

Parents Contribution and Academic Performance in Bushenyi District in Western Uganda

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Abstract: The systematic study valued the relationship between Parents Contribution and academic performance Performance in Bushenyi District in western Uganda. The research project used a cross-sectional and descriptive research design with quantitative paradigm. The academics employed simple random sampling and stratified random sampling techniques to select the respondents for the research project. A sample of 72 participants was selected from 157 target population using a table developed by Morgan & Krejcie (1970). Information was garnered while utilizing the questionnaires and analyzed by employing Descriptive statistics such as Bar graphs and inferential statistics such as Pearson linear correlation coefficient (PLCC) for quantitative data scrutiny. The study findings discovered that there was a significant correlation between Parents Contribution and academic Performance in Bushenyi District in Western Uganda. The study concluded that Parents have a strong influence on their children. They have a direct influence that is stronger than that of teachers, friends, and media. For this reason, a parent's positive attitude and support towards their children's education is key to the success of their children in secondary schools. From the study findings, the investigators recommended that the school administration should enhance communication with the parents by sending to the parents regular newsletters, scheduling regular parents-teachers meetings to discuss the children's academic progress. This can go a long way in improving the standards of education in secondary schools.

Keywords: *Parents contribution, Academic Performance, Schools, Uganda.*

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Introduction

In the United States of America, parent contribution often called parental involvement or engagement has a powerful, proven positive effect on student academic performance. When parents support learning at home, communicate high expectations, and participate in school activities, students consistently earn higher grades, score better on standardized tests, and show improved attendance (Brisson, 2023; Aroney & Bryman, 2020). Promoting student success, parental involvement in a child's education is beneficial to the teachers and the parents. It builds a positive relationship characterized by mutual respect. They're able to work together to promote student learning and performance. This partnership benefits the child's teacher in that: Parents develop an appreciation for the challenges teachers face. It makes them feel valued. This gives the teacher morale and boosts their performance, creating higher job satisfaction. The interaction between the teacher and the parent helps the teacher know the student more. It enables them to teach in a personalized way. There is better communication between parents, teachers, and school administrators. Parents are more likely to accept teachers' requests for help with homework completion. The parents involved in their children's learning process also benefit in that: They understand their child's emotional and intellectual needs better. They gain confidence in their parenting capabilities. The parent learns their children's development stages and how to use positive reinforcement for each stage. The improved communication gives

parents the confidence to raise any concerns they may have about the school's practices. The parents become more committed to the school. They could become more active in policy-making and other important processes in the school (Coleman, 2020).

In Germany, a parent's contribution measured by socioeconomic status (SES), wealth, and educational background heavily influences a child's academic track, secondary school choice (*Gymnasium* vs. lower tracks), and long-term graduation success. However, studies using data from the National Educational Panel Study show that a child's early academic performance remains an even stronger independent predictor of final grades and higher education eligibility than family background alone (Tumwine et al, 2023). Parents' contribution motivates children to learn, leading to higher grades. The level of involvement is crucial in producing a high impact on the student's performance. The higher the degree of parental involvement, the higher the impact on the child's academic achievement. This research involves three types of parent involvement—high, medium, and low. Results show a higher student achievement from high and medium-involved parents compared to children from low-involved families. A similar study published on [IOP science](#) further proves this concept. Results show that students from intensely involved parents have higher test scores in all subjects compared to children with uninvolved parents (Peters et al, 2024).

In Asian societies, parental contribution heavily shapes academic performance through deep-rooted cultural values, high expectations, and active home-based support. While this strong engagement often drives high student motivation and achievement, excessive pressure can also create mental health challenges and stress (Berger, 2022). School students in public schools, show a [strong relationship between parental contribution and academic performance](#). As the involvement of parents increased, absenteeism reduced. Why is a high rate of absenteeism bad? Research from Asia shows absenteeism negatively affects social-emotional learning (SEL). It hinders the [development of social skills](#) like self-efficacy, social awareness, self-management, and a growth mindset. Class attendance causes an increase in academic performance. [Studies](#) have proven that as students miss classes, their academic performance drops (UNDP, 2023).

