



UGANDA MANAGEMENT INSTITUTE

**PARENTS' INVOLVEMENT AND STUDENTS' ACADEMIC PERFORMANCE  
IN RYAKASINGA CENTRE FOR HIGHER EDUCATION –  
SHEEMA DISTRICT –UGANDA**

**BY**

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT SCIENCE  
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## **DECLARATION**

I, Duncans Mugumya, declare that this dissertation is my original work and has never been submitted anywhere for any award of any degree or for any academic purpose. Where I have other author's work, due acknowledgment has been made. I therefore take sole responsibility for the errors and inaccuracies that could be inherited in this research dissertation.

Signature-----

Date-----

**APPROVAL BY THE SUPERVISORS**

This dissertation has been submitted for examination with our approval as Supervisors.

Signed----- Date-----

**Prof. Benon C. Basheka**

Signed----- Date-----

**Ms. Jennifer Rose Aduwo**

## **DEDICATION**

I dedicate this dissertation to my mother GRACE, my wife Rev. Elon and my biological children Victor, Delivered and Triumph who prayed for me and missed my company when they most needed me.

## **ACKNOWLEDGEMENT**

Undertaking a Masters Degree and writing its dissertation has become one of the most exciting moments in my life. I will never forget the enchantment with my supervisors, Prof. Benon C. Basheka and Ms Jennifer Rose Aduwo whenever I met them as my supervisors. They were always there for me whenever I needed them. The love they showed me, the respect and encouragement they gave me are inexpressible. A mail sent to a supervisor and then a reply received before the sender leaves the computer is unbelievable. And this is what my supervisors used to do. Great man and woman, may the Almighty God bless you abundantly.

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## LIST OF ABBREVIATIONS

<b>A' Level</b>		Advanced Level
<b>AWIST</b>	-	Ankole Western Institute of Science and Technology
<b>BARHD</b>	-	Bushenyi Alliance for Rural Health and Development
<b>BOG</b>	-	Board of Governors
<b>C.O.U</b>	-	Church of Uganda
<b>CD-ROM</b>	-	Compact Disc-Read only Memory
<b>CHE</b>	-	Centre for Higher Education
<b>G.O.U</b>	-	Government of Uganda
<b>O' Level</b>	-	Ordinary Level
<b>PAGM</b>	-	Parents Annual General Meeting
<b>PP</b>	-	Principal Passes
<b>PTA</b>	-	Parents Teachers Association
<b>R'CHE</b>	-	Ryakasinga Center for Higher Education
<b>S.1</b>	-	Senior One
<b>S.5</b>	-	Senior Five
<b>UBTEB</b>	-	Uganda Business and Technical Examinations Board
<b>UNEB</b>	-	Uganda National Examinations Board
<b>US</b>	-	United States
<b>USE</b>	-	Universal Secondary Education.
<b>SPSS</b>	-	Statistical Package for Social Scientists

## ABSTRACT

The study examined parents' involvement and students' academic performance in Ryakasinga Centre for Higher Education – Sheema district –Uganda. The objectives were to find out the extent to which parenting is related to students' academic performance in Ryakasinga CHE, to find out the extent to which learning at home is related to students' academic performance in Ryakasinga CHE, to find out the extent to which volunteering is related to students' academic performance in Ryakasinga CHE. The study was underpinned by Systems theory. The study population was 143 where a sample size of 125 was selected and of these respondents, 107 (86%) responded. Data was collected using the interview guide, a questionnaire and analyzed using SPSS. The findings revealed that there is a strong positive significant relationship between parenting and academic performance ( $r=0.576^{**}$ ). Learning at home had a correlation of ( $r=0.378^{**}$ ) and volunteering had ( $r=0.519^{**}$ ). The study concluded that communication was a major reason for success in academic performance and that a good learning environment positively influences academic performance. The study also recommends that Ryakasinga CHE parents should ensure that their children get balanced diet in feeding; it also recommends that parents of Ryakasinga CHE should check on their children's discipline, furthermore recommends that parents at Ryakasinga CHE should start setting up their own infrastructure. Lastly, the study recommends that both Ryakasinga CHE parents and administrators should provide holiday packages (booklets constituting of different questions of different subjects) to students that can encourage them to learn at home. These will improve academic performance. Since Ryakasinga CHE is a government school in a rural area, the researcher recommends that other similar studies be made in a private school and in a school within an urban setting.



# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Introduction**

This investigated how parents' involvement influences students' academic performance in Ryakasinga Centre for Higher Education –Sheema District-Uganda. The study assumed that students' performance depends on parents' involvement. This chapter consists of the background, statement of the problem, purpose, objectives, research questions, hypothesis, conceptual frame work, significance, scope and operational definitions.

### **1.2 Background to the study**

#### **1.2.1 Historical Background**

Involvement of parents in their children's education has long been advocated as integral to positive childhood development and school success (Powell, 1989; US, Department of Education, 1994). The beneficial effect of parent involvement on children's academic learning, especially during elementary school years, has accumulated over the last decade (Epstein, 1991; Henderson and Berla, 1994; Johnson and Walker, 1991; Stevenson and Baker, 1987). Mounting evidence has caused educational researchers and practitioners alike to seek ways to bolster the parent involvement. In particular, among parents whose children traditionally have low academic achievement, namely, socio-economically-disadvantaged and non-English speaking students (Coleman, et al, 1966).

Considerable research evidence suggests that parent behaviors with their children—stimulation; consistency, moderation, and responsiveness— influence the children’s cognitive and social development (Clarke-Stewart, 1983). Not surprisingly, educators and public policymakers continue to pay close attention to the ways in which parents can foster or inhibit cognitive development and, by extension, academic achievement (U.S Department of Education, 1986). Parental practices that are relatively successful in enhancing cognitive growth need to be identified in order to enable many parents to help their children reach their intellectual potential. This is not a trivial goal, given simultaneous concerns over the school performance of poor and minority children (a population that is increasing), and the poor performance of American children in general, particularly in relation to that of Asian children, such as the Japanese (McKnight et al., 1987; Pallas, Natriello, and McDill, 1989; Stevenson, Lee, and Stigler, 1986).

Historically, it has been confirmed that no one is more important than parents in sending the correct signal about children education. By giving their word to read to their children, to assist on homework, to engage the process of learning, parents can set an example for their children that is powerful and positive (Governor, 1996). The claims are powerful and unequivocal: “When schools work together with families to support learning, children tend to succeed not just in school, but throughout life” (Henderson and Berla, 1997). “The shared interests and investments of school, families, and communities create the conditions of caring that work to ‘over determine’ the likelihood of students success” (Epstein, 1996). “Family practices of parents’ involvement are important as or more important than family background

variables in determining whether and how students progress and succeed in school” (Epstein, 1996).

On the federal front, President Obama called for a new era of mutual responsibility in education—one where all parents, teachers, leaders in Washington, and all citizens across America come together for the sake of their children’s success; an era where everyone does his/her part to make that success a reality (Campaign speech, 2008). The secretary of Education, Arne Duncan, repeatedly discussed the importance of parents’ (families) involvement in the children’s Education. Parents’ advocacy groups such as the National PTA and Parents for Public Schools joined forces with researchers and practitioners to lobby congress to insert more robust language on family and community engagement into the reauthorization of the Elementary and Secondary Education Act, commonly referred to as “No Child Left Behind”.

In a meta-analysis of the effects of parents involvement on minority students’ academic achievement, Jeynes (2003) presented evidence that parents involvement (e.g. communicating with the school, checking home work, encouraging outside reading, and participating in school activities) benefited African Americans and Hispanic/ Latinos more than it did Asian Americans. The author’s explanation was that parents’ involvement may have the greatest impact in the absence of other cultural factors that promote academic achievement, such as the strong emphasis on education found in many Asians.

The cultivation of strong family-school linkages is increasingly and widely viewed as an essential component of strategies to improve students' educational outcomes. The Goals 2000: Educate American Act, federal legislation enacted in 1994, boldly predicted that "By the year 2000, every school will promote partnership that will increase parent involvement and participation in the social, emotional, and academic growth of a child." Nevertheless, the notion that families play a crucial role in their children's development and school success in both the home and school environment elicits a host of questions, all of which carry significant implications for the type of family-school linkages a particular school district or individual school might choose to pursue.

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

In the education system this agitation is highly visible and as such parent involvement has been advocated, especially in UK and USA. (Ministry of Education, Botswana (MoE, 1993).The South African Department of Education on a front page headline in the Sunday Times of 13<sup>th</sup> May 2007 piled blame on parents, PTAs and school governing bodies for bad school results in South Africa.

Given that most of children's development and socialization occur with two primary contexts-families and schools-it seems intuitive that linking these two spheres of influence so that they are mutually reinforcing and jointly supportive of children's progress would yield many positive results for children. Dr. Joyce Epstein (1987), makes this point in her theory of "overlapping spheres of influence" Epstein posits that the effective families and schools share responsibilities for the children in their care, and, as a consequence, a portion of their work must be conducted collaboratively.

### **1.2.2 Theoretical Background**

This study was guided by the following theories;

Systems theory, "A system consists of various components (or sub-systems) which must function together for it to work". This was advanced by Ludwig Von Bertalanffy (1920). Ecological Systems Theory, also called Development in Context or Human Ecological Theory which states that "Child development takes place through processes of progressively more complex interaction between an active child (student in this case) and the persons, objects and symbols in its immediate environment. This was advanced by Urie Bronfenbrenner (1998).

Herzberg's Motivation Hygiene Theory especially the "Herzberg's Two Factor Theory of Motivation (1966) (also called "Herzberg's Needs Based Theory"), which stresses that "hygiene factors must be addressed for any individual to do well" was also used. These factors include; good food, proper clothing, medical care, shelter and safe, clean, right and calm environment.

Lastly, the study was guided by the "Theory of Overlapping Spheres of Influence" between the school and the home with changes in form and purposes occurring at different developmental stages (Epstein, 1987; 1995) and a "Theory of partnership" among school, parents and the community with goal consensus and local control (Swap, 1992), to describe, explain, predict and help in understanding the effect of parents' involvement on students' academic performance in Ryakasinga CHE. The researcher observed that education is a system that has sub-systems like development of the whole physical body (one needs a healthy body), the head (the intellectual part) and the heart or the soul (building character). Thus, to achieve in education (for students to perform academically), the sub-systems in school (that involve teachers and administrators), in community (that involve peers) and at home (that involve parents) must work together. Ecological systems theory postulates that development of the child is affected by several environmental systems that a child interacts with. The researcher observed that these environmental systems include biological parents, relatives, family friends and peers. Herzberg's Needs Based Theory identifies hygiene factors (especially basic needs and calm environment) and motivators (encouragement, relationship with teachers, to mention but a few) to be of great importance in the students' academic performance. From the above theories and for

the purposes of this research, the researcher identified parents' participation as an independent variable with indicators; parenting, facilitating home learning and volunteering in school to have got an effect on students' academic performance (dependent variable).

### **1.2.3 Conceptual Background**

Fehrmann *et al.* (1987) and Keith *et al.* (1986) defined parent involvement as actual or perceived expectations for performance, verbal encouragement or interactions regarding home work, direct reinforcement for academic improvement, and general academic guidance or support. Using the 1980 wave of the High School and Beyond (HSB) data set, they found that perceived parent involvement had a positive effect on students' grades. Epstein's frame work of six major types of parental involvement is among the most useful tools developed by the field thus far for defining parental involvement practices and linking them with certain types of outcomes. This widely accepted framework is proffered as a guide to help educators develop comprehensive family-school partnerships. The six types of parental involvement include: 1) parenting (helping families with child rearing and parenting skills); 2) communication (developing effective home-school communication); 3) volunteering (creating ways that families can become involved in activities at the school); 4) learning at home (supporting learning activities in the home that reinforce school curricula); 5) decision-making (including families as decision-makers through school-site councils, committees, etc) and 6) collaborating with the community (matching community services with family needs and serving the community) (Epstein, 1995). Each type of involvement encompasses a variety of practices to be undertaken by teachers, parents,

and students and is theoretically linked with a variety of distinct outcomes for students, teachers, and parents as well.

Parent involvement has been defined and measured in multiple ways, including activities that parents engage in at home and at school and positive attitudes parents have towards their child's education, school and teacher (Epstein, 1996.; Grolnick and Slowiaczek, 1994.; Kohl, Lenqua, and McMahon, 2000). To the researcher, Parents' involvement refers to the amount of participation a parent has when it comes to schooling and her child's life. For the purpose of this study, the researcher measured parent involvement using three variables, including; Parenting (Do parents provide basic needs and communicate/encourage children on their education?). Facilitating learning at home (Do parents provide an environment and instructional materials to help their children's learning at home?). Volunteering (Do parents help in improving school infrastructure and participate in decision-making?). The policy on Government grant aided USE schools will be used as an intervening variable since Ryakasinga CHE lies in the same category.

Academic performance really means three things; the ability to study and remember facts, being able to study effectively and see how facts fit together and form larger patterns of knowledge and being able to think for yourself in relation to facts and being able to communicate your knowledge verbally or down on paper (Ford, 1957). To the researcher, Academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers or any assessing and evaluating body (UNEB in this case), and being able to



communicate their knowledge verbally or down on paper. For this study, the researcher therefore, used R'CHE's UNEB results for the last four years as a measure of academic performance.

#### **1.2.4 Contextual Background**

The parents and community of Ryakasinga were concerned about the increasing number of school leavers whom formal education system had not equipped with skills and qualifications to deal with the environment. They therefore, with the support of the Church (C.O.U) in 1982, set up a centre with; A vision: *To train self reliant students*, A mission: *To train heads, hearts and hands*, A motto: *For a better tomorrow*. Ryakasinga CHE started at once with both O' level (S.1) and A' level (S.5). Parents were involved in the development of the school. Some provided free land, building materials like trees and reads, money and others free labour. Parents were able to put up new structures like classrooms and staff quarters at Kaburengye village for Ryakasinga Model Primary School to pave way for Ryakasinga CHE. With the introduction of USE in Uganda in 2008, many parents left the responsibility of parenting to the government. USE students are called "Museveni's children". We now have only fathers and mothers to the children but not necessarily parents. There is now negligible parents' involvement in the entire education life of students. This has resulted to very poor performance of students.

Development partners from Oklahoma and Netherlands have put a lot of support by building science laboratories, dormitories, the main hall and gravity water supply tanks, supplying computers and other practical equipments and even sponsoring

bright students to study in the Ryakasinga CHE. Ryakasinga CHE should be utilizing the advantage that it neighbors Ryakasinga Model Primary school which performs well at PLE and thus supplies it with quality students. The G.O.U has tried to supply text books, laboratory equipments and even posting qualified staff to the school. With all the above, Ryakasinga CHE students have continued to register low academic performance. It is important to note that Ryakasinga CHE had other vocational courses that have ceased due to lack students as a result of being performed poorly. These include; Tailoring, Carpentry and Joinery (CJ) and Brick Laying and Concrete Practice (BCP). In Advanced Level, some subjects especially sciences (Physics, Chemistry, Biology and Agriculture) and Literature also ceased because of being performed poorly. If such sciences were not made compulsory at Ordinary Level, they would have been neglected by students because they were poorly done year after year.

Unless the poor academic performance of the students at Ryakasinga CHE is addressed, there is a very high likely hood that many students will ignore many courses leading to their ceasing in the school and the school will fail to achieve its mission and vision. The researcher attributed this poor academic performance leading to the above dangerous situations in Ryakasinga CHE towards the failure of parents to be involved or being less involved in Parenting, helping learning at home and volunteering. It is against this ground that the researcher undertook the study to find out the extent to which parents' involvement is related to students' academic performance in Ryakasinga CHE-Sheema District-Uganda. The results from this research help parents to realize that they play a big role in the academic performance

of students and if they come up to support the school administration, then the problem will be solved.

### **1.3 Statement of the Problem**

Parents' involvement has always been critical to the performance of students in any given institution of learning (Barnard, 2004; Fan & Chen, 2001; Feuerstein, 2000; Jeynes, 2003; McWayne, Hampton, Fantuzzo, Cohen, & Sekino, 2004). At Ryakasinga CHE, many parents seem not to care about their children's performance. They have put in negligible efforts to create a good home learning environment. Some are not forthcoming when it comes to discussing school issues and never attend PTA meetings. Further, most parents do not read or even inquire to know the information on their children's reports and in the letter to parents that is sent to them at the end of every term. They seem to have neglected their role as parents. But, the Government has provided text books and chemicals and posted qualified staff, school's management endeavored to motivate staff and teachers organized remedial classes. Further, external donors have supplemented government's funding by building laboratories, class rooms and dormitories. However, academic performance has remained low (UNEB, 2008-2011). Summary of results of the last four years show that only 2.5% got distinctions at UCE. At A-level, 0.25% was able to get principal A (only one A in four years) and just 37% were able to get two principal passes that can allow them join higher institutions of learning. In business studies only 43% of the subjects were passed with only 6 distinctions in all the four years. It is feared that if this trend does not improve, parents might take away their children which might lead to the collapse of Ryakasinga CHE. This study therefore tried to

find out the relationship between parents' involvement and academic performance of students in Ryakasinga CHE.

#### **1.4 Purpose of the study**

The purpose of the study was to examine the relationship between parents' involvement and students' academic performance in Ryakasinga CHE – Sheema District – Uganda.

#### **1.5 Specific Objectives**

The following objectives guided the study:-

- i. To examine the extent to which parenting is related to students' academic performance in Ryakasinga CHE
- ii. To examine the extent to which learning at home is related to students' academic performance in Ryakasinga CHE.
- iii. To examine the extent to which volunteering is related to students' academic performance in Ryakasinga CHE.

#### **1.6 Research Questions**

The study attempted to answer the following research questions:-

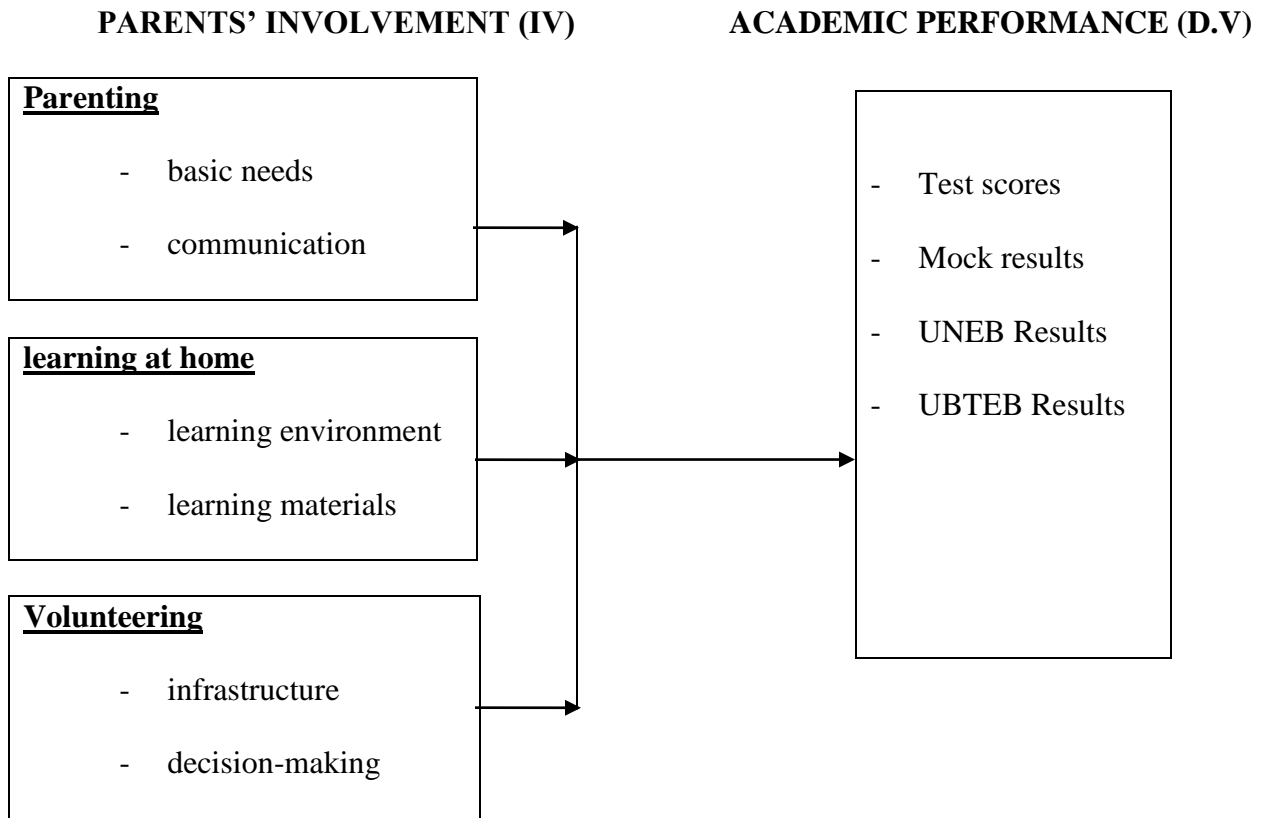
- i. To what extent does parenting influence students' academic performance of Ryakasinga CHE?
- ii. To what extent is learning at home related to students' academic performance in Ryakasinga CHE?
- iii. To what extent is volunteering related to students' academic performance in Ryakasinga CHE?

