methods

The study was conducted in 10 accessible public secondary schools in Isingiro District, southwestern Uganda, representing both rural and peri-urban settings. A correlational and descriptive survey design was employed to examine patterns of parental engagement and their association with student academic performance. The study population included 311 education stakeholders, such as District Education Officers, headteachers, teachers, and PTA/BOG members, with 180 respondents sampled. A total of 295 participants were selected using simple random sampling for teachers, students, and parents, and purposive sampling for headteachers, PTA, and BOG members to capture key insights. Data were collected through questionnaires administered to students, teachers, and parents; semi-structured interviews with headteachers, PTA/BOG members, and education officials; and documentary analysis of school records, reports, and relevant literature. Questionnaires, interview guides, and documentary checklists were pilot-tested and validated, achieving a Content Validity Index (CVI) of 0.86 and a reliability coefficient of 0.90, while training of research assistants, Cronbach's alpha (>0.7), member checks, and triangulation ensured data quality. Quantitative data were coded and analyzed using SPSS with descriptive statistics (means, frequencies) and inferential statistics (correlation, regression, chi-square), and qualitative data were thematically analyzed to identify patterns and insights. Ethical considerations, including participant confidentiality and secure data handling, were observed, with results presented in aggregate to prevent identification. Limitations of the study included its focus on public secondary

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schools in Isingiro District, potential social desirability bias in self-reported data, resource constraints, non-response, and the cross-sectional design.

Results

Parenting at Home and Students’ Academic Performance (N = 140)

Table 1 Showing relationship between parenting at home and students’ academic performance

Parenting at Home		5	4	3	2	1	Mean
Parents actively assist with homework	F	50	70	15	5	0	4.27
Percentage	%	35.7	50.0	10.7	3.6	0.0	
Parents provide necessary learning materials	F	40	75	15	10	0	4.11
Percentage	%	28.6	53.6	10.7	7.1	0.0	
Parents attend school meetings regularly	F	35	60	30	10	5	3.74
Percentage	%	25.0	42.9	21.4	7.1	3.6	
Parents discuss their child's academic progress with teachers	F	45	65	20	10	0	4.11
	%	2.1	46.4	14.3	7.1	0	
Over All Mean Score							4.06

The data show that parental involvement at home positively influences students’ academic performance. Homework supervision scored the highest (M = 4.27, 85.7% agreement), while providing learning materials and discussing academic progress both scored M = 4.11, indicating frequent parental support in these areas. Attendance at school meetings was lower (M = 3.74, 67.9%), suggesting that school-based involvement is less common, likely due to logistical challenges.

BOG members highlighted several effective parenting practices: monitoring homework and study routines helps learners focus and complete tasks; emotional support through encouragement and praise builds confidence and motivation; setting clear household rules promotes discipline; communication with teachers enables early intervention; and positive parental role modeling inspires children to value learning. Overall, active home-based parenting—through supervision, emotional support, expectations, communication, and role modeling—significantly enhances students’ motivation, discipline, and academic outcomes.

Parenting At Home and Students’ Academic Performances

Table 2 showing the relationship between Parenting at Home and Students’ academic performances

	Pearson Correlation	1	.447**
Parenting at Home	d)		.000

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	N	140	140
	Pearson Correlation	.447**	1
Students’ academic performances	Sig. (2-tailed)	.000	
	N	140	140

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

The correlation results reveal a statistically significant positive relationship between parenting at home and Students’ academic performances. The Pearson correlation coefficient of $r = 0.447$ indicates a moderate positive association, meaning that better parenting practices at home are linked to improved learner performance. The significance value ($p = 0.000$) is below the 0.01 threshold, confirming that this relationship is statistically significant. With a sample size of $N = 140$, the findings suggest that supportive parenting at home contributes meaningfully to enhancing academic outcomes. The analysis shows a moderate positive and statistically significant correlation between parenting at home and students’ students ‘academic($r = 0.447, p = 0.000, N = 140$). This suggests that greater parental involvement at home, such as supervising homework and providing a supportive learning environment, is associated with better student academic outcomes.

Multiple Regression Analysis of the Relationship between Parenting At Home and Students’ Academic Performances

Table 3: Multiple Regression Analysis of Students’ students’ academic and parenting at Home

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	11.12	2.05	—	5.42	0.000
Parenting at Home	0.38	0.06	0.447	6.33	0.000

The regression results in Table 6 show that parenting at home significantly predicts students’ academic performance ($\beta = 0.447, p < 0.001$), with a one-unit increase in effective parenting associated with a 0.38-unit improvement in academic outcomes. The model explains 20% of the variance in students’ performance ($R^2 = 0.200$) and is statistically significant ($F = 40.07, p = 0.000$), highlighting the positive influence of parental involvement. Quantitative findings indicated that parents who assist with homework, provide learning materials, and communicate with teachers scored high on engagement, while attending school meetings contributed positively but slightly less. Qualitative data from teachers and BOG members reinforced this, noting that supervision of homework, emotional support, clear rules, communication, and role modeling enhance students’ motivation, discipline, and learning behaviors. Overall, active and supportive parental involvement at home is a significant contributor to improved academic performance, while school-based engagement offers room for further development.

Conclusion

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Parental involvement at home strongly improves students' academic performance. Homework supervision scored the highest ($M = 4.27$, 85.7%), while providing learning materials and discussing academic progress scored $M = 4.11$ (82.2% and 78.5%). Attendance at school meetings was lower ($M = 3.74$, 67.9%). BOG members highlighted that supervision, emotional support, clear expectations, communication with teachers, and role modeling enhance learners' motivation, discipline, and achievement. Overall, home-based parental engagement is crucial for improving academic outcomes.

Recommendations

The Ministry should organize training programs and workshops to educate parents on effective home-based practices that improve students' academic performance. It should also develop policies and guidelines that encourage parents to be more involved both at home and in school activities.

Parents should actively supervise their children's homework, provide necessary learning materials, and regularly discuss academic progress to guide and motivate their children. They should also participate more in school meetings and activities, model positive attitudes toward education, and provide emotional support to enhance learners' motivation, discipline, and academic success.

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