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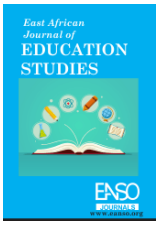

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Original Article

Parental Monitoring and Engagement of Secondary School Students During Covid-19 Lockdown in Kakoba Ward, Mbarara City South, Uganda

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Parental Monitoring, Student Engagement, Secondary School, Home.

ABSTRACT

The purpose of this study was to investigate parental monitoring and engagement of secondary school students during the COVID-19 Lockdown in Kakoba ward, Mbarara City, Uganda. The study adopted both descriptive and correlational research designs for data collection and analysis. Information was collected from 93 respondents using a questionnaire and interview guide. The factor analysis of items of parental monitoring data generated three factors: parents' study monitoring, parents' network monitoring, and parents' activeness in the student's studies. The informants' views provided more insights into the factors, including timetable, checking on the work covered and giving quiz gave more insights. Factor 1- Parents' study monitoring mirrored networking with other parents. Factor 2 - Parents' network monitoring - attending classes with children while Factor 3 - Parents' activeness in studies. The study rejected the null hypothesis that parental monitoring does not significantly influence the engagement of secondary school students. This calls for the strengthening of the relationship between parental monitoring and engagement of secondary school students.

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INTRODUCTION

Students' engagement in learning has been advanced as a means for enhancing academic success and reducing school dropout and addressing the problems affecting schools and their students, not only for having value in itself but also for being an important mediator between several academic variables (Fan & Wolters, 2014). However, while the focus on student engagement has been in the schools, globally, schools closed following the outbreak of a virus of pneumonia of unknown aetiology that was identified in Wuhan City, Hubei Province in China at the end of December 2019, which was called COVID-19 (Sohrabia et al., 2020; Singhal, 2020; Shah et al., 2020). With the declaration of lockdowns, students had to stay away from schools. On March 18, 2020, also the Ugandan government declared a lockdown of the country as an emergency management plan to contain COVID-19 spread in the country (Kabonesa & Kindi, 2020). This saw the primary and ordinary, and advanced education levels remaining at home from 2019 until January 2021. During that time learning shifted to the students' homes (Mukhaye, 2020). However, since school teachers oversee students to ensure their engagement, the responsibility then falls on the shoulders of parents. This study sought to investigate how parental monitoring has influenced students' engagement.

Egdorf (2013) developed insights into student engagement saying that it meant the amount of physical and psychological energy which students devoted to their academic experiences. Students who are engaged pay attention to their studies, exert effort in learning activities and exhibit an interest and motivation to learn. Such students share ideas, ask questions and follow each other's leads (Havik & Westergård, 2019). In the 1990s, student engagement became a tool used to dissuade students from misbehaving and maintaining students' compliance. As a classroom management strategy, teachers began to develop a variety of strategies to engage students in their work (Goodman, 2016). However, from the early 2000s, the attention on student engagement started to shift from keeping students in class toward proactive improvement in learning pedagogy, referring to helping students understand how they learn best to enhance academic achievement. Taylor and Parsons (2011) indicate that student engagement was seen as a way to re-engage or prevent students from dropping out of high school. In the past decade, student engagement has been built around the hopeful goal of enhancing all students' abilities to learn how to learn or to become lifelong learners in a knowledge-based society. Student engagement became both a strategic process for learning and an accountability outcome unto itself.

Globally, student engagement enjoys widespread popularity, particularly in North America and Australasia (Australia, New Zealand and some neighbouring islands), where it has been firmly entrenched through annual large-scale national surveys (Trowler, 2010). By way of contrast, the body of literature produced in the United Kingdom which could be said to address student engagement traces its roots back to other traditions, such as student feedback, student representation and student approaches to learning, and is less likely to be tagged as 'student engagement' in the authors' keywords (Buckley, 2018). This means that literature on student engagement is heavily skewed towards the North American/Australasian tradition, with the exception of an emerging body of 'grey' literature from the United Kingdom concerned mainly with small, single case studies (Trowler, 2010). Bond et al. (2020) indicate that most of the research has been conducted in the United States of America, followed by the United Kingdom, Taiwan, Australia and China.

