

Parents' Role in Pupils' Academic Performance in Uganda

Evangelist Kahunzire, Solomon M. Asimwe, and Frank P. Kiyingi

ABSTRACT

Pupils' Academic Performance is a challenge in public primary schools in Ndoorwa County-Kabale District in Uganda. The research sought for views of different stakeholders in primary education parental roles in pupils' learning. Specifically, how parents' support to pupils may be a solution to poor performance of pupils from selected primary schools in Ndoorwa County-Kabale District in Uganda. The study used cross-sectional survey design as the basis for collecting and analyzing both qualitative and quantitative data. A sample size of 322 respondents was derived from a population of 2000 using purposive and simple random sampling. The research data got analyzed in form of frequencies, percentages, means, and standard deviations. Qualitative data was analyzed using content analysis, quotations, and thematic analysis. The results revealed that students from highly involved family members significantly outperformed those with family members who were not involved according to scores of PLE, class 7. Furthermore, parental roles had a positive relationship on pupils' academic performance at school. The low-income levels of some parents and attitudes towards education were the main challenge. In order to reduce pupils' poor academic performance, the study recommended that, parents' supportive resourcefulness in conjunction with pupils' academic performance, government of Uganda should create policies that ensure parental involvement, and community partnership programs to empower parents and support Children's education. The practice of parents' supportive resourcefulness in pupils' studies needs to be in tandem with deliberations from the ministry of education policies, district education officer's regulations and schools' administration directives. Parents need to check their contribution to pupils with schools' advice.

Keywords: parents' supportive resourcefulness, pupils' academic performance, primary schools.

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I. INTRODUCTION

Education is essential since parents have conferred life to their children, they have solemn obligation to educate their offspring (Pope Paul VI, 1965 October 28th). Also, Pope John Paul II (2002) affirmed it in the encyclical on education: Declaration on Christian Education *Gravissimum Educationist*. Pope Francis (2018 Jan 5th) said "education is a family matter, parents and teachers must collaborate openly and constructively to form children in core values which enable them to face modern challenges." Affirmative compliance from parents is significant in influencing children's learning as well as improvement in academic performance, and their overall behavior and attendance.

Parental roles such as financial support for children's education and school environment are all important, as it is their ability to understand their children day to day progress, understand family learning together, and talk regularly with their children about their learning (Carbonel *et al.*, 2013). The roles that can be played by parents in the learning process of children is potentially enormous. However, parents may not always be aware of or able to fulfil this potential. A study by

Uwezo (2013) in Tanzania, found out that a quarter of parents help their children with homework, and a quarter had discussed about education at school committee meeting. Four out of 10 had spoken with their children's teachers at least once in the past year, indicating that the majority of parents are not involved in their children's learning process in primary schools.

II. BACKGROUND

It is essential for every country to provide quality and relevant education to all its citizens, irrespective of cultural, gender, regional or social differences (UNEB, 2011). In Uganda's education context, for parents to bear fruitful involvement in child education, children must perform (Nsubuga, 2008). Academic performance that is centered on the Primary leaving Examination is the most significant measure on an enabling child education philosophy as stipulated by Castle Report 1963.

It is non-circumvental that no country has ever developed beyond the level of her people's education. Education is indispensable in fostering human resource development

(Princewill, 2019). Learning enhances workforces' productivity, and advances national development at large (Kunaryo, 2000). Many countries work through their government ministries to set up timely education reviews or commissions to examine the arrangement of their education systems and the curriculum to see whether both can still adequately meet the needs of their societies. Situations in many nations change according to circumstances which demand new techniques and new outlooks of leadership. When people (educational commissions), who are tasked with mandate of evaluation, find a need to change functional specifications of an education system such as curriculum to meet effectively a changed situation in a society, such a change is set in motion. The Uganda government takes major costs of education as a government responsibility. Parents only pay minimal contribution towards pupils' academic demands in public government aided schools. The concern is that many public day primary schools in Uganda and Ndurwa County in particular, register poor PLE results from the national examination sitting. In spite of the costly interventions made by the Uganda government, educationists, and schools' partners to improve academic progression in schools, many schools such as the primary schools in Ndurwa County-Kabale District continue to register dismal performance.

Education is an ongoing process for life and can be carried out in the family, school, and community environment, because education is the responsibility of family, community, and government. Governments in all countries of the world strive to provide education to their citizens with the understanding that it is essential, not only for economic growth but also for social stability. Education is expected to produce graduates who are able to thrive in a fast-challenging world, meet challenges and solve problems (REPOA, 2008). Therefore, education in a country is a useful facility, it is used as an instrument to bring about corrective and necessary measures in any one society.

