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PARENTS' INVOLVEMENT AND ACADEMIC PERFORMANCE OF PRIMARY SCHOOL PUPILS IN LIRA WEST DIVISION, LIRA CITY: A CROSS-SECTIONAL STUDY.

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ABSTRACT.

Background.
The study examined the relationship between parents' involvement and pupils' academic performance in Lira City.

Methodology
A cross-sectional design was used and both the qualitative and quantitative techniques of collecting and analyzing data were exploited. Qualitative techniques were applied to the data collected using documentary review while quantitative techniques were applied to data collected using questionnaires. The study had a target population of 332 participants from which 178 respondents were selected using Kreijcie & Morgan's (1970) table of determining sample size.

Results
The correlation between parents volunteering and the academic performance of pupils in the Lira West division was 0.321 with a sig value of 0.071. This indicated an insignificant relationship between parents volunteering and the academic performance of pupils in Lira City.
The correlation between home environment and academic performance of pupils in primary schools was 0.563 with a sig value of 0.001. This indicated a significant positive relationship between the home environment and the academic performance of pupils in the Lira West division, Lira City. Therefore, the home environment for primary pupils influences their academic performance in Lira City.
The correlation between parents' care and the academic performance of pupils in primary schools was 0.741 with a sig value of 0.000. This indicated a significant positive relationship between parents' care and the academic performance of pupils in the Lira West division, Lira district.

Conclusion:
In conclusion, parents' care by providing fees and scholastic materials to primary pupils influences their academic performance Lira West division.

Recommendation:
There should be sensitization of parents on their role in the academic performance of their children in primary schools within the Lira West division, Lira City.

***Keywords**: Parental involvement, Academic performance, primary schools*
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BACKGROUND TO THE STUDY.

The involvement of parents in their children's education has long been advocated as integral to positive childhood development and school success (Powell, 2019). The beneficial effect of parent involvement on children's academic learning, especially during elementary school years, has accumulated over the last decade (Baker, 2017). Mounting evidence has caused educational researchers and practitioners alike to seek ways to bolster parent involvement. According to Babra, B student'set al... (2022), In particular, among parents whose children traditionally have low academic achievement, namely, socio-economically disadvantaged and non-English speaking students.
Considerable research evidence suggests that parents' behaviors with their children- stimulation; consistency, moderation, and responsiveness- influence the children's cognitive and social development Babra, B et al. (2022). Not surprisingly, educators and public policymakers continue to pay close attention to how parents can foster or inhibit cognitive development and, by extension, academic achievement (Janine, 1990). Parental practices that are relatively successful in enhancing cognitive growth need to be identified to enable many parents to help their

children reach their intellectual potential (Babra, B. et al.,2022). This is not a trivial goal, given simultaneous concerns over the school performance of poor and minority children (a population that is increasing), and the poor performance of American children in general, particularly that of Asian children, such as the Japanese (McKnight et al., 2017).

According to Babra, B. et al..2022, Historically, it has been confirmed that no one is more important than parents in sending the correct signal about children's education. By giving their word to read to their children, to assist with homework, and to engage in the process of learning, parents can set an example for their children that is powerful and positive. The claims are powerful and unequivocal: "When schools work together with families to support learning, children tend to succeed not just in school, but throughout life" (Gina G, 1999). "The shared interests and investments of school, families, and communities create the conditions of caring that work to 'over determine' the likelihood of students' success" (Epstein, 2016). "Family practices of parents' involvement are as important as or more important than family background variables in determining whether and how students progress and succeed in school" (Mugisha, 2020).

Babra, B. et al. (2022) say that on the federal front, President Obama called for a new era of mutual responsibility in education where all parents, teachers, leaders in Washington, and all citizens across America come together for the sake of their children's success; an era where everyone does his/her part to make that success a reality. The Secretary of Education, Arne Duncan, repeatedly discussed the importance of parents' (families) involvement in the children's Education. Parents' advocacy groups such as the National PTA and Parents for Public Schools joined forces with researchers and practitioners to lobby Congress to insert more robust language on family and community engagement into the reauthorization of the Elementary and Secondary Education Act, commonly referred to as "No Child Left Behind" (Gould, 2019).

According to Babra, B. et al..2022 the cultivation of strong family-school linkages are increasingly and widely viewed as an essential component of strategies to improve students' educational outcomes. Babra, B et al..2022 state that the Goals 2000: Educate American Act, federal legislation enacted in 1994, boldly predicted that "By the year 2000, every school will promote a partnership that will increase parent involvement and participation in the social, emotional, and academic growth of a child" (Babra, B et al..2022).