In Africa, student engagement has not received significant attention. Limited studies have been conducted in the context of Africa in countries such as South Africa and Tunisia (Bond et al., 2020). Indeed, policies and plans of governments rarely address factors that interact with student engagement and mysteries of teaching and learning practices (Nordstrum, 2015). In Nigeria, Chika (2012) revealed that there was poor

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learning achievement because of students' low engagement. Also, according to Wara et al. (2018), in Kenya, there was low student engagement with students sometimes performing poorly in the assignments if not supervised and a number of students are not serious about their studies with only a few looking forward to furthering their studies. In Uganda, the support supervision developed by the Ministry of Education and Sports (2017) stipulated the implementation of classroom management and leadership with classroom rules, expectations and procedures that minimised time wasting, maintained student discipline/ behaviour and maximised student engagement in the lesson. Therefore, there has been a targeted effort to promote student engagement in schools in Uganda. So, on the whole, there is a scarcity of literature on parental involvement among secondary school students.

This study was anchored in the Theory of Planned Behaviour (TPB) developed by Ajzen (2001). TPB posits that voluntary human behaviour is preceded by the intention to engage in such behaviour determined by attitudes and behaviours, subjective norms, and perceived behaviour control. Attitudes and behaviours include feelings and attitudes towards certain behaviour. Believing that certain behaviour has positive outcomes would lead to more intention to perform that behaviour. Subjective norms are the opinions of the people surrounding the person, which can lead to one's higher intentions to perform certain behaviour (Martinez & Lewis, 2016). Perceived behaviour control is one's own perception of the ability to perform a certain behaviour which contributes to having the intention to perform certain behaviours and performing the behaviour (Ham et al., 2015). With respect to this study, TPB provides a pragmatic framework to examine those parental involvement factors which motivate and predict student engagement (McGregor & Knoll, 2015).

TPB's attitude factor explains whether a student behaves positively or negatively. A positive attitude towards studying at home would increase a parent's willingness to help a student with their studies. Subjective norms are the social influence factor and are the pressure a student feels to engage in studying at home or not, based on the beliefs about significant others' approval or disapproval or whether significant others themselves engage in the behaviour. Perceived behaviour control pinned a student's perception of how achievable studying at home was to perform based on anticipated difficulties and previous knowledge of it (that is, control beliefs). In terms of parental monitoring and engagement with studying from home, it would be how much control parents perceived they have in the homework process.

Parental Monitoring and Student Engagement in Learning

Parental monitoring is a set of correlated parenting behaviours involving attention to and tracking of the child's whereabouts, activities, and adaptations (Hoeve et al., 2009). Parental monitoring is the endeavour of parents' knowledge of what their children are doing and the social activities that they are involved in (Lowe & Dotterer, 2013). In the light of school-going children, parental monitoring often focuses on parents' efforts to oversee homework completion, knowledge of a child's friends and use of time after school. Monitoring can also be achieved through regular dialogue between parents and children about topics discussed in school, upcoming assignments, or grades. In this regard, high levels of parental monitoring have been linked to various positive academic outcomes including increased levels of student engagement (Malczyk & Lawson, 2019). Hoeve et al. (2009) indicated that parental monitoring fits well with several theoretical orientations within the developmental and intervention disciplines. Within behaviourally-oriented interventions, monitoring is considered to be central to the behaviour change process. Parental monitoring is associated with positive dimensions of children's adjustment in school.