A. Contextual Nexus

Parents' supportive resourcefulness in pupils' academic performance entails active encouragement which learners acquire. It is meant to invoke potential of learners to do their best while in school. Parents have to listen without judgment and should seek to understand their children's concerns and challenges, acknowledging their achievements and supporting them even through mistakes (Hatting *et al.*, 2007). It refers to the parents as part of the school personnel for the development and management of school academic and part of their students' welfare. It is a situation where parents are directly involved in the education of their children. They involve themselves and are involved by the school and teachers in the learning process of their children, and they fulfil their duties as parents in making sure that the learner is assisted in the process of learning as much as they possibly can (Lenny, 2005). It does not just refer to parents enquiring about the performance of a learner in schools, but also in them taking a role in communicating with their children with the aim of having a healthy relationship with them, so that the process of encouraging, mentoring, leading and inspiring may be genuine (Clinton & Hattie, 2013). It refers to the basic obligations of parents and the involvement of parents in daily

routines of the school and at home (Fan & Chen, 2001; Ho Sui-Chu & Willms, 1996). Parents' supportive resourcefulness is a vital component of students' success. Parental involvement in children's education is about how parents support their children's education in word and deed (Harris, 2015).

Children's interactions with parents can resourcefully determine their academic competence. A theoretical review assessment was based on Coleman's (1988) Social Capital Theory. Accordingly, creation of human capital in a society's younger generations is determined by the social capital input families and the community at large. Coleman (1988) emphasized families' roles in producing social capital. Thus, families have huge responsibilities in raising a healthy generation, and to maintain a healthy society. Coleman (1988) believed that families take the first position in social capital provisions besides other environmental considerations. Individuals benefit from social capital by functionality of families' input; community factors comprise of schools' management, neighborhoods among others. The Social Capital Theory was adopted in exploring parental support and its impact on learner's academic performance.

Studies have been conducted on the relationship between parenting style and parental support, and learners' performance. Ravik *et al.* (2013) found that parental involvement improved learners' performance in school activities. Bofota (2013) found that social capital which in initiated in the family significantly influence proportionate performance in students' academic achievement as per the case of schools in Tanzania. Ravik *et al.* (2013) established that parents need to be active in the learning process and in planning their children's social activities to create social capital. The utility of social capital is enhanced when combined with excellent parent-child relationships (Von Otter & Sten-Åke, 2015). Bala *et al.* (2017) used Social Capital Theory (Coleman, 1988) to explain how parental involvement affects the schooling of children in Niger State, Nigeria. Subsequently, the researchers explored predictive powers of parental support to learners' performance. Several parenting factors, for example parenting style, influence direction of bias in academic competence of children (Bonneville-Roussy *et al.*, 2017).

Social input in education determines the quality of educational development. Thus, raises awareness on causal factors for deterioration in the quality of some public primary education (Nishimura *et al.*, 2008; Wood, 2008). Furthermore, the effectiveness and efficiency of Parents Teachers Association (PTA), individual parents and schools' management committees duly affects school children's performance. Poor teachers, parents and pupils' relationship contribute to low academic standards in schools. Poor academic standards come about due to weak school administration, inefficiency of PTA and management committees, lack of some scholastic materials; as attested to in Ndurwa County primary schools (years 2016, 2017 and 2018) pupils' academic performance.

Subsequently, parents, teachers, school administrators, and the government have been worried about the rate of poor learners' performance in public primary schools in Ndurwa County, Kabale District (Tugume, 2019). From the school examinations report files (2018), 15 public day mixed

primary schools in Ndoorwa County, Kabale District failed to produce candidates with divisions one and two. The majority of the candidates excelled in division four as indicated in Table I.

TABLE I: PUPILS ACADEMIC PERFORMANCE
IN PRIMARY LEAVING EXAMINATION

Year	Registered candidates	Div. I %	Div II %	Div III %	Div IV %	U %
2018	1021	-	-	9	45	46
2017	1013	-	-	8	47	45
2016	310	-	-	24	61	15

Source: Schools academic files details (2019).

B. Parents' Provision of Academic Support Resources

Published study conducted by Nishimura *et al.* (2008), observed that the Government of Uganda is committed to offering Free Primary Education in all public schools in the country. However, this doesn't exempt parents from meeting some expenses. Such expenses may include levies to cater for co-curricular activities, security guard wages, examination fee charges, school uniform and by extension learning materials that include textbooks, exercise books to supplement those provided by the ministry of Education. Most of the parents in the area of study depend on different economic activities for their livelihood. Therefore, their approach to providing an appropriate environment for their children's academic progress may be determined by the way they engage their children in economic activities. According to Nye *et al.* (2006) rewards and incentives play a very important role in motivating learners. Parents may come up with means and ways of rewarding their children, by doing so the students are motivated, hence creating a positive attitude towards school and learning. When a parent provides for the pupil what is required in school, the teachers are motivated to do their work because the students are well equipped and are motivated to learn. On the other hand, teachers are able to prepare their lessons and finish the Syllabus in good time.

