



Exploring The Impact of Parental Involvement on Academic Achievement: A Comparative Study of Home-Based and School-Based Engagement Strategies in Primary School Education in Omoro District

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ARTICLE INFO	ABSTRACT
Published Online: 30 September 2026	Parental involvement has been recognized as a significant factor influencing learners' academic achievements in primary schools. Although both home based and school based parental involvement policies are encouraged, there is limited evidence on which form of involvement has a greater impact on students' academic achievement in this setting. Also challenges such as poverty, limited awareness, and time limits continue to delay effective parental participation in Omoro district. This study examined the effects of home-based involvement, examine school-based involvement, and identified barriers limiting parental participation. The study adopted amixed-approach design, combining literature review with contextual observations in the community whereby secondary data from journal articles, was obtained from relevant academic publications. Findings from peer-reviewed journals revealed that both home-based and school-based parental involvement significantly influence learners' academic performance, although their effectiveness is constrained by contextual challenges. Home-based factors like homework supervision and encouragement, was found to have a strong positive impact on learning outcomes. However, its effectiveness in Omoro District is limited by high poverty levels, with over 60% of households relying on subsistence farming, and high parental illiteracy rates estimated at about 69%. School-based involvement such as attending school meetings and parent-teacher interactions, also positively contributes to academic achievement but is hindered by time constraints, long distances to schools, and low participation rates, with PTA attendance below 50%. The study concludes that a balanced approach combining both home-based and school-based parental involvement yields the best academic outcomes. However, socio-economic and structural barriers significantly limit effective participation in Omoro District. The study recommends strengthening parental training programs, improving school-parent communication, and developing policies that promote inclusive and flexible parental engagement strategies.
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INTRODUCTION

Sengonul (2022) posited that parental involvement is globally considered as a serious factor influencing children's academic success, particularly in primary education. In many developing regions of the world including Omoro District, gaps in academic achievement have raised concerns about the home-based factors towards education (Liu, Peng, Zhao & Luo, 2022). This study

discovers the roles of parental involvement towards the learner's academic achievements.

BACKGROUND

According to Javornik & Klemenčič Mirazchiyski (2023), education systems globally continue to show effective learning is not kept to the classroom alone but is majorly enhanced through strong teamwork between schools and

families at large. Parental involvement has been widely associated with better academic performance, better student behavior, and increased motivation among learners (Park & Kim, 2023; Liu et al, 2024). Hence, many governments and educational stakeholders have established policies and programs aimed at strengthening the partnership between parents and schools (Peng, Alias, Wan & Mansor, 2026). These efforts often promote both home-based involvements such as helping students with homework, monitoring academic progress, and creating a supportive learning environment and school-based involvement include attending school meetings, participating in school activities such as (music and drama, sports) and engaging with teachers at school and this helps to create a bond between a teacher, student and parent (Zhang & Wu, 2025).

In Omoro District, similar advantages have been introduced to encourage parents to take more active role in their children's education. Schools often organize parent-teacher meetings, sensitization programs, and community outreach activities such as sports, music and drama to adoptive greater engagement (Bitikoro, 2024). Even though these efforts, several problems continue to limit the effectiveness of parental participation. High levels of poverty often force parents to arrange income generating activities for their survival over school involvement, while limited awareness and low literacy levels can hinder their ability to support learning at home. Additionally, time limits and long working hours reduce opportunities for parents to engage in school-based activities (Liu et al; 2024).

Given these challenges, it is important to examine how different forms of parental involvement contribute to learner's academic success. In particularly, understanding the relative impact of home-based versus school-based approaches can provide valuable visions for educators and policymakers. Such analysis can help identify more practical approaches to strengthening parental engagement in Omoro District, finally improving educational outcomes for learners (Fan et al, 2024; Liu, Peng, Zhao & Luo, 2022).

PROBLEM STATEMENT

Despite the strong policy emphasis on parental involvement in education, academic performance in primary schools in Omoro District remains poor and in some cases below expected standards. Although both home based and school based parental engagement policies are encouraged, there is limited evidence on which form of involvement has a greater impact on students' academic achievement in this setting (Park Kim, 2023, Jiang et al, 2023). Also challenges such as poverty, limited awareness, and time limits continue to delay effective parental participation in Omoro district (Fan et al, 2024). Globally, home based involvement such as supervising homework and reading with children has been

linked to improved literacy and numeracy outcome (Jiang et al. 2023, Fan et al.2024). This lack of clarity makes it difficult for educators and policymakers to design targeted and effective strategies to enhance parental involvement. As a result, efforts to improve academic performance may not yield the desired outcomes. Therefore, there is a need to investigate the relative impact of home based and school based parental involvement on students' academic performance in Omoro District.