## **1.7 Hypothesis of the study**

The study tested the following hypotheses:-

- i. There is a significant relationship between parenting and students' academic performance in Ryakasinga CHE.
- ii. Learning at home significantly influences students' academic performance in Ryakasinga CHE.
- iii. There is a significant influence of volunteering on students' academic performance in Ryakasinga CHE.

## 1.8 Conceptual Frame Work



**Figure 1: Conceptual frame work showing Relationship between Parents' Involvement and Students' Academic Performance.**

**Source:** *Adopted from Epstein, 1995 and modified by the researcher.*

**Key:**

**IV**-Independent Variable

**DV**-Dependent Variable

The conceptual framework in the figure above explains the relationships that exist between the independent and the dependent variables for this study that investigated the effect of parents' participation on students' academic performance. In this study the independent variable is parents' participation and the dependent variable is students' academic performance. The indicators of parents' participation (the independent variable) were used in this study are;

**Parenting:** When parents do what they are supposed to do as parents like providing basic needs (food, shelter, medical care, clothing, love and others) to their children and in their communication with them; encourage, reward their hard work, always share with them and their teachers their expectations, to mention but a few, children are motivated to work hard at school and that helps them to improve their academic performance significantly (Herzberg, 1966).

**Learning at home;** When parents create an environment at home that encourages learning and provide the learning materials, then their children are enticed by such an environment to read and study while at home and this improves their academic performance at school (Urie, 1998). If parents give their children time for reading and doing their home work while at home, calm environment, lights, charts and maps (related with what they study at school), controlled television watching, reading materials and others, then children are made to read while at home because of the environment they are interacting with and this leads to good academic performance.

**Volunteering:** Participation of parents in improving infrastructure at school through voluntary activities like fundraisings, providing free study materials to the school like computers, type writers and attending PTA meetings to help make decisions that help school administrators run the school affects their children's academic performance. Presence of enough infrastructures like classrooms, libraries, dormitories, laboratories, staff quarters, administrative offices, furniture, and others in the school all help the teaching-learning process and thus greatly improves students' academic performance. It is important to note that students easily respect school rules and regulations set in PTA general meetings other than those set up by school administrators only. Respect of school rules and regulations helps students to have good discipline that eliminates strikes, suspensions, expulsions, dodging of classes and preps, respect for teachers and other staff members (cooks, watch men, etc) and their students' leaders. With all these, time is put to proper use and both staff and students are encouraged to work hard and this really improves students' academic performance.

## **1.9 Significance of the study**

The findings of the study are helpful to parents, PTA, BOG and Administration of Ryakasinga CHE and other schools in the same category. Parents are now able to know what they are supposed to do and how they are to be involved in the academic success of their children. Decision makers that is PTA, BOG and Administration are able to know how parents' involvement in the school system affects students' academic performance and thus put measures to involve them in the day today



management of the school. The research has contributed to the existing knowledge on Parents' Involvement on Students' Academic Performance.

## **1.10 Justification of the study**

A number of researchers have written extensive literature reviews about the effects of parent involvement on students' academic performance (Beecher, 1984; Henderson, 1987, 1994; Illinois Board of Education, 1993; U.S. Department of Education, 1994). These researchers agreed that parent involvement improves learning and therefore academic performance at all education levels. The researcher realized that not all researches support parent involvement as a powerful indicator of academic success (Baker and Soden, 1997). Several causal model investigations of the topic have found that direct parent involvement has little, none, or negative effects on the achievement of secondary school students (Anderson, 1991; Keith, Reimers, Fehrmann, Pottebaum, & Aubrey, 1986; Natriello & McDill, 1986). Coupled with this gap found in different literature reviews, together with the fact that none of such researches has been done in Ryakasinga CHE-Sheema district-Uganda, the researcher found it necessary to carry out a study to find out the effect of parents' involvement on students' academic performance in Ryakasinga Centre for Higher Education, Sheema District- Uganda.

## **1.11 Scope of the study**

### **1.11.1 Geographical scope**

The study was done in Ryakasinga CHE in Nyakatokye cell, Kisyabya Parish, Shuuku Sub County- Sheema District-Uganda.

### **1.11.2 Time scope**

The researcher assessed the relationship between parents' involvement and students' academic performance in Ryakasinga CHE in the period of four consecutive years (2008-2011).

### **1.11.3 Content scope**

The study investigated the extent to which parents' involvement is related to students' academic performance in Ryakasinga CHE. The researcher focused on parents' involvement as an independent valuable and the researcher considered Parenting, helping learning at home and Volunteering as its indicators. The dependent valuable in this study were students' academic performance and the researcher measured this using test scores, mock results, UNEB results and UBTEB results.

## **1.12. Operational definitions**

Parent-includes not only biological parents, but step-parents, grand-parents, foster parents, guardians and any other person who may carry the primary responsibility for the child development, Education, and generally well being.

Parent(al) involvement-parents' interaction with the child at home, at school, and other activities such as sports, scouts, and involvement with the school as advocates, with their children and decision makers in such areas as school policy, hiring, and budget. For the purpose of this research, parenting, facilitating learning at home and volunteering in school defined parental participation.

Parenting (or child rearing) is the process of promoting and supporting the physical, emotional, social, and intellectual development of a child from infancy to adulthood. Parenting refers to the aspects of raising a child aside from the biological relationship. It also refers to the rearing of a child or children, especially the care, love and guidance given by the parent.

Basic needs- refer to those fundamental requirements that serve as foundation for survival. In this research, meals, clothing, love and medical care were included.

Communication refers to exchanging information in form of messages, symbols, thoughts, signs and opinions.

Learning is an educational process in which the student performs an activity and then studies it in order to improve their performance.

Learning/instructional materials are print or non-print items that are designed to impart information to students in the educational process. They include kits, textbooks, magazines, newspapers, pictures, workbooks, recordings, slides, radios, CD-ROMs, on line services, etc.

Volunteering is a social cause, done voluntarily and without getting any payment in return. But then also, the things got in return are far more valuable than money. An act of volunteering targets the inner soul of the doer. It brings about a general calmness, humility and happiness which are priceless, of course.

Infrastructure refers to the site, buildings, furniture and equipment that contribute to a learning environment.

Academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by examiners. It is the ability to study and remember facts and being able to communicate the knowledge verbally or down on paper. In this research, scores from UNEB and UBTEB examinations and other exams that have been being done in school were used to indicate the level of performance.

Home learning environment is the perception of the student and is the summated score measured by a self administered rating scale on parameters such as encouragement and care, support and guidance, and parenting and facilities provided in the home and co-curricular activities.

## **CHAPTER TWO**

### **LITURATURE REVIEW**

#### **2.1 Introduction**

The documentation of the relevant studies citing the author and the year of the study is called literature review or literature survey. This literature review is a clear and logical presentation of the relevant research work done thus far in the area of investigation (Sekaran, 2003). This chapter reviews literature relevant to this study's research objectives. It builds a theoretical and a conceptual review up on which the research is based. A summary of the reviewed literature is also given in this chapter.

#### **2.2 Theoretical review**

The researcher based his study on the three theories already stated in chapter one. The systems' theory postulates that if any one of the components or sub-systems fails, then the whole system is put in jeopardy (Mugenda and Mugenda, 2003). Otutu (2010) further adds that; the systems theory highlights the necessity or the importance of all links as school based factors, parents' support and competence of teachers as the requirement for academic performance that should not be treated in isolation. Bronfenbrenner, (1998) in connection with the Systems Theory, developed the Ecological Systems Theory, also called Development in Context or Human Ecological Theory which states that "Child development takes place through processes of progressively more complex interaction between an active child (student in this case) and the persons, objects and symbols in its immediate environment". The Ecological Theory holds that development of a child reflects the influence of several

environmental systems and it identifies five environmental systems that an individual interacts with as; Microsystems: Refers to the institutions and groups that most immediately and directly impact the child's development including; family (e.g. parents), school, religious institutions, neighborhood and peers. Mesosystem: Refers to relations between Microsystems or connections between contexts e.g. relation of parents' (family) experiences to school experiences and peers, for example, a student whose parents have rejected may have difficulty in developing positive relations with the teachers and classmates. Exosystem: Involves links between a social setting in which the individual does not have an active role and the individual's immediate context e.g. the father might receive a promotion that requires more travel, which might increase conflict with the wife and affect patterns of interactions with the student. Macrosystem: Describes the cultures in which individuals live. Cultural contexts would include; social-economical status, poverty, ethnicity and all the dos and don'ts in different cultural settings. Chronosystem: Refers to patterning of events and transitions over the life of an individual as well as social-historical circumstance. Each system ranges from direct interaction with social-environmental factors. It is also described as a social cultural view of development.

According to Bronfenbrenner, (2004), for the child's development to be effective, the interaction must occur on a fairly regular basis over extended periods of time. 1- The child is at the centre of this model. 2-The model acknowledges that the child affects as well is affected by the settings in which he/she spends time. 3-The most important setting for a young child is his family because that is where he spends the most time and because it has the most emotional influence on him. Other important settings may

include his extended family, early care and education programs, health care settings and other community learning sites such as neighborhoods, libraries and playgrounds. 4-A child's development is determined by what he/she experiences in these settings she spends time in. Is someone showing the child appropriate ways to behave? Is someone providing reading and playing materials for him? These experiences, called proximal-or near-processors, which a child has with the people and objects in these settings are "the primary engines of human development". 5- The number and quality of connections between the settings in which young child spends time (e.g. his family and pre-school) also have important implications for his development e.g. do his parents and teachers communicate with one another often? Do both have similar expectations of him? 6-Other environments where the student does not spend time can also affect the power of proximal processes to influence development e.g. immediate factors like parent's workplace and community mandates and more remote ones like federal laws.

Herzberg's Two Factor Theory of Motivation also called "Herzberg's Needs Based Theory" identified two sets of factors or the basis that motivates in different ways. According Herzberg, hygiene factors must be addressed for any individual to do well. These factors include; good food, proper clothing, medical care, shelter and safe, clean, right and calm environment. Herzberg further notes that other motivators like quality of teachers, relationship with teachers, encouragement, and recognition of good work and sense of achievement all combine to motivate an individual to work hard and perform well. Kamuli, (2006) also argues that success of any educational programme stipulates a healthy home environment and the guidance parents give to

their children in the early life of a student and the whole educational career. According to World Bank Review (1995), Students capacity and motivation to learn are determined by the quality of home and school environment, and the students healthy and nutrition status, and then previous learning experiences, including the degree of parental stimulation. It further states that, the principal source of children's capacity and motivation to learn is the family through domestic endowment and direct provision of nutrients, health care and stimulus.

Given that most of children's development and socialization occur within two primary contexts-families and schools- it seems intuitive that linking these two spheres of influence so that they are mutually reinforcing and jointly supportive of children's progress would yield many positive results for children. Dr. Joyce Epstein, a leading researcher in the field of parent involvement and presently the director of the center on school, family, and community partnership, makes this point in her theory of "overlapping spheres of influence". Epstein posits that the most effective families and schools share responsibilities for the children in their care, and, as a consequence, a portion of their work must be conducted collaboratively (Epstein, 1987).

Overlapping Spheres Theory is composed of three main areas in society where humans function: school, home and community. All areas work together for a common goal (Epstein, 1995). The overlapping spheres of influence recognize that there are three major contexts in which students learn and grow – the family, the school, and the community. In this model, there are some practices that schools, families, and communities conduct separately and some they conduct jointly in order



to influence children's learning and development. The model locates the student at the center. The inarguable fact is that students are the main actors in their education, development, and success in school. School, family, and community partnerships cannot simply produce successful students. Rather, partnership activities may be designed to engage, guide, energize, and motivate students to produce their own successes. The assumption is that if children feel cared for and encouraged to work hard in the role of student they are likely to do their best to learn to read, write, calculate, and learn other skills and talents and to remain in school. A new chapter by Epstein and Sheldon (2006) discusses seven principles that have emerged from many researches and fieldworks. These principles should help researchers frame better questions and apply more rigorous methods to study partnerships, and help educators, parents, and community partners to work better together to support students' success.

School, family, and community partnerships is a better term than parental involvement to recognize that parents, educators, and others in the community share responsibility for students' learning and development. The theory of "overlapping spheres of influence" (Epstein, 2001) improves our depiction of how home, school, and community affect children's education and development. Theory-driven studies are needed that include measures of the multiple major contexts of students' lives.

A school, family, and community partnership is a multidimensional concept. A framework of six types of involvement guides the development of comprehensive partnership programs (Epstein, 2001; Epstein, et al., 2002). Each type of involvement raises key challenges that must be solved to reach all families and produce positive

results. This requires focused and subject-specific measures of partnership practices, and not overly-general or superficial measures of parental involvement.

A program of school, family, and community partnerships is an essential component of school and classroom organization. Studies need to include measures of schools' actions to implement partnership programs and activities that reach out to involve all parents, not only parents' self-initiated actions. In policy and practice, this links family and community involvement directly to the school improvement process.

Programs of school, family, and community partnerships require multi-level leadership. Districts and states have leadership roles to play in guiding schools to strengthen and sustain programs of family and community involvement (Epstein, 2001, Sheldon, 2005, in press).

Programs of school, family, and community partnerships must include a focus on increasing student learning and development. When plans for partnerships are linked to school goals for student success, family and community involvement can measurably affect students' learning and development (Epstein, 2001, Sheldon, 2003). Schools want students to develop academically, socially, emotionally, and physically at each age and grade level; families and communities can help students attain healthy outcomes.

All programs of school, family, and community partnerships are about equity. Equity is pivotal for learning how to develop and sustain partnership programs that provide more equal opportunities for all families to become involved in ways that support all students' progress and success in school.

### **2.3 Conceptual review**

Parental involvement studies range from focusing on family and school characteristics or behaviors to the examination of specific programs, interventions, and policies. Singh et al. (1995) state that it is difficult to generalize across studies because parental involvement is a multi-dimensional construct and research results vary according to the different meanings attached to the term. According to them, however, it appears that most definitions of parental involvement fall under the following categories: Communication with children about school, home structure that supports learning, participation in school activities and programs and parental academic aspirations and expectations for children.

The effectiveness of education has traditionally been measured by children's academic performance. One of the earliest studies to examine school, teacher, and family variables associated with achievement was the Coleman Report. According to Mosteller and Moynihan's (1972) reanalysis of this report, approximately one-half to two-thirds of the studied student variance in achievement was accounted for not by school variables but by home variables. Walberg (1984b), after synthesizing 2,575 empirical studies of productive factors in learning argued that educators must consider powerful out-of-school factors, especially the home environment as "the alterable curriculum of the home is twice as predictive of academic learning as is family socioeconomic status". This curriculum includes: informed parent-child conversations about everyday and school events, encouragement and discussion of leisure reading, monitoring of television viewing and peer activities, expressed

interest in children's academic and personal growth, and delay of immediate gratification to accomplish long term goals.

According to Gould, (1999), children do better in school when their parents are involved. Herderson, (cited in Gould, 1999) found that parents are involved in school in four ways, the first two are widely accepted: Parents serve as teachers of their children at home and also serve as volunteers and supporters at school. The next two include parents becoming advocates for their children and decision-makers in school in such areas as school policy, hiring, and budget. It is easy to understand that not all administration and faculty would be comfortable with these last two.

Hickman (1999) cited research which focused on secondary school level (Dornbusch and Ritter; Herderson et al; Hickman, Greenwood, and Miller, Thornburg). These research findings provided seven types of parent involvement; parents as communicators, parents as supporters of activities, parent as learner, parent as advocate, parent as decision-maker, parent as volunteer/ professional and parent as home activities teacher.

Although literature supports the effectiveness of family involvement, much of it is anecdotal or correlational. There is a lack of consensus about what constitutes parent involvement and what forms of involvement are most effective in promoting learning. Studies indicate higher achievement when parents read to their children (Bus, Van Ijzendoorn, and Pellegrini, 1995), monitor homework and television viewing (Walberg, 1984a; 1984b), participate in school activities (Reynolds, 1992), and have high aspirations and expectations for their children (Halle, Kurtz-Costes and

Mahoney, 1997; Henderson, 1987; Singh, Bickley, Keith, Keith, Trivette and Anderson, 1995). However, the literature is inconsistent on the nature and magnitude of effects (Fehrmann, Keith, and Reimers, 1987; White, Taylor and Moss, 1992) and seems to differ according to the age and sex of the child (Hickman, Greenwood, and Miller, 1995), the socio-economic status of the parents (Lee and Croninger, 1994), the type of measure used (Reynolds, 1992), and whether the involvement occurs within the context of the home or within the school. The researcher therefore, wanted to find out the relationship between parents' involvement and students' academic performance in Ryakasinga CHE Sheema District.

#### **2.4 Parents' involvement and students' academic performance**

Researchers have found out that parent-child interactions, specifically stimulating and responsive parenting practices, are important influences on a child's academic development (Christian, Morrison, and Bryant, 1998; Committee on Early Childhood Pedagogy, 2000). Children whose parents are involved in their education e.g. providing basic needs, creating positive attitude towards studies and teachers (communicating/ advising), providing time and space, learning materials both at home and at school and improving school infrastructure, attending school functions and rewarding staff, have higher levels of academic performance than children whose parents are involved to a lesser extent.

In the U.S. Department of Education research publication *Strong Families, Strong Schools* (1994) the parent is called "a child's first and most important teacher". In the first 18 years of life, a student only spends 13% of the waking, potentially-educative

time in school leaving the other 87% under nominal control of the parents (Walberg, 1984a). Parents, thus, control over six times more potentially educative hours than the school and offer a relatively large and incompletely tapped resource for improving academic achievement (Graue, Weinstein &Walberg, 1983). Not only educational leaders and researchers think that parents should play a significant role in improving education, but there is agreement from the parents. A nation-wide survey that was conducted by the National PTA and Newsweek magazine reported that 71% of the polled parents believed they have a major responsibility for school improvement (Finney, 1993).

#### **2.4.1 Influence of parenting on students' academic performance**

According to Trina, L.M.S, (2010), involved parents can teach children how to form positive, constructive relationships that do not revolve around harmful behaviors or substances, note the US Department of Health and Human Services. Parents also can be proactive by discussing peer pressure and bullying tactics and offering strategies as to how to handle related encounters. By helping children develop strong relationships, parents can ensure their child's social development and personal safety.

Stella. N, in her article entitled "Are parents leaving their role to teachers?" says that raising children today has become more challenging due to the pressures of a demanding life. Parents are busier, looking for money to pay bills and failing to create time to raise their children. They are sending them off to school with barely any skills and leaving it all to the teachers (Sunday Vision, September 30, 2012, p.24). Rosemary, B. encourages parents to speak out saying that when children are joining

school, they do not know what they want, but with the help of a parent and teacher, they slowly begin to discover why they are in school, which works to their advantage(Sunday Vision, September 30, 2012, p.24).

#### **2.4.1.1 Influence of basic needs on academic performance**

A need is a motivating force that compels action for its satisfaction. Needs range from basic survival needs (common to all human beings) satisfied by necessities, to cultural, intellectual, and social needs (varying from place to place and age group to age group) satisfied by necessities. Needs are finite but, in contrast, wants (which spring from desires or wishes) are boundless. A need is also defined as; require as useful, just, or proper, a condition requiring relief, anything that is necessary but lacking and a state of extreme poverty or destitution.

Maslow (1943) set up a hierarchy of five levels of basic needs. Beyond these needs, higher levels of needs exist. These include needs for understanding, esthetic appreciation and purely spiritual needs. In the levels of the five basic needs, the person does not feel the second need until the demands of the first have been satisfied or the third until the second has been satisfied, and so on. Maslow's basic needs are as follows: Physiological Needs. These are biological needs. They consist of needs for oxygen, food, water, and a relatively constant temperature. They are the strongest needs because if a person were deprived of all needs, the physiological ones would come first in the person's search for satisfaction. Safety Needs: When all physiological needs are satisfied and are no longer controlling thoughts and behaviors, the needs for security can become active. Children often display the signs

of insecurity and the need to be safe. Needs of Love, Affection and Belonging: When the needs for safety and for physiological well-being are satisfied, the next class of needs for love, affection belongingness can emerge.