C. Attending School Regularly

Research has proved that there is a high correlation between school attendance and academic performance. A study conducted by Kadzmir (2003) on school fees abolition: Parents' perspective in Malawi reveals that the reason for introduction for free Primary Education was to increase the number of pupils attending school. However, most parents are no longer keen on their responsibilities for child education. Some of the parents, according to the study believe that education is a government responsibility thus their role of encouraging pupils to attend school is not necessary, such parents fail to understand that learning is a progressive activity where the day's lessons build upon those of the previous day, and therefore, missing a class destabilizes the pupils' academic progress (NAEP, 2015). Reading class notes and other educational materials and completing work indecently does not compensate for the loss of insight gained during class discussion. Furthermore, many classes use discussions, demonstrations, experiments and participation as part of the daily learning activities. Therefore, failing to

attend such classes may influence negatively on the pupils understanding of educational concepts (Sanchez, 2011). The study reveals that attending school regularly increases the pupils' mean grade score that could be the basis for motivation and raising pupils' retention rate within classes.

D. Finishing Assignment in Time

Concerning why students have difficulties in completing homework (Xu, 2013), homework is considered as an indispensable common educational activity. Xu viewed homework as an occurrence, amidst other competing after school activities, which presents multiple challenges to many learners and identified five major challenges that influence pupils' performance on homework. Considering that, most of the sampled public primary schools in this study are drawn from rural set up characterized with different family structures and settings, there is need to assess availability of space and time as a way of influencing pupils' participation in academic activities whether it is adequate. Parents have an ardent responsibility of providing space and time to support their children's education (Kean, 2005). When home environment is not conducive and parents quarrel among themselves, learning becomes difficult (Ajira, 2007).

Pupils' ability to gather and organize necessary materials to complete assignments strengthens their sense of responsibility including time management. School assignment also plays an administrative role for it offers school an opportunity to inform parents about class activities and policies and helping schools achieve their overall missions of improving pupils' academic achievements. As the bridge that joins school and parents, homework, from the school perspective, is an opportunity to monitor individual pupils' academic progress. Parents on the other hand are enabled to gain an understanding and appreciation of what takes place at school. When parents appreciate the kind of administered to their children their attitude towards education is positively influenced (Creemers, 2003).

Parents' involvement in child education is the springboard to excellent performance. Both parents and the Uganda Government has the responsibility of providing necessary resources that promote effective learning. Published study conducted by Nishimura, Yamano and Sasaoka (2008), observed that the Government of Uganda is committed to offering Free Primary Education in all public schools in the country. However, this doesn't exempt parents from meeting some expenses. Such expenses may include levies to cater for co-curricular activities, security guard wages, examination fee charges, school uniform and by extension learning materials that include textbooks, exercise books to supplement those provided by the Ministry of Education. Research carried out by Hidalgo *et al.* (2010) on school uniform in South Africa indicates that parents who buy uniform for their children encourage them to attend school. They further explain that the provision of school uniform in primary schools may contribute to increase in school attendance.

In her study on the effect of school uniform on student's achievement, Gentile (2011), echoed that uniform among girls could influence their school attendance due to peer pressure. When girls are unable to dress well due to parental low income, they develop low esteem that can lead to

absenteeism and eventually dropping out of school. A study conducted by Davis Kremer and Ngatia (2008) in primary schools in western Kenya indicates that provision of uniform increase school attendance by 7%. The study further reveals that the effect of uniform is larger for girls than for boys, because girls are sensitive to the kind of uniform, they wear than boys. Therefore, the majority of pupils can drop out of school due to lack of decent uniform. Although school uniform increase attendance, Horgan (2007) argument on the impact of poverty on young children's experience of school, reveals that the cost of school uniform, including shoes, bags and other learning materials are quite expensive particularly to poor parents.

According to Fisher prof (2009), school uniforms are an outfit that is a set of standardized clothes, worn primarily for an educational institution and they are common in primary and secondary schools. When used uniform form the basis of a schools' dress code. On the importance of uniform, McGloin (2009) said that school uniform is a standard set of clothing people (usually children) wear, when they go to school. It might have a particular color of trousers or skirt and a matching shirt and perhaps a jacket or necktie, with matching socks and shoes. The difference in the color and make of school uniform is for identification purpose. However, some pupils may review their uniform as not decent as compared with others and may lower their self-esteem.

Originally, school uniforms were introduced to hide the social differences between students, but uniforms can also help with safety. Using standard uniforms can also save the money needed to buy extra clothes as fashion to impress other people at school. Uniforms can reduce the conspicuous of rich people, who get costly items, which show how much more wealth they have than other people (Rangaard, 2008).

In his study, Fisher prof (2009), pointed out that some parents see their children in school uniform for a variety of reasons: Cost, simplicity, discipline, minimizing peer pressure when it comes to what children wear and what is deemed decent (or not), minimizing the ways that students signal allegiances with others in a particular group. He further observed that the implementation of school uniforms helps to reduce disruptive behavior, promote respect for oneself and others, build school/community spirit, and, more significantly, help to maintain high discipline. Fisher prof argues that wearing uniforms will help lessen the impact of socio-economic differences. In addition, it allows for identification of intruders in schools and encourages students to concentrate on learning rather than on what they are wearing. The study conducted by Gentiles and Imbermans (2011), suggested that uniforms instill respect for authority in students, which in turn, could improve behavior and reduce classroom disruptions. A concern for adolescents, particularly girls, is that there may be substantial peer pressure to dress well which could in turn lead to low self-esteem if a child is unable to dress properly due to low income or parental preferences.