PAPER ORGANIZATION

This paper is structured as follows: the study; background; outlines the organization; presents objectives; reviews related literature; details the methodology; discusses findings; address future work and limitations, respectively.

STUDY OBJECTIVES

Main Objective

To assess the impact of parental involvement on academic achievement among primary school learners in Omoro District.

Specific Objectives

1. To evaluate the effects of home-based parental involvement on academic performance.
2. To examine the influence of school-based parental involvement on student's outcome.
3. To compare the effectiveness of home base and school-based engagement approaches.
4. To identify the barriers that affect parental involvement.

RELATED WORKS

Home-based parental involvement

Kambona (2025) explored parental involvement in education in sub-Sharan Africa using a systematic review. Finding revealed that parents involved in education of their children in many ways such as providing scholastic materials, attending school meetings whenever called among other needs. However, there is knowledge gap on the exact roles played by parents in supporting their children's education in Omoro district hence the need for this study.

A study by Sengonul (2022) from 42 studies published between 2003 and 2021, on the relationship between parent's involvement and learners' academic achievement revealed parental activities such as the parents' reading to their children at home, supporting their children with words of encouragement, giving high academic aspirations and expectations to their children, discussing about the school issues with their children among others had strong positive and significant relationship on learners' academic performance.

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Chen, Yu & Yu (2026) assessed the influence of home-based parental involvement on the academic achievement among learners in China. It was found out that the home-based parental support in terms of homework support and career guidance, communication with teachers, encouragement and motivation participation in home learning and support for extracurricular activities have increased on academic achievement among their learners by up to 80% in mathematics, English language, geography and chemistry. However, the current study will focus on primary schools in Omoro district.

Ayikoru (2024) did similar research in Terego district, West Nile region and found out that home-based parental involvement in terms of giving financial support, communication with school management, and involvement in students learning at home strongly and significantly influences learners' academic performance.

Primary schools in Rubanda district were assessed whether home-based parental engagement in influences learners' Academic Performance (Byomugabe, Adyanga & Ocan, 2026). Findings revealed that supervision of homework, reviewing classwork, encouraging reading, and providing routines are the most influential in propelling academic performance of learners. However, lack of finance among parents is a limitation. Similar study needs to be conducted in Omoro district since there is no empirical work in the context of Omoro district.

School-Based factor and Academic Performance

Many scholars have found out that school-based factors have significant influence on academic performance of learners (Nakawuka & Serugo, 2025; Nakimuli & Kyomukama, 2024; Ojok (2023).

Finding from Nakawuka & Serugo (2025) assert that school-based factors such as parent-teacher communication, parents' attendance of school meetings had strong positive significant influence on learners' achievements in government primary schools in Buyinja sub county. A study by Nakimuli & Kyomukama (2024) in Kalamba sub-county (Butambala district) revealed that parent-teacher interaction and parent's participation have positive correlation with academic performance. Ojok (2023), conducted a study among primary schools in Lira City, Northern Uganda. Findings revealed that school-based parental involvement such as meetings and follow-ups have significant positive relationship with learners' academic performance.

However, many literatures above on school-based factors do not reveal the context of the primary schools in Omoro district in particular, hence the research gap. Nevertheless, the similar findings especially in Lira city (Ojok, 2023) may be the same for the context of Omoro district since they are all within Northern Ugandan ravaged by the Lord's Resistance Army (LRA).

Conclusively, the existing literature shows that both home based and school based parental involvement pay to academic success though in different ways. These findings highlight the need for a balanced approach that encourages active parental participation both at home and within the school setting.

METHODOLOGY

The study adopted desk research method which involved the use of secondary data /literature review but also with the contextual observations in the community. Secondary data was obtained from school records, academic publication, government and education reports and non-government organizations reports. Furthermore, Informal observations and general experiences from school environments in Omoro district were considered to provide a local perspective.