Maslow states that people tend to overcome feelings of loneliness and alienation. This involves both giving love, affection and the sense of belonging. Needs for Esteem: These involve needs for both self-esteem and for the esteem a person gets from others. Humans have a need for a stable, firmly based, high level of self-respect, and respect for others. When these needs are satisfied, the person feels self-confident and valuable as the person in the world. When these needs are frustrated, the person feels inferior, weak, helpless and worthless. Needs for Self-Actualization: These are activated when all of the foregoing needs are satisfied. Maslow describes self-actualization as a person's need to be and to do that which the person was "born to do" "A musician must make music, an artist must paint, and a poet must write." These make themselves felt in signs of restlessness. The person feels on edge, tense, lacking something, in short, restless. If a person is hungry, unsafe, not loved or accepted, or lacking self-esteem, it is very easy to know what the person is restless about. It is not always clear what a person wants when there is a need for self-actualization.

In the view of Doyal and Gough (1991), each person has an objective interest in avoiding serious harm that prevents the endeavor to attain his or her vision of what's good, no matter what that is exactly. This attempt requires the ability to participate in the societal setting which an individual lives. More specifically, each need to have



both physical health and personal autonomy. The latter refers to the capacity to make informed choices about what should be done and how to implement that. This requires mental health, cognitive skills, and chances to participate in society's activities and collective decision-making. How are such needs satisfied? Doyal and Gough point to eleven broad categories of "intermediate needs" that define how the need for physical health and personal autonomy are fulfilled: Adequate nutritional food and water, Adequate protective housing, A safe environment for working, A safe physical environment, Appropriate health care, Security in childhood, Significant primary relations with others, Physical security, Economic security, Safe birth control and child-rearing, and Appropriate basic and cross-cultural education.

Researches show that children's health can affect their schooling outcomes. Such researches face similar econometric challenges' yet a few recent papers have used credible methods to quantify the impact of early childhood health and nutrition on schooling outcome. Height for age a cumulative indicator of children's health status' increases school enrollment (Glewwe and Jacoby 1995, Alderman et al 2001). Glewwe, Jacoby and King (2001) used panel data from the Philippines to show that well nourished children perform better in school because they enroll earlier and learn more per year of school. Miguel and Kremer (2004), using a randomized trial, found that de-worming drugs increased school attendance, but not test scores, among Kenyan students.

#### **2.4.1.2 Influence of communication on students' academic performance**

Parents convey attitudes about education to their children during out-of-school hours and these attitudes are reflected in their child's classroom behavior and in the teachers' relationship with the child and the parents (Kellaghan, Sloane, Alvarez, and Bloom, 1993). A lot of literature shows that parental involvement in students' education has positive outcomes in terms of academic performance (Sirvani, 2007, Xu and Gulosino, 2006). When a solid parent-teacher relationship is established, it can provide additional adult reinforcement that assists students' academic performance outside of the school setting (Bobetsky, 2003).

The teacher-parent relationship is often more important to improving student achievement than any other measure (Xu and Gulosino, 2006). However, communication barriers between teachers and parents still exist, preventing parents from effectively voicing their concerns in relation to their child's education (Hawes, 2008, Montgomery, 2005 and Harniss, Epstein, Bursuck, Nelson and Jayanthi, 2001). Strategies to increase the frequency and effectiveness of parent-teacher communication can be further implemented to improve the relationship between home and school, thereby effectively stabilizing the students' environment and fostering academic growth and achievement (Thompson, 2008, Andrews, 2008 and Scott, 2007). In regards homework completion, Jayanthi (1995a) identified six major homework-communication problem areas. They include; student's initiation of the assignment, frequency and timing of the assignment, consistency of the homework routine, parental follow-through, and clarity and usefulness of teacher communications with the parent (Jayanthi, 1995a). Making sure that teachers and

parents are aware of these potential problem areas will enable both parties to assist the student with easier homework completion. Udo Bude (1991) relates parents' involvement to their students' academic performance. He puts emphasis that when children understand their parents' attitudes and expectations, it helps them perform well. He continues to say that parents' attitudes not only have influence on their children's performance but also on the type of subjects they have to study in order to fulfill the expectations.

#### **2.4.2 Relationship between learning at home and students' academic performance**

Parents give children their first cues as to the excitement and power of learning, according to the Centre for Comprehensive School Reform and Development (CCSRD). Moreover, parents bridge the gap between familial and home environment and school settings. When parents create a climate for learning at home, children can feel motivated to work and persevere. Moreover, parents who give feedback can help schools develop and tailor programs which are more appropriate, the centre notes.

Rosemary, B. a parent, said that children need to be reminded about almost everything they do in life, so helping them in their homework is a parent's responsibility (Sunday Vision, September 30, 2012). Research shows that parental involvement in their children's learning at home positively affects the child's performance at school (Fan and Chen, 2001) in both Primary and secondary schools (Feinstein and Symons, 1999), leading to higher academic achievement, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioral problems at school (Melhuish, Sylvia,

Sammons et al., 2001). Similar impacts have also been identified with regards to literacy practices, including;

Early reading experiences with their parents prepare children for the benefits of formal literacy instruction. Indeed, parental involvement in their child's reading has been found to be the most important determinant of language and emergent literacy (Bus, Van Ijzendoorn and Pellegrini, 1995).

Involvement with reading activities at home has significant positive influences not only on reading achievement, language comprehension and expressive language skills (Gest, Freeman, Domitrovich and Welsh, 2004), but also on pupils' interest in reading and attentiveness in the classroom (Rowe, 1991).

Parental involvement in their child's literacy practices is a more powerful force than other family background variables, such as social class, family size and level of parental education (Flouri and Buchanan, 2004), while reading enjoyment is more important for children's educational success than their family's socio-economic status (OECD, 2002).

The earlier parents become involved in their children's literacy practices, the more profound the results and the longer lasting the effects (Mullis, Mullis, Cornille et al., 2004). Additionally, of all school subjects, reading is the most sensitive to parental influences (Senechal and Le Fevre, 2002). In turn success in reading is a gateway to success in other academic areas as well (Jordan, Snow and Porsche, 2000). Although parental involvement has the greatest effect in the early years, its importance to

children's educational and literacy outcomes continues into teenage and even adult years (Desforges and Abouchaar, 2003). For example, Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of achievement at age 16 years. The benefits between parental involvements at home extend beyond the realm of literacy and educational achievement. Studies show that children whose parents are involved show greater social and emotional development (Allen and Daly, 2002), including more resilience to stress, greater life satisfaction, greater self-direction and self control, greater social adjustment, greater mental health, more supportive relationships, greater social competence, more tolerance, more positive peer relations, more successful marriages and fewer delinquent behaviors (Desforges and Abouchaar, 2003). It is therefore important that parents and careers are aware of the significant contribution they can make to their children's learning by providing a stimulating environment around language, reading and writing as well as supporting at home the school's literacy agenda, both during the early years as well as primary and secondary years of schooling.

#### **2.4.2.1 Relationship between home environment and academic performance**

The term "home environment" refers to all objects, forces and conditions in the home which influence the child physically, intellectually and emotionally. Different home environments vary in many aspects such as the parents' level of education, economic status, occupational status, religious background, attitudes, values, interests, parents' expectation for their children, and family size among others.

Dave (1963) defined educational environment as “the conditions, process and psychological stimuli” which affect the educational achievement of the child. In a study by Gottfried, Fleming, and Gottfried (1998), home environment was found to have a statistically positive and significant effect on academic intrinsic motivation. Children whose homes had greater emphasis on learning opportunities and activities were more academically intrinsically motivated and thus performed well. A study by Bansal, Thind and Jaswal (2006) based on 100 eleventh grade students drawn from 10 senior secondary schools in Ludhiana City of India showed that good quality of home environment had significant positive correlation with ‘high’ level ( $P < 0.001$ ) of achievement motivation among achievers. It was found that as the quality of the home environment deteriorates, the level of achievement motivation also deteriorates.

Many researchers and authors have identified the following characteristics of an environment, which may influence either negatively or positively on academic achievement of students. Positive characteristics include; involvement, satisfaction, self worth, competence (academic achievement), intimacy, independence, enthusiasm, homework, teaching methods, acceptance, problem structuring, cohesiveness, task orientation, teacher-parent support, study habits and cognition. Negative characteristics include; disengagement, friction, difficulty, psycho-physical endurance, alienation, cliques, apathy, formality, direction diversity, reproofing, disparaging and control. The negative characteristics impede learning and develop negative attitude and social emotional problems. Children develop withdrawal tendencies.

The home occupies the first and the most significant place for the development of children. It does not only provide the hereditary transmission of basic potentials for the development, but also provides environmental conditions, personal relationships and cultural pattern, favorable or unfavorable, positive or negative, as reflected from its structure, social-economical and cultural status and the pattern of mutual relationships and emotional state among its members (Kundu, 1977). No other institution enters the child's life until after the first few formative years as home. Therefore, parents become the most potent force in shaping the personality of children. Children living in poor environment may fail to develop their potentials and skills to the optimum extent, may have a negative effect on their performance in school and achievements in social life, while children growing up in a good environment may show superior cognitive abilities and academic competence.

Home learning environment has been conceptualized as the quality of human interactions, from the point of view of the child. It includes those aspects which foster growth and development, such as family trust and confidence, sharing of ideas, parents' support, parental approval, parenting, parental encouragement, care, affection and approval and support of siblings. An ideal home environment is one where there is proper reward to strengthen the desired behavior, a keen interest in and love for the child, provision of opportunities to express its views freely, where parents put less restrictions to discipline the child from acting independently and not continuing infantile care, optimum use of physical and affective punishment, where the children are not compelled to act according to parent (Journal of Education and Practice, 2010).

After synthesizing 2,575 empirical studies of productive factors in learning, Walberg (1984b) drew a conclusion that educators must consider powerful out-of-school factors in learning especially the home environment as “the alterable curriculum of the home” is twice as predictive of academic learning as is family socioeconomic status. Epstein (1989) examined home factors that contribute to academic achievement. She argues that differences in children’s motivation and learning can be partly accounted for by the degree to which the environments of the school and home overlap. Her model of educational socialization (TARGET Structures) identifies six interrelated aspects of the home environment that are conducive to academic achievement.

1. **Task structure** or the variety of activities, including intellectual activities, which children participate in at home. The literature suggests that preschoolers who are actively prepared for school are more ready for its formal onset, have more initially positive attitudes, and experiences less grade retention.
2. **Authority structure** or the degree to which children have responsibilities and participate in family decision-making. Authoritative, rather than permissive or authoritarian, parenting is associated with independent and exploratory behavior in young and older children.
3. **Reward structure**, or the ways in which parents recognize advances in learning. Epstein suggests that, particularly when children begin formal schooling, parents are unsure of how best to reward children for intellectual progress.



4. **Grouping structure**, or the ways in which parents influence the child's interactions with family members and peers. Epstein proposes that schools can do more to help parents make use of the peer group in socializing academic achievement.
5. **Evaluation structure**, or parental standards for and means of judging performance. Clear and realistic standards that are communicated warmly and constructively can foster motivation.
6. **Time structures**, or the ways in which parents manage children's time for schoolwork and other activities. Parents that manage children's time effectively support the completion of both school and non-school related tasks.

Preaching at St. Peter's Pro-Cathedral Kokwomurya Kapchorwa, The Rt. Rev. Henry Luke Orombi accompanied by his wife Phoebe, advised working parents to spare time for their children adding that a child should never live like an orphan while at home, when parents are still alive (New Vision, Friday, September 7, 2012.p.8). Such parents that do not have time for their children create an environment at home that completely leads to poor academic performance because; children are not advised on their subjects, they are not encouraged, they are not supervised, and fail to have the love from their parents that stresses them. It is important to note that home learning environment and academic achievement may be influenced by various socio-economic factors like age, gender, family size, parents' education and occupation and also by economic status of the family.

#### **2.4.2.2 Relationship between learning/instructional materials and academic performance**

Obanya, (1989) defined instructional materials as didactic material things which are supposed to make learning possible. According to Abdullahi, (1982), instructional materials are materials or tools locally made or imported that could make tremendous enhancement of lesson impact if intelligently used. Ikerionwu (Isola, 2010) referred to them as objects or devices which help the teacher to make a lesson much clearer to the learner. They are also described as concrete or physical objects which provide sound, visual or both to the sense organs during the teaching/learning process (Agina-Obu, 2005). Learning/instructional materials are in various classes, such as aural, audio or audio-visual.

The availability and use of learning materials affect the effectiveness of a teacher's lessons. According to Broom (1973), the creative use of a variety of media increases the probability that the student would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop. Ausubel (1978) also stated that young children are capable of understanding abstract ideas if they are provided with sufficient materials and concrete experiences with the phenomenon that they are to understand.

Natural experiments that were done by Case and Deaton, 1999, found out that increase in learning resources raised test scores among black South African students (Case and Deaton, 1999). Randomized trials provided evidence from several developing countries. In Nicaragua, workbooks and radio instruction raised pupils'

mathematics scores (Jamison et al, 1981). Textbooks raised scores in the Philippines (Heyneman et al, 1984), but in Kenya textbooks had effects only among the best students, perhaps because textbooks were difficult for most students (Glewwe, Kremer and Moulin, 2006). Evidence from Kenya also suggests little impact on test scores from flip charts (Glewwe et al, 2004).

### **2.4.3 Relationship between parents' voluntary works in school and students' academic performance**

Volunteering is generally considered an altruistic activity, intended to promote good or improve human quality of life. It is considered as serving the society through own interest, personal skills or learning, which in return produces a feeling of self-worth and respect, instead of money. Volunteering is also famous for skill development, to socialize and to have fun. Parent involvement can be divided into two categories: School-site involvement (Zellman and Waterman, 1998). They focused on five measures of parent school involvement: attendance at school events, participation on school's council or advisory committee, regular volunteer activities, employment at school, and PTA meetings. Gatwick (1996) added parents as learners to this list, and also indicated that home involvement includes helping the child with home work, communicating with children about school and spending quality time with the children.

Dornbusch and Ritter (cited in Hickman, Greenwood, & Miller, 1995) found that parent attendance at high school activities had a positive correlation with school attendance and by printing that fact in the school newsletter increased parent attendance at school events.

#### **2.4.3.1 Relationship between school infrastructure and academic performance**

The quality of the school buildings has a direct impact on student performance- students perform better academically in better buildings. In America, a research by National Center for education Statistics found that maintaining school infrastructure is important not only to protect the district's capital investment, but also to ensure high student performance. In 18 studies comparing building age with student achievement, researchers found that students in old buildings scored 5-7 percentage points lower than students in new buildings (Schneider and Mark, 2002). They argue that when constructing new buildings in schools, it is essential to incorporate the best design practices available. This is particularly relevant as numerous studies show that the central features of high performance schools-including ventilation, day lighting, and acoustics- have a direct impact on academic outcomes (Black and Susan, 2001). A number of studies have demonstrated a positive correlation between appropriate acoustical conditions and student achievement. Good research indicates students simply do not learn when they cannot hear well. A California study found that 3<sup>rd</sup> grade students in noisy buildings were four years behind in reading and two years behind in mathematics of students in non-noisy buildings.

Class sizes have been identified as determinants of academic performance. Studies have indicated that schools with smaller class sizes perform better academically than schools with larger class sizes. Kraft (1994) in his study of the ideal class size and its effects on effective teaching and learning in Ghana concluded that class sizes above 40 have negative effect on students' achievement. Asiedu-Akrofi (1978) indicated that since children have differences in motivation, interests and abilities and that they also differ in health, personal and social adjustment and creativity generally good teaching is best done in classes with smaller numbers that allow for individual attention.

#### **2.4.3.2 Relationship between parents' involvement in decision-making and students' academic performance**

Parental participation in school affairs can be seen as a modern form of School-Based Management (SBM), which is the decentralization of authority to the school level (World Bank, 2008a, b). Responsibility and decision-making over some aspects of school operations is transferred to parents, who must conform to, or operate within, a set of centrally determined policies (Caldwell, 2005). SBM has become a very popular movement. A number of countries including Newzealand, the United States, the United Kingdom, El Salvador, Nicaragua, Guatemala, the Netherlands, Hong Kong (SAR), Thailand and Israel have insisted on SBM. In Uganda, the same management is done through BoGs which are legally recognized by the MoES and the GOU at large.

Nicaragua's Autonomous School Programme gives school-site councils- comprised of teachers, students and a voting majority of parents-authority to determine how school resources are allocated and to hire and fire principals, a privilege that few other school councils in Latin America enjoy. Two evaluations made at the school level on the above showed that the number of decisions made at the school level contributed to better test scores (King and Ozler, 1998; Ozler, 2001). In a number of diverse countries such as Papua New Guinea, India and Nicaragua, parental participation in school management is associated with reduced teacher absenteeism (Patrimos and Kagia, 2007; Karim et, 2004). This applies in Ryakasinga CHE-Sheema district, if parents fully participate in the management of the school teachers cannot easily be absent. This is because, teachers absent themselves to go to bars, in the nearby small town their personal businesses, etc, and yet all these places are ever with parents who may not allow the teacher to be there as their children miss lessons. Bwire, advised parents to participate in parents' meetings and trainings and always assist with classroom activities (Sunday Vision, September 30, 2012).

## **2.5 Summary of literature review**

The above information presented by different scholars indicates that parents' involvement is still a new strategy in many countries and in schools and thus is apprenticed to meet a number of challenges in the course of its implementation. The fault with managers in USE schools is that the majority of them fundamentally look at it as an expensive development and waste of time since USE funds from government are always meager do not come in time and parents seem as if they have surrendered their children to government. The gaps identified in the literature are those relating to

how poor or low parents' involvement negatively affects students' academic performance. This left the research wondering about the extent to which parents' involvement is responsible for poor academic performance in Ryakasinga CHE (a USE school). He does not concur with what Ryakasinga CHE parents are doing (leaving the whole responsibility of looking after their children to the teachers, management and government). He is therefore in for authors who support that parents' involvement influences students' academic performance.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

In this chapter, an attempt is made to describe the methodology, which was used in carrying out the study. It presents; the research design, study population, determination of sample size, sampling techniques, data collection methods and instruments, validity and reliability, procedure of data collection and analysis and measurement of variables (Mugenda and Mugenda, 2003).

#### **3.2 Research Design**

The researcher used a cross-sectional design, whereby; both the qualitative and quantitative techniques of collecting and analyzing data were exploited. Qualitative techniques were applied on the data collected using interview guide and documentary review while quantitative techniques were applied on data collected using questionnaires (Bruce, 1994). The use of the two approaches was based on the principle of triangulation, which helps in converging opinions to be able to arrive at better conclusions (Amin, 2005 and Bruce, 1999).

#### **3.3 Study Population**

The population of this study was made up of students' leaders, teachers, top management (school administrators, PTA Executive and members of BOG) of Ryakasinga CHE. These types of respondents were utilized by the researcher because they have the necessary information that could answer the study's research questions



and fulfill the research objectives. Students' leaders know how parents are involved in their education; teachers are the ones on the centre of academics in the school and must have observed really how parents take part in the academic performance of children. Administrators, PTA executive and BOG compose the top management and thus know how parents get involved in decision making, PAGMs, and even what they talk about their children's performance. It should be noted that, many teachers, all PTA executive members (chosen by parents themselves in a PTA's AGM to represent them) and many members on the BOG double as parents of Ryakasinga CHE. Therefore, the researcher is convinced that all these would give enough information on influence of Parents' Involvement on students' academic performance in Ryakasinga CHE.

For the purpose of this study, the list was comprised of a population of 143. The sample size was 125 out of 143 determined using tables developed by Krejcie and Morgan (1970) which ensures good decision model.

**Table 1: Determination of Sample Size**

<b>Category</b>	<b>Population</b>	<b>Sample size</b>	<b>Sampling method</b>	<b>Instrument</b>
Top Management team	22	22	Purposive	Interview guide
Teachers	43	40	Simple random	Questionnaire
Students' leaders	74	63	Simple random	Questionnaire
<b>Total</b>	<b>143</b>	<b>125</b>		

**Source:** Primary data modified according to the Table of determining sample size from a given population developed by Krejcie, R.V. and Morgan, D. W. (1970).

### **3.5 Sampling Techniques and Procedure**

Sampling is the process of selecting elements from a population in such a way that the sample elements selected represent the population. This means that as much as possible, most characteristics of the population should be represented in the sample selected (Amin, 2005). The respondents were chosen in three groups. The first group would constitute; all members of BOG, PTA and top administration of Ryakasinga CHE. Purposive sampling was used and all the 22 respondents in this group were interviewed. This is because; the group has enough information from parents since they interact with them in villages, in meetings and at different forum. More to that, many respondents from this group are themselves parents and always discuss the academic performance of students in different meetings. The second group are

teachers because; many of them are at the same time parents of RCHE, they participate in the day to day running of the school and are ever present members of PTA's AGM. Therefore, they know much about the relationship between parents' participation and students' academic performance at Ryakasinga CHE. Out of 43 teachers, only 40 will be randomly sampled. The third group constituted students' leaders because they know very well how their parents' participation affects their academic performance. Only 63 students' leaders out of 74 were given questionnaires. Simple random sampling was used to get these respondents. This gave chance to all, of being selected since they are all engaged in the teaching and learning processes and know much about the help they get from their parents in order to achieve academically. All these mentioned groups have the first hand information about the study. The total sample size was 125 respondents.

