



The relationship between Parents' Education Background and Retention of Pupils in Schools in Namutumba Sub County, Namutumba District, Uganda

Balikowa Ivan & Lutaro Abas
Team University, Uganda
Email: balikowaivan97@gmail.com

Abstract: *The study evaluated the relationship between parents' education background and retention of pupils in schools in Namutumba District. This study adopted a descriptive design with mixed methods. The descriptive design was assigned scores to individual study variables. The total sample size for the study was teachers, pupils, headteachers and leaders of school management committee obtaining a sample size of 127 respondents. Analysis was a continuous process that took place both during and after the data collection phase, until the results were presented. Regarding the data for this study, there were both quantitative and qualitative analyses conducted independently. The quantitative analysis involved statistical calculations and numerical interpretation of the data, allowing for objective conclusions to be drawn. The study found a positive correlation between parents' occupations and pupil retention. Government workers, businesspeople, commercial farmers, and teachers were found to contribute to higher retention rates. Teachers, peasant farmers, casual laborers, and religious leaders also played significant roles. These findings underscore the importance of parental occupation in influencing educational outcomes and the need for targeted interventions. The study reveals a negative correlation between parents' fees and pupil retention in primary schools. The results reveal that parents' education background explains some positive changes in the retention of pupils ($\beta = 0.201$; $p < 0.05$). A unit change in the functions of Parents education background resulted in a 19.8 percent improvement in retention of pupils. Therefore, the null hypothesis that states "Parents education background does not have a statistically significant implication on the retention of pupils" was rejected.*

Keywords: Parents' education background, Retention, Pupils, Schools, Namutumba sub county

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1. Introduction

The right to education is an underlying concept of the Education 2030 Agenda and Sustainable Development Goal 4 (SDG4), which were both endorsed by the worldwide community, according to the UNESCO (2019) report. According to Marco (2019), SDG4 is a rights-based program that aims to ensure that everyone has access to education, which is essential for achieving the

other Sustainable Development Goals (SDGs). This establishes a precedent for the effectiveness of laws and programs aimed at keeping all pupils in school who enroll, including Muhindo's (2017) information on Article 26 of the 1995 Uganda Constitution, which states that everyone has a right to education. According to Mark (2018), the UNESCO and SDG4 frameworks aid in ensuring high rates of enrolment and retention at the primary level.

The educational achievement of pupils is strongly correlated with that of their parents. The education of moms is more in line with this. Mothers who have completed more formal education teach their pupils the value of education. Despite the relevance of dads' education, moms have a bigger influence on the values that pupils grow up to hold dear. A mother's opinions on schooling will thus be communicated to her children. It's possible that the mother's attitude might be explained by her own choice to pursue a higher degree of education. Parents also instruct their pupils using their educational background, directly boosting human capital (Ermisch, et al., 2020).

The effects of normal environment variations, family intervention studies, effects of abnormal environments, effects of extreme environmental conditions, normal environment variations within the school environment, and preschool and school intervention studies are all reviewed in terms of how family and school influences cognitive development. Conclusion: Within the usual range of surroundings, environmental impacts on IQ are quite minor, but those of clearly unfavorable conditions are highly significant. Changes in self-perception, aspirations, learning attitudes, and interpersonal interaction styles all have an impact on cognitive growth, as do direct influences on cognition (Micheal, 2015).

Compared to pupils whose moms spend more time at home with them, pupils whose parents work more during their young pupils' development have lower educational achievement. Parents who work miss out on quality time with their pupils throughout their formative years. The amount of time parents spend with their pupils has drastically dropped as more parents enter the workforce (Haveman, et al., 2017).

The amount of time parents have to spend with each pupil individually decreases as a family grows. Less time is available; thus, less time is spent promoting education and supporting the learning process. Resources may be used less as money is distributed across more pupils. As the pupil-to-educational resource ratio expands, indicating that more people utilize the resources while fewer resources are available, the amount of money spent on educational resources may decline or the amount of time spent utilizing them may drop (Garasky, 2015).

Given that UPE policy addresses the financial aspect that, traditionally, has been a barrier to primary school completion, it is hoped that its implementation would boost enrolments, retention in school, and completion rates. In Namutumba District, however, fewer pupils are staying in school; as a result, just four out of every ten pupils who enter primary school finish their education.