Babra, B. et al..2022 state that In Botswana, schools were regarded as an exceptional environment for teachers, school administrators, and learners. According to Babra B et al…, 2022, To a larger extent, parents regarded themselves as something outside the education system and whenever the child misbehaved at home, parents usually used to comment "Is this what you have been taught at school?" Worst still, for any misbehavior, they would always indicate to the child "I am going to report you to the teacher" This kind of attitude puts the onus of responsibility on the teacher (Babra, B et al..2022) Teachers did not see parents as instruments which could be used to advance their activities as indicated by Farrant (2020). However, in the 1980s which heralded new developments in the governance of schools in Botswana, the trend shifted to involve parents. According to Babra, B et al..2022, In the modern era of scientific and technological advancement in almost every aspect of human Endeavour, there has been relentless agitation for accountability from public institutions by the interested parties.

According to Babra, B. et al..2022, Given that most children's development and socialization occur in two primary contexts-families and schools-it seems intuitive that linking these two spheres of influence so that they are mutually reinforcing and jointly supportive of children's progress would yield many positive results for children make this point in her theory of "overlapping spheres of influence" Epstein posits that the effective families and schools share responsibilities for the children in their care, and, as a consequence, a portion of their work must be conducted collaboratively (Babra, B et al..2022).

From 1925, the colonial government in Uganda took an active role in directing education in Uganda as originally it was in the hands of the Christian missionaries. By getting involved, the government established different Commissions to study Uganda's education system, find its strengths and weaknesses, and suggest solutions to the weaknesses (Sari & Maningtyas, 2020). Many of these commissions, however, recommended the need for the government to intervene more in education and give more funds, streamline the curriculum, and supervise, and register the schools. No specific mention was made of parental involvement (Akellot & Bangirana, 2019). Such commissions included the 1924 Strokes Commission, the 1925 Phelps-Strokes Commission, the 1952 De-Bunsen Education Commission, and the 1963 Castle Education Commission. It was the Uganda National Education Review Commission, 1989 under the chairmanship of Prof. Ssenteza Kajubi which stressed parental involvement and recommended among other things, that parents should contribute to their children's uniforms, meals, and instructional materials where possible (Namukwaya & Kibirige, 2019).

However, though the different earlier commissioners did not directly emphasize parental involvement and children's academic excellence, parents were practically required to participate in a few things such as buying uniforms. Even the academic excellence of students was indirectly implied when the national examinations were introduced as recommended by the Phelps Strokes Commission of 1924(Namukwaya & Kibirige, 2019).

Parental involvement in their children's education in Uganda accelerated from 1945 with the establishment of private schools. As some individual educated Ugandans perceived the foreign Christian missionaries and the foreign administrators to be oppressive to the Ugandans, they advocated for the establishment of private schools (Mills et al., 2021). As private schools increased in Uganda, Lira City was not left out. Parents were sensitized more to the value of educating their children and helping them complete the education cycle through paying fees, guiding them morally, and interacting with the teachers of their children (Obua, 2022). However, since many parents were not educated then, there was a tendency for many parents to think that the schools had taken over the total responsibility of educating children. Thus, in the aspect of assignments given to students, the majority of parents could not sit with their children to get involved in their children's education (Isiko, 2019).

This study was guided by the theory of partnership as proposed by Swap (1992) which states that "in a school, parents, teachers, and the community have a responsibility to improve the

performance of students (Ilean, 2014). According to Bonk (2018), Parents can participate in improving the academic performance of their children by providing children with basic needs of life as well as effectively communicating with children to understand their challenges and find solutions for such challenges. Helping students with homework, paying school fees on time, engaging teachers, and attending meetings are essential in motivating students to achieve better grades (Griffin, 2022). Therefore, parents have a role to play in improving the academic performance of the pupils by participating in parenting, learning, and volunteering.