### **3.6 Data Collection Methods**

In this study, data collection was done both qualitatively and quantitatively putting under consideration the nature of the underlying responses, using both primary and secondary data collection methods.

#### **3.6.1 Interview Method**

The interview method basically relied on face-to-face interviews with the respondents in a bid to generate detailed and first hand information in addition to giving more information which might not be given in a questionnaire (Karoro, 2008). This involved the researcher and his research assistants-who were first identified, briefed, trained and their confidentiality preserved (Kakoza, 2002), visiting the selected

respondents, with a set of pre-determined questions holding interviews on one by one basis. The method was applied to school administrator, PTA executive and members of the BOG. The method was desired owing to the fact that the interviewer can clarify any problems the person might have in understanding questions and in relation to the above; an interviewer asked follow up questions whenever it was deemed necessary to clarify answers (Paul, 2001).

### **3.6.2 Questionnaire Method**

The researcher with the help of research assistants distributed the questionnaires - designed carefully for collecting data in accordance with the specifications of the research questions and hypotheses (Amin, 2005), to the intended respondents. This was desired owing to the fact that it offers a greater assurance of anonymity because the target sample gives sensitive information without fear, as their identity was not needed on the questionnaire (Amin, 2005; Paul, 2001). Questionnaires also helped the researcher to easily cover large numbers of students' leaders and teachers. Owens (2002) argues that the questionnaire method has an advantage in terms of low cost and that there is no need to employ many field staff.

### **3.6.3 Documentary Review**

This method aimed at collecting information from the already existing sources by different scholars about the study phenomenon (Bruce, 1994). Both published and unpublished sources were used in the documentary review.

### **3.7 Data Collection Instruments**

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

#### **3.7.1 Interview Guide**

This instrument was used for interviews which were carried out with purposively selected key informants. It contained both structured and non structured questions for convenience. Probe in questions were included to create rapport between the interviewer and the interviewees. The instrument was preferred because it had a better completion rate and the interviewer was sure that the selected respondents were the ones who would answer the questions unlike the case of questionnaire. It was also intended to tap knowledge and experience of respondents regarding parents' involvement and academic performance in Ryakasinga CHE (Ref: Appendix iii).

#### **3.7.2 Questionnaire**

Questionnaires were self-administered by students' leaders, and teachers to find out the influence of parents' involvement on academic performance. Questions in here were semi-structured of which some were open and others close ended. The instrument was preferred because it was time saving as one spent little time in moving from one respondent to another during data collection from respondents unlike if one used interview guide (Kakoza, 2002). The researcher observed that both students and academic staff are literate enough to fill them in their free time (Ref: Appendices I & II).

### 3.7.3 Documentary Review Guide

The documentary check list instrument (Appendix IV) was used by the researcher to collect data from already existed documents like; reports, news papers, magazines, minutes, etc (Mushemeza, 2009).

## 3.8 Pre-testing

### 3.8.1 Validity

The validity-the accuracy and meaningfulness of inferences, which were based on the research results or the degree to which results obtained from the analysis of the data actually represented the phenomenon studied (Mugenda and Mugenda, 2003), of the instruments were ensured by first giving them to UMI supervisors for proof reading – thus establishing face validity, and then pre-testing them by administering them to few pre-selected respondents were in the same conditions as those of the sample.

That is;  $CVI = n/N$ .

Where; CVI stands for Content Validity Index, n stands for number of items rated valid by all judges and N stands for number of items in the instrument. According to Amin, 2005, and Kothari and Palls, 1994, for an instrument to be considered valid, the C.V.I should be 0.7 and above. The instruments for this study were valid to be used since they had a C.V.I of 0.84.

Using the formula;

$$\text{Judge1.} = 56/67 = 0.84$$

$$\text{Judge2.} = 57/67 = 0.85$$

$$\text{Judge3.} = 53/67 = 0.82$$

$$\text{Therefore the total} = 0.84 + 0.85 + 0.82 = \mathbf{2.51/3 = 0.84}$$

### 3.8.2 Reliability

The reliability-measure of the degree to which the research instrument yields consistent results or data after repeated trials (Amin, 2005) or the consistency of a measuring instrument (Nachmias and Nachmias,1981), was tested using the Equivalent-form technique (Mugenda and Mugenda, 2003). Different items from the domain of indicators that measure the variable were sampled and divided into two group/forms. The two forms were administered to the same randomly selected respondents, keeping all other conditions constant, one after the other in a period of time-one to four weeks (Mugenda and Mugenda, 2003). The coefficient of reliability or stability was calculated. A high coefficient indicated that the instrument yielded data that had a high reliability.

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

Cronbach's  $\alpha$  is defined as

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

Where;  $K$  is the number of components (K-items or test lets),  $\sigma_X^2$  the variance of the observed total test scores, and  $\sigma_{Y_i}^2$  the variance of component i for the current sample of persons.

The coefficient ranges between  $a=0.00$  for no reliability,  $a =1.00$  for perfect reliability. The closer alpha gets to 1.0 the better. The study findings resulted to Cronbach's Alpha of 0.72 which signifies that research instrument was good enough

for the study. According to Amin (2005), all the measurements in the instrument that show adequate levels of internal consistency of Cronbach's alpha of 0.7 and above are accepted as reliable.

**Table 2: Summary of Reliability Statistics**

<b>Variable</b>	<b>Reliability Statistics</b>	<b>Number of items</b>
Parenting	0.89	17
Learning at home	0.88	21
Volunteering	0.89	8
Academic Performance	0.753	12
<b>Total</b>	<b>3.413</b>	<b>58</b>
<b>Average</b>	<b>3.413/4=0.853</b>	

**Source: Primary data**

### **3.9 Procedure of Data Collection**

The researcher obtained a letter of recommendation to do field work after successful proposal defence (Appendix viii) and an introductory letter from UMI (Appendix ix). The introductory letter was taken to different authorities in Ryakasinga CHE. The researcher asked for permission from the administration to meet different respondents in the school. Some key informants like members of BOG and PTA executive were first contacted through phone call (the researcher got their phone numbers from the school's directory) and after talking to them, planned to meet them at their



convenience. The information from these respondents while meeting with the researcher was recorded by the researcher.

### **3.10 Data Analysis**

#### **3.10.1 Quantitative data analysis**

Quantitative data was analyzed using SPSS to derive relevant descriptive statistics (Frequencies, pie chart and percentages) which was further analyzed in order to arrive at relevant conclusions. It was also presented using tables. The relationship between variables was computed using Pearson's correlation coefficient.

Study hypotheses were tested using Pearson correlation and two-way ANOVA with the intention of either accepting them or rejecting them. In trying to determine the contribution of each predictor variable on the dependent variable, multiple linear regressions were used.

#### **3.10.2 Qualitative data analysis**

This involves employing methods that are non-quantitative, and aims towards exploration of social relations, and describes reality as experienced and presented by respondents. Its major purpose is to promote greater understanding of not just the way things are, but also why they are the way they are Amin (2005). Thematic analysis was used whereby different themes and sub-themes were developed under which the presentation and interpretation were done. Other qualitative methods included the pilot study, observation results, and use of relevant quotes from the respondents in addition to secondary data to compare with the primary data.

### **3.11 Measurement of Variables**

It is a procedure in which the researcher assigns numbers or other symbols to empirical properties according to rules (Nachmias and Nachmias, 1981). An Ordinal Scale was used to measure the variables. This scale provides for variables which generate responses that can be ranked. Since this study used a 5 Likert scale, the level of agreement was ranked (strongly agree reflects more agreement than just agree just like strongly disagree compared to disagree). The data was presented using descriptive statistics, frequency tables, percentages and pie charts. Descriptive statistics allowed the generalization of the data to give an account of the structure or the characteristics of the population as represented by the sample. Frequencies allowed data to be looked at more objectively since it was organized, carefully summarized and presented. Percentages and pie charts facilitate comparisons between two or more sets of data that is continuous and discrete data (Chandan, 2004).

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.1 Introduction

In this chapter, the results are presented, analyzed and then interpreted. The chapter highlights the response rate, demographic characteristics of the respondents and empirical findings based on the objectives of the study. The study also focuses on the parenting, learning at home, Volunteering and academic performance in Ryakasinga CHE.

#### 4.2 Response Rate

This section presents the response rate per category of respondents included in the study. Response rate in survey research refers to the number of people who answered the survey divided by the number of people in the sample. These are the different groups in Ryakasinga CHE where responses were sought from.

**Table 3: Response Rate**

Category	Accessible Population	Sample size	Response	Response Rate in %
Top Management team	22	22	16	72.7
Teachers	43	40	31	77.5
Students' leaders	74	63	60	95.2
<b>Total</b>	<b>143</b>	<b>125</b>	<b>107</b>	<b>85.6</b>

**Source: Primary data**

The research had a study population of 143 and from this; a sample of 125 was selected for the study using the statistical table constructed by Krejcie and Morgan. Of these sampled respondents, a total of 91 returned the questionnaires and 16 were interviewed using an interview guide giving response rate of 85.6%. Mugenda & Mugenda (1999) suggest that a response rate of 50% is adequate when quantitative data is collected; therefore 85.6% is good response for the study.

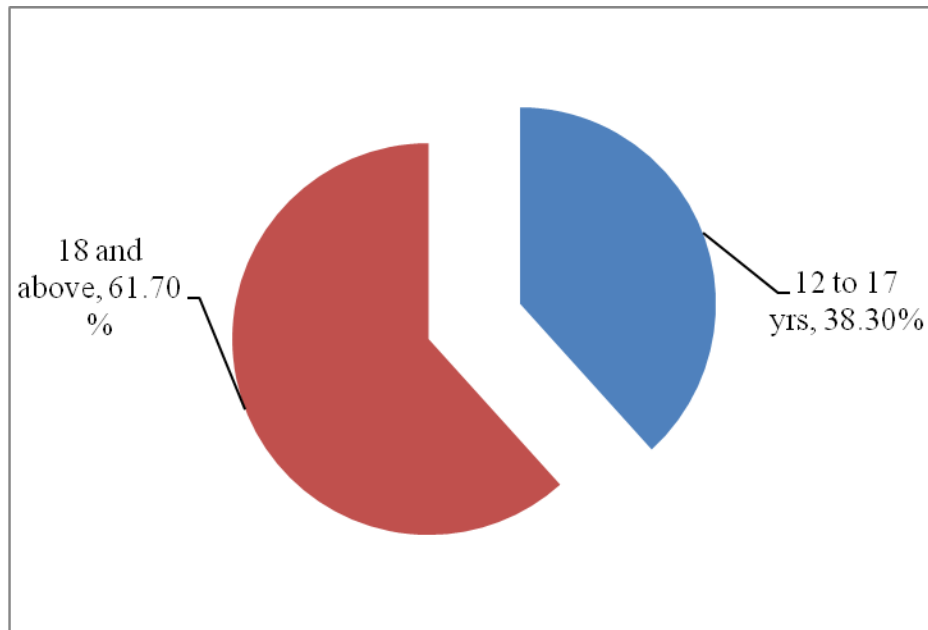
### **4.3 Background Information**

To establish the background characteristics of the respondents the study focused on age, sex, class, number of biological parent(s) that are still alive, status of schooling, previous performance, parents' highest level of education, number of children that are being looked after by respondents' (students') parents and Family's economic status.

#### **4.3.1 Age of the Respondents**

The responses were categorized as below 12 years, 12 to 17 yrs, 18 and above. A question about age of the respondents was administered and the results were analyzed using descriptive statistics and are presented below;

**Figure 2; Age of the respondents**



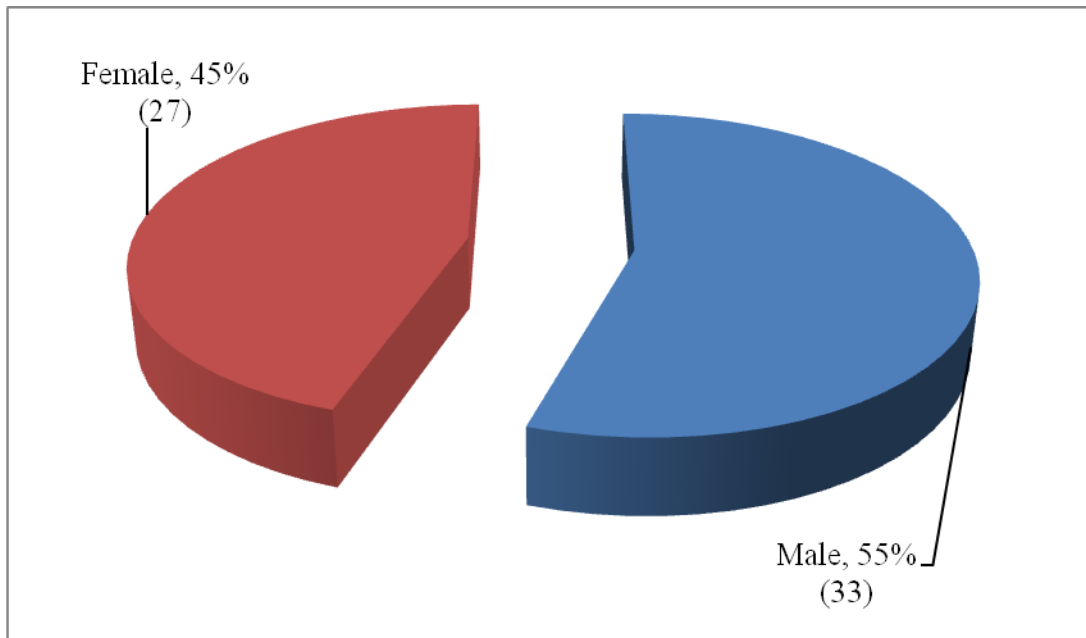
**Source: Primary data**

The figure above shows that majority of the respondents were aged 18 and above at 61.7%, followed by 12 to 17 yrs at 38.3%. Most respondents are in age group of 18 and above which is an indication that most of the respondents were adults. The results are a true reflection because many students' leaders at Ryakasinga CHE come from s.3 to s.6 and business studies classes. Being in the village and USE, many students start school late compared to urban schools. This implies that Administrators of Ryakasinga CHE – Sheema District can easily involve students in school management activities e.g. allowing them to present their views in BOG and PTA meetings and helping them on how to motivate their parents such that they can be supportive on academic issues.

### 4.3.2 Sex of the Respondents

This section looked at the sex of the respondents which was categorized as male and female. A question about sex of respondent was administered and the results were analyzed using descriptive statistics. Below was the distribution of responses;

**Figure 3; Gender of the respondents**



**Source: Primary data**

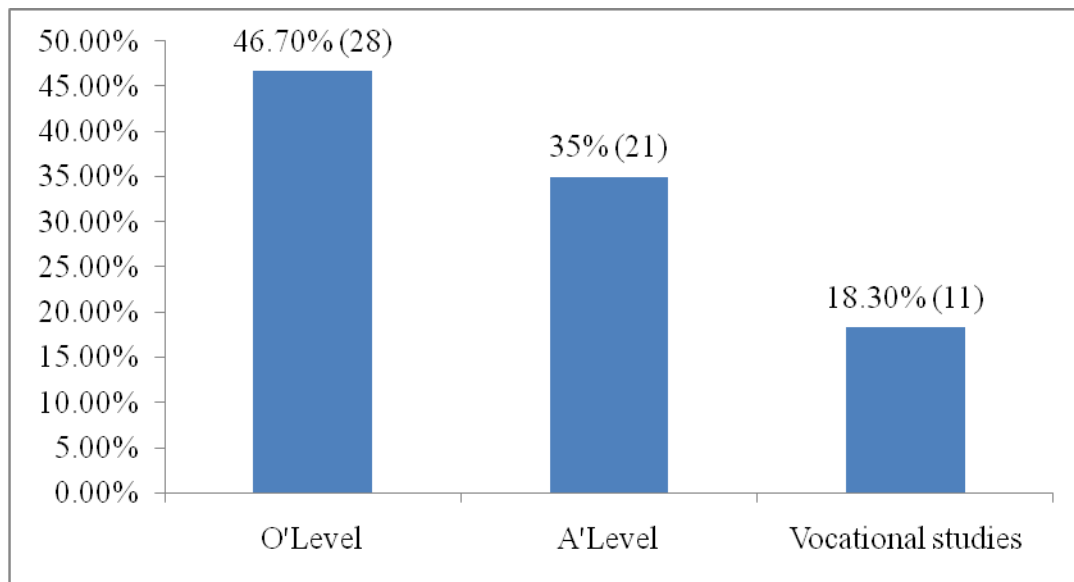
The study findings show that 55.0% of respondents were males and 45.0% were females. The male respondents were the majority and this could be because more boys are encouraged by parents to remain in school than girls. Many parents think that they get cheated when they educate girls since they leave their families and go for marriage in distant homes. However, although the number of males outweighs that of females, it should be noted that some parents have tried their best to send female children to school. This implies that administrators should plan more sensitization programmes for parents on girl child education. Also, the RCHE administration

should encourage more girls to take part in leadership. The researcher noticed that the head prefect was a female and she was doing well. This implies that even others can make it if encouraged.

### 4.3.3 Class of the respondents

This section looked at the class of the respondents which was categorized as O'Level, A'Level and Vocational studies. A question about class of respondents was administered and results were analyzed using descriptive statistics and findings are presented in the figure below;

**Figure 4; Class of the Respondents**



**Source: Primary data**

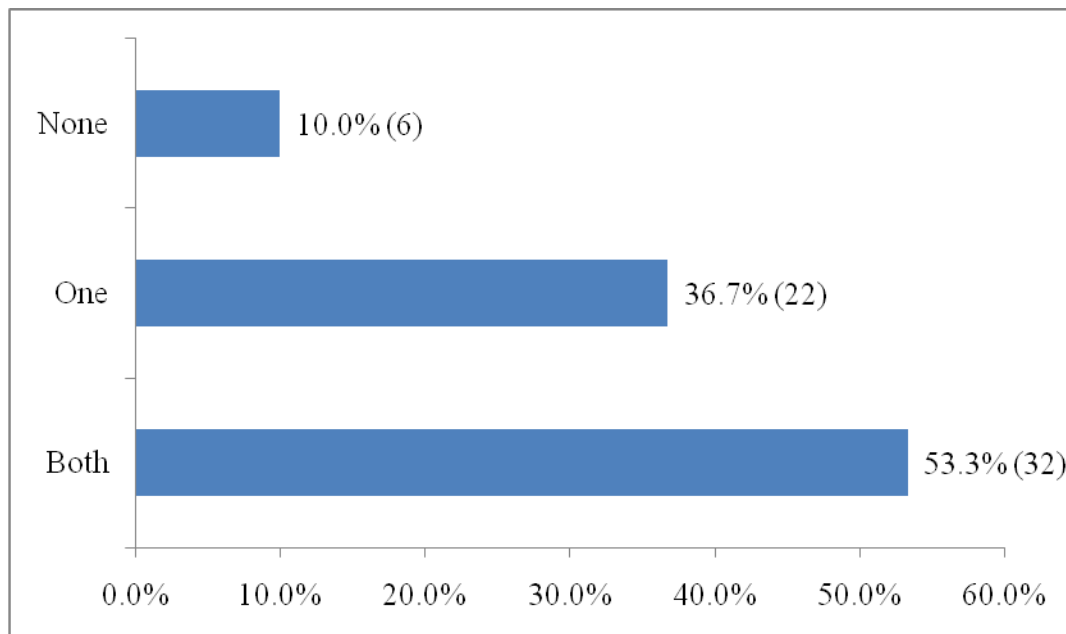
A good number of respondents at 46.7% were in O'Level followed by 35.0% that were in A'Level and 18.3% were in Vocational studies. The findings show that most of respondents were in O'Level because the largest number of students' leaders comes from O'Level, followed by A'Level and then vocational studies. O'Level had more

streams per class thus contributing more students' leaders (councilors) than any other. This implies that administrators at Ryakasinga CHE need to start leadership clubs like Pan-African for youth to enable cultivate good leadership skills at young age.