The context of the study was Kakoba ward, Mbarara City, South Uganda. According to the 2018/19 Mbarara District Local Government

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Statistical Abstract, Kakoba ward had 674 households with secondary school-age-going students. To ensure that students remain engaged in learning, the government of Uganda printed and dispatched to the different parts of the country over 2.5 million reading materials for learners from primary one to senior six to engage them in learning. Nonetheless, the learning materials were distributed to learners in 48 districts. Other modes of learning put in place included radio and television stations (Kitubi, 2020). However, the teachers selected to teach through radio and television complained of the limited time given for each lesson on radio and television. Besides, they were engaged without first being trained to deliver in such an environment making the process very difficult. The teachers complained that sometimes the lessons were aired only for 30 to 40 minutes which was not enough for such a setting and in some circumstances, interrupted by commercial breaks. Besides, teachers, parents and caregivers were not positioned to provide education through radio programmes, home-schooling, online learning and other approaches (Uganda Radio Network [URN], 2020).

Still, especially, the arts subjects were not catered for, and students lacked the opportunity to provide feedback to teachers making teaching and learning an uphill task. For those doing sciences, experiments could not be conducted. Still, some students lack the facilities for online learning, such as televisions, radios, mobile phones and the Internet (Baguma, 2020). During the whole of this process, parents were expected to supervise their child students' study online learning. In addition, parents and or students provided learning facilities and some materials (Twesigye, 2020). Nonetheless, in Kakoba Division, student engagement of these children during the COVID-19 period leaves a lot to be desired. From early in the morning to evening, a number of children/ students would be loitering around in open spaces playing football and in small groups, irrespective of the danger of transmission of the disease. The above contextual evidence shows that there was a challenge in student engagement during school lockdown due to COVID-19, yet there is a lack of empirical evidence on parental monitoring and student engagement in learning during school lockdown due to COVID-19. This study thus investigated the relationship between parental monitoring and student engagement in home learning during COVID-19 secondary schools shut down in Kakoba ward, Mbarara City, South Uganda.

Statement of the Problem

Student engagement is important as far as the academic achievement of students is concerned. Student engagement increases their achievement and positive behaviours and creates a sense of directing in students leading to their staying focused. It is a strategic process for learning and an accountability outcome unto itself (Bowden et al., 2021). Thanks to the importance of student engagement during the COVID-19 secondary school lockdown, efforts have been made to promote it. For instance, the government provided printed reading materials for learners at home and other efforts, such as radio and television stations, were made (Kitubi, 2020). Parents were sensitised about supervising their child students' study online learning. Parents and or students provided learning facilities and some other materials (Twesigye, 2020). Nevertheless, parental monitoring in the modern era in the lives of students has been low with parents not being able to deliver on engaging their children/students while at home as well as failing to provide children with necessities akin to what they receive while at school. Still, in poor communities, parents fail to provide student learning resources (Akellot & Bangirana, 2019). This leads to disengagement among students at home, and from early in the morning to evening, a number of children/students would be seen loitering around. For instance, they would be in open spaces playing football and in small groups, irrespective of the danger of transmission of COVID-19. If monitoring students' engagement while at home would not ensured, students' learning will decline, and by the time schools open, the students will no longer be interested in continuing with their studies hence dropping out of school. This study

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was carried out to investigate the effect of parental monitoring on student engagement.

LITERATURE REVIEW

Monitoring children's school activities by openly showing affection and becoming involved, encouraging children to communicate their point of view, and actively participating in school activities and support for learning as an end in itself may instil intrinsic interest in learning and a tendency to persist in academic challenges (Bempechat & Shernoff, 2012). There are a number of scholars that have related parental monitoring and learners' engagement. For example, Annunziata et al. (2006) examined family functioning and school success of at-risk African American inner-city adolescents attending middle school (grades 6-8) with adolescents and caregivers yielded as units of analysis. Their qualitative analysis indicated that family parental monitoring predicted school engagement. Bartle-Haring et al. (2012) explored how family distance regulation and other family demographic factors influenced parenting behaviour and family routines, which, in turn, influenced the child's school engagement using data from a larger study conducted in a large North-western urban area in the USA including both two-parent and single-parent families. Their results revealed that parental monitoring was a significant and positive predictor of student engagement.