Fehrmann *et al*. (2021) defined parent involvement as actual or perceived expectations for performance, verbal encouragement or interactions regarding homework, direct reinforcement for academic improvement, and general academic guidance or support. Using the 1980 wave of the High School and Beyond (HSB) data set, they found that perceived parent involvement had a positive effect on students' grades. Epstein (2016) noted that six major types of parental involvement are among the most useful tools developed by the field thus far for defining parental involvement practices and linking them with certain types of outcomes. According to Babra B et al.., 2022, this widely accepted framework is proffered as a guide to help educators develop comprehensive family-school partnerships. The six types of parental involvement include 1) parenting (helping families with child-rearing and parenting skills); 2) communication (developing effective home-school communication); 3) volunteering (creating ways that families can become involved in activities at the school); 4) learning at home (supporting learning activities in the home that reinforce school curricula); 5) decision-making (including families as decision-makers through school-site councils, committees, etc) and 6) collaborating with the community (matching community services with family needs and serving the community. Each type of involvement encompasses a variety of practices to be undertaken by teachers, parents, and students and is theoretically linked with a variety of distinct outcomes for students, teachers, and parents as well.

Parent involvement has been defined and measured in multiple ways, including activities that parents engage in at home and school and positive attitudes parents have towards their child's education, school, and teacher. Parents' involvement refers to the amount of participation a parent has when it comes to schooling and her child's life. For this study, the researcher measured parent involvement using three variables, including; Parenting (Do parents provide basic needs and communicate/encourage children in their education?). Facilitating learning at home (Do parents provide an environment and instructional materials to help their children's learning at home?). Volunteering (Do parents help in improving school infrastructure and participate in decision-making?).

Academic performance means three things; the ability to study and remember facts, being able to study effectively and see how facts fit together and form larger patterns of knowledge, and being able to think for yourself about facts and being able to communicate your knowledge verbally or down on paper (Ford, 2022). To the researcher, Academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers or any assessing and evaluating body (UNEB in this case), and being able to communicate their knowledge verbally or down on paper (Babra, B. et al..2022). For this study, the researcher therefore used Primary Leaving Examination (PLE) results for the last four years as a measure of academic performance.

The parents and community of Lira City- West division are concerned about the increasing number of school dropouts and declining academic performance of primary pupils in Lira district.

Before, parents were involved in the development of primary schools as some provided free land, building materials like trees, money, and free labour. Parents were able to put up new structures like classrooms and staff quarters at various schools within the country. With the introduction of UPE in Uganda in 1997, many parents left the responsibility of parenting to the government (World Bank, 2018). Further, several NGOs have been involved in building science laboratories, dormitories, gravity water supply tanks, supplying computers and other practical equipment, and even sponsoring bright students to study in selected schools in the Lira district (Okello,2018). This shows how parents have isolated themselves from participating in educating their children.

Unless the poor academic performance of the students in Lira City, West Division is checked by parents' involvement, the number of students getting grades F in PLE is likely to increase. This therefore prompted the researcher to examine the relationship between parents' involvement and academic performance in Lira City.

METHODOLOGY.

Research Design.

The researcher used a cross-sectional design, whereby; both the qualitative and quantitative techniques of collecting and analyzing data were exploited. Qualitative techniques were applied to the data collected using documentary review while quantitative techniques were applied to data collected using questionnaires (Bruce, 2014). The use of the two approaches was based on the principle of triangulation, which helps in converging opinions to be able to arrive at better conclusions (Amin, 2005).

Study Population.

The population of this study consisted of selected pupils of primary seven, all primary teachers of the selected schools, and top management (school administrators, PTA Executive, and members of SMC) of selected UPE schools in Lira City, West Division. These were the respondents utilized by the researcher because they had the necessary information for this study. Four schools were selected for the study. Therefore 332 participants participated in the study and the population was 72 participants from Punuoluru Primary School, 85 from Lira Primary School, 99 from Barapwo Primary School, and 76 from Lira Modern Primary School.

The researcher adopted Morgan & Kreijcie's (1970) table of determining sample size. A sample size of 178 respondents was

selected for this study. 39 respondents were selected from Punuoluru Primary School, 43 from Lira Primary School, 56 from Barapwo Primary School, and 40 from Lira Modern Primary School.

Data Collection Methods.

For this study, both primary and secondary data were used. Primary data was collected using questionnaires that were issued to selected respondents. Secondary data was collected using a documentary review.

Data Collection Instruments.

For each data collection method mentioned in 3.6 above, the researcher developed a corresponding data collection instrument which was used to collect the necessary information for this study. This was achieved by designing the questions in sections that fully correspond with the research objectives, questions, and hypotheses for this study.

Validity.