#### 4.3.4 Number of biological parent(s) that are still alive

This section looked at the number of biological parent(s) that are still alive which was categorized as Both, One and None. A question about number of biological parent(s) that are still alive was administered and the results were analyzed using descriptive statistics. Below was the distribution of responses;

**Figure 5; Number of biological parent(s) that are still alive**



**Source: Primary data**

From the study finding a good number of respondents at 53.3% had both biological parents who are still alive, followed by 36.7% who have one biological parent who is still alive and 10.0% had none of biological parent who is still alive. The findings

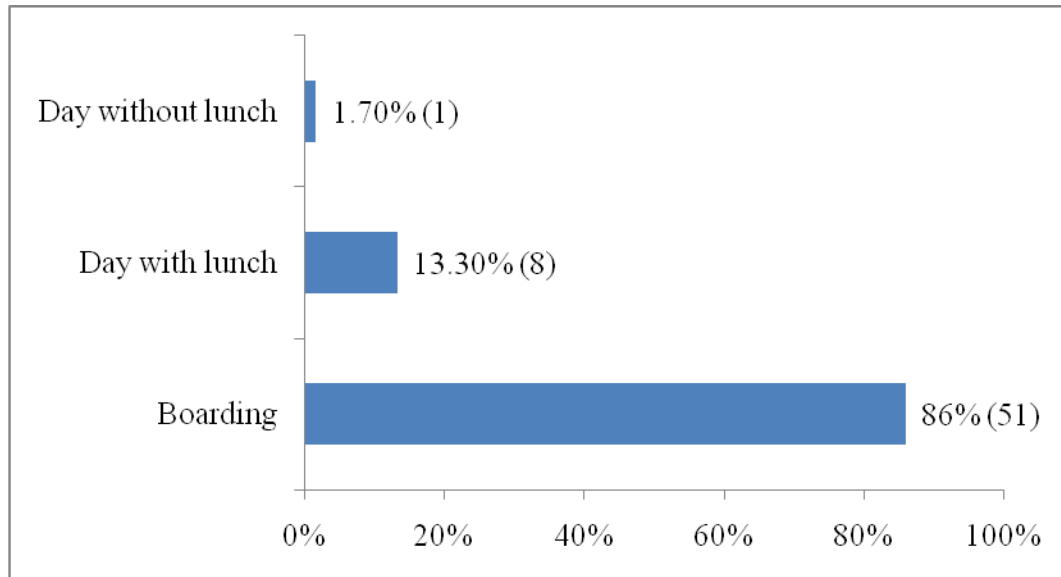


show that most of respondents had both biological parents who are still alive; this implies that if the administration of Ryakasinga CHE sensitizes these parents to participate in the education of their children then Ryakasinga CHE can improve its academic performance greatly. However, the school's administration should note that 46.7% of their students are orphans with at least one parent deceased. These students could be lacking parental care, love and counsel and probably are very needy. The administration of Ryakasinga CHE need to put in place counseling services in school and even continue to look for more funders of the sponsorship program and work hard to maintain the sponsors already supporting some orphans. This will improve academic performance of students at Ryakasinga CHE.

#### **4.3.5 Status of Schooling**

This section looked at the status of schooling of the respondents which was categorized as Boarding, Day with lunch and Day without lunch. A question about status of schooling of respondent was administered and the results were analyzed using descriptive statistics. Below is the distribution of responses;

**Figure 6: Status of schooling**



**Source: Primary data**

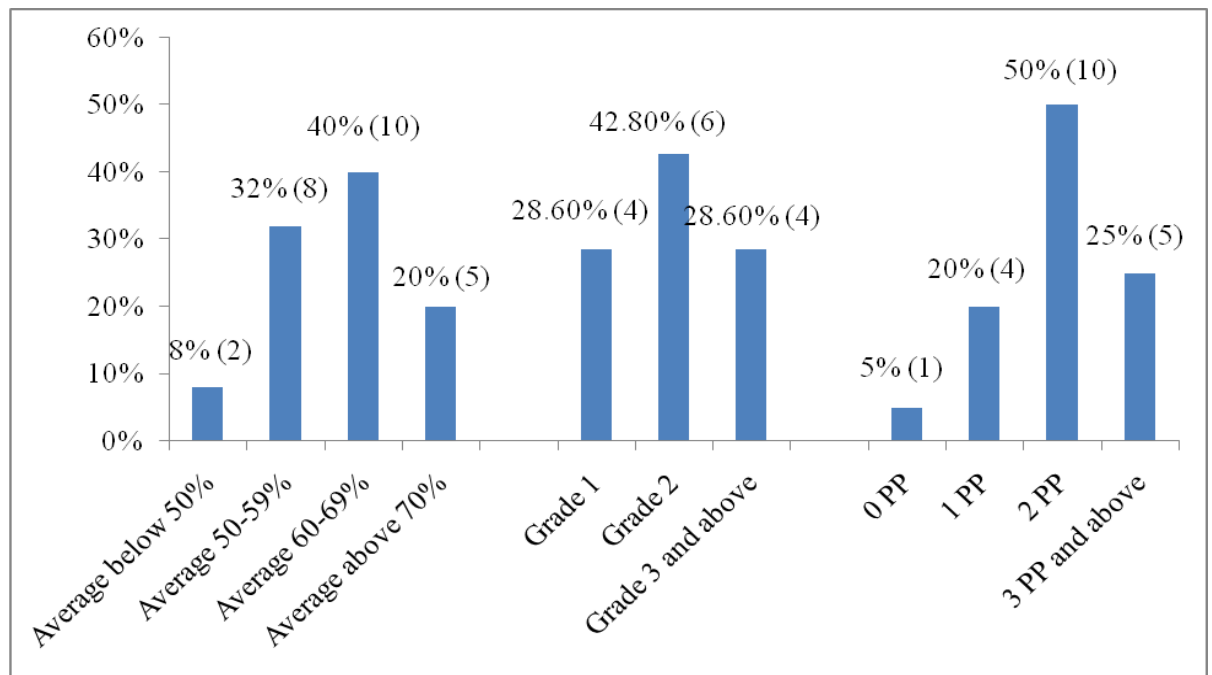
From the study finding 86% of the students were in boarding, followed by 13.3% who belong to day with lunch and 1.7% who belong to day without lunch. The findings show that most of respondents were in boarding this is because many students' leaders especially prefects are from upper classes (s.3, s.5 and business one) that are forced to be in boarding at s.3. The day scholars face challenges of coming to school late may be because of family work commitments, rain and travelling long distances. It is important to note that some students come to school and do not get lunch in school. Such students tend to study with empty stomachs because they feel ashamed to pack cold food in a secondary school (a habit that is usually done by primary pupils in the area) and even cannot run home at lunch time since they come from far. Those who try to go home at lunch time do not turn up for afternoon lessons. These challenges lead to poor academic performance and sometimes results to drop outs. This implies that the management of Ryakasinga CHE should sensitize parents such

that they put their children in boarding. This will reduce on the missing of some lessons by students and even encourage personal revision and remedial lessons at school that lead to improved performance.

#### 4.3.6 Previous Performance

This section looked at the previous performance of the respondents which was categorized as Average below 50%, Average 50 - 59%, Average 60-69%, Average above 70% (averages are used in S.1, S.2 and Business students), Grade 1, Grade 2, Grade 3 and above (grading is done for S.3 and S.4), 0 PP, 1 PP, 2 PP and above 3 PP (this is used at S.5 and S.6). A question about previous performance respondent was administered and the results were analyzed using descriptive statistics. Below was the distribution of responses;

**Figure 7; Previous Performance**



**Source: Primary data**

The study findings show that at the levels of S.1, S.2 and Business studies where reports are done using averages, 40% of respondents were in average 60-69%, followed by 50-59% with 32%, then 70 and above 20% and lastly below 50% that had 8%. This indicates that at these levels only 20% can be able to get distinctions since a distinction cannot be given to a score below 70%. 8% to score less than 50% (implying that they cannot get a credit but a pass or failure) at this level cannot be under rated. At S.3 and S.4, majority of respondents, 42%, were in grade two. Grade one and grade three and above, were each 28.6%. This implies that 71.4% did not get grade one. This indicates low academic performance. At A'Level, 75% got two principal passes and above. These are the ones that can qualify to join higher institutions of learning. 20% of the respondents got 1PP and 5% got zero principal passes. This indicates low performance. The researcher found out from the administrators that someone qualifies to be a students' leader only if he/she had performed well in the previous term.

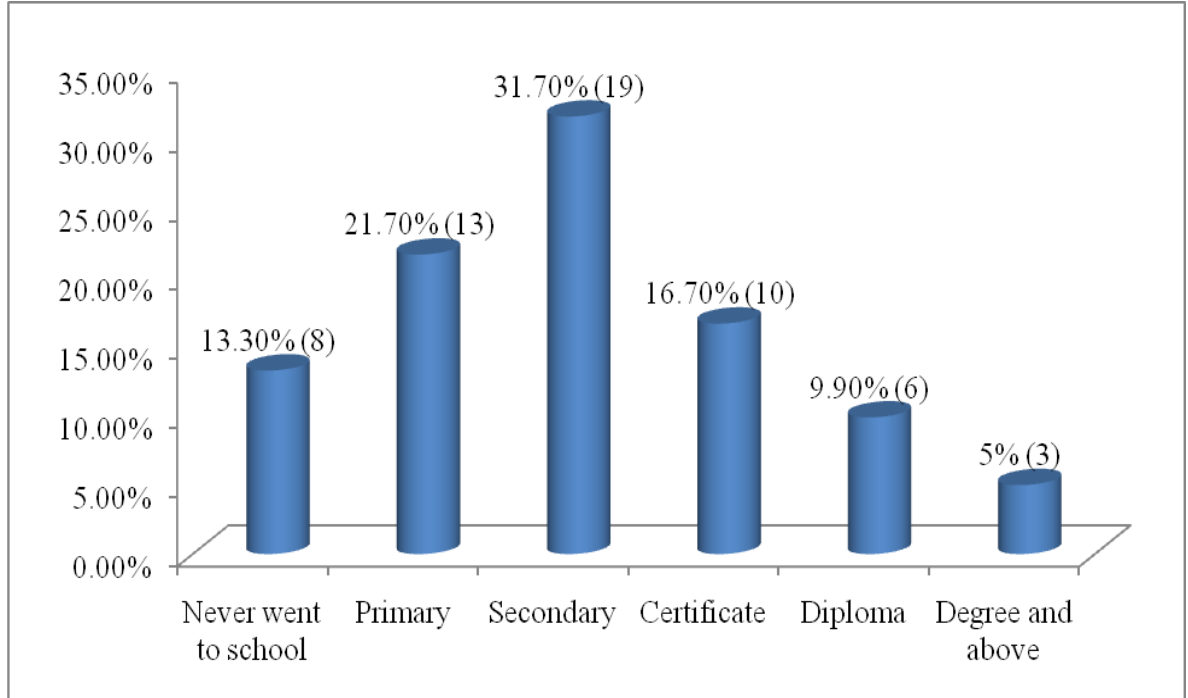
This implies that to the non-prefects, the academic performance is worse than this. Some members of the management team attributed the poor performance of the students to the government policy in the USE schools coupled with the ignorance of parents. Students are not supposed to repeat any class even if they perform very poorly, when advised to repeat, because of fear of age of their children and extra cost, parents become rampart, to the extent of approaching district officials especially RDC. There is nothing that forces students to perform well since promotion is automatic.

Also, some parents cannot pay school dues (money for meals, boarding fees and others) in time. Administrators are not allowed by law to send a student home. Such students are only denied meals in school (the government does not pay for meals in USE schools) and end up studying on empty stomachs. Parents take cover in that so long as they do not see their children home. The management team at Ryakasinga CHE should do more sensitization of parents about helping their children by paying school dues in time and accept the advice of teachers when it is necessary for a student to repeat. This will help the students to read hard and perform well. Parents should further be advised that RCHE is governments aided school but not a government school. This implies that the government just gives some aid (like paying some teachers, giving some textbooks and others) and leaves others to be done by stakeholders (whose majority are parents). It was also found out from the admissions records that many poor performers up to 28 aggregate (grade 4) are admitted at S.1. Even at S.5 and Business one, grade 4's from O'Level are admitted.

#### **4.3.7 Parents' Highest Level of Education**

This section looked at the parents' highest level of education which was categorized as Never went to school, Primary, Secondary, Certificate, Diploma and Degree and above. A question about parents' highest level of education was administered and the results were analyzed using descriptive statistics. Below was the distribution of responses;

**Figure 8; Parents' Highest Level of Education**



**Source: Primary data**

The study findings show that 31.7% of respondents were in Secondary school, 21.7% were in Primary, 16.7% were certificate holders, 13.3% never went to school, 9.9% were diploma holders, and 5.0% had degree and above. The majority of the parents of respondents reached Secondary level and below (66.7%) and this is because many parents of Ryakasinga CHE come from the village (rural area). Since the school is performing poorly, many people in the working class tend to send their children to schools that are performing well academically. Some parents (31.7%) that have a certificate and above are probably foster parents who tend to look for the cheapest schools when helping their non biological children. It is important to note that a recognizable number of parents (35%) did not even reach the secondary level and 13.3% did not even go school. This means that such parents cannot read and interpret

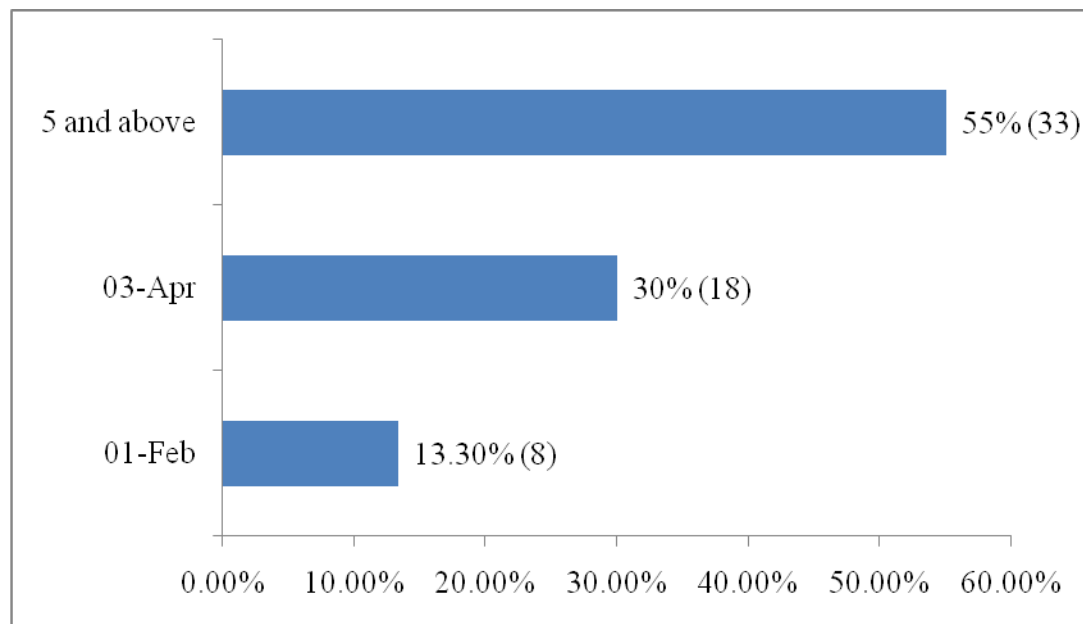
their children's reports, the head teacher's end of term report, cannot help the child in doing home work, and does not know the environment needed for a secondary student to read. Such parents even do not say anything in PTA meetings because they have inferiority complex.

Many of these parents encourage their female children to get married early as they did. The administrator in charge of sponsored children said that even some students who are fully sponsored by BARHD from Oklahoma in Ryakasinga CHE drop out of school because of illiteracy of their parents. Such parents want to earn early instead of waiting for the many years their children will spend in school. She further explained that one of the sponsored girls dropped out at s.3 and was given away by parents for marriage and one of the boys also with full school fees sponsorship at s.3 decided to drop out and join builders arguing that the father was a builder getting money and had not gone to school. This implies that the management at Ryakasinga CHE should organize workshops for parents and sensitise them on their role as parents towards their children's academic performance. Also, the administration should always where possible communicate to the parents in their local language such that they may understand. For example, it causes no harm for the minutes of the general meeting of PTA to be in their local language (Runyankore).

#### 4.3.8 Numbers of children that are being looked after by your parents

This section looked at the numbers of children being looked after by their parents which was categorized as 1-2, 3-4 and 5 & above. A question about numbers of children who are being looked after by their parents was administered and the results were analyzed using descriptive statistics. Below was the distribution of responses;

**Figure 9: Numbers of children that are being looked after by your parents**



**Source: Primary data**

The study findings show that 55.0% of respondents had 5 and above numbers of children, 30.0% had 3-4 numbers of children and 13.3% had 1-2 numbers of children. The majority of respondents had 5 and above numbers of children and this could be because most of families in Banyankore; produce many children (do not practice family planning- have bad feeling about it because of illiteracy), are polygamous (many men marry more than one wife) and many families are extended families (most especially because of the AIDS/HIV scourge in the area). This implies that

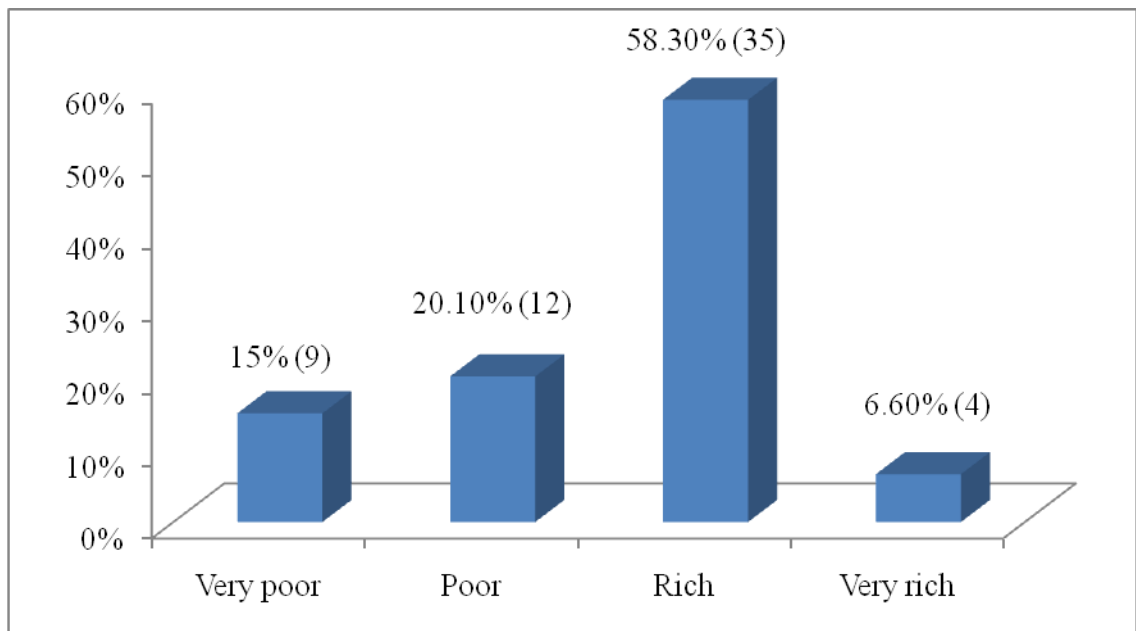


administrators of Ryakasinga CHE should consider establishing grace period for school fees to enable extended families meet this obligation.

#### 4.3.9 Family's economic status

This section looked at the family's economic status of the respondents which was categorized as Very poor, Poor, Average, Rich and Very Rich. A question about family's economic status was administered and the results were analyzed using descriptive statistics. Below was the distribution of responses;

**Figure 10: Family's Economic Status**



**Source: Primary data**

The study findings show that 58.3% of respondents were rich, 20.1% were poor, 15.0% were very poor and 6.6% were very rich. The majority respondents were rich and this could be because many families practice agriculture (subsistence farming). At their level, whoever sells one cup of milk or a bunch of banana and earns some

coins is taken to be rich. Many administrators described the economic status of many parents as peasants. Probably those described by children as rich are peasant farmers. Very few may probably be rich. It is important to note that 35.1% of the parents who were described by respondents as poor are not a small percentage to close the eyes to. This could be because many parents are not employed (because of the low levels of education) and have no land to practice agriculture (land fragmentation is the biggest challenge-land fragments increase sharply in a short period of time because of producing many children). Administrators said that because of the poverty levels of the parents the school reached the extent of allowing parents to pay fees in three installments per term but still parents fail to meet their obligation in time. This implies that administrators at Ryakasinga CHE should keep school fees low and continue to allow parents to pay in installments. More so, the administration should always organize workshops for its parents on methods of poverty eradication. The school management team should also continue encouraging more sponsors and funders of different programs in the school especially sponsorships for the needy children.

#### **4.4 Empirical Findings**

This study was intended to find out the relationship between parents' involvement and students' academic performance in Ryakasinga CHE – Sheema District – Uganda. The findings are arranged in order of study variables objective by objective. While analyzing the study objectives, a five Likert point scale was used by assigning levels; “Strongly Agree”=5, “Agree”=4, “Not Sure”=3, “Disagree”=2 and “Strongly disagree”=1. The results are presented in descriptive tables and figures showing the

percentage of responses under each variable. The results are further explained using correlations in order to show relationships between the variables followed by regression analysis to find out the extent to which parents' involvement impacts on students' academic performance. Comparison of qualitative and quantitative data is also made.