Lowe and Dotterer (2013) investigated the relationship between parental monitoring and racial/ethnic minority adolescents' school engagement and academic motivation as a function of parental warmth, exploring whether these associations varied for boys and girls. The study used sixth through eighth-grade students from an urban middle school in the Midwestern United States. The results indicated that parental monitoring had a positive and significant association with students' behavioural engagement. Malczyk and Lawson (2017) carried out a longitudinal study on mother-headed single-parent families examining the influence of parental monitoring, parent-child attachment and observed parent-child relationship quality on the child's academic engagement in the USA. The findings revealed that parental monitoring predicted children's academic engagement. However, parental influences on academic engagement were most prominent in mother-headed families with a female child.

Chen (2008) assessed the relationships over time between school engagement and parenting practices and peer affiliation among 6th - 9th graders in middle schools of one middle-income Maryland school district as units of analysis. The study found that over time there was a positive and significant association between parental monitoring and student engagement. The literature above shows that scholars have expended significant efforts to examine the relationship between parental monitoring and students' engagement in learning. However, an empirical gap emerged, with some studies producing controversial results. For example, while all the other studies indicated that there was a relationship between monitoring and student engagement in learning, Malczyk and Lawson (2017) posted that parental influences on academic engagement were most prominent in mother-headed families with a female child. This means that in homes with both parents and head by men only, the effect of monitoring on student engagement in learning was lower. This is not an exception to the context of Uganda.

METHODS

Mixed methods of data collection were deployed in the study as Creswell (2013) noted that qualitative research is "an approach to exploring and understanding the meaning individuals or groups ascribe to social or human problems," while quantitative approaches were deployed to collect data to establish how monitoring influence student engagement using regression analysis. This suggests that the study involved making statistical inferences.

The study used 100 students as the sample of the study. This is because the population of secondary school students residing in the area is not known.

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The research also included 10 parents as key informants. Simple random sampling was used to collect the quantitative data to enable the generalisability of the findings (Martínez-Mesa et al., 2016). Purposive sampling was used specifically to select key informants. The use of these sampling methods helped in collecting data necessary for both quantitative and qualitative analyses.

The study used two instruments, that is., a self-administered questionnaire and an interview guide. A survey method was used to collect quantitative data. This involved the use of self-administered questionnaires. The study also used an interview guide to collect data from parents that was qualitative in nature. Data quality control was done at two levels by determining the validity and reliability of the study instruments. The content validity of the questionnaire was ensured by making sure that the items on the main variables, that is, independent and dependent variables, are consistent with the study objectives and conceptual framework. Validation of the instrument focused on clarity, completeness and relevance of the questions in relation to the study constructs (Zamanzadeh et al., 2015).

Reliability was also ensured for both the interview guide and the self-administered questionnaire. For the interview guide, the study used the methods of credibility, dependability and confirmability (Korstjens & Moser, 2018; Nowell et al., 2017). The reliabilities of items in the various constructs will be tested using Cronbach's Alpha (α) method, provided by SPSS, to show how well the items in the instrument are positively correlated to each other. Qualitative data in the form of notes supplemented quantitative data and helped to provide deeper insights.

Ethical considerations were observed in carrying out the whole study. Research ethics that were emphasised included informed consent, anonymity, confidentiality, respect for privacy, honesty in reporting data and testing plagiarism.

DISCUSSION OF THE RESULTS

Demographic Statistics of the Respondents

The response rate was 93 out of 100 respondents, among whom the questionnaire was administered in this study representing 93%.