The validity accuracy and meaningfulness of inferences, which are based on the research results or the degree to which results obtained from the analysis of the data represented the phenomenon studied (Mugenda and Mugenda, 2003). To ensure the accuracy of the research instruments, the researcher calculated the Content Validity Index (CVI =n/N). The researcher used the research supervisor as the expert to rank the accuracy of the research instrument in collecting data for the study. The researchers then identified the number of relevant questions (n) and divided it by the total number of questions in the research instrument. The CVI was 0.8 and was compared with 0.7 as proposed by (Amin, 2009) as a good measure of validity. Hence the research instruments were used since the CVI was greater than 0.7.

Reliability

The Cronbanch's Alpha reliability Coefficient **(a)** was calculated by running a statistical test using the Statistical Package for Social Scientists (SPSS) computer program which uses the formula stated below.

Cronbach's α is defined as

$$\alpha = \frac{K}{K-1}\left(1 - \frac{\sum_{i=1}^{K}\sigma_{Y_i}^2}{\sigma_X^2}\right)$$

Where; K is a number of components (K-items or test lets), σ_X^2 the variance of the observed total test scores, and $\sigma_{Y_i}^2$ the variance of component I for the current sample of persons. The coefficient ranges between a=0.00 for no reliability and a =1.00 for perfect reliability. The closer alpha gets to 1.0 the better. Then if the results of Cronbanch's Alpha were above 0.7, hence the research instruments were reliable.

Ethical Consideration.

i. The researcher was able to seek permission from the school of research and graduate studies and obtain an introductory letter to go within the field.
ii. The researcher did seek the consent of the respondents to participate in the study and feel free to provide relevant information for the study. Further, the researcher informed the respondents about the purpose of the research project and the expected outcome of the study.
iii. The researcher also assured the respondents that the information provided was to be treated with maximum confidentiality and was used for academic purposes only.
iv. Further, the researcher has credited and extended his gratitude to all previous researchers whose literature has contributed to this study and has not taken their work as his.
v. The researcher also ensured validity by ensuring that the answers provided answered the questions at hand.
vi. The researcher used simple random sampling technique to avoid bias in the research findings.

Data Analysis.

Before data was analyzed, it was carefully classified, edited, coded based on clarity, completeness, accuracy, and consistency to ensure reliability. This was done using Microsoft excel. Data was then exported to SPSS version 23 for analysis.

The researcher used the Likert format to examine the relationship between the study objectives and average responses were used to establish the relationships. Multiple regression models were used for analysis of the relationship between parental involvement and academic performance of primary school pupils in the Lira West division.

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RESULTS.

Table 1: Determination of Sample Size

School	Category	N	N	Sampling method
Punuoluru P/S	Management Team	11	3	Purposive
	Teachers	17	10	Simple random
	Students	44	26	Simple random
	Total	**72**	**39**	
Lira P/S	Management Team	10	3	Purposive
	Teachers	19	9	Simple random
	Students	56	31	Simple random
	Total	**85**	**43**	
Barapwo P/S	Management Team	11	2	Purposive
	Teachers	23	14	Simple random
	Students	65	40	Simple random
	Total	**99**	**56**	
Lira Modern P/S	Management Team	9	2	Purposive
	Teachers	15	8	Simple random
	Students	52	30	Simple random
	Total	**76**	**40**	
	Total	**332**	**178**	

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).*

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Response rate

Table 2: A response rate of the study

Respondents	Questionnaires Issued	Questionnaires received	Response rate
Pupils	127	120	94.5%
Teachers	41	40	97.6%
Management	10	10	100%
Total	**178**	**170**	**95.5%**

Source: *Primary (2022)*

According to findings in Table 2, of the 127 primary pupils selected for the study, 120 returned the questionnaires representing a 94.5% response rate. Of the 41 teachers selected for the study, only 1 teacher did not return the questionnaire as he was absent on the day of collecting the questionnaires hence the response rate was 97.6%. Of the 178 respondents selected for the study, only 170 returned the questionnaires and 8 respondents did not return them reducing the response rate by 4.5%. Therefore, the overall response rate of the study was 95.5% and the non-response rate was too small to alter the findings of the study.

Background information of the respondents

Gender.