School uniforms negate much of this peer pressure by requiring students to wear the same clothing. Uniforms also make the process of dressing for school faster, particularly for adolescent girls, potentially providing extra time for sleeping or studying. For example, at a high school near Boston a

senior remarked that for some people it takes hours to get dressed. If we had a uniform, it would take three minutes (Alspach, 2007). This means that besides fostering equality among pupils, uniforms save pupils time for preparation without jeopardizing cleanliness. However, too much emphasis on uniforms could bring discrimination particularly to the needy pupils whose parents could not afford.

III. OBJECTIVE OF THE STUDY

This research had a consideration that sound academic performance, and educational development as a whole stands out as a basis for national development. The social input of parents, guardians, and different educationists as patterns can dully address issues of students and pupils' poor academic performance in Uganda. Following the case of selected primary schools in Ndorwa County, Kabale District-Uganda, the key objective of this research was to assess how parents' provisions of academic support resources influence children education and pupils' academic performance in particular.

IV. METHODOLOGY

The study used a cross-sectional survey design. The population of school going children in Ndorwa County is about 553,393; a sample of 322 was derived using simple random and purposive sampling techniques, to access a target population of 2000 as stipulated by Krejcie and Morgan's (1970). The respondents include pupils, teachers, parents /guardians, District Education Officer, and Area Inspector of schools of selected primary of Ndorwa County, Kabale District -Uganda. Data was collected using questionnaires, interview guides, and focus group discussion. Collected data views were analyzed in form of cross-tabulation, frequencies, and percentages. Qualitative data was analyzed using content analysis, quotations, and most occurring ideas.

V. FINDINGS

A. Parents' Involvement in the Teaching and Learning

Conversely, parental involvement may take many forms such as moral parenting in the home, provision of a stable environment, as a concern on academic resources, regular pupils' school attendance, assisting pupils with homework can be promising towards pupils' academic performance. Provision of space and study time, attend school meetings and functions, communicate with teachers, advising pupils to ask questions in class and joining study groups as well (Desforges, 2003).

Teachers and students had a common agreement that parents were engaged in very small activities that would not be able to yield enough money to sustain a certain lifestyle or even provide them with the most basic requirements at home. Both teachers and pupils indicated that the parents were engaged in small scale/subsistence farming or small businesses. This indication has strained the family resources and the proceeds of these economic activities were not sufficient to sustain the many requirements of the school. This is in line with Fraja (2010), wrote similarly, that parents'

background increases school effort, which increases school achievement.

The pupils indicated that their parents' financial status affected their academic performance as the majority disagreed with the statements. The findings served to confirm the findings by Lloyd (2012), who noted that some of the reasons that contribute to poor academic performance include financial problems and lack of parental involvement in their children's achievement. Accordingly, about 3.75 mean value

was scored by the indicator item, pupils' views that "they cannot be sent home because their parents have provided all the school requirements." Thus, 3.7 (99.7% [49.95% agree]) of the research frequencies, mean value is represented by pupils who feel they cannot be sent home because their parents can provide them with their school requirements.

TABLE II: PARENTS' PROVISION OF ACADEMIC RESOURCES AND PUPILS' ACADEMIC PERFORMANCE NO=206

Provision of Academic Support Resources	SA	A	N	D	SD	\bar{x}	($\bar{x}_1 \bar{x}_2$)	Standard deviation
Parents understand my academic needs	30 (14)	68 (33)	32 (15)	30 (15)	46 (22)	3.03	11.13	2.85
Parents provide me with textbooks, my academic performance improves	27 (13)	45 (21)	29 (14)	72(34)	33 (16)	2.81	9.59	2.60
Effective fee payments enhance pupils' academic performance	28 (13)	55 (26)	43 (20)	38(18)	42 (20)	2.95	10.49	2.75
Parents provide my personal needs; my academic performance improves	34 (16)	34 (16)	48 (23)	29(14)	61 (29)	2.76	9.78	2.65
Parents have inadequate resources for supporting school activities	13 (6.3)	55 (26)	20 (40)	32 (15)	86 (41)	2.41	7.76	2.31
Parents assist with homework/schoolwork	18 (8.7)	47 (22)	19 (9.2)	28(13)	94 (45)	2.35	7.67	2.31
Supervision of my work at home boosts academic performance	26 (12)	43 (20)	30 (15)	17(8.2)	90(43)	2.50	7.26	2.18
Parents help find teaching/learning aids	27 (13)	70 (34)	39 (19)	58 (28)	12 (6)	3.20	11.60	2.9
Parents discuss with me about my academic progress weekly	02 (1)	74 (36)	56 (27)	10 (5)	64 (31)	2.71	8.94	2.50
I am not sent home since my parent/guardian provides school requirements	50 (25)	75 (36)	61 (29)	20 (10)	03 (1.4)	3.75	14.96	3.345

The research attests that the views of the research participants on the aspect of "pupils not being sent home since their guardians provide school requirements" had nonconsistent frequencies (data values are more spread-out between those who agree and the ones who disagree). The research can confirm that not all pupils are in agreement with the view that their parents/guardian can duly provide everything which they need at school.