In Uganda, parent contributions heavily shape student success at school. Active involvement such as paying school dues on time, monitoring homework, providing basic learning materials, and counseling children leads to much higher grades and better scores on national exams like the Uganda certificate of Education (Nsereko, 2021). A parent who's involved in a child's academics makes a big impression on the student. This parental support, in turn, causes: A boost in the student's self-esteem. An improvement in their attitude towards school. Less disobedience. The ability for the child to [build and maintain healthy relationships](#) with peers and teachers. Reduced inappropriate classroom behavior, such as bullying and fighting. Conversely, [studies](#) show that uninvolved parents or parents who disagree with the teachers may negatively affect the child's behavior. The child could also develop a negative attitude towards the teachers (Adebusuyi, 2018)).

Methods and Materials

Data Capturing

Details used for the research venture were obtained using both primary and secondary foundations of data. Primary data was arrived at using questionnaires and interviews to relevant people related to the project. Secondary data was got by the use of documentary reviews strategy. The study employed a cross sectional and descriptive research design with a quantitative paradigm.

Amin (2005) specified that descriptive research design is typically utilized to designate a phenomenon and its data traits. The cross sectional research design was used to make sure that every category of people is represented in the study. The researchers selected a total of 72 respondents (sample size) by means of the table developed by Morgan & Krejcie (1970) to participate in the research project study.

Sampling methods

The societal investigators engaged stratified and simple random sampling techniques in the study. The study population

used the target population including categories like District Technical staff, Local council leaders, teachers and Ministry of Education officials.

Structured questionnaire

The questionnaire is a research instrument having inter-related questions prepared by the intellectual about the research predicament under study grounded on the intentions of the research project. Items were set and written for the participants to answer with options as reflected on the likert scale type questions.

This method was liked because it covers a wide physical space in data garnering; it collects a lot of evidence within a short period of time, and gives greater reassurance regarding secrecy.

Yet, the questionnaire had some encounters of attrition. There were few copies that were not returned, although this was resolved by issuing a lot of copies than the required number of the sample size for the research systematic project.

Validity and Reliability of research instruments

Validity of the well thought-out questionnaire was assured by using content validity Index. Arising from the testing of the validity of the research tools, the investigators got content validity index (CVI) of 0.79 which was well directly above 0.75 suggesting that the instrument was valid to bring together facts for the research project (Amin ,2005).

Reliability of the planned Questionnaire was calculated using Cronbach's alpha coefficient formula while noting the variables that had an alpha coefficient of digit bigger than 0.70. Since the reliability calculation got by the academics gave 0.78 alpha value, it meant that the research instrument was reliable to produce data necessary for the research technical project.

Data analysis

Investigation Analysis Statistical tools which were engaged to examine data for this research project included; descriptive statistics such as tables, frequencies, percentages, and inferential tools like Pearson Linear Correlation Coefficient for examining quantitative information.

Results

Background distinctiveness of the Respondents

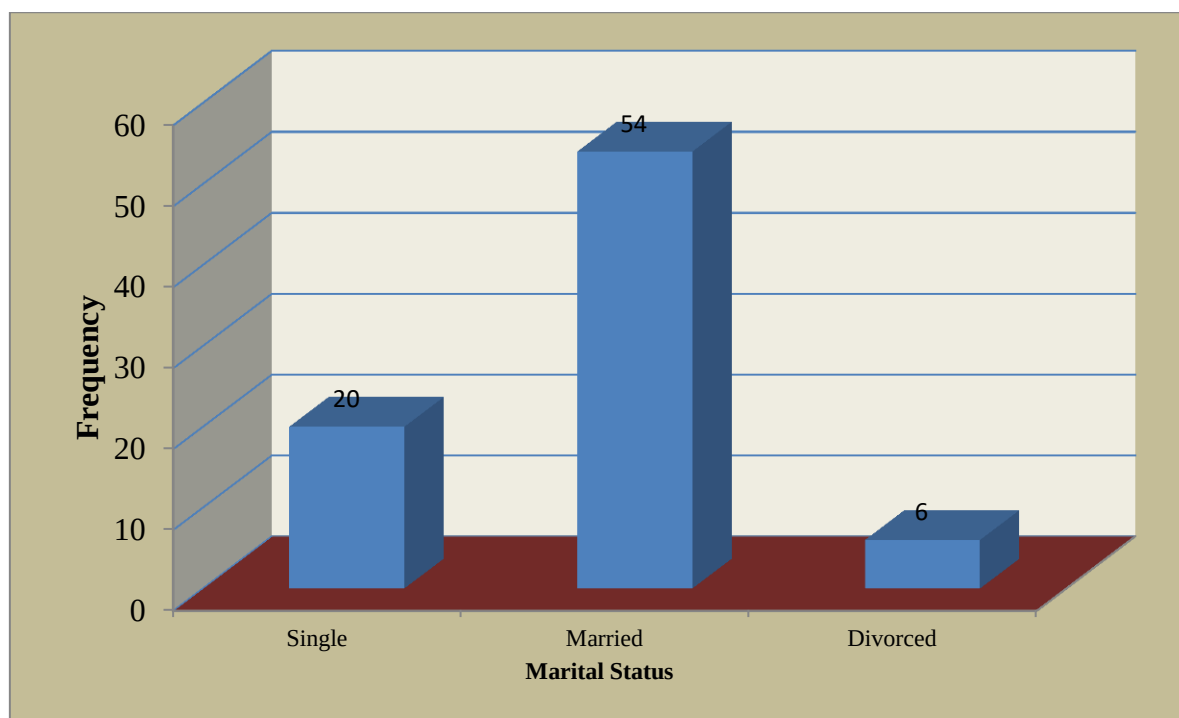
This unit presents survey data on the profile of respondents. Data on background facts of the respondents is as presented in figure 1 below.