Table 3 shows the gender of the respondents

Gender	Pupils	Teachers	Management	Total	Percent
Male	**56**	**15**	**6**	**77**	**45.3**
Female	**64**	**25**	**4**	**93**	**54.7**
Total	**120**	**40**	**10**	**170**	**100**

Source: *Primary (2022)*

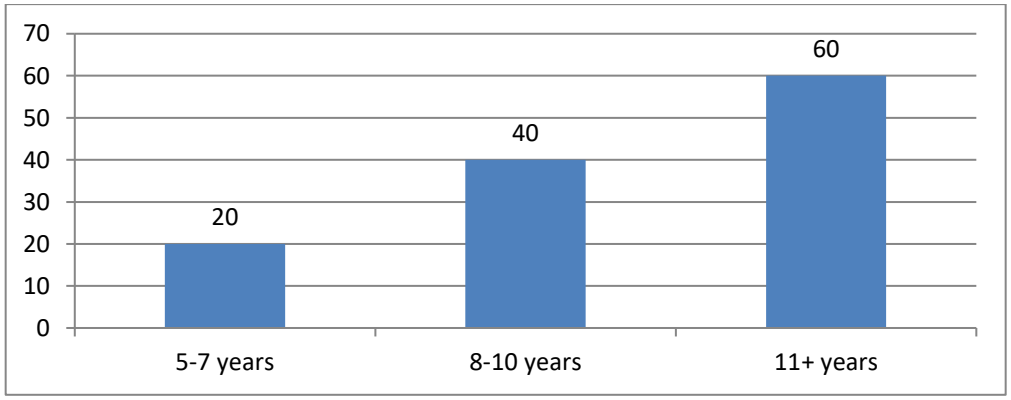
According to findings in Table 3, of the 120 pupils that participated in the study, 56 were males and 64 were females. Of the 40 teachers selected for the study, 15 were males and 25 were females. Of the 10 school management respondents of the study, 6 were males and 4 were females.

Therefore, of the 170 respondents to the study, 77 were males and 93 were females representing 45.3% and 54.7% respectively. Generally, there were more female respondents than males in this study.

Age of the respondents.

Age of pupils.

Figure 2 showing the age of primary pupils

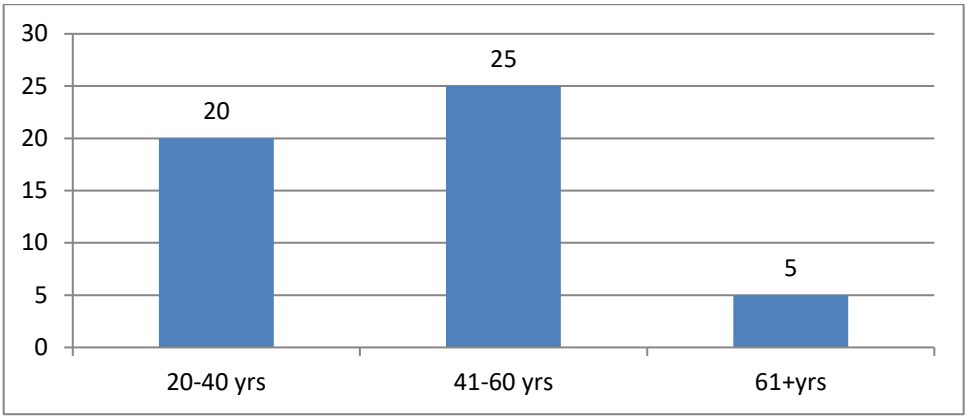


Source: *Primary (2022)*

According to findings in Figure 2, 60 pupils were aged 11 years and above, 40 pupils were aged 8-10 years and 20 pupils were aged 5-7 years. Therefore, the majority of the pupils were old enough to read, understand the questionnaire, and give a deserving response to the questions of the study. Further, the selected pupils were in primary six and seven hence old enough with a sense of understanding.

Age of non-pupils.

Figure 3 shows the age of non-pupils.



Source: Primary (2022)

According to Figure 3, 25 respondents were aged between 41-60 years, 20 respondents were aged 20-40 years and 5 respondents were aged 61+ years. Therefore, the majority of the non-pupil respondents were old enough to understand the study questions.

Involvement of parents in education of primary pupils.

Table 4 shows the rate of parent's involvement in primary pupils' education.

Statements	Frequency	Rate(r/n)
Provision of basic needs, school fees, and scholastic materials to learners	98	0.8
Revision with the pupils to help them understand concepts that could not be understood at school	23	0.2
Contribution towards development of school structures	89	0.7
Attending school meetings	54	0.5
Provision of time and a conducive learning environment at home	16	0.1

Source: *Primary (2022)*

According to Table 4, only 98 of the 120 respondents agree to or are provided basic needs, school fees, and scholastic materials to pupils. This means that out of every 10 parents in the Lira West division, only 8 provide school fees and scholastic materials for primary pupils.