Additionally, as regards to whether "parents help pupils to find teaching/learning aids", the research data details show frequencies' mean value of 3.20. About 99.5% (49.5% agree) frequencies coverage is taken care of the research response on the view that many parents can provide and assist pupils in finding right teaching materials and learning aids. The field research data on the subject of the views on whether "parents help pupils to find teaching/learning aids" has a moderately spread out view, regarding the distance from the mean values. Thus, not all pupils can attest to the view that their "parents can find for them parents help pupils to find teaching/learning aids".

Further, the research confirms that pupils' views on parents enable their children to understand their academic needs. A

mean value of 3.03 (99.7%) score was arrived at from the data analysis. Therefore, about 49.5% of the research participants (Pupils) agree that their parents enable them to understand their academic needs. The next concern is on fees payment. The research data output shows a standard deviation of 2.9. Therefore, whereas majority of the research participants agree that "their parents help them to find teaching/learning aids", the data patterns are largely spread out. The field research data frequencies are not consistently spread out.

On the question of whether effective fees payments enhance pupils' academic performance, the research data analysis shows a mean value of 2.95 (95%) of the research output can be accorded by respondents' views that effective fees payment enhances pupils' academic performance. Therefore, about 47.5% of the respondents agree that fees payments are essential facility in the management pupils' academic performance. Another issue of concern is provision of school requirements. The research responses on how "effective fees payment and its enhancement of pupils' academic performance" had a moderately spread standard deviation (2.75).

On whether provision of textbooks can enhance pupils' academic performance, a mean value of 2.81(95%) was scored. Thus, more than 47.5% of the research responses can explain the view that when parents provide their children with school textbooks, it makes them to improve their academic performance. A standard deviation of 2.75 was shown from the data analysis. The different research responses were spread across the normal curve.

The research variations on whether "parents' ability to provide their pupils' individual needs, aids in their academic improvement, "had a mean value of 2.76 (95%). Thus, about 47.5% of students believe that when their parents provide with their individual academic needs, aids in their academic improvement. The aspect of parents' ability to provide with pupils' individual needs and academic performance had a standard deviation of 2.65.

B. Parents' provisions of Academic Support Resources to Pupils Learning (Pupils' Responses)

The researcher followed the empirical rule (68, 95, and 99.7% rule) in interpreting the mean of the research data output. Accordingly, a 3.75 mean score in the indicator items, pupils' views that "they cannot be sent home because their parents have provided all the school requirements." Thus, 3.7 (99.7% [49.95% agree]) of the research frequencies, mean value is represented by pupils who feel they cannot be sent home because their parents can provide them with their school requirements.

The research attests that the views of the research participants on the aspect of "pupils not being sent home since their guardians provide school requirements" had inconsistent frequencies (data values are more spread out between those who agree and the ones who disagree). The research can confirm that not all pupils are in agreement with the view that their parents/guardian can duly provide everything which they need at school.

Additionally, as regards to whether "parents help pupils to find teaching/learning aids", the research data details show frequencies' mean value of 3.20. About 99.5% (49.5% agree) frequencies coverage is taken care of the research response on the view that many parents can provide and assist pupils in finding right teaching materials and learning aids. The field research data on the subject of the views on whether "parents help pupils to find teaching/learning aids" has a moderately spread-out view, regarding the distance from the mean values. Thus, not all pupils can attest to the view that their "parents can find for them teaching/learning aids".

Furthermore, the research confirms that pupils' views on parents enable their children to understand their academic needs. A mean value of 3.03 (99.7%) score arrived at from the data analysis. Therefore, about 49.5% of the research participants (Pupils) agree that their parents enable them to understand their academic needs. The next concern is fees payment. The research data output shows a standard deviation of 2.9. Therefore, whereas the majority of the research participants agree that "their parents help them to find teaching/learning aids", the data patterns are largely spread out. The field research data frequencies are not consistently spread out.

On the question of whether effective fees payments enhance pupils' academic performance, the research data

analysis shows a mean value of 2.95 (95%) of the research output can be accorded by respondents' views that effective fees payment enhances pupils' academic performance. Therefore, about 47.5% of the respondents agree that fees payment serves an essential facility in the management of pupils' academic performance. The research responses on how "effective fees payment and its enhancement of pupils' academic performance" had a moderately spread standard deviation (2.75).

The question on whether the provision of textbooks can enhance pupils' academic performance had a mean value of 2.81(95%). Thus, more than 47.5% of the research responses can explain the view that when parents provide their children with school textbooks makes them improve their academic performance. A standard deviation of 2.75 was shown from the data analysis. The different research responses were spread across the normal curve.

The research variations on whether "parents' ability to provide their pupils' individual needs, aids in their academic improvement, "had a mean value of 2.76 (95%). Thus, about 47.5% of students believe that when their parents provide them with individual academic needs, aids in their academic improvement. The aspect of parents' ability to provide with pupils' individual needs and academic performance had a standard deviation of 2.65. Therefore, the research data views were spread across the different cadres: from the lowest (16 [agree] to the highest (61 [strongly disagree]).