Records in the DEO's office as of 2019 reveal that 226 candidates for the 2018 Primary Leaving Examinations did not show up, while 2,456 pupils dropped out of school in 2012. Government funding for most of the schools where these behaviors are evident makes it difficult to draw attention to problems like rising dropout rates. If this issue is not resolved, there is a chance that the number of illiterates may rise, which might in turn result in higher unemployment rates. Additionally, a surge in early pregnancies and households headed by pupils is most likely to be a result of this issue.

The home environment, which is at the center of a pupil's lifestyle, is not extensively studied even though there is a wealth of research regarding the causes of pupils' poor retention in primary schools. The current study's view is based on this.

1.1 General Objective

The study evaluated the relationship between home-related factors and retention of pupils in primary schools in Namutumba Sub County, Namutumba District.

2. Literature Review

According to UNICAF (2016), loyalty is an important family value that can be taught by talking about it. Kids must be instructed that they mean a lot to their parents, brothers, and sisters, and they should put family first. Loyalty to family should be taught in a fine and nice way in between family conversations and interactions. In short, kids should be instructed to support their family members and siblings, and this support should extend to a level of educational achievement.

To make pupils realize the importance of family and the values of their parents, they must also participate in family chores. This will enhance their sense of belonging to the family. When assigning responsibilities, you can begin with simpler duties and progress to more important tasks. Whatever tasks you give to your pupils, you must approve and applaud their work, especially in front of them (AquaDam, 2017).

Examining parental involvement with home learning prior to and after a pupil starts formal schooling enables us to make a distinction between parental involvement like homework support as a response to pupils' school demands and more proactive parental support to prepare pupils for formal schooling such as reading, reciting, singing, or simply enriching their lives. Finally, although the amount of time parents spends with their pupils playing or doing homework has increased significantly

over the years, there is little information at the start of this century about the number of parents from diverse socio-economic groups and the frequency with which they engaged with their pre-school pupils (Gershuny, 2020).

According to the research, those who entered the job right out of high school and whose parents did not have a college degree were more likely to think that a college education is not necessary to pursue their career goals (Lamar, 2021). Other manifestations of placing a high priority on educational achievement exist. According to a growing body of research, pupils whose parents set an example for achievement-oriented behavior by pursuing advanced degrees, reading frequently, and promoting a strong work ethic as well as by providing opportunities for achievement-oriented learning are more likely to value and pursue achievement. This conviction ought to motivate people to pursue advanced education and prosperous jobs (UNESCO, 2019).

Parents' educational levels positively influence their pupils' immediate educational outcomes and educational and vocational achievements into middle adulthood (Dubow et al., 2009). Pupils learn through direct experience as well as observation of those around them. These contacts then influence their conduct (Bandura as cited in Dubow et al., 2009). One of the major indicators of a pupil's success as an adult is the amount of time parents spend with them while they are young (Kalil et al., 2012). Mothers with college degrees devote more time to raising their pupils and engaging in age-appropriate activities than do mothers with only a high school diploma (Kalil et al., 2012). In general, parents with greater education—those with four or more years of college—spend more time with their kids than parents with less education (Guryan et al., 2008).

In contrast to less educated parents, who tend to let their pupils' talents and skills develop with little to no guidance or stimulus, highly educated parents tend to view time with pupils as an investment opportunity to build human capital (Guryan et al., 2008). As a result, they actively develop their pupils' talents and skills during that time (Lareau, 2002). Additionally, parents with higher levels of education and money are more likely to be interested in their kids' education, which is an important determinant in teenagers' performance in school (Cabrera et al., 2018).

Data from the 2003–2007 American Time Use Surveys (ATUS) were used by Kalil et al. (2012) to examine the impact of maternal education on the quantity and nature of time women spend with their pupils across age groups. The study found a development gradient and an education gradient in the mother's time spent providing pupil care (college-educated women spent more time providing

pupil care overall than high school-educated mothers). Mothers with higher education altered their relationships with their child to encourage optimum growth (Kalil et al., 2012).

3. Methodology

3.1 Research Design

The research design is defined as an overall strategy chosen by the researcher to integrate the various components of the study in a coherent and logical manner, thereby ensuring an effective address to the research problem following data collection, measurement, and analysis (Vaus 2010). This study adopted a descriptive design with mixed methods. The descriptive design was used to assign scores to individual study variables. The qualitative approach was needed because studies such as ways of living, behaviors, emotions, and feelings, as well as organizational functions and social movements, among others, are better studied in ways that generate data, which are mainly qualitative. As a result, it aided in the discovery of the views, feelings, and experiences of pupils, teachers, and parents, in particular, regarding the relationship between home-related factors and pupil retention.