The findings further revealed that out of every 10 parents, 2 help their children in revising their books (23/120) in Lira West division, Lira City. Further, the findings revealed that 7 out of 10 parents contribute towards the development of school structures in Lira West division, Lira City. The findings further showed that in every 10 parents in the Lira West division, 5 attend school meetings. The findings also showed that only one in 10 parents in the Lira division provide their children with time and a conducive learning environment in Lira West division, Lira City.

Generally, parents in Lira West only provide scholastic materials and fees for their primary pupils but do not help them with revision, attending school meetings, and not provide a conducive learning environment at home for revision.

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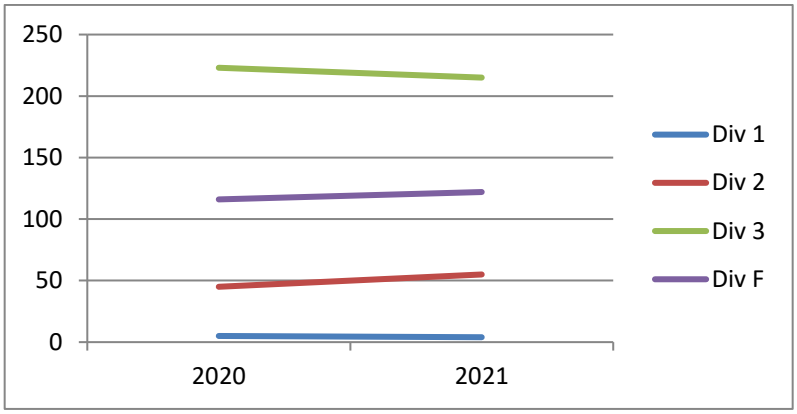
Academic performance of primary pupils in Primary leaving examinations.

Figure 4 shows academic performance of primary pupils in the Lira west division.



Source: Lira City Education Report (2021)

According to Figure 4, there was a declining number of primary pupils in Division 1 and Division 3 but there was an improved number of students in Division 2. Also, the number of pupils in division F was steadily increasing. This shows that the number of pupils failing and unable to join secondary education was on the rise in Lira division, Lira city. Further, the number of primary pupils passing in division one was too small explaining its gradient near the horizontal axis. The biggest number of students in the lira division passed in division three (furthest from the horizontal axis).

The relationship between parents' care and academic performance of primary pupils in Lira West division, Lira city.

The researcher used a Likert scale where the answers were on a scale of 1 to 5 and 5= Strongly Agree, 4= Agree, 3 = Neutral, 2 = Disagree and 1 = Strongly Disagree. Table 5 also includes the summary of the participant's responses based on percentages (P), frequency (F), standard deviation (Std), and mean of detailed understanding of the responses.

Table 5 shows descriptive findings on the relationship between parents' care and the academic performance of primary pupils in the Lira West division, Lira City.

Statement		A	SA	N	D	SD	mean	Std
Parents provide their children with all the basic needs of life at home in the Lira West division.	Freq	75	54	21	15	5	1.95	1.18
	Perc	44.1	31.8	12.4	8.8	2.9		
Parents openly revise, discuss and engage with primary pupils in academics	Freq			10	73	87	4.45	0.37
	Per			5.9	42.9	51.2		
Giving extra care to primary pupils by their parents gives them more confidence and concentration to excel in examinations	Freq	113	36	21			1.45	0.39
	Per	66.5	21.2	12.3				
There is a relationship between parent care and academic performance of primary pupils.	Freq	85	72	13			1.6	0.39
	Per	50	42.4	7.6				

Source: Primary (2022)

According to Table 5 on the statement "Parents provide their children with all the basic needs of life at home in Lira West division", the average response was 1.95 with a standard deviation of 1.18. Further, the findings showed that 75.9% of the respondents agree that parents provide their children with all the basic needs of life at home in the Lira West division.

On the statement "Parents openly revise, discuss and engage with primary pupils on academics", the average response was 4.45 with a standard deviation of 0.37. Further, the findings showed that 94.1% of the respondents disagree that parents do not openly revise, discuss, and engage with primary pupils in academics

On the statement "Giving extra care to primary pupils by their parents gives them more confidence and concentration to excel in examinations", the average response was 1.45 with a standard deviation of 0.39. Further, the findings showed that 87.7% of the respondents agree that giving extra care to primary pupils by their parents gives them more confidence and concentration to excel in examinations.