FINDINGS AND DISCUSSIONS

Home-Based Parental Involvement

Existing literature consistently demonstrates that home-based parental involvement plays a critical role in shaping learners' academic performance, although its effectiveness varies depending on context and type of engagement.

Scholars like Fan et al (2024) revealed that poverty, limited awareness, and time limits continue to delay effective parental participation in Northern Uganda including Omoro district. The observations in the community of Omoro district shows that over 60% of households rely on the small-scale farming which cannot raise enough harvest and cannot raise enough money after sales to support learning at home.

A study by Ayikoru (2024) in Terego district, West Nile region found out that home-based parental involvement was limited by illiteracy among parents. Most parents were not able to read, write and interpret homework for their children. Daily Monitor (April, 2024) agreed to this finding that high level of illiteracy among parents in the Acholi sub-region are estimated at around 65-70%, meanwhile in Omoro district, about 69% of parents are illiterate hence they cannot support their children with school activities such as helping with homework effectively.

The post-conflict (LRA) challenges affected the home-based parental involvement in Omoro District. Having the district of Omoro curved out of Gulu District, the district is still faced with the recovery issues since the war dismantled family structures and education systems. This therefore implies that much as home-based involvement is important, its effectiveness in Omoro is limited by poverty, low parental education levels, and limited awareness.

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School-based parental factors:

Much as the finding of Nakawuka & Serugo (2025) shows that school-based factors such as parent-teacher communication, parents' attendance of school meetings had strong positive significant influence on learners' achievements in government primary schools in Buyinja sub county, observations in the rural schools and communities of Omoro district primary schools shows that over 80% of parents are engaged in subsistence farming, limiting their ability to attend school meetings often. Interactions with some of the PTA chairpersons revealed that the PTA meeting attendances in Omoro district primary schools is below 50%, particularly during the seasons of planting and harvesting.

Another study by Nakimuli & Kyomukama (2024) in Kalamba sub-county (Butambala district) found out that parent-teacher interaction and parent's participation had strong positive correlation with academic achievement. However, Omoro district still faces challenges. The challenge of long distance between homes and schools in Omoro district also limit parent's teacher interactions. Similarly, a study by Ojok (2023) revealed that school-based parental involvement such as meetings and follow-ups have significant positive relationship with learners' academic performance.

CONCLUSION

Findings from various literature and observations from few primary schools in Omoro district revealed that both home-based and school-based parental involvement significantly contribute to academic success, though through different mechanisms. While home-based involvement directly influences learning behaviours, school-based involvement strengthens accountability and institutional support systems. In the context of Omoro District, these forms of involvement are likely limited by socio-economic and structural challenges, making it essential to investigate how they operate locally and how they can be strengthened to improve learners' academic outcomes.

FUTURE PLANS

Future research should explore the role of digital tools in improving parental involvement particularly in rural areas. Longitudinal studies could also suggest deeper insights into the long-term effects of different engagement policies.

LIMITATIONS OF THE STUDY

This study is subject to several limitations that should be considered when interpreting the finding.

They had limited availability of primary data in the context of primary schools in Omoro District in particular. Lack of comprehensive field-based data restricted the ability to provide statistically grounded conclusions about the exact

magnitude of parental involvement and academic achievements in in the area.

There was no use of data collection tools such as questionnaire, interviews guides or experiments. Much as observations were used, the questions of accuracy, truthfulness of results and others still exists. In normal research, there should be data triangulation where more than one research instruments should be used to collect the data so that adequate comparisons and interpretations are made.

Another limitation is that very few schools and communities were observed in Omoro district yet the district has over 60 primary schools. Hence, the sample size limits generalizability of results to a wider population beyond the study area as smaller sample may not adequately capture the diversity of experiences and contexts presents in larger populations (Kovacs et, 2024).

Lastly, the study relied on Self-reported data from the participants, which may have may introduced response bias including social desirability and recall bias, potentially affecting the accuracy of the findings (Liu et al, 2024).

RECOMMENDATIONS

There should parentally training programs: schools should organize workshops to equip parents with skills to support home learning.

Education authorities should develop frameworks promoting balanced parental involvement.

Improved communication: schools should adopt regular and accessible communication channels with parents.

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BIBLIOGRAPHICAL NOTES

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