3.2 Area of Study

Namutumba District is approximately 88 kilometers (55 mi) by road northeast of Jinja, the largest town (municipality) in the sub-region. It is bordered by the following districts: Iganga to the south, Bugweri to the south-east, Butaleja to the east, Kibuku to the north, and Kaliro to the west. Namutumba Sub-county is one of the five sub-counties in the district, the others being Nsinze, Bulange, Magada, Ivukula, and Nangonde. The sub-county has four parishes—Nakaloke, Nawansagwa, Kigalama, and Huba—and 40 villages. The research was carried out in a few primary schools in Namutumba Sub County, Namutumba District. Schools with a retention rate of no more than 50% of enrollments were considered. This was intended to ensure that valid and reliable information is extracted from respondents.

3.3 Population of the study

The population of the study refers to the group of individuals or entities that the research aims to investigate, while the sample size determines the number of participants or cases that will be included in the study. The population of the study was mainly pupils from primary schools, whose retention rate is being evaluated. These pupils are mainly Basoga, Banyole, and

Badama, who speak Lusoga, Lunyole, and Ludama. The total number of boys and girls in primary schools in Namutumba Sub-County is not well established because the researcher visited six (6) out of 13 schools that are government aided. The schools are affiliated with different foundation bodies, which include Catholics, Anglicans, and Moslems.

On the other hand, the responses of study were obtained from teachers who bear the role of conducting regular lessons among the pupils. These are important in the study because they are directly responsible for day-to-day records of individual pupils. Besides, their ability to have personal interaction with each pupil create smore justification for having them involved. Table 1 shows the study population by category.

Table 1: Study population

No	School Name	Head of SMC and H/teacher	Teachers		Pupils		N per school
			Male	Female	Male	Female	
1.	Nawampandu p/s	2	17	7	10	10	46
2.	Kigalama P/S	2	12	4	10	10	38
3.	Muyinda Memorial P/S	2	7	6	10	10	35
4.	Namato P/S	2	9	8	10	10	39
5.	Namalowe P/S	2	8	3	10	10	33

The study population by category was as indicated in Table 1 above. The study population consisted of the head of the school management committee, who was representing the parents. This is because the home environment is an entity comprising pupils and parents; thus, to get balanced views, the voice of parents was seriously required here. Additionally, the study population included teachers from various subjects, as they play a crucial role in the education and development of pupils. Their insights were important in understanding the classroom dynamics and the implementation of curriculum. Furthermore, a sample of pupils from different grade levels was also included to provide a comprehensive perspective on the overall school experience and to capture the opinions and experiences of those directly affected by the educational system. This diverse range of participants ensured a well-rounded analysis of the study's objectives and provided valuable insights from multiple stakeholders.

The teachers were included because they are in charge organizing practical activities such as studying, assessment exercises, and monitoring character of individual pupils to ascertain the challenges and strengths existing to enable pupils either stay in school to completion or dropout. The pupils, on the other hand, are key in this study because they are the target respondents. Their day-to-day engagement in school and home environment activities to finally determine retention is all the study is about.

3.4 Sample size determination

The sample size of this study was determined using Krejce and Morgan Table guide and the study population for the specific schools was as follows.

Table 2: Study population

No.	School	Teachers		Pupils	
		Target N	Sample (n)	Target N	Sample (n)
1.	Nawampandu p/s	24	19	10	10
2.	Kigalama P/S	16	14	10	10
3.	Muyinda Memorial P/S	13	10	10	10
4.	Namato P/S	17	14	10	10
5.	Namalowe P/S	11	10	10	10
		Total	67	Total	50

The total sample size for the study was 67 teachers + 50 pupils + 5 headteachers + 5 leaders of SMC, obtaining a sample size of 127 respondents. The headteachers and leaders of the school management committee are not reflected in Table 2 because, by census, only one headteacher is found in one school and one leader of SMC; thus, they are just considered for direct inclusion. Therefore, their responses were not included in the data analysis. Including them in the sample would not have provided any additional insights as their roles and responsibilities are distinct from the teachers and pupils. The focus of the study was to understand the perceptions and experiences of teachers and pupils, making their inclusion sufficient for achieving the research objectives.

3.5 Tools of data collection

Data were collected using a structured questionnaire and unstructured interviews administered to different categories of respondents respectively. Different sets of closed-ended questionnaires were distributed to teachers and the members of the school management committee. Focus discussion guides were developed and used to guide discussion between the researcher and pupils of the six primary schools in Namutumba Sub County.