On the statement "There is a relationship between parent care and academic performance of primary pupils", the average response was 1.6 with a standard deviation of 0.39. Further, the findings showed that 92.4% of the respondents agree that there is a relationship between parent care and the academic performance of primary pupils.

Correlational findings on the relationship between parents' care and academic performance of primary pupils in Lira West division.

Table 6: showing the correlation between parents' care and the academic performance of primary pupils in the Lira West division.

		Parents' care	Academic performance
Parents' care	Pearson Correlation	1	.741**
	Sig. (2-tailed)		.000
	N	170	170
Academic performance	Pearson Correlation	.741**	1
	Sig. (2-tailed)	0.000	
	N	170	170

**. Correlation is significant at the 0.01 level (2-tailed).
Source: Primary (2022)

According to the findings in Table 6, the correlation between parents' care and the academic performance of pupils in primary schools was 0.741 with a sig value of 0.000. This indicated a significant positive relationship between parents' care and the academic performance of pupils in the Lira West division, Lira district. Therefore, parents' care by providing fees and scholastic materials to primary pupils influences their academic performance Lira West division.

The relationship between home environment and academic performance of primary pupils in Lira West division, Lira city.

The researcher used a Likert scale where the answers were on a scale of 1 to 5 and 5= Strongly Agree, 4= Agree, 3 = Neutral, 2 = Disagree and 1 = Strongly Disagree. The table also includes the summary of the participant's responses based on percentages (P), frequency (F), standard deviation (Std), and mean of detailed understanding of the responses.

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Table 7 shows descriptive findings on the relationship between home environment and academic performance of primary pupils in Lira West division, Lira City.

Statement		A	SA	N	D	SD	Mean	std
Parents always give ample time for home revision to primary pupils	Free			14	48	108	4.6	0.41
	Per			8.2	28.2	63.6		
Parents also create reading rooms/places at home for primary pupils to revise and perform better	Freq				112	58	4.3	0.22
	Per				65.9	34.1		
A favorable learning environment at home helps pupils to do research hence performing better.	Freq	40	120	10			1.8	0.26
	Per	23.5	70.5	6				
There is a positive relationship between the home learning environment and the academic performance primary pupils.	Freq	24	115	31			2.04	0.32
	Per	14.1	67.7	18.2				

According to Table 7, on the statement "Parents always give ample time for home revision to primary pupils", the average response was 4.6 with a standard deviation of 0.41. Further, the findings showed that 91.8% of the respondents disagree that parents do not always give ample time for home revision to primary pupils.

On the statement "Parents also create reading rooms/places at home for primary pupils to revise and perform better", the average response was 4.3 with a standard deviation of 0.22. Further, the findings showed that all the respondents disagree that parents do not create reading rooms/places at home for primary pupils to revise and perform better.

On the statement "A favorable learning environment at home helps pupils to make research hence performing better", the average response was 1.8 with a standard deviation of 0.26. Further, the findings showed that 94% of the respondents agree that a favorable learning environment at home helps pupils to do research hence performing better.

On the statement "There is a positive relationship between home learning environment and academic performance primary pupils", the average response was 2.04 with a standard deviation of 0.32. Further, the findings showed that 81.8% of the respondents agree that there is a positive relationship between the home learning environment and the academic performance of primary pupils.

Correlational findings on the relationship between home environment and academic performance of primary pupils in Lira West division.

Table 8 shows the correlation between the home environment and the academic performance of primary pupils in the Lira West division.

		Home environment	Academic performance
Home environment	Pearson Correlation	1	.563**
	Sig. (2-tailed)		.001
	N	170	170
Academic performance	Pearson Correlation	.563**	1
	Sig. (2-tailed)	0.001	
	N	170	170

**. Correlation is significant at the 0.01 level (2-tailed).
Source: Primary (2022)

According to the findings in Table 8, the correlation between the home environment and the academic performance of pupils in primary schools was 0.563 with a sig value of 0.001. This indicated a significant positive relationship between home environment and academic performance of pupils in Lira West division, Lira district. Therefore, the home environment (time, reading room) for primary pupils influences their academic performance Lira West division.

The relationship between parental volunteering and academic performance of primary pupils in Lira West division, Lira city.