The question on whether parents discuss with their children about their academics on weekly basis, the research output shows 2.71 mean value of frequency. Thus, about 95% on the empirical scale value. It attests to the view that about 47.5% of the research responses (according to Likert scale) fall on either side of agree or disagree with the view that "parents discuss with pupils about their academic progress weekly."

The question on whether "supervision of pupils' at home boosts academic performance at school "had a mean value of 2.50 (95%). Thus, about 47.5% of the frequencies were on the view that "parents' supervision of their children's homework enhances their performance." The aspect of supervision of homework by parents had a standard deviation of 2.18. The research can attest to the view that the frequencies were spread across the scale, from the lowest (17 [Disagree]) to the highest (90 [strongly disagree]).

The research frequencies on whether pupils get assistance in their homework had a mean value of 2.35. Thus, about 95% of the research frequencies are captured by the mean value of 2.35. Thus, about 47.5% of the research output shows that many pupils (112/206 [54.4%]) disagree with the view that most parents are able to assist their pupils with school homework.

The question on whether "parents have inadequate resources for supporting school activities" had a mean value of 2.41. The research frequencies were spread over percentage coverage of 95%. Therefore, 47.5% of the research frequencies show that many pupils are concerned about the ability of their parents to provide adequate resources for supporting pupils' school activities. The research field data had a standard deviation of about 2.31, as standard distance of frequencies from the mean of responses to the indicator items. The frequencies of the field research data views are spread out across the Likert scale, from the

lowest response (13 [strongly agree]) to the highest frequency (86 [strongly disagree]). It then became necessary to ascertain the variance (mean and standard deviation) of parents' support for their pupils' academic progression. The

frequencies of the field research data are put in Table III.

TABLE III: PARENTS' PROVISION OF ACADEMIC RESOURCES AND PUPILS' ACADEMIC PERFORMANCE (N=27)

Support Resources	SA	A	N	D	SD	\bar{x}	($\bar{x}_1 \bar{x}_2$)	Standard Deviation
Resources improve children's academic performance	3 (11)	10 (37)	3 (11)	2 (7)	9 (33)	2.70	10.33	2.76
Parents understand pupils' academic needs hence boost their academic performance	2 (7)	8 (29)	3(11)	3 (11)	11 (40)	2.52	8.22	2.44
Parents assist their children with homework always	5 (18)	7 (25)	3(11)	2 (7)	10 (37)	2.81	10.44	2.76
Pupils having professional parents perform better in academics than those from the nonprofessional parents.	5 (18)	9 (33)	7 (25)	5 (18)	1 (3.7)	3.44	13.07	3.10
Effective fees payments enhance students' academic performance	7 (25)	10 (37)	6 (22)	3 (11)	1 (3.7)	3.70	14.89	3.37
Provision of child's personal requirements improves pupils' academic performance	2 (7)	4 (14)	3 (11)	5 (18)	13 (48)	2.15	6.44	2.07

The study established from the teachers' perspective on the influence of parents' income on their children's academic performance showed that most of the responses disagreed with the statements. The indications show that parents' income according to teachers was not sufficient to cater for their daily living, and studies of their children. Furthermore, the majority of teachers said that having a highly rated occupation earns more income and enables them to provide for their children's educational needs. One of the parents noted:

"I am poor without any form of occupation and cannot afford to provide necessary learning resources to my children, that is why I cannot actively be involved in their education".

(Interview: Parent 3, 2020 July 8th)

The findings concur with that of Abidha *et al.* (2007), who pointed out that parental involvement may be hampered by socio-economic factors. Low-income earnings among parents hamper them from becoming involved in their children's schooling. This is also affirmative with Ndengwa *et al.* (2007), parents are willing from low socio-economic backgrounds to become involved. But low levels of education lead to a feeling that their knowledge is not enough for them to become involved.

C. Parents' Provision of Resources for Pupils Learning (Parents Responses, N=78)

The field research data details were assessed based on the

empirical rule (68%, 95% and 99.7%). The field research output shows that parents' responses on whether "effective fees payments enhance students' academic performance" had responses with a mean value of 3.7. Thus, 99.7% coverage of the responses across the Likert scale. About 49.85% of the mean value, accorded from the responses were accorded to 62/78(79.5%) responders who disagree that "effective fees payments" to schools can "enhance students' academic performance". The field research data output had a standard deviation of 3.37, which shows that the research responses from the lowest (3.7[strongly disagree]) to the highest (37[agree]) response pattern were greatly spread out across the Likert scale by variability.

The question on whether "pupils having professional parents perform better in academics than those from the non-professional parents"; the field research data had a mean value of 3.44. The research shows that the mean value was spread across the empirical value of 99.7% rule. The research output was spread across by a standard deviation of 3.10. Thus, the field research responses were widely spread across the Likert scale value. The spread of research frequencies was at lowest (3.17/78(4.7%) for strongly disagree, and highest was about 33/78 (42.3%) for agree.