Table 1: Socio-demographic characteristics of respondents of the study (N=93)

Characteristics	Definition	Frequency	Percent
Gender	Male	51	55%
	Female	42	45%
Age (years)	16 years and below	29	31%
	17-19 years	51	54%
	Above 19 years	12	14%
Education	Senior 1	12	12.8%
	Senior 2	21	22.6%
	Senior 3	17	18.4%
	Senior 4	18	19.4%
	Senior 5	8	8.6%
	Senior 6	17	18.2%

The results of the demographic statistics of the respondents, presented in *Table 1* above, indicated that the majority of the student respondents (55%) were males and 45% were females. The study findings also indicated that the majority of the respondents were in the age bracket of 17-19 years (54%), followed by those 16 years and below (31%), and then those who were above 19 years (14%). The education level statistics of the student respondents were: Senior 1, Senior 2, Senior 3, Senior 4, Senior 5, and Senior 6 constituting 12.8%, 22.6%, 18.4%, 19.4%, 8.6% and 18.2%, respectively.

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Parental Monitoring and Student Engagement

The objective of the study was "To establish the relationship between parental monitoring and engagement of secondary school students' during COVID-19 Lockdown in Kakoba ward, Mbarara City south, Uganda" It was attended to by seeking answers to the question: "What is the relationship between parental monitoring and engagement of secondary school students' during COVID-19 Lockdown in Kakoba ward, Mbarara City south, Uganda?" and testing the following hypothesises. H_o: There is no statistically significant relationship between parental involvement and engagement of secondary school students during the COVID-19 Schools Lockdown in Kakoba ward, Mbarara City south, Uganda H_1: There is a statistical significance relationship between parental involvement and engagement of secondary school students during COVID-19 Schools Lockdown.

Affective Engagement

With effective engagement, the quantitative factor analysis of the data generated three factors: Factor 1- Passionate about studying; Factor 2 – Learning is joyful; and Factor 3 – Learning from home. The key informants' views about their children's learning did not tally with those of the generated factors.

Table 2 shows factor loading, which indicates how high the correlation between a variable and a factor; eigenvalue indicates how much variance can be explained by a factor of all variables; the commonalities indicate how much variance of nine variables can be explained by the three factors.

The first factor on its own explains most of the variance, while the last variable explains the least variance. The first factor explains 36.665% of the total variance; the second factor - 16.683% of the total variance; the third factor - 12.079% of the total variance and so on and so forth until the last factor explains 2.779% of the total variance. The first three factors explain 65.428% of the total variance, which is high. This was fairly high.

The key informants' views, which were that learning was characterised by storytelling and speech; group learning; and flexibility, also did not reckon well with the generated factors.

Key informants were asked as to what their opinion was on a child's love for learning. The responses are indicated below.

One of the key informants' views was that their children's learning was average, as the following respondent said.

> *"The love for learning is average due to the change in formal structure routine like time for doing assessment and timetable and other forms of formal learning"* Respondent 1

> *"The love for learning is average since work done at home has no grade and is optional",* Respondent 7.

> *"The love for learning is minimal due to the abrupt transition from physical classes to home/online learning",* Respondent 6.

Another opinion of the key informant was that a child's love for learning was low, as the following respondents said.

> *"Love and seriousness levels are low as a result of lack of physical presence of teachers"* Participant 2.

> *"My children seem to be lost when it comes to learning; I would say the love is average they are not that much into learning",* Respondent 3.

Another opinion of the key informant's child's love for learning was confusing, as the following respondent said.

> *"Due to the change in method of teaching and learning, the love for learning is also changed as teaching and learning is confusing my children"* Respondent 4.

Another opinion of the key informants was the child's love for learning Change focus, as the following respondent said.

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> *"The effort and time are on being responsible to their health other than studies"* Respondent 5.

As such, it can be concluded that the key informants' views about their children's learning do not quite tally with the generated factors. The informants' views of learning were was: average, low, confusing, and awash with change of focus, which were not well expressed in the generated factors: Factor 1- Passionate about studying; Factor 2 – Learning is joyful; and Factor 3 – Learning from home.

Behavioural Engagement

For the behavioural engagement, the factor analysis data generated three factors: Factor 1- working hard; Factor 2 - active in class; and Factor 3 - Resilience to problem-solving – shown in *Table 3* below shows factor loading.