The researcher used a Likert scale where the answers were on a scale of 1 to 5 and 5= Strongly Agree, 4= Agree, 3 = Neutral, 2 = Disagree and 1 = Strongly Disagree. The table also includes the summary of the participant's responses based on percentages (P), frequency (F), standard deviation (Std), and mean of detailed understanding of the responses.

Table 8 shows descriptive findings on the relationship between parental volunteering and the academic performance of primary pupils in the Lira West division, Lira City.

Statement		SA	A	N	D	S D	Mean	std
Parents attend school meetings and this helps the parents to know the weaknesses of their children and hence work on them to improve the academic performance of pupils	Freq		34		136		3.6	0.83
	Per		20		80			
Parents also volunteer by physically participating in the development of school infrastructures which enables pupils to have a good learning environment	Freq			13	60	97	4.5	0.4
	Per			7.6	35.4	57		
There is a relationship between volunteering of parents and the academic performance of primary pupils.	Freq	99	51	20			1.5	0.49
	Per	58.2	30	11.8				

According to Table 8, on the statement "Parents attend school meetings and this helps the parents to know the weaknesses of their children hence work on them to improve the academic performance of pupils", the average response was 3.6 with a standard deviation of 0.83. Further, the findings showed that 80% of the respondents disagree that parents do not attend school meetings and this helps the parents to know the weaknesses of their children and hence work on them to improve the academic performance of pupils

On the statement "There is a relationship between volunteering of parents and academic performance of primary pupils", the average response was 1.5 with a standard deviation of 0.49. Further, the findings showed that 88.2% of the respondents agree that parents do not physically participate in the development of school infrastructures which enable pupils to have a good learning environment.

On the statement "Parents also volunteer by physically participating in the development of school infrastructures which enable pupils to have a good learning environment", the average response was 4.5 with a standard deviation of 0.4. Further, the findings showed that 92.4% of the respondents agree that there is

a relationship between the volunteering of parents and the academic performance of primary pupils.

Correlation findings on the relationship between parental volunteering and academic performance of primary pupils in Lira West division, Lira city.

Table 9 shows the correlation between parental volunteering and the academic performance of primary pupils in the Lira West division, Lira city

		Parents volunteering	Academic performance
Parents volunteering	Pearson Correlation	1	.321**
	Sig. (2-tailed)		.071
	N	170	170
Academic performance	Pearson Correlation	.321**	1
	Sig. (2-tailed)	.071	
	N	170	170

**. Correlation is significant at the 0.01 level (2-tailed).
Source: Primary (2022)

According to the findings in Table 9, the correlation between parents volunteering and the academic performance of pupils in the west division was 0.321 with a sig value of 0.071. This indicated an insignificant relationship between parents volunteering and the academic performance of pupils. Therefore, parents volunteering does not necessarily influence the academic performance of primary pupils in Lira West division, Lira City.

CONCLUSION.

The correlation between parents volunteering and the academic performance of pupils in the Lira West division was 0.321 with a sig value of 0.071. This indicated an insignificant relationship between parents volunteering and the academic performance of pupils. Therefore, parental volunteering does not necessarily influence the academic performance of primary pupils in Lira West division, Lira City.

The correlation between home environment and academic performance of pupils in primary schools was 0.563 with a sig value of 0.001. This indicated a significant positive relationship between the home environment and the academic performance of pupils in the Lira West division, Lira City. Therefore, the home environment (time, reading room) for primary pupils influences their academic performance Lira West division.

The correlation between parents' care and the academic performance of pupils in primary schools was 0.741 with a sig value of 0.000. This indicated a significant positive relationship between parents' care and the academic performance of pupils in the Lira West division, Lira district. Therefore, parents' care by providing fees and scholastic materials to primary pupils influences their academic performance Lira West division.

Also, parents in Lira West only provide scholastic materials and fees for their primary pupils but do not help them with revision, attending school meetings, and not provide a conducive learning environment at home for revision.

LIMITATION OF THE STUDY.

There is also limited information as most applications journals, books, and websites require payments to access their materials.

RECOMMENDATIONS.

- There should be sensitization of parents on their role in the academic performance of their children in primary schools within the Lira West division, Lira City.
- Parents should also be encouraged to attend school functions to create relationships with teachers and find ways to improve the academic performance of their children.
- Parents should also be encouraged to provide a conducive home learning and revision environment and provide ample time to pupils for revision. This will help improve the academic grades of pupils in Lira West division, Lira City.

AREA FOR FURTHER RESEARCH.

Further research should be carried out on the causes of school dropouts among primary school students in Lira City.

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