Figure 1: Profile of respondents

Marital status of respondents

The study further presented the marital status of respondents as this had an influence on the quality of data collected from secondary schools.

Figure 1: Marital status of respondents



Source: Primary Data, 2026

As indicated in figure 1 above, majority of the respondents constituting 54 (67.5%) were married, followed by 20 (25%) who were single while only 6 (7.5%) were divorced/separated. The findings indicated that majority of the respondents were married and were able to candidly state how parents contribution had impacted on academic performance levels of Students. Their views were compared with the single and divorced to ascertain how their views differed on the correlation between parents contribution and students academic performance in secondary schools in Bushenyi district.

The Relationship between Parents' Contribution and Academic Performance in Secondary Schools in Bushenyi District

Respondents interfaced with statements on the relationship between parents' contribution and performance of Students in in Bushenyi District. They were to rate various parameters on parents contribution and how they are related to performance of Students and the results are shown as below in table 1

A Pearson correlation technique was run and results got were used by the researcher to assess the relation between parents' contribution and academic performance of Students in Bushenyi district.

Table 1: Correlation on parents 'contribution and academic performance of Students

		Parents contribution	Performance of learners
Parents contribution	Pearson Correlation	1	0.651**
	Sig. (2-tailed)		0.005
	N	72	72
Performance of learners	Pearson Correlation	0.651**	1
	Sig. (2-tailed)	0.005	
	N	72	72

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

Source: Primary data, 2026

Table 1 above, shows correlations results between parents contribution and performance of Students in secondary schools. Parents contribution indicated a positive and statistically significant correlation with performance levels of Students in Bushenyi District ($r = 0.651$, $p < 0.05$). This implied that reliance on parents' contribution positively and significantly influenced

performance of Students in Bushenyi district.

Discussion

From the association information, the study established that the contribution of parents has a strong correlation with academic performance of students at school. This implied that more the

parents participate in the affairs of their children at school ,the more likely to impact positively on the academic performance of secondary schools schools in Bushenyi district. The findings are in harmony with Nsereko (2021) who conducted a study on parental engagement on academic achievement in Uganda and found out that parents' involvement leads to superior grades among secondary school learners. This situation may contribute to improved standards of living in communities. However, Berger (2022) conducted a study on Parental involvement and Performance of schools in Ghana and found out that uneducated parents are not likely to motivate and inspire their children to perform better at school. This may not encourage better performance in Education in various countries in the cosmos.

Conclusion

Parents have a strong influence on their children. They have a direct influence that is stronger than that of teachers, friends, and media. For this reason, a parent's positive attitude and support towards their children's education is considerable. It can inspire and empower the child to develop good learning habits. This results in academic success. In the long run, the child experiences economic and social benefits. Sadly, many schools are unsuccessful in getting parents to take an active role in their child's education

Recommendation

The school administration should enhance communication with the parents by sending to the parents regular newsletters, scheduling regular parents-teachers meetings to discuss the children's academic progress. There is need to use the social media platforms to share school news, achievements and upcoming school events so that the schools and the parents can plan together on how to improve the performance of the secondary school children. . At the same time conducting workshops and seminars for parents on how to help the children with homework, addressing behaviour issues and study habits is paramount to the success of the students in Secondary schools.

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