The first factor on its own explains most of the variance, while the last variable explains the least variance. The first factor explains 46.751% of the total variance; the second factor - 16.009% of the total variance; the third factor - 14.853% of the total variance and so on and so forth until the last factor explains 2.779% of the total variance. The first three factors explain 77.613% of the total variance, which is high. So, if we take just three of the original variables, explaining 77.613% of the original variance.

Key informants were asked as to what were the learning behaviours of their children during the pandemic period. The responses are indicated below.

One of the responses was storytelling and speech, as the following respondents said.

> *"Storytelling and speech due to enough time to interact at home"* Respondent 1

.

> *"It is only playing since loneliness is at the peak as a result of limited access to friends and teacher, somehow flexible in their daily activities"* –Respondent 5.

> *"Through Speech, that is through storytelling with friends and being Social, and also Arranging and organising material at home in a way that it shows how a child is concerned about order at home"* Respondent 7.

Another response was that learning was group learning, as the following respondent elicited.

> *"Improvisation is a way that they are trying to attempt in trying new things in their own way. Cooperation through learning from small groups with neighbours"* Respondent 3.

> *"Managing and maintaining time through scheduling home activities and studies. Organising and arranging materials at home"* Respondent 4.

> *"Respect to adults and fellow children since they able to follow directives at home and even in discussions. They are also Social just like when they are at school*" Respondent 6.

Another response was flexible learning, as the following respondent shared.

> *"Flexibility in a way that they are doing domestic work alongside home studies and they are doing fairy"* Respondent 2.

As such, it can be concluded that the key informants' views, which were the learning was: characterised by Storytelling and speech; group learning; and flexibility, did not reckon the factor that was generated, which are: Factor 1: Working hard; a Factor 2 - Active in class; and Factor 3 - Resilience to problem-solving.

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Table 2: Total variance explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
1	3.30	36.665	36.665	3.300	36.665	36.665	2.169	24.095	24.095
2	1.501	16.683	53.348	1.501	16.683	53.348	1.901	21.118	45.214
3	1.08	12.079	65.428	1.087	12.079	65.428	1.819	20.214	65.428

Table 3: Total variance explained for behavioural engagement

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
1	3.273	46.751	46.751	2.576	36.797	36.797	2.291	32.726	32.726
2	1.121	16.009	62.760	1.049	14.984	51.782	1.114	15.910	48.636
3	1.040	14.853	77.613	.814	11.635	63.417	1.035	14.781	63.417

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Cognitive Engagement

Concerning cognitive engagement, the quantitative factor analysis data generated only one factor, imaging Bloom's taxonomy, shown in *Table 4* below.

Table 4: Total variance explained for cognitive engagement

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
1	3.446	49.222	49.222	2.887	41.245	41.245

Table 4 above of the explained for cognitive engagement shows that the generated one factor explains 49.222% of the total variance.

For agentic engagement, the factor analysis data generated only one generated factor, parent-learner involvement in learning. The key informant's views about initiatives taken by their child in learning activities were: love of the combination of home activities and learning; developing social networks; talking/speech; and challenging, which mirror the factor of parent-learner involvement in learning.

Key informants were asked about the mental/cognitive involvement of their child in learning. The responses are indicated below.

Some respondents indicated the mental/cognitive involvement of their child in learning was average, as the following respondents elicited.

> *"It is average since the rules and regulations at home are not the same as those at school; it averages he's neither weak nor Strong*" Respondents 1 and 7.

> *"Somehow good though there's a change in the learning environment in a way that she's trying to get along with the new situation through the reflection of older or used situation"* Respondent 3.

> *"Somehow, with the current situation, which is a general problem, he's trying/fair in staying relevant with studies through self-push or what can be called self-motivation"* Respondent 2.

> *"It's promising since he's trying to cope with the situation by dealing with the situations and adhering to home and health protocols",* Respondent 6.

Another response was low, as the following respondents said.

> *"Very low though at times he tries to remain behaved and informed with school matter"* Respondent 5.