The question about whether "Parents assist their children with homework," the field research data had a mean value of 2.81, which is covered by 95% according to the empirical rule. The research output also had a standard deviation of 2.76. The aspect of whether "parents assist their children with homework always" had a better constant response than that of about fees payment enhances academic performance

($\sigma=3.37$) and that of whether professional parents can promote pupils' academic performance ($\sigma=3.10$).

The question on whether "parents' ability to provide learning resources leads to improvement in their children's academic performance?" had a mean value of 2.70. Thus, the responses are covered by a 95% area of the empirical rule. Therefore, about 42.5% of the research responses are covered by (48/78(61.5%) disagreement with the view that when "parents provide learning resources can lead to improvement in their children's academic performance". The frequencies of responses were spread across the Likert scale by a standard deviation of about 2.76. The spread was covered at the lowest by the respondents who disagree (7/78 [9%]), and the highest by respondents who agree (37/78 [47.4%]).

The research responses to the question on whether "parents understand pupils' academic needs hence boost their academic performance" had a mean value of 2.52. Thus, the meaning of the frequencies is covered by 95% of the empirical rule. Approximately, 42.5% of the research responses were covered by the research participants (51/78(65.4% who disagree) with the view that when "parents understand pupils' academic needs it boosts the pupils' academic performance". The same indicator item had a standard deviation of 2.44. Frequencies of the research responses were spread out from the lowest (7/78 [8.9%]) who strongly agree, to the highest (40/78 [51.3%]).

The field research responses on the question on whether "provision of child's personal requirements improves pupils' academic performance" had a mean value of 2.15. The frequencies were spread across the Likert scale at about 95% of the empirical rule. The standard deviation on the subject of whether "provision of child's personal requirements improves pupils' academic performance" was 2.07. Therefore, it had the best constant response, spread across the Likert coverage. The lowest frequency was for those who strongly agree (7/78 [8.9%]), and the highest frequency was for those who strongly disagree (48/78 [61.5]). The next point of niggles is about provision of academic supporting resources.

TABLE IV: PROVISION OF ACADEMIC SUPPORT RESOURCES

Respondent	Response					
	Agree		Disagree		Total	
	Frequency	%	Frequency	%	Frequency	%
Teachers	12	44.4	15	55.5	27	100
Learners	84	40.7	122	59.2	206	100
Parents	24	30.7	54	69.2	78	100

Source: Field Research Data (2020).

As to whether parents/guardians in Ndworwa County visit schools to consult teachers on their children's academic performance, the results in Table IV reveal that 24/78 (30.7%) of the parents agreed while 54/78 (69.2%) disagreed. Therefore, the majority of the parents/guardians did not support learners with school requirements.

Rewards and incentives play a very important role in motivating the learners (Nye *et al.*, 2006). Parents may come up with means and ways of rewarding their children, by doing so the students are motivated, hence creating a positive attitude towards school and learning. When a parent provides for the pupil what is required in school, the teachers are motivated to do their work because the students are well

equipped and are motivated to learn. One of the parent's views who said:

The many levies demanded from school have forced me to discontinue my son from school because I cannot manage to feed even the other siblings, leave alone educating them." (Field Research Data, 2020)

This signifies that a number of challenges may be at play in regard to school children learning fraternity.

"The main challenges which have led to pupils transferring to other schools are parents' failure to meet school requirements occasioned by inadequate resources and lack of stable employment for most parents" (Field Research Data, 2020). This is in line with (Bray, 1996) who urges that wherever the parents are encouraged to contribute money and labor, are given a share in power and responsibility for decision making, one finds an increase in both resources available to schools and in the sustainability of projects. However, some parents are not poor, but they focus on feeding their children instead of children's education. Some have been rendered poor by concentrating on one economic activity, which is cultivation.

One of the parents during focus group discussion said:

"My daughter will not blame me if she fails examination because I have provided her with time for study and whatever she requires and necessary learning materials such as books and school uniform" (Field Research Data, 2022).

The respondent further commented, "parent mostly discuss about school uniform because some parents do not provide" This is in line with Gentile and Imbermans (2011), who confirms that School uniforms instill respect for authority in students and reduce disruptive behavior in classroom and maintain high discipline. This therefore shows that some of the parents duly understand the learning needs of their children, and service accordingly.

Affirmatively, according to Lizzio *et al.* (2002), students need to be provided with enough time and space for completing learning tasks. Table IV gives the summary of teachers, pupils and parents' response as to whether parents provide academic support resources.

D. Assisting Pupils with Homework

Parents and teachers are key players in influencing pupils some academic activities. The assignment given at school ought to be reinforced by parents at home by assisting children with homework. Table V shows pupils' responses on whether parents assist them with homework or not.

TABLE V: PARENTS/GUARDIANS ASSISTING WITH HOMEWORK

Respondents	Response					
	Agree		Disagree		Total	
	Frequency	%	Frequency	%	Frequency	%
Teachers	19		8		27	
	70.3		29.6		100	
Learners	124		82		206	
	60.1		39.8		100	
Parents	43		35		78	
	55.1		44.8		100	

Source: Field Research Data (2020).