The Mean response which is above 3.0 meant that the respondents were in agreement, mean of 3 denotes neutral and mean below 3.0 suggest disagreement with the statement. The Standard Deviation is a measure of how spread out numbers are; a small standard deviation indicates that the scores are very close to the mean which denotes a stronger agreement, large standard deviation indicates more widely spread-out from the mean which denotes a weaker agreement.

#### **4.4.1 Parenting and Academic Performance**

This section looked at the first objective of the study which was to find out the extent to which parenting is related to students' academic performance in Ryakasinga CHE. In parenting two dimensions were looked at, they included basic needs and communication measured using five point Likert scale and the respondents were asked to agree or disagree with the constructs involved in parenting as shown below.

**Table 4; Descriptive Statistics for Parenting****Descriptive Statistics for Basic Needs**

<b>Parenting</b>	<b>Disagree</b>			<b>Agree</b>		<b>Mean</b>	<b>S.D</b>
	<b>SD</b>	<b>DA</b>	<b>NS</b>	<b>A</b>	<b>SA</b>		
<b>Basic Needs</b>							
You are loved at home	3.3% (2)	3.3% (2)	16.7% (10)	40.0% (24)	36.7% (22)	4.03	0.991
You come to school with a smart uniform, shoes, socks and sweater	6.7% (4)	6.7% (4)	11.7% (7)	43.3% (26)	31.7% (19)	3.87	1.142
You have enough food at home	5.0% (3)	5.0% (3)	20.0% (12)	43.3% (26)	26.7% (16)	3.82	1.049
Your parents ensure that you have a balanced diet	5.0% (3)	15.0% (9)	18.3% (11)	43.3% (26)	18.3% (11)	3.55	1.111
Your parents care about your health.	1.7% (1)	8.3% (5)	11.7% (7)	40.0% (24)	38.3% (23)	4.05	0.999
Your parents give tablets (a dose) for worms; take you to a dentist for checks and others.	16.7% (10)	20.0% (12)	10.0% (6)	40.0% (24)	13.3% (8)	3.13	1.346
You miss some basic needs that your parents think are not necessary for your academic performance.	11.7% (7)	18.3% (11)	20.0% (12)	35.0% (21)	15.0% (9)	3.23	1.254
You come to school with pocket money	23.3% (14)	10.0% (6)	13.3% (8)	33.3% (20)	20.0% (12)	3.17	1.475

**Source: Primary data**

## **Basic Needs**

On the statement “You are loved at home”, 76.7% (46) of the respondents agreed with the statement, 16.7% (10) were not sure and 6.6% (4) of the respondents disagreed with the statement while mean was 4.03 and standard deviation was 0.991 which means that majority of respondents agreed with the statement since mean was above 3.0. In the related matter, majority of the teaching staff (67.8%) agreed with the statement that “parents show love to their children”. Responses on the statement “You come to school with a smart uniform, shoes, socks and sweater”, were as follows; 75% (45) of the respondents agreed with the statement, 11.7% (7) were not sure and 13.4% (8) of the respondents disagreed with the statement while mean was 3.87 and standard deviation was 1.142 which means that majority of respondents agreed with the statement since mean was above 3.0. However, only 48.4% of the teaching staff agreed that “students come to school with smart uniform, shoes, sportswear, casual wear, socks and sweater”.

On the statement “You have enough food at home”, 70% (42) of the respondents agreed with the statement, 20.0% (12) were not sure and 10% (6) of the respondents disagreed with the statement while mean was 3.82 and standard deviation was 1.049 which means that majority of respondents agreed with the statement since mean was above 3.0. While only 70% of the students agreed that they have enough food at home, only 41.9% of the teaching staff agreed that “parents pay for meals of their children at school in time”.

Also on the statement “Your parents ensure that you have a balanced diet”, 61.6% (37) of the respondents agreed with the statement, 18.3% (11) were not sure and 20% (12) of the respondents disagreed with the statement while mean was 3.55 and standard deviation was 1.111 which means that majority of respondents agreed with the statement since mean was above 3.0. However, only 6.5% of the teaching staff agreed with the statement that “parents ensure that students come to school with packed foods and others to ensure a balanced diet”.

On the statement “Your parents care about your health”, 78.3% (47) of the respondents agreed with the statement, 11.7% (7) were not sure and 10% (6) of the respondents disagreed with the statement while mean was 4.05 and standard deviation was 0.999 which means that majority of respondents agreed with the statement since mean was above 3.0.

On the statement “Your parents give tablets (a dose) for worms; take you to a dentist for checks and others”, 53.3% (32) of the respondents agreed with the statement, 10.0% (6) were not sure and 36.7% (22) of the respondents disagreed with the statement while mean was 3.13 and standard deviation was 1.346 which means that majority of respondents agreed with the statement since mean was above 3.0. What's more, majority of the teaching staff (51.6%) agreed with the statement that “parents care about the health of their children”.

On the statement “You miss some basic needs that your parents think are not necessary for your academic performance”, 50% (30) of the respondents agreed with the statement, 20.0% (12) were not sure and 30% (18) of the respondents disagreed with the statement while mean was 3.23 and standard deviation was 1.254 which means that majority of respondents agreed with the statement since mean was above 3.0. Correspondingly, 41.9% majority of the teaching staff agreed that “students miss some basic needs (e.g. soap, towel, pads for girls, and others) because their parents think that they are not necessary for their academic performance”.

On the statement “You come to school with pocket money”, 53.3% (32) of the respondents agreed with the statement, 13.3% (8) were not sure and 33.3% (20) of the respondents disagreed with the statement while mean was 3.17 and standard deviation was 1.475 which means that majority of respondents agreed with the statement since mean was above 3.0. In the same way, majority of the teaching staff (51.6%) agreed that “students come to school with pocket money”.

### Descriptive Statistics for Communication

Parenting	Disagree			Agree		Mean	S.D
	SD	DA	NS	A	SA		
<b>Communication</b>							
You discuss with your parents about your academic progress	10.0 % (6)	13.3% (8)	10.0% (6)	36.7% (22)	30.0% (18)	3.63	1.314
Your parents are interested in knowing what is written by the school administration in the letter to parents at the end of every term	3.3% (2)	3.3% (2)	16.7% (10)	40.0% (24)	36.7% (22)	4.03	0.991
Your parents desire to know from your school about your general academic performance	6.7% (4)	3.3% (2)	15.0% (9)	50.0% (30)	25.0% (15)	3.83	1.060
Your parents are interested in knowing the comments on your report card.	6.7% (4)	5.0% (3)	13.3% (8)	35.0% (21)	40.0% (24)	3.97	1.164
Your parents value your academic achievement	1.7% (1)	5.0% (3)	15.0% (9)	46.7% (28)	31.7% (19)	4.02	0.911
Your parents know your teachers' or school administrators' contacts.	8.3% (5)	21.7% (13)	16.7% (10)	30.0% (18)	23.3% (14)	3.38	1.290
Your parents come to school to check on your discipline with the teachers or administrators only when you are suspended.	25.0 % (15)	16.7% (10)	11.7% (7)	30.0% (18)	16.7% (10)	2.97	1.473
Your parents share their expectations with you	3.3% (2)	11.7% (7)	21.7% (13)	41.7% (25)	21.7% (13)	3.67	1.052
Sharing expectations with your parents encourages you to work hard	1.7% (1)	5.0% (3)	16.7% (10)	35.0% (21)	41.7% (25)	4.10	0.969
<b>Summary of Average Mean &amp; SDV for Parenting</b>						3.67	0.67

Source: Primary data



## **Communication**

On the statement “You discuss with your parents about your academic progress”, 66.7% (40) of the respondents agreed with the statement, 10.0% (6) were not sure and 23.3% (14) of the respondents disagreed with the statement. Mean was 3.63 and standard deviation was 1.314 which means that majority of respondents agreed with the statement since mean was above 3.0. In addition to the above, majority of the teaching staff (48.4%) agreed with the statement that “parents come to school to discuss with the teachers about their children’s academic progress”. Also, on the statement that “Your parents are interested in knowing what is written by the school administration in the letter to parents at the end of every term”, 76.7% (46) of the respondents agreed with the statement, 16.7% (10) were not sure and 6.6% (4) of the respondents disagreed with the statement. Mean was 4.03 and standard deviation was 0.991 which means that majority of respondents agreed with the statement since mean was above 3.0.

On “Parents desire to know from your school about your general academic performance”, 75% (45) of the respondents agreed with the statement, 15.0% (9) were not sure and 10% (6) of the respondents disagreed with the statement. Mean was 3.83, and standard deviation was 1.060 which means that majority of respondents agreed with the statement since mean was above 3.0. Similarly, majority of the teaching staff (61.3%) agreed that “parents desire to know from school about their children’s general academic performance”.

On the statement “Your parents are interested in knowing the comments on your report card”, 75% (45) of the respondents agreed with the statement, 13.3% (8) were not sure and 11.7% (7) of the respondents disagreed with the statement. Mean was 3.97 and standard deviation was 1.164 which means that majority of respondents agreed with the statement since mean was above 3.0.

On the statement “Your parents value your academic achievement”, 78.4% (47) of the respondents agreed with the statement, 15.0% (9) were not sure and 6.7% (4) of the respondents disagreed with the statement. Mean was 4.02 and standard deviation was 0.911 which means that majority of respondents agreed with the statement since mean was above 3.0. Equally, majority of the teaching staff (74.2%) agreed that “parents value their children’s academic achievement”.

On the statement “Your parents know your teachers’ or school administrators’ contacts”, 53.3% (32) of the respondents agreed with the statement, 16.7% (10) were not sure and 30% (18) of the respondents disagreed with the statement. Mean was 3.38 and standard deviation was 1.290 which means that majority of respondents agreed with the statement since mean was above 3.0. In the same way, 48.4% majority of the teaching staff agreed that “parents know teachers’ or school administrators’ contacts”.

On the statement “Your parents come to school to check on your discipline with the teachers or administrators only when you are suspended”, 46.7% (28) of the respondents agreed with the statement, 11.7% (7) were not sure and 41.7% (25) of the respondents disagreed with the statement. Mean was 2.97 and standard deviation was 1.473 which means that majority of respondents agreed with the statement since mean was above 3.0. Also, majority of the teaching staff (58.1%) agreed that “parents come to school to check on their children’s discipline with the teachers or administrators only after their children’s suspension”.

On the statement “Your parents share their expectations with you”, 26.4% (38) of the respondents agreed with the statement, 21.7% (13) were not sure and 15% (9) of the respondents disagreed with the statement. Mean was 3.67 and standard deviation was 1.052 which means that majority of respondents agreed with the statement since mean was above 3.0. Majority of the teaching staff (45.2%) also agreed that “Parents share their expectations with their children and teachers at school”.

On the statement “Sharing expectations with your parents encourages you to work hard”, 76.7% (46) of the respondents agreed with the statement, 16.7% (10) were not sure and 6.7% (4) of the respondents disagreed with the statement. Mean was 4.10 and standard deviation was 0.969 which means that majority of respondents agreed with the statement since mean was above 3.0. Alike, 67.7% of the teaching staff agreed with the statement that “Parents sharing expectations with their children and teachers encourage children to work hard”. The teaching staff also, with the majority

of 64.5%, agreed with the statement that “Parents sharing expectations with their children and teachers helps teachers to give students career guidance and counseling”.

### Parenting

The overall mean of parenting was 3.67 and standard deviation was 0.67 which indicates that majority of respondents agreed that parenting affect students’ academic performance since the mean was above 3 and standard deviation very small.

## 4.5 Hypotheses Testing

The study tested the stated hypotheses in order to be able to generalize the findings from the samples to the population. This was done by use of inferential statistics. Correlation and regression analyses were conducted to establish whether there was any relationship between the independent and dependent variables, the magnitude and direction of the relationships and to establish the relationship model and test the hypotheses.

**Table 5: Correlation between Parenting and Academic Performance**

		Correlations	
		Parenting	Academic Performance
Parenting	Pearson Correlation	1	.576**
	Sig. (2-tailed)		.000
	N	60	60
Academic Performance	Pearson Correlation	.576**	1
	Sig. (2-tailed)	.000	
	N	60	60

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Source: Primary data**

Table 5 above shows that there was a strong positive significant relationship between parenting and academic performance where Pearson’s correlation coefficient  $r = 0.576^{**}$  and  $p = 0.000$ . This result means that when parenting is improved, academic performance in Ryakasinga CHE will also be improved; implying that both parents and school would benefit more from improving parenting.

#### 4.5.1 Regression Results between Parenting and Academic Performance

To establish the extent to which parenting influenced academic performance, a regression analysis was conducted using the ANOVA techniques of adjusted  $R^2$  values, and the significance measured at 0.05 levels. The results are tabulated in the Table 6 below.

**Table 6: Model summary of Parenting and Academic Performance**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.576 <sup>a</sup>	.331	.320	.52654

a. Predictors: (Constant), Parenting

*Source: Primary Data*

The model summary in table 6 above shows adjusted  $R^2$  value of 0.320 between parenting and academic performance which is suggesting that parenting alone predicted 32% ( $0.320 * 100$ ) of the variance in academic performance. The adjusted  $R^2 = 0.320$  and standard error of the estimate = 0.52654 suggested that parenting was a relatively strong significant predictor of academic performance. Further regression analysis was made to understand the variation in Parenting by Academic Performance and results are presented in the table below.

**Table 7: Variation in Parenting and Academic Performance**

The study tested the alternative hypothesis which stated that there is a significant relationship between parenting and students' academic performance in Ryakasinga CHE. The study also tested the null hypothesis which stated that there is no significant relationship between parenting and students' academic performance in Ryakasinga CHE. The study had the level of significance at  $\alpha=0.05$ .

The researcher used ANOVA statistical technique to analysis data.

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.972	1	7.972	28.757	.000 <sup>a</sup>
	Residual	16.080	58	.277		
	Total	24.052	59			

a. Predictors: (Constant), Parenting

b. Dependent Variable: Academic Performance

*Source: Primary Data*

The ANOVA results in the table can be deduced that parenting has got a strong contribution to the academic performance,  $F=28.757$  (0.000a).

This means that enhancement of parenting would result in improvement academic performance in Ryakasinga CHE. This implies that administrators and parents should focus on parenting to achieve Ryakasinga CHE's academic goals.

Since significance calculated 0.000a is lower than 0.05, the researcher accepted the hypothesis which was stated that "there is a significant relationship between parenting and students' academic performance in Ryakasinga CHE".

#### 4.6. Learning at Home and Academic Performance

This section looked at the second objective of the study which was to find out the extent to which learning at home is related to students' academic performance in Ryakasinga CHE. Learning at home factors consisted of learning environment and learning materials measured on five point Likert scale of (5) = strongly agree (4) = agree, (3) = not sure (2) = disagree (1) = strongly disagree and the findings are displayed in Table below.

**Table 8: Descriptive Statistics for learning at home**

##### Descriptive Statistics for Learning Environment

Learning at Home	Disagree			Agree		Mean	S.D
	SD	DA	NS	A	SA		
<b>Learning Environment</b>							
Your parents encourage you to do some reading while at home	6.7% (4)	5.0% (3)	11.7% (7)	46.7% (28)	30.0% (18)	3.88	1.106
Your parents allow you time while at home to do homework and revision	6.7% (4)	10.0% (6)	8.3% (5)	38.3% (23)	35.0% (21)	3.86	1.210
You are the only educated person in the whole of your family.	33.3% (20)	16.7% (10)	10.0% (6)	20.0% (12)	20.0% (12)	2.77	1.577
Being the only educated person in your family discourages you from working hard on your academics	40.0% (24)	16.7% (10)	13.3% (8)	16.7% (10)	11.7% (7)	2.42	1.465
Your home surrounding is conducive for revising and doing homework	8.3% (5)	18.3% (11)	10.0% (6)	40.0% (24)	23.3% (14)	3.52	1.269
Your parents get involved in knowing what you study in some subjects.	10.0% (6)	11.7% (7)	20.0% (12)	35.0% (21)	23.3% (14)	3.50	1.255
Your parents reward you whenever you improve academically or see you working hard on your studies.	13.3% (8)	10.0% (6)	15.0% (9)	35.0% (21)	26.7% (16)	3.52	1.347
You have light at home to help you revise at night.	21.7% (13)	13.3% (8)	11.7% (7)	30.0% (18)	23.3% (14)	3.20	1.493
There is space in your home that you use as a reading room/space.	11.7% (7)	18.3% (11)	13.3% (8)	36.7% (22)	18.3% (11)	3.32	1.306

Your parents tell you that studying, reading and revising are only done while at school	38.3% (23)	21.7% (13)	8.3% (5)	18.3% (11)	11.7% (7)	2.42	1.465
According to your parents time spent while at home is meant for helping them in plantations, farms, etc.	25.0% (15)	16.7% (10)	11.7% (7)	18.3% (11)	28.3% (17)	3.08	1.587

**Source: Primary data**

### **Learning Environment**

On the statement “Your parents encourage you to do some reading while at home” 76.7% (46) of the respondents agreed with the statement, 11.7% (7) were not sure and 11.7% (7) of the respondents disagreed with the statement. Mean was 3.88 and standard deviation was 1.106 which means that majority of respondents agreed with the statement since mean was above 3.0. A majority of the teaching staff (58.1%) also agreed with the statement that “Parents encourage their children to do some reading while at home”.

On the statement “Parents allow you time while at home to do homework and revision”, 73.3% (44) of the respondents agreed with the statement, 8.3% (5) were not sure and 16.7% (10) of the respondents disagreed with the statement while mean was 3.86 and standard deviation was 1.210 which means that majority of respondents agreed with the statement since mean was above 3.0. On the contrary, only 45.2% of the teaching staff agreed with the statement “Parents allow children time while at home to do homework and revision”. Besides, a good fraction (35.5%) was not sure.



With the statement “You are the only educated person in the whole of your family”, 40% (12) of the respondents agreed with the statement, 10.0% (6) were not sure and 50% (30) of the respondents disagreed with the statement while mean was 2.77 and standard deviation was 1.577 which means that majority of respondents disagreed with the statement since mean was below 3.0.

On “Being the only educated person in your family discourages you from working hard on your academics”, 28.4% (17) of the respondents agreed with the statement, 13.3% (8) were not sure and 56.7% (34) of the respondents disagreed with the statement while mean was 2.42 and standard deviation was 1.465 which means that majority of respondents disagreed with the statement since mean was below 3.0.

“Your home surrounding is conducive for revising and doing homework”, 63.3% (38) of the respondents agreed with this statement, 10.0% (6) were not sure and 26.6% (16) of the respondents disagreed with the statement while mean was 3.52 and standard deviation was 1.269 which means that majority of respondents agreed with the statement since mean was above 3.0.

On the statement “Your parents get involved in knowing what you study in some subjects”, 58.3% (35) of the respondents agreed with the statement, 20.0% (12) were not sure and 21.7% (13) of the respondents disagreed with the statement while mean was 3.50 and standard deviation was 1.255 which means that majority of respondents agreed with the statement since mean was above 3.0. On the contrary, only 32.3% of the teaching staff agreed with the statement that “Parents get involved in knowing

from teachers what their children study in some subjects”, majority 45.1% disagreed with it and 22.6% were not sure.

61.7% (37) of the respondents agreed with the statement, “Your parents reward you whenever you improve academically or see you working hard on your studies”, 15.0% (9) were not sure and 23.3% (14) of the respondents disagreed with the statement while mean was 3.52 and standard deviation was 1.347 which means that majority of respondents agreed with the statement since mean was above 3.0. On the contrary, only 29.1% of the teaching staff agreed with the statement that “Parents reward their children whenever they improve academically or see them working hard on their studies”. A majority of 54.8% were not sure with the statement.

On the statement “You have light at home to help you revise at night”, 53.3% (32) of the respondents agreed with the statement, 11.7% (7) were not sure and 35% (21) of the respondents disagreed with the statement while mean was 3.20 and standard deviation was 1.493 which means that majority of respondents agreed with the statement since mean was above 3.0.

On the statement “There is space in your home that you use as a reading room/space”, 55% (33) of the respondents agreed with this statement, 13.3% (8) were not sure and 30% (18) of the respondents disagreed with this statement while mean was 3.32 and standard deviation was 1.306 which means that majority of respondents agreed with the statement since mean was above 3.0.

On the statement “Your parents tell you that studying, reading and revising are only done while at school”, 30% (18) of the respondents agreed with the statement, 8.3% (5) were not sure and 60% (36) of the respondents disagreed with the statement while mean was 2.42 and standard deviation was 1.465 which means that majority of respondents disagreed with the statement since mean was below 3.0.