Another response was very good, as the following respondents said.

> *"It's very good because she is well organised, that is, she knows when, how and what to do in this given situation."* Respondent 4.

Concluding, it can be said that the views of the key informants bring out the only one factor which was generated, imaging Bloom's taxonomy, shown in *Table 5* below.

Agentic Engagement

Table 5 above of the explained for cognitive engagement shows that the also generated one factor explains 49.597% of the total variance.

Table 5: Total variance explained commonalities

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
1	2.976	49.597	49.597	2.430	40.504	40.504

Key informants were asked for their comments on the initiatives taken by their children in learning activities. The responses are indicated below. One of the responses was love of the combination of

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home activities and learning, as the following respondents said.

> *"I love the combination, that is home activities alongside academics/ learning"* Respondent 1
>
> *"They are trying, since preparations for learning activities/session is lacking compared to that when they are at school",* Respondent 3.
>
> *"They are good as they are trying to maintain different work/assessment and folios"*- Respondent 4.
>
> *"It is promising though sometimes learning is ignored and much time is to relax compared to learning*" Respondent 7.

Another response was developing social networks, as the following respondents said.

> *"Tries to play with friends to get along with them and sometimes asks to meet a friend to check on what they are learning"* Respondent 2.

Another response was talking/speech.

> *"Development in leadership, especially in small groups of learning and through time for conversations"* Respondent 6.

Another response was challenging as the following respondents said.

> *"There is difficulty in following a disciplined routine of learning and domestic activities. In other words, she is trying"* Respondent 5.

Concluding, it can be said that key informants' views are in agreement with factor analysis only one generate factor, Parent-learner involvement in learning.

Parental Monitoring

Regarding parental monitoring, the quantitative factor analysis data generated three factors: Factor 1- Parents' study monitoring; Factor 2 - Parents' network monitoring; and Factor 3 - Parents' activeness in studies. The key informants' views provided more insights into the factors. For instance, time table and checking on the work covered, and giving quizzes gave more insights on Factor 1- Parents' study monitoring; networking with other parents speaks into Factor 2 - Parents' network monitoring; and attending classes with children - Factor 3 - Parents' activeness in studies. These are shown in *Table 6* below.

Table 6 of variance explained parental monitoring show that the first factor on its own explains most of the variance while the last variable explains the least variance. The first factor explains 43.410% of the total variance; the second factor - 13.609% of the total variance. The third factor - 10.521% of the total variance. The first three factors explain 67.540% of the total variance, which is high. So, if we take just three of the original variable, explaining 77.613% of the original variance.

The generated factors were used in a regression to generate a model for predicting the engagement of secondary school students from parental monitoring - presented in *Table 7* below.

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Table 6: Total variance explained by parental monitoring

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %	Total	% of variance	Cumulative %
1	4.341	43.410	43.410	3.695	36.951	36.951	2.082	20.824	20.824
2	1.361	13.609	57.019	.982	9.822	46.773	1.916	19.157	39.981
3	1.052	10.521	67.540	.874	8.744	55.516	1.553	15.535	55.516

Table 7: Model summary of rotated component matrix parental monitoring

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.989[a]	.978	.976	.14156920

a. Predictors: (Constant), Affective Engagemen t Factor1, ae1_3, agentic_e1_1, Affective Engagemen t Factor1, Behavioural Engagement Factor3, Behavioural Engagement Factor1, Cognitive Engagement Factor1

Table 8: Coefficients of rotated component matrix parental monitoring

Model		Unstandardised Coefficients		Standardised Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-4.522	.101		-44.751	.000
	Affective Engagement Factor1	-.022	.023	-.019	-.968	.336
	ae1_3	.007	.016	.008	.437	.663
	Behavioural Engagement Factor1	-.023	.026	-.021	-.888	.377
	Behavioural Engagement Factor3	.001	.013	.001	.066	.948
	Cognitive Engagement Factor1	1.223	.030	1.044	41.260	.000
	agentic_e1_1	-.036	.023	-.033	-1.546	.126
	Affective Engagement Factor1	-.024	.020	-.025	-1.199	.234

a. Dependent Variable: Parents' network monitoring

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The model's R Square (R^2), *Table 7* shows that the generated factor using factor analysis explained 97.8% of factors influence the engagement of secondary school students. The overall fit of the model is presented in *Table 8* above, indicating that Cognitive Engagement Factor 1 is the only one that is significant with a p-value of .000. The rest of the factors are not significant.