The researcher required the pupils to indicate whether parents assisted them with homework or not. Table V indicates that 124/206 (60.1%) of the pupil respondents get assistance from parents/guardians in doing their homework while 82/206 (39.8 %) do not. Similarly, results in Table V reveal that 19/27 (70.3 %) teachers claimed that majority of parents /guardian in the sampled schools assist pupils with homework. Therefore, majority of parents/guardian in the sampled schools assist pupils with homework. Assisting with homework has implication on students' academic performance.

The minority 35/78 (44.8 %) of the parents who did not assist in homework. 43/78(55.1%) respondents maintained and accepted that parents play a great role in assisting in homework. This trend could be initiated by the fact that majority of the parents /guardians value education. Assisting pupils with homework can ensure parental involvement in the schooling process of their children. It can enhance parents' appreciation of education. It gives parents an opportunity to express positive attitudes about the value of success in school. This is similar to the findings of Laurie *et al.* (2003) who observed that parental involvement could have either a positive or negative impact on the value of homework. Laurie *et al.* (2003), further pointed out that parental involvement in assisting pupils with homework could be used to speed up a child's learning as one of the parents pointed, "*I educate my child not to be involved in theft or become a drug addict.*" "This means that some parents in the area of study believe that education can help their children to build a brighter future and not to be involved in criminal activities such as animal raids, theft, drug and substance abuse.

Assisting children with homework:

"I ensure that my daughter is busy doing homework and I sometimes assist her when necessary. I also make sure that there is enough source of light, enough time for study and a good study room, and a gain I support my daughter by not stressing her with a lot of domestic work."

(Field Research Data, 2020 March 20th)

How do illiterate parents assist their children with homework? Conversely, it was reported that:

"Since I do not know how to read and write, I inquire about my sons' performance from class teachers and from his friends who sometimes lie to me. As a parent, I do encourage my son to put more effort."

A parent from one of the schools in support of assisting pupils with homework argued that:

"Although some of us live in single –roomed houses; we have capitalized on Nyumba kumi (ten houses) initiative to ensure that all our children do their studies in a common place."

This has strengthened trust and positive co-existence among the families.

On whether parents assist their children with homework, the researcher noted that some of the parents /guardians who do not assist their children in doing homework might be having negative attitudes towards formal education and are illiterate. Some of the interviewed class teachers reported some pupils live with their grandparents who are aged and illiterate to make any reasonable follow up. Such parents normally encourage pupils to either look after cattle or work on the farms other than going to school. Among the sampled parents, 44.8 % pointed that some parents would wish that their children failed class 7 examination in order to save them the agony of paying secondary school tuition. One of the class teachers expressed similar sentiments during the interview when she said, "*Such parents do not assist with homework, nor do they give their children time for study.*"

E. Provision of Space and Time for Study

The respondents were asked whether parents provide space and time for study, one of the parents boldly said:

"I only allow my daughter to assist me in light duties like fetching water and cleaning up utensils.

At exactly seven, I allow her to do her study as I and other siblings prepare supper."

Further observation asserts that family set- up and home structures determine space and time given for children's studies. Some families have only one room that acts as the kitchen, sitting room and bedroom. In such a situation, it would be difficult for parents to provide adequate space for studies: "Such parents should encourage their children to finish their homework at school." When asked how illiterate parents assist their children with homework, one of the parents courageously said, "I ensure that my daughter is busy doing homework and I sometimes assist her when necessary. I also make sure that there is enough source of light, enough time for study and a good study room, and a gain I support my daughter by not stressing her with a lot of domestic work." Also, noted is that parents only allow their children to work on light duties like fetching water and cleaning up utensils to allow them work on homework assignments.

VI. DISCUSSION

This research shows that 186/311 (60%) of the research participants agree that parents engage with their children in doing homework. The point of concern is the extent to which parents follow right guidelines, as per school curriculums. The implication of this is that whereas parents may be involved in assisting pupils, and students to do their homework, the instructors need to check on the content and approach of parental guidance to students without which not much may change in pupils' academic performance.

VII. CONCLUSION

The research output indicates that many parents are supportive to their children in their studies. Accordingly, about 186/311 (60%) of the research participants agree that parents engage with their children in doing homework. The

different clusters of the field research participants include 124/206 (60%) of pupils, 43/78 (55.1%) of the parents, and 19/27(70%) of the teachers. The point of concern is the extent to which parents follow right guidelines, as per school curriculums. The implication of this is that whereas parents may be involved in assisting pupils, and students to do their homework, the instructors need to check on the content and approach of parental guidance to students without which not much may change in pupils' academic performance.

The research recommends that the government and all stake holders need to consultatively work on (come to a round table and discussions) how parents can be brought on board for child's education. As a matter of policy, parents should be encouraged and sensitized to their roles, and get involved in the education of their children. Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. Parents should be actively involved in monitoring pupils' academic activities by attending school functions, holding frequent communication with class teachers, school administrators and offering financial support whenever there is a need.

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CONFLICT OF INTEREST

Authors declare that they do not have any conflict of interest.

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