On the statement “According to your parents time spent while at home is meant for helping them in plantations, farms, etc”, 46.6% (28) of the respondents agreed with the statement, 11.7% (7) were not sure and 41.7% (25) of the respondents disagreed with the statement while mean was 3.08 and standard deviation was 1.587 which means that majority of respondents agreed with the statement since mean was above 3.0. Also, a majority of the teaching staff (58%) agreed with the statement that “Parents believe that time spent while at home by children is meant for helping them in plantations, farms”.

### Descriptive Statistics for Learning Materials

Learning at Home	Disagree			Agree		Mean	S.D
	SD	DA	NS	A	SA		
<b>Learning Materials</b>							
You have a home library at home	58.3% (35)	18.3% (11)	6.7% (4)	8.3% (5)	8.3% (5)	1.90	1.324
Your parents provide stationary to help you revise while at home	26.7% (16)	25.0% (15)	10.0% (6)	23.3% (14)	15.0% (9)	2.75	1.457
Your parents buy you holiday packages whenever they are available in school or from some distribution centers	28.3% (17)	28.3% (17)	15.0% (9)	16.7% (10)	11.7% (7)	2.55	1.371
You have a black board and chalk or a white board and a marker at home that you use for revision	48.3% (29)	25.0% (15)	8.3% (5)	5.0% (3)	13.3% (8)	2.10	1.411

You have indoor games' equipments like draft, scramble, ludo, magazines and news papers at home where you can relax your mind when tired.	36.7% (22)	16.7% (10)	8.3% (5)	30.0% (18)	8.3% (5)	2.57	1.454
Your parents buy you charts and maps at home relevant to what you study at school.	36.7% (22)	23.3% (14)	15.0% (9)	13.3% (8)	11.7% (7)	2.40	1.405
You get accessibility to internet while at home	41.7% (25)	21.7% (13)	10.0% (6)	11.7% (7)	13.3% (8)	2.32	1.467
There is a television and a radio at your home that helps you watch and listen to educational programmes	20.0% (12)	11.7% (7)	8.3% (5)	33.3% (20)	26.7% (16)	3.35	1.494
You parents buy you news papers and magazines at home	26.7% (16)	25.0% (15)	16.7% (10)	20.0% (12)	11.7% (7)	2.65	1.376
Your parents allow you to visit friends from other schools while at home where you get notes that help you compare with what you studied.	10.0% (6)	18.3% (11)	11.7% (7)	38.3% (23)	21.7% (13)	3.43	1.294
<b>Summary of Average Mean &amp; SDV for learning at home</b>						<b>2.93</b>	<b>0.67</b>

**Source: Primary data**

### **Learning Materials**

On the statement “You have a home library at home”, 16.6% (10) of the respondents agreed with the statement, 6.7% (4) were not sure and 76.6% (46) of the respondents disagreed with the statement while mean was 1.90 and standard deviation was 1.324 which means that majority of respondents disagreed with the statement since mean was below 3.0. Also a majority of 54.9% of the teaching staff disagreed with the statement “Students come from home with personal textbooks”.

“Your parents provide stationary to help you revise while at home”, 38.3% (23) of the respondents agreed with the statement, 10.0% (6) were not sure and 51.7% (31) of the

respondents disagreed with the statement while mean was 2.75 and standard deviation was 1.457 which means that majority of respondents disagreed with the statement since mean was below 3.0. To the teaching staff, only 22.6% agreed with the statement that “Parents provide stationary to their children to help them do personal revision while at home”. Majority (38.7%) were not sure.

On “Your parents buy you holiday packages whenever they are available in school or from some distribution centers”, 28.4% (17) of the respondents agreed with the statement, 15.0% (9) were not sure and 56.6% (34) of the respondents disagreed with the statement while mean was 2.55 and standard deviation was 1.371 which means that majority of respondents disagreed with the statement since mean was below 3.0. Similarly, majority of the teaching staff (38.7%) disagreed with the statement that “Parents buy holiday packages for their children when they are available in school or from some distribution centers”.

“You have a black board and chalk or a white board and a marker at home that you use for revision”, 18.3% (11) of the respondents agreed with the statement, 8.3% (5) were not sure and 73.3% (44) of the respondents disagreed with the statement while mean was 2.10 and standard deviation was 1.411 which means that majority of respondents disagreed with the statement since mean was below 3.0.

On the statement “You have indoor games’ equipments like draft, scramble, ludo, magazines and news papers at home where you can relax your mind when tired”, 38.3% (23) of the respondents agreed with the statement, 8.3% (5) were not sure and 53.4% (32) of the respondents disagreed with the statement while mean was 2.57 and

standard deviation was 1.454 which means that majority of respondents disagreed with the statement since mean was below 3.0. To the teaching staff, 80.6% disagreed with the statement that “Students come with indoor games’ equipments like draft, scramble, ludo and others from home where they can relax their minds when tired”.

“Your parents buy you charts and maps at home relevant to what you study at school”, 25% (15) of the respondents agreed with the statement, 15.0% (9) were not sure and 60% (36) of the respondents disagreed with the statement while mean was 2.40 and standard deviation was 1.405 which means that majority of respondents disagreed with the statement since mean was below 3.0. In the same vein, majority of the teaching staff disagreed with the statement that “Parents buy charts and maps at home relevant to what students study at school”.

“You get accessibility to internet while at home”, 25% (15) of the respondents agreed with the statement, 10.0% (6) were not sure and 63.4% (38) of the respondents disagreed with the statement while mean was 2.32 and standard deviation was 1.467 which means that majority of respondents disagreed with the statement since mean was below 3.0. In agreement with the above, 51.7% of the teaching staff disagreed with the statement that “Students get accessibility to internet while at home”.

“There is a television and a radio at your home that helps you watch and listen to educational programmes”, 60% (36) of the respondents agreed with the statement, 8.3% (5) were not sure and 31.7% (19) of the respondents disagreed with the statement while mean was 3.35 and standard deviation was 1.494 which means that majority of respondents agreed with the statement since mean was above 3.0.

However, 51.6% of the teaching staff agreed that “There is a television and a radio at the students’ homes that help them watch and listen to educational programmes”.

“Your parents buy you news papers and magazines at home”, 31.7% (19) of the respondents agreed with the statement, 16.7% (10) were not sure and 51.7% (31) of the respondents disagreed with the statement while mean was 2.65 and standard deviation was 1.376 which means that majority of respondents disagreed with the statement since mean was below 3.0.

“Your parents allow you to visit friends from other schools while at home where you get notes that help you compare with what you studied”, 60% (36) of the respondents agreed with the statement, 11.7% (7) were not sure and 28.3% (17) of the respondents disagreed with the statement while mean was 3.43 and standard deviation was 1.294 which means that majority of respondents agreed with the statement since mean was above 3.0. However, only 25.5% of the teaching staff agreed that “Parents allow children to visit friends from other schools while at home where they get notes that help them to compare with what you studied”.

### **Learning at Home**

The overall mean of Learning at Home was 2.93 and standard deviation was 0.67 which indicates that majority of respondents disagreed that Learning at Home affect students’ academic performance since the mean was below 3 and standard deviation bigger.

#### 4.6.1 Correlation Results between Learning at Home and Academic Performance

To test if there was relationship between the Learning at home and academic performance, a correlation analysis was conducted using Pearson's correlation(r) coefficient and significance (p) at the two tailed levels.

**Table 9: Correlation Matrix between Learning at Home and Academic Performance**

		<b>Correlations</b>	
		Learning at Home	Academic Performance
Learning at Home	Pearson Correlation	1	.378**
	Sig. (2-tailed)		.003
	N	60	60
Academic Performance	Pearson Correlation	.378**	1
	Sig. (2-tailed)	.003	
	N	60	60

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Source: Primary data**

Table above shows that there was a moderate positive significant relationship between learning at home and academic performance in Ryakasinga CHE where Pearson's correlation coefficient  $r = 0.378^{**}$  and  $p = 0.003$ . The results means that when learning at home is focused on, academic performance in Ryakasinga CHE will improve, implying that administrators and students would benefit more from focusing more on learning at home.



#### 4.6.2 Regression Results between Learning at Home and Academic Performance

To establish the extent to which learning at home influenced academic performance, a regression analysis was conducted using the ANOVA techniques of adjusted  $R^2$  values, standardized beta values, t-values and the significance measured at 0.05 levels. The results are tabulated in the Table below.

**Table 10: Model summary of Learning at Home and Academic Performance**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.378 <sup>a</sup>	.143	.128	.59617

a. Predictors: (Constant), Learning at Home

*Source: Primary Data*

The model summary in table above shows adjusted  $R^2$  value of 0.128 between learning at home and academic performance which is suggesting that learning at home alone predicted only 12.8% ( $0.128 * 100$ ) of the variance in academic performance. The adjusted  $R^2 = 0.128$  and significance 0.59617 suggested that learning at home was a relatively strong significant predictor of academic performance.

Further regression analysis was made to understand the variation in learning at home by academic performance and results are presented in the table below.

**Table 11: Variation in Learning at Home and Academic Performance**

The study tested the alternative hypothesis which stated that learning at home significantly influences students' academic performance in Ryakasinga CHE.

The study also tested the null hypothesis which stated that learning at home does not significantly influence students' academic performance in Ryakasinga CHE.

The study had the level of significance at  $\alpha=0.05$ .

The researcher used ANOVA statistical technique to analysis data.

**ANOVA<sup>b</sup>**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	3.438	1	3.438	9.673	.003 <sup>a</sup>
Residual	20.614	58	.355		
Total	24.052	59			

a. Predictors: (Constant), learning

b. Dependent Variable:  
ACADEMICPERFORMANCE

*Source: Primary Data*

The regression result in ANOVA above can be deduced that learning at home has got a moderate contribution to the academic performance,  $F=9.673$  (0.003a).

This means that improvement in learning at home would result in improvement in academic performance in Ryakasinga CHE. This implies that administrators should center on learning at home to achieve academic performance in Ryakasinga CHE.

Since significance calculated 0.003a is lower than 0.05, the researcher accepted the hypothesis which was stated that “Learning at home significantly influences students’ academic performance in Ryakasinga CHE”.

#### **4.7. Volunteering and Academic Performance**

This section looked at the third objective of the study which was to find out the extent to which volunteering is related to students’ academic performance in Ryakasinga CHE. Volunteering looked the dimensions of infrastructure and decision-making measured using five point Likert scale of (5) = strongly agree (4) = agree, (3) = not

sure (2) = disagree (1) = strongly disagree and the findings are displayed in Table below.

**Table 12: Descriptive Statistics for Volunteering**

**Descriptive Statistics for Infrastructure**

<b>Volunteering</b>	<b>Disagree</b>			<b>Agree</b>		<b>Mean</b>	<b>S.D</b>
	<b>SD</b>	<b>DA</b>	<b>NS</b>	<b>A</b>	<b>SA</b>		
<b>Infrastructure</b>							
Your parents can easily donate some of their personal items like trees, stones in their lands and others to help improve infrastructure in the school.	15.0 % (9)	23.3% (14)	26.7% (16)	20.0% (12)	15.0% (9)	2.97	1.288
Your parents volunteer in fundraising for your school to improve infrastructure e.g. classrooms, laboratories, and others.	6.7% (4)	13.3% (8)	31.7% (19)	28.3% (17)	20.0% (12)	3.42	1.154
Your parents come to school to do communal work in setting up some infrastructure in school e.g. staff quarters, toilets, and others.	20.0 % (12)	20.0% (12)	30.0% (18)	20.0% (12)	10.0% (6)	2.80	1.260
Your parents believe it is the role of the government alone to set up all infrastructures in school since its USE and government grant aided.	30.0 % (18)	16.7% (10)	26.7% (16)	15.0% (9)	11.7% (7)	2.62	1.367

**Source: Primary data**

## **Infrastructure**

On the statement “Your parents can easily donate some of their personal items like trees, stones in their lands and others to help improve infrastructure in the school”, 35% (21) of the respondents agreed with the statement, 26.7% (16) were not sure and 38.3% (23) of the respondents disagreed with the statement while mean was 2.97 and standard deviation was 1.288 which means that majority of respondents disagreed with the statement since mean was below 3.0. In the same way, 54.8% of the teaching staff disagreed with the statement that “Parents donate some of their personal items like trees, stones in their lands, bricks and others to help improve infrastructure in the school”.

On “Your parents volunteer in fundraising for your school to improve infrastructure e.g. classrooms, laboratories, and others”, 48.3% (29) of the respondents agreed with the statement, 31.7% (19) were not sure and 20% (12) of the respondents disagreed with the statement while mean was 3.42 and standard deviation was 1.154 which means that majority of respondents agreed with the statement since mean was above 3.0. Alike, the majority of the teaching staff (61.3%) agreed with the statement that “Parents volunteer in fundraising for the school to improve infrastructure e.g. classrooms, laboratories, staff quarters and others.

In response to the statement “Your parents come to school to do communal work in setting up some infrastructure in school e.g. staff quarters, toilets, and others”, 30% (18) of the respondents agreed with the statement, 30.0% (18) were not sure and 40% (24) of the respondents disagreed with the statement while mean was 2.80 and

standard deviation was 1.260 which means that majority of respondents disagreed with the statement since mean was below 3.0. In a similar manner, 77.4% of the teaching staff disagreed with the statement that “Parents come to school to do communal work in setting up some infrastructure in school like staff quarters, toilets, urinals and others”.

On the statement “Your parents believe it is the role of the government alone to set up all infrastructures in school since its USE and government grant aided”, 26.7% (16) of the respondents agreed with the statement, 26.7% (16) were not sure and 46.7% (28) of the respondents disagreed with the statement while mean was 2.62 and standard deviation was 1.367 which means that majority of respondents disagreed with the statement since mean was below 3.0. However, 48.4% majority of the teaching staff agreed with the statement that “Parents believe it is the role of the government alone to set up all infrastructures in school since its USE and government grant aided”.

### **Descriptive Statistics for Decision-making**

<b>Volunteering</b>	<b>Disagree</b>			<b>Agree</b>		<b>Mean</b>	<b>S.D</b>
	<b>SD</b>	<b>DA</b>	<b>NS</b>	<b>A</b>	<b>SA</b>		
<b>Decision-Making</b>							
Your parents attend school functions e.g. PTA, AGMs, class meetings, and others where major decisions are made.	5.0% (3)	18.3% (11)	10.0% (6)	43.3% (26)	23.3% (14)	3.62	1.180
Your parents try to help you understand school rules and	3.3% (2)	5.0% (3)	13.3% (8)	50.0% (30)	28.3% (17)	3.95	0.964

regulations and encourage you to a bid by them.							
Your parents take time to consult school administration when certain decisions are made	6.7% (4)	10.0% (6)	23.3% (14)	33.3% (20)	25.0% (15)	3.61	1.175
You feel satisfied with decisions taken in school when both parents and school administration are involved	16.7% (10)	8.3% (5)	18.3% (11)	30.0% (18)	26.7% (16)	3.42	1.406
<b>Summary of Average Mean &amp; SDV for Volunteering</b>						<b>3.29</b>	<b>0.76</b>

**Source: Primary data**

### **Decision-Making**

On the statement “Your parents attend school functions e.g. PTA, AGMs, class meetings, and others where major decisions are made”, 66.6% (40) of the respondents agreed with the statement, 10.0% (6) were not sure and 23.3% (14) of the respondents disagreed with the statement while mean was 3.62 and standard deviation was 1.180 which means that majority of respondents agreed with the statement since mean was above 3.0. What's more, is that 83.8% of the teaching staff agreed with the statement that “Parents attend school functions e.g. PTA, AGMs, and others where major decisions are made”, 12.9% were not sure and none disagreed with the statement.

On the statement “Your parents try to help you understand school rules and regulations and encourage you to a bid by them”, 78.3% (47) of the respondents agreed with the statement, 13.3% (8) were not sure and 8.3% (5) of the respondents disagreed with the statement while mean was 3.95 and standard deviation was 0.964 which means that majority of respondents agreed with the statement since mean was

above 3.0. However, the results from the teaching staff indicate that parents do not participate in formulating school rules and regulations, because the majority 35.5% disagreed with the statement that “Parents participate in formulating school rules and regulations”. But still, results indicate that 54.8% of the teaching staff agreed with the statement that “Parents support the school administrators and teachers while enforcing school rules and regulations.

In response to the statement “Your parents take time to consult school administration when certain decisions are made”, 58.3% (35) of the respondents agreed with the statement, 23.3% (14) were not sure and 16.7% (10) of the respondents disagreed with the statement while mean was 3.61 and standard deviation was 1.175 which means that majority of respondents agreed with the statement since mean was above 3.0. The teaching staff also agreed with the statement with majority of 38.7% that “Parents take time to consult school administration when certain decisions are made”.

Lastly, on the statement “You feel satisfied with decisions taken in school when both parents and school administration are involved”, 56.7% (34) of the respondents agreed with the statement, 18.3% (11) were not sure and 25% (15) of the respondents disagreed with the statement while mean was 3.42 and standard deviation was 1.406 which means that majority of respondents agreed with the statement since mean was above 3.0. Also, majority (48.4%) of the teaching staff agreed that “Students feel satisfied with decisions taken in school when both parents, teachers and school administration are involved”.

## Volunteering

The overall mean of Volunteering was 3.29 and standard deviation was 0.76 which indicates that majority of respondents agreed that Volunteering affect students' academic performance since the mean was above 3 and standard deviation very small

### 4.7.1 Correlation Results between Volunteering and Academic Performance

To test if there was relationship between the volunteering and academic performance, a correlation analysis was conducted using Pearson's correlation coefficient( $r$ ) and significance ( $p$ ) at the two tailed levels.

**Table 13: Correlation Matrix between Volunteering and Academic Performance**

		Correlations	
		Volunteering	Academic Performance
Volunteering	Pearson Correlation	1	.519**
	Sig. (2-tailed)		.000
	N	60	60
Academic Performance	Pearson Correlation	.519**	1
	Sig. (2-tailed)	.000	
	N	60	60

\*\* . Correlation is significant at the 0.01 level (2-tailed).

#### Source: Primary data

Table 13 above shows that there was a strong positive significant relationship between volunteering and academic performance in Ryakasinga CHE where Pearson's correlation coefficient  $r = 0.519^{**}$  and  $p = 0.000$ . It means that when volunteering is given more attention, academic performance in Ryakasinga CHE will



improve by a big proportion, implying that administrators and parents would benefit more from giving more attention and support to volunteering.

#### 4.7.2 Regression Results between Volunteering and Academic Performance

To establish the extent to which volunteering influenced academic performance, a regression analysis was conducted using the ANOVA techniques of adjusted  $R^2$  values, standardized beta values, t-values and the significance measured at 0.05 levels. The results are tabulated in the Table below;

**Table 14: Model summary of Volunteering and Academic Performance**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.519 <sup>a</sup>	.269	.256	.55055

a. Predictors: (Constant), Volunteering

**Source: Primary Data**

The model summary in table above shows adjusted  $R^2$  value of 0.256 between volunteering and academic performance which is suggesting that volunteering alone predicted 25.6% of the variance in academic performance. The adjusted  $R^2 = 0.256$  and significance 0.55055 suggested that volunteering was a strong significant predictor of academic performance. Further regression analysis was made to understand the variation in volunteering by academic performance and results are presented in the table below.

**Table 15: Variation in Volunteering and Academic Performance**

The study tested the alternative hypothesis which stated that there is a significant influence of volunteering on students' academic performance in Ryakasinga CHE.

The study also tested the null hypothesis which stated that there is a significant influence of volunteering on students' academic performance in Ryakasinga CHE.

The study had the level of significance at  $\alpha=0.05$ .

The researcher used ANOVA statistical technique to analysis data.

**ANOVA<sup>b</sup>**

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	6.472	1	6.472	21.353	.000 <sup>a</sup>
Residual	17.580	58	.303		
Total	24.052	59			

a. Predictors: (Constant), Volunteering

b. Dependent Variable: ACADEMIC PERFORMANCE

*Source: Primary Data*

It can be deduced from the regression that volunteering has got a strong contribution to the academic performance,  $F=21.353$  (0.000a).

This means that enhancement of Volunteering would result in improvement in academic performance. This implies that administrators should also focus on volunteering to attain stated goals.

Since significance calculated 0.000a is lower than 0.05, the researcher accepted the hypothesis which was stated that “there is a significant influence of volunteering on students' academic performance in Ryakasinga CHE”.