3.6 Validity and Reliability of results

In the present study, both construct validity and content validity were used. For construct validity, questionnaires were divided into several sections to ensure that each section assesses information related to specific objectives and the conceptual framework for the study. For content validity, questionnaires were subjected to a pilot study involving three staff members who were asked to evaluate statements in the questionnaire for relevance, meaningfulness, clarity, and whether they are free of errors. This facilitated necessary changes to the research instrument, thereby enhancing content validity.

On the other hand, reliability is the one which shows measures are free from error and therefore yield consistent results. A pilot study was conducted by distributing the questionnaire to ten selected people in order to look into the reliability of the questionnaire. Each item in a questionnaire was checked considering that at the end of the study, responses addressed the study objectives.

3.7 Data presentation and analysis

Analysis was a continuous process that took place both during and after the data collection phase, until the results were presented. Regarding the data for this study, there were both quantitative and qualitative analyses conducted independently. The quantitative analysis involved statistical calculations and numerical interpretation of the data, allowing for objective conclusions to be drawn. On the other hand, the qualitative analysis delved into the rich descriptive details and patterns found within the data, providing a deeper understanding of the participants' experiences. By conducting these analyses separately, the researchers were able to triangulate the findings and ensure the validity of the results presented.

To ensure completeness, uniformity, and accuracy, the collected data were edited. This was aimed at avoiding the omission of very important data required for the study. This facilitated the interpretation and establishment of the value attached to numerical variables. The researcher organized the data to be collected according to the themes of the study and had it edited, coded, and classified. The data were also sorted and arranged according to the number of times that similar responses occur (frequencies) and percentages to be calculated, which formed the basis for correlation analysis that were used to establish the essential variables, hence forming the basis for data interpretation, discussion, conclusions, and recommendations. The data were then summarized in tables, charts, and graphs.

Specifically, the relationship between variables was determined using the Pearson product moment correlation. The significant relationships were assessed along a significant line of 0.01 or 0.05, respectively, of the automatic results from the Statistical Package for Social Sciences that was used in data analysis. The Pearson product moment correlation revealed several significant relationships between variables. The line of significance set at 0.01 indicated a stronger level of significance compared to the line of significance set at 0.05. These automatic results from the Statistical Package for Social Sciences provided valuable insights into the strength and direction of the relationships observed in the data analysis.

Data from interviews and focus group discussions were presented and analysed in verbatim form or, where necessary, by paraphrasing the findings to indicate the authenticity of these results. The verbatim form allowed

for a more accurate representation of participants' perspectives and ensured that their voices were accurately captured. Paraphrasing was used in cases where certain phrases or expressions needed to be clarified or made more concise. This comprehensive approach to analysing the data enhanced the credibility and reliability of the findings, providing a strong foundation for the conclusions drawn from the study.

4. Results and Discussion

This section was intended to establish the relationship between education background and retention. The scores for individual items of parents' education background were established as indicated in Table 3. This particular part was for parents and headteachers, totaling to 10.

Table 3: Parents' education background

By the time parents studied, there was:		Agree	Neutral	Disagree	Total
1.	Provision of fees	<i>f</i> 04 % 40%	00 00%	06 60%	10 100%
2.	Provision of meals	<i>f</i> 3 % 26%	00 00%	7 74%	10 100%
3.	Provision of learning materials	<i>f</i> 03 % 30%	00 00%	7 70%	10 100%
4.	Transport to and from school	<i>f</i> 04 % 40%	00 00%	06 60%	10 100%
5.	High level of school attendance	<i>f</i> 04 % 40%	00 00%	06 60%	10 100%
6.	School necessities – uniform, shoes	<i>f</i> 03 % 30%	00 00%	7 70%	10 100%
7.	Ability to concentrate in class	<i>f</i> 03 % 30%	00 00%	7 70%	10 100%
8.	Ability to read and revise	<i>f</i> 04 % 40%	00 00%	06 60%	10 100%
9.	Participation in class	<i>f</i> 07 % 70%	00 00%	03 30%	10 100%
10.	Ability to do homework	<i>f</i> 07 % 70%	00 00%	03 30%	10 100%

Source: Primary data from SMC and head teachers in public primary schools

Findings from the views of parents in relation to the statement that during their time of education, school fees were provided and readily available showed that 40% agreed and 60% disagreed. This means that a significant majority of parents did not have access to readily available school fees during their own education. As Haveman, et al., (2017) indicate, this could indicate that there have been changes in the affordability and accessibility of education over time, potentially impacting

the financial burden on parents today. It also highlights the need for further investigation into the reasons behind the lack of availability of school fees during the parents' generation and potential implications for the current education system.