The key informants were asked as to how they monitor the learning of their children. The responses that they provided are presented below.

One of the responses was doing time table and checking on the work covered as the following respondents elicited.

> *"By developing the timetable and checking on the work covered",* Respondent 1
>
> *"Reminding them when it is time for learning. And keeping them checked in terms of time"* Respondent 3.
>
> *Another response was giving quizzes as the following respondents shared.*
>
> *"Giving small quiz helped by my friend since am not informed on how such things are done"* Respondent 2.

Another response was attending classes with children as the following

> *"Attending classes with them especially radio/television classes and checking results and notice"* Respondent 4.
>
> *"Engage/ involve teacher friends sometimes to check on my students' progress, Inspecting and being close to learning sessions. Appreciations and rewards to keep the love and interest of learning in line"* Respondent 7.

Another response was networking with other parents as the following respondent elicited.

> *"I try to connect with my children's friends to be in touch on how they are doing in regard to the learning process",* Respondent 5.
>
> *"Visiting friends and families for they normally meet for learning and discussions. Reminding him of his daily routine"* Respondent 6.

In a nutshell, the informants' views provide more insights into the factors that have been generated: Factor 1- Parents' study monitoring; Factor 2 - Parents' network monitoring; and Factor 3 - Parents' activeness in studies. For instance, timetables and checking on the work covered, and giving quizzes give more insight into Factor 1- Parents' study monitoring; networking with other parents speak into Factor 2 - Parents' network monitoring; and attending classes with children - Factor 3 - Parents' activeness in studies.

Spearman's rho correlations were generated. Parents' network monitoring Vs Passionate about studying, Learning is joyful, Active in class, resilience to problem-solving, Imaging bloom's taxonomy and Parent-peer involvement in learning with significances .004, .000, .002, .000, .003 respectively, have significant correlations, being less than the threshold 0.05, and thus the decision on Null Hypothesis is rejected. Similarly, the Null Hypothesis for Parents' study monitoring Vs Passionate about studying, Active in class, Imaging bloom's taxonomy, and Parents' activeness in studies Vs Learning from home was rejected. This was in agreement with Annunziata et al. (2006) and Haring et al. (2012), who found that parents monitoring yields benefits to children's school engagement.

CONCLUSION

The study investigated parental involvement influenced secondary school students' engagement during COVID-19 Lockdown in Kakoba ward, Mbarara City, South Uganda. The items of parental monitoring's factor analysis data generated three factors. These were: factors of parents' study

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monitoring, parents' network monitoring, and parents' activeness in studies. The informants' views provide more insights into the factors, including timetables and checking on the work covered, and giving quizzes give more insights. Factor 1- Parents' study monitoring mirrored networking with other parents, Factor, Parents' network monitoring - attending classes with children while Factor 3 - Parents' activeness in studies.

Spearman's rho correlations lead to rejecting the null hypothesis of parents' network monitoring Vs passion for studying; learning is joyful, active in class, resilience to problem-solving, imaging Bloom's taxonomy and parent-peer involvement in learning.

Recommendation

The relationship between parental monitoring and engagement of secondary school students is crucial for improving students learning, performance and benefits. Spearman's rho correlations of the factor analysis constructs were significant. This led to the rejection of the null hypothesis that parental monitoring does not significantly influence the engagement of secondary school students. So, the results call for the strengthening of the relationship between parental monitoring and engagement of secondary school students.

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