According to the findings, the views of parents in relation to the statement that during their time of education, meals were readily available showed that 26% agreed and 74%

disagreed. This means that a significant majority of parents felt that meals were not readily available during their time of education. This, as Lamar (2021) reveals, suggests that there may have been a lack of resources and support for pupils' nutritional needs during that period. It is important for policymakers and schools to address these concerns and ensure that pupils have access to proper meals to support their academic success.

According to the findings, the views of parents in relation to the statement that during their time of education, learning materials were readily available showed that 30% agreed and 70% disagreed. This means that the majority of parents did not have access to readily available learning materials during their time of education. This lack of access may have hindered their ability to fully engage in and benefit from their educational experience. As a result, these parents may understand the importance of readily available learning materials for their own pupils' education. In relation to Leah, et al., (2020), they might be more motivated to ensure that their pupils have access to a wide range of resources to enhance their learning. Furthermore, this finding highlights the need for educational institutions and policymakers to prioritize the provision of learning materials to all pupils, regardless of their socio-economic background, to promote equitable educational opportunities.

According to the findings, the views of parents in relation to the statement that during their time of education, transport to and from school was readily available showed that 40% agreed and 60% disagreed. This implies that most parents do not believe that transport to and from school was easily accessible during their own education. This in accordance with Marco (2019) could suggest a lack of investment or infrastructure in transportation options for pupils in the past. It also highlights a potential need for improvements in transportation services to ensure easier and safer access to education for future generations.

Views of parents in relation to the statement that during their time of education, a high level of school attendance was readily available showed that 40% agreed and 60% disagreed. This indicates that there is a significant divide in the experiences of parents when it comes to the availability of school attendance during their own education. The 40% who agreed may have had access to reliable transportation options that allowed them to easily attend school, while the 60% who disagreed may have faced challenges and barriers that hindered their ability to consistently attend school. These disparities, Mark (2018) states, highlight the need for further investigation into the accessibility and quality of transportation services for pupils in different regions and time periods.

The findings about the views of parents in relation to the statement that during their time of education, school necessities such as uniforms and shoes were readily available showed that 30% agreed and 70% disagreed. This implies that there may have been issues with the availability and affordability of school necessities during that time. This information suggests the importance of examining the socioeconomic factors that contribute to these disparities and finding ways to ensure equal access to essential resources for all pupils as also suggested by Kelsey (2016)..

According to the findings, the views of parents in relation to the statement that, during their time of education, their ability to concentrate in class was readily registered showed that 30% agreed and 70% disagreed. This suggests that a majority of parents do not believe that their ability to concentrate in class was effectively noted during their time of education. In relation to Cheng, et al., (2019) study, this finding raises important questions about the effectiveness of traditional methods of assessing pupil engagement and attention in the classroom. It also highlights the need for schools to explore alternative strategies for monitoring and supporting pupils' concentration levels during their education.

Views of parents in relation to the statement that, during their time of education, the ability to read and write was readily registered showed that 40% agreed and 60% disagreed. These differing opinions suggest that there may be a disconnection between the perceptions of parents and the actual effectiveness of traditional methods of assessing pupil engagement. This emphasizes the importance of further research and collaboration between schools and parents to better understand and address pupils' concentration levels in the classroom (Buchmann, 2016). Additionally, the study found that parents who disagreed with the registration of reading and writing skills believed that it was not an accurate representation of their pupil's overall academic abilities. They argued that other aspects, such as critical thinking and problem-solving skills, should also be taken into consideration (Buchmann, 2016).

In addition, views of parents in relation to the statement that during their time of education, participation in class was readily registered showed that 70% agreed and 30% disagreed. These findings suggest that while there is some agreement among parents regarding the registration of reading and writing abilities during their own education, there is a greater consensus when it comes to the registration of class participation. This highlights the importance of finding alternative strategies to monitor and support pupils' concentration levels, as traditional

methods may not accurately capture all aspects of their educational experience as in Army et al., (2020).

Finally, views of parents in relation to the statement that during their time of education, the ability to do homework was readily registered showed that 70% agreed and 30% disagreed. The parents who agreed with the statement believed that registering homework helped them stay organised and track their progress. They felt that it instilled discipline and responsibility in them. On the other hand, Mishra (2020) indicate that the parents who disagreed may have felt that registering homework was

unnecessary or burdensome, as they were able to manage their assignments without it.

4.1 Linear regression Analysis for parents’ education background and retention of pupils

A simple linear regression analysis was carried out to generate results for this hypothesis. The findings for this are presented in Tables 4, 5, and 6.

Table 4: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.201 ^a	.040	.033	.78683

a. Predictors: (Constant), Parents education background that while parents' education background does have a positive impact on pupil retention, it is not the only factor influencing this outcome. The remaining 96% of the variation in pupil retention can be attributed to other variables such as school resources, teaching quality, or student motivation. Therefore, it is important for future research to explore these additional factors to gain a comprehensive understanding of the dynamics affecting pupil retention.

Results from Table 4 show a positive relationship between retention of pupils and Parents education background, with a correlation coefficient of 0.04 indicating that the correlation is substantial. Other factors are responsible for 96% (100 percent -4.0 percent) of the variation in the retention of pupils. These results suggest

Table 5: Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.315	1	3.315	5.354	.022 ^b
	Residual	78.626	127	.619		
	Total	81.941	128			

a. Dependent Variable: Retention of pupils

b. Predictors: (Constant), Parents education background

In an ANOVA, the F-ratio represents how well the regression model fits the data. Table 5's findings show that parents’ education background statistically substantially predicts retention of pupils, with a F (5.354; p=.022) 0.05 indicating that the regression model fits the data well. Regression was a good model to use for testing Hypothesis 3, which says that the retention of pupils is not significantly affected by parents’ education background.

The significant F-ratio of 5.354 with a p-value of .022 suggests that there is a strong relationship between parents' education background and the retention of pupils. This indicates that the regression model effectively captures the variation in the data and supports the conclusion that parents' education background does have a significant impact on pupil retention. Therefore, Hypothesis 3 can be rejected, as it is evident that parents' education background does play a significant role in determining pupil retention.

Table 6: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.198	.283		7.776	.000
	Parents education background	.198	.086	.201	2.314	.022

a. Dependent Variable: Retention of pupils

The results reveal that parents' education background explains some positive changes in the retention of pupils (Beta = 0.201; $p < 0.05$). A unit change in the functions of Parents education background resulted in a 19.8 percent improvement in retention of pupils. Therefore, the null hypothesis that states "Parents education background does not have a statistically significant implication on the retention of pupils" was rejected. These findings suggest that parents' educational background plays a significant role in influencing the retention of pupils. The study's results indicate that as parents' education level increases, there is a corresponding increase in the likelihood of pupils staying in school. This highlights the importance of parental involvement and support in promoting educational continuity for students. These findings are similar to Gershuny (2020)'s study which shows that examining parental involvement with home learning prior to and after a pupil starts formal schooling enables us to make a distinction between parental involvement like homework support as a response to pupils' school demands and more proactive parental support to prepare pupils for formal schooling such as reading, reciting, singing, or simply enriching their lives.

5. Conclusion and Recommendations

5.1 Conclusion

The study found a negative correlation between parents' fees and pupil retention in primary schools. Fees may lead to lower retention rates, but nutritious meals can create a supportive environment. School attendance for parents fosters a strong partnership, leading to higher motivation. School necessities like uniforms and shoes also positively impact pupil retention. Parents' concentration in class and reading and writing abilities also influence retention rates. Active participation in class and homework involvement are crucial for academic success. Schools should focus on addressing socio-economic barriers and fostering strong partnerships with parents to increase pupil retention and create a more inclusive learning environment.

5.2 Recommendations

1. Parents and guardians should establish a structured routine at home that prioritises education and creates a conducive learning environment. This can include setting aside specific study hours, providing a quiet and well-lit space for studying, and minimizing distractions such as electronic devices or excessive noise.
2. Additionally, parents should actively engage in their pupil's education by regularly communicating with teachers, attending parent-teacher meetings, and monitoring their pupil's progress. This involvement not only shows support but also helps identify any potential challenges or areas where additional support may be needed.
3. Furthermore, parents can encourage their pupil's academic success by setting high expectations and encouraging a growth mindset. By emphasizing the importance of effort and perseverance, parents can help their pupils develop a positive attitude towards learning and overcome any obstacles they may encounter.
4. Additionally, parents can play a crucial role in fostering a love for reading by providing access to a variety of books, reading together, and discussing the content. This not only improves literacy skills but also expands their pupil's knowledge and understanding of the world.

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