**Table 16: Summary of the Study Hypotheses**

<b>Hypothesis</b>	<b>Accepted/ rejected</b>	<b>Inferential statistics</b>
There is a significant relationship between parenting and students' academic performance in Ryakasinga CHE	Accepted	adjusted $R^2 = 0.320$ , $r = 0.576^{**}$ , and sig = 0.000
Learning at home significantly influences students' academic performance in Ryakasinga CHE	Accepted	Adjusted $R^2 = 0.128$ , $r = 0.378^{**}$ , and sig = 0.003
There is a significant influence of volunteering on students' academic performance in Ryakasinga CHE	Accepted	adjusted $R^2 = 0.256$ , $r = 0.519^{**}$ , and sig = 0.000

#### 4.8 Academic performance

Students' academic performance	Disagree			Agree		Mean	S.D
	SD	DA	NS	A	SA		
Delays in fees payments to the school by your parents negatively affect your academic performance.	15.0% (9)	21.7% (13)	11.7% (7)	28.3% (17)	23.3% (14)	3.23	1.41
You feel you can better your academic performance if your parents get more involved in your studies	3.3% (2)	6.7% (4)	10.0% (6)	41.7% (25)	38.3% (23)	4.05	1.03
Examinations and tests are set according to the Syllabus	8.3% (5)	10.0% (6)	18.3% (11)	31.7% (19)	30.0% (18)	3.66	1.25
Teachers teach enough content that can make you pass	6.7% (4)	10.0% (6)	23.3% (14)	35.0% (21)	25.0% (15)	3.62	1.16
UNEB and UBTEB produce dependable results	6.7% (4)	5.0% (3)	33.3% (20)	28.3% (17)	25.0% (15)	3.61	1.13
Lack of basic needs like food, clothing, medical care and good shelter can cause a decline in your academic performance.	15.0% (9)	11.7% (7)	10.0% (6)	25.0% (15)	38.3% (23)	3.60	1.47
Failure of your parents to share with you their academic expectations negatively affects your academic performance.	13.3% (8)	13.3% (8)	16.7% (10)	36.7% (22)	20.0% (12)	3.37	1.31
Communication of your parents with	6.7% (4)	11.7% (7)	18.3% (11)	38.3% (23)	25.0% (15)	3.63	1.17

the teachers and administrators at school helps to improve your academic performance.							
A good and conducive environment at home encourages you to do well at school	5.0% (3)	3.3% (2)	16.7% (10)	43.3% (26)	30.0% (18)	3.92	1.03
Availability of learning materials at home helps you to do well in academics at school	11.7% (7)	6.7% (4)	10.0% (6)	43.3% (26)	26.7% (16)	3.68	1.27
Lack of enough infrastructures e.g. classrooms, furniture and others at school leads to poor academic performance of students.	10.0% (6)	16.7% (10)	16.7% (10)	30.0% (18)	26.7% (16)	3.47	1.32
Involvement of your parents in decision making at school helps you improve your academic performance.	10.0% (6)	8.3% (5)	15.0% (9)	33.3% (20)	33.3% (20)	3.72	1.29

On the statement “Delays in fees payments to the by your parents negatively affect your academic performance”, 51.6 % ( 31/60) of the students agreed with the statement. Mean was 3.23 and S.D was 1.41 implying that majority of the respondents agreed with the statement since mean was greater than 3.0. On the other hand, 77.4% majority of the teaching staff also agreed that “Delays in fees payments to the school by parents negatively affect students’ academic performance”.

In response to the statement “You feel you can better your academic performance if your parents get more involved in your studies”, 80% (48/60) agreed with the statement. Mean was 4.05 and S.D was 1.03 implying that majority of the respondents agreed with the statement. Similarly, 87.1% of the teaching staff agreed with a related statement that “Students can better their academic performance if their parents get more involved in their studies”.

In response to the statement “Examinations and tests are set according to the syllabus”. 61.7% (37/60) of the respondents agreed with the statement. Mean was 3.66 and S.D was 1.25 implying that majority agreed with the statement. Similarly, 80% of the teaching staff agreed with the same statement.

In response to the statement “Teachers teach enough content that can make you pass”. 60% (36/60) of the students agreed with the statement. Mean was 3.62 and S.D was 1.16 implying that the majority of the respondents agreed with the statement. Also, 80% majority of the teaching staff agreed with the statement that “Teachers teach enough content that can make students pass”.

In response to the statement “UNEB and UBTEB produce dependable results”. 53.3% (32/60) of the students agreed with the statement. Mean was 3.61 and S.D was 1.13 implying that the majority agreed with the statement. Similarly, 74.2% of the teaching staff agreed with the same statement. With the statement “Lack of basic needs like food, clothing, medical care and shelter can cause a decline in your academic performance”, 63.3% (38/60) agreed with it. Mean was 3.60 and S.D was 1.47 implying that majority agreed with the statement. Overwhelmingly, 90.3% of the

teaching staff also agreed with the statement that “Lack of basic needs like food, clothing, medical care and shelter can cause a decline in students’ academic performance”.

In response to the statement “Failure of parents to share with you their academic expectations negatively affects your academic performance”. 56.7% (34/60) of the students agreed with this statement. Mean was 3.37 and S.D was 1.37 implying that the majority agreed with the statement. 83.9% majority of the teaching staff also agreed that “Failure of parents to share with you their academic expectations negatively affects students’ academic performance”.

In response to the statement “Communication of your parents with the teachers and administrators at school helps to improve your academic performance”. 63.3% (38/60) of the students agreed with this statement. Mean was 3.63 and S.D was 1.17 implying that the majority of the students agreed with the statement. Teachers were found in agreement with the students because 83.9% of the respondents from the teaching staff agreed that “Communication of parents with the teachers and administrators at school helps to improve students’ academic performance”.

On the statement “A good and conducive environment at home encourages you to do well at school” 73.3% agreed with the statement. Mean was 3.92 and S.D was 1.03 implying that the majority of the students agreed with the statement. In the same way, 80.6% majority of teaching staff agreed with the statement that “A good and conducive environment at home encourages students to do well at school”.

In response to the statement “Availability of learning materials at home helps you to do well in academics at school”. 70% (42/60) of the students agreed with the statement. Mean was 3.68 and S.D was 1.23 implying that the majority of the students agreed with the statement. Also, 74.2% of the teaching staff agreed with a related statement that “Availability of learning materials at home helps students to do well in academics at school”.

In response to the statement “Lack of enough infrastructures e.g. classrooms, furniture and others at school leads to poor academic performance of students”. 56.7% (34/60) of the students agreed with this statement with mean of 3.47 and S.D of 1.32, implying that majority agreed with the statement. In support, a majority (80.7%) of the teaching staff agreed with the same statement.

In response to the statement “Involvement of your parents in decision making at school helps you to improve your academic performance”, 66.6% (40/60) of the students agreed with the statement .While mean was 3.72, and S.D was 1.272 implying that majority agreed. Also, 83.9% of the teaching staff agreed with the statement that “Involvement of parents in decision making at school helps students to improve their academic performance”. These results clearly show that; examinations and tests are set according to the syllabus and teachers teach enough content that can make students pass. They also show that it’s okay to evaluate Ryakasinga CHE students’ performance using UNEB and UBTEB results since they are dependable. If the management of Ryakasinga CHE sensitizes parents to involve them more in parenting activities, helping students learn at home and volunteering activities, then the students of Ryakasinga CHE can improve their academic performance.



## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

The purpose of the study was to examine parents' involvement and students' academic performance in Ryakasinga centre for higher education – Sheema District – Uganda. This chapter presents the summary, discussion, conclusions and recommendations of the findings; they are presented objective by objective.

#### **5.1 Summary of Key Findings**

##### **5.1.1 Parenting and Academic Performance**

The study findings showed that there is a strong positive significant relationship between parenting and academic performance. The parenting features such as basic needs and communication influence academic performance. Parenting was found to have a strong positive significant relationship with academic performance given by Pearson correlation  $r = 0.576^{**}$  and significance of 0.000. The study also showed that parenting influences academic performance by 32%. Furthermore the study accepted the stated hypothesis that “There is a significant relationship between parenting and students' academic performance in Ryakasinga CHE”.

##### **5.1.2 Learning at Home and Academic Performance**

The study findings showed that there is a moderate positive significant relationship between learning at home and academic performance. The learning at home features such as learning environment and learning materials influence academic performance.

Learning at home was found to have a moderate positive significant relationship with academic performance given by Pearson correlation  $r = 0.378^{**}$  and significance of 0.003. The study also showed that learning at home influences academic performance by only 12.8%. Furthermore the study accepted the stated hypothesis that “Learning at home significantly influences students’ academic performance in Ryakasinga CHE”.

### **5.1.3 Volunteering and Academic Performance**

The study findings showed that there is a strong positive significant relationship between volunteering and academic performance. The volunteering features such as infrastructure and decision-making influence academic performance. Volunteering was found to have a strong positive significant relationship with academic performance given by Pearson correlation  $r = 0.519^{**}$  and significance of 0.000. The study also showed that volunteering influences academic performance by 25.6%. Furthermore the study accepted the stated hypothesis which was stated that “There is a significant influence of volunteering on students’ academic performance in Ryakasinga CHE

## **5.2 Discussions**

### **5.2.1 Parenting and Academic Performance**

The study findings revealed that most respondents agreed that parents desire to know from school about their general academic performance this is in agreement with Christian (1998) who asserts that parent-child interactions, specifically stimulating and responsive parenting practices, are important influences on a child’s academic

development this view is further supported by Trina, L.M.S, (2010) who asserts that parents can teach children how to form positive, constructive relationships that do not revolve around harmful behaviors or substances, note the US Department of Health and Human Services.

According to Maslow 1943, there are five levels of basic needs beyond these needs, higher levels of needs exist which include needs for understanding, esthetic appreciation and purely spiritual needs the study findings revealed that students miss some basic needs that their parents think are not necessary for their academic performance.

Udo Bude (1991) asserts that parents' involvement in their students' academic performance helps children understand their parents' attitudes and expectations, it helps them perform well, the study finding differs that parents come to school to check on your discipline with the teachers or administrators only when you are suspended which is further viewed by Bobetsky, 2003.

### **5.2.2 Learning at Home and Academic Performance**

The study findings revealed that parents allow their children time while at home to do homework and revision this is in support of Fan and Chen, 2001 research which affirms that parental involvement in their children's learning at home positively affects the child's performance at school in both Primary and secondary schools which leads to higher academic achievement, greater cognitive competence, greater problem-solving skills, greater school enjoyment, better school attendance and fewer behavioral problems at school (Melhuish, Sylvia, Sammons et al., 2001) the study

further agreed that parents encourage their children to do some reading while at home.

These confirm that parental involvement in their child's literacy practices is a more powerful force than other family background variables, such as social class, family size and level of parental education which is supported by Flouri and Buchanan, 2004, the study findings also revealed that parents get involved in knowing what their children study in some subjects and also parents reward their children whenever their improve academically or see they are working hard on their studies this is further in support by OECD, 2002.

According to Dave 1963 who defined educational environment as “the conditions, process and psychological stimuli” which affect the educational achievement of the child most of respondents agreed that home surrounding is conducive for revising and doing homework, Gottfried, Fleming, and Gottfried (1998) affirm that home environment was found to have a statistically positive and significant effect on academic intrinsic motivation.

### **5.2.3 Volunteering and Academic Performance**

The study findings revealed that parents volunteer in fundraising for school to improve infrastructure e.g. classrooms, laboratories, and others, Zellman and Waterman, 1998 assert that volunteering is also famous for skill development, to socialize and to have fun.

According to Dornbusch and Ritter (cited in Hickman, Greenwood, & Miller, 1995) who found that parent attendance at high school activities had a positive correlation with school attendance and by printing that fact in the school newsletter increased parent attendance at school events the study showed that parents take time to consult school administration when certain decisions are made.

The study findings revealed that parents attend school functions e.g. PTA, AGMs, class meetings, and others where major decisions are made, Bwire, R. advises parents to participate in parents' meetings and trainings and always assist with classroom activities as cited in Sunday Vision, September 30, 2012, in relation to this Black and Susan, 2001 who confirm on numerous studies show that the central features of high performance schools-including ventilation, day lighting, and acoustics- have a direct impact on academic outcomes.

### **5.3 Conclusions**

Conclusions of the study were based on the study findings.

#### **5.3.1 Parenting and Academic Performance**

This study concludes that parenting significantly influences academic performance.

This was due to the fact most of respondents agreed with this fact.

The study concluded that having basic needs at school improve academic performance. This was reflected when most of respondents who improved in academic performance agreed that they come to school with a smart uniform, shoes, socks and sweater.

The study also concluded that communication was a major reason for success in the academic performance; this was echoed when respondents were asked if they discuss with their parents about your academic progress most of them agreed, this could be because parents are interested in knowing the comments on student report card.

### **5.3.2 Learning at Home and Academic Performance**

This study concludes that good learning environment positively influences academic performance this was due to the fact most of respondents agreed home surrounding is conducive for revising and doing homework.

This study concludes that they are not providing enough learning materials this was showed when most respondents disagreed that they parents provide stationary to help them revise while at home.

The study also concluded that parents Ryakasinga CHE get involved in knowing what their students study in some subjects and also parents encourage their student to do some reading while at home.

### **5.3.3 Volunteering and Academic Performance**

This study concludes that volunteering significantly influences academic performance. This was due to the fact that most of respondents agreed.

This study concludes that volunteering in infrastructure development improve academic performance, also revealed that parents volunteer in fundraising for their school to improve infrastructure e.g. classrooms, laboratories, and others.

The study further concluded that decision-making is important in academic performance, the study revealed that parents attend school functions e.g. PTA, AGMs, class meetings, and others where major decisions are made.

#### **5.4 Recommendations**

On the basis of the analysis of the study the researcher made the following recommendations;

##### **5.4.1 Parenting and Academic Performance**

- The researcher recommends that Ryakasinga CHE parents should ensure that their children get balanced diet in feeding this was showed when some respondents disagreed that parents ensure that their children have a balanced diet.
- The researcher also recommends that parents of Ryakasinga CHE should check on their children's discipline this was affect some respondents differed that parents come to school to check on children discipline with the teachers or administrators only when they are suspended.

##### **5.4.2 Learning at Home and Academic Performance**

- The researcher recommends that Ryakasinga CHE parents should make Learning Environment more comfortable and encourage their children, parents should continue to tell children that studying, reading and revising are not only done while at school.
- Parents of Ryakasinga CHE should endeavor to establish home libraries since most of respondents disagreed when asked if they have a home library at home

and also parents should provide stationary to help their children revise while at home.

- In order to improve academic performance the researcher recommends that both Ryakasinga CHE parents and administrators provide holiday packages, lack board, chalk and white board, this was affect majority of respondents disagreed when asked if parents buys them holiday packages whenever they are available in school or from some distribution centers.

#### **5.4.3 Volunteering and Academic Performance**

- In order to enhance infrastructure development, parents at Ryakasinga CHE should donate some items, most of respondents in the study disagreed that parents can easily donate some of their personal items like trees, stones in their lands.
- The researcher furthermore recommends that parents at Ryakasinga CHE should start setting they own infrastructure since most of them believed its government role alone, the respondents disagreed when asked if parents believe it is the role of the government alone to set up all infrastructures in school since its USE and government grant aided.

#### **5.5 Limitations of the Study**

The study focused on parents' involvement and students' academic performance in Ryakasinga CHE. The challenges faced by Ryakasinga CHE may be unique to all other high schools. Therefore it may not be easy to generalize the findings.



The study did not address the moderator and intervening variables which may also have influence on parents' involvement and students' academic performance in Ryakasinga CHE.

## **5.6 Areas for Further Research**

The study focused on how parents' involvement affects academic performance, Ryakasinga CHE is a government high school, Therefore recommends a similar study focusing in another private high school.

Ryakasinga CHE is rural based high school; another study on urban based high school would enrich more findings.

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## **Appendix I; A Questionnaire for students of Ryakasinga CHE-Sheema District**

Dear respondent,

I am Duncans Mugumya doing a research leading to the award of Masters Degree in Management studies of Uganda Management Institute (UMI). The purpose of this study is to investigate the implication of parents' involvement on students' academic performance in Ryakasinga CHE – Sheema district.

You are kindly requested to fill and express your opinion on each of the issues raised as objectively as possible.

The information that you give will be treated with utmost confidentiality and under normal circumstances, it will be personalized. The basic research ethics are to be observed and adhered.

Your positive and quick response will be appreciated.

Thank you for your cooperation.

**God bless you.**

N.B: For the purpose of this research, the term “parent” includes not only biological parents, but also step-parents, grandparents, foster parents, guardians and any other person who carry primary responsibility for the children's development, education, and general well being.

**Key:**

**AGMs:** Annual General Meetings. **PTA:** Parents Teachers Association. **UBTEB:** Uganda Business and Technical Examinations Board. **UNEBC:** Uganda National Examinations Board. **USE:** Universal Secondary Education.

**A. Respondents' background information** (please tick in the box that most reflects the correct response)

1. Age; Below 12 years  12 to 17 years  18 and above

2. Sex; Male  Female

3. Class; O'Level  A'Level  Vocational studies

4. Number of biological parent(s) that are still alive.

Both  One  None

5. Status of schooling

Boarding  Day with lunch  Day without lunch

6. What was your previous performance (answer only where applicable)

Average below 50%  50 - 59%  60 - 69%  70% and above

Grades  1  2  3

Principal passes  0  1  2  3

7. Parents' highest level of education

Never went to school  Primary  Secondary

Certificate  Diploma  Degree and above

8. *How many children are being looked after by your parents, you inclusive?*

1-2  3-4  5 and above

9. *Family's economic status.*

Very poor  Poor  Average  Rich  Very Rich

**Please tick the correct response using the scale as follows;**

Strongly disagree – 1. Disagree – 2. Not sure-3.

Agree – 4. Strongly agree – 5

**B. Influence of parents on students' academic performance.**

**Basic needs**

		1	2	3	4	5
10	You are loved at home					
11	You come to school with a smart uniform, shoes, socks and sweater					
12	You have enough food at home					
13	Your parents ensure that you have a balanced diet					
14	Your parents care about your health.					
15	Your parents give tablets (a dose) for worms; take you to a dentist for checks and others.					
16	You miss some basic needs that your parents think are not necessary for your academic performance.					
17	You come to school with pocket money					

**Relationship between parents' communication and students' academic performance.**

		1	2	3	4	5
18	You discuss with your parents about your academic progress					
19	Your parents are interested in knowing what is written by the school administration in the letter to parents at the end of every term					
20	Your parents desire to know from your school about your general academic performance					
21	Your parents are interested in knowing the comments on your report card.					
22	Your parents value your academic achievement					
23	Your parents know your teachers' or school administrators' contacts.					
24	Your parents come to school to check on your discipline with the teachers or administrators only when you are suspended.					
25	Your parents share their expectations with you					
26	Sharing expectations with your parents encourages you to work hard					

**C. Learning at home**

**Home environment**

		1	2	3	4	5
27	Your parents encourage you to do some reading while at home					
28	Your parents allow you time while at home to do homework and revision					
29	You are the only educated person in the whole of your family.					
30	Being the only educated person in your family discourages you from working hard on your academics					
31	Your home surrounding is conducive for revising and doing homework					
32	Your parents get involved in knowing what you study in some subjects.					
33	Your parents reward you whenever you improve academically or see you working hard on your studies.					
34	You have light at home to help you revise at night.					
35	There is space in your home that you use as a reading room/space.					
36	Your parents tell you that studying, reading and revising are only done while at school					
37	According to your parents time spent while at home is meant for helping them in plantations, farms, etc.					

**Learning materials**

		1	2	3	4	5
38	You have a home library at home					
39	Your parents provide stationary to help you revise while at home					
40	Your parents buy you holiday packages whenever they are available in school or from some distribution centers					
41	You have a black board and chalk or a white board and a marker at home that you use for revision					
42	You have indoor games' equipments like draft, scramble, ludo, magazines and news papers at home where you can relax your mind when tired.					
43	Your parents buy you charts and maps at home relevant to what you study at school.					
44	You get accessibility to internet while at home					
45	There is a television and a radio at your home that helps you watch and listen to educational programmes					
46	You parents buy you news papers and magazines at home					
48	Your parents allow you to visit friends from other schools while at home where you get notes that help you compare with what you studied.					

**D. Volunteering**

**Improving infrastructure**

		1	2	3	4	5
49	Your parents can easily donate some of their personal items like trees, stones in their lands and others to help improve infrastructure in the school.					
50	Your parents volunteer in fundraising for your school to improve infrastructure e.g. classrooms, laboratories, and others.					
51	Your parents come to school to do communal work in setting up some infrastructure in school e.g. staff quarters, toilets, and others.					
52	Your parents believe it is the role of the government alone to set up all infrastructures in school since its USE and government grant aided.					

**Decision – making**

		1	2	3	4	5
53	Your parents attend school functions e.g. PTA, AGMs, class meetings, and others where major decisions are made.					
54	Your parents try to help you understand school rules and regulations and encourage you to abide by them.					
55	Your parents take time to consult school administration when certain decisions are made					
56	You feel satisfied with decisions taken in school when both parents and school administration are involved					

**E *Students' academic performance***

		1	2	3	4	5
57	Delays in fees payments to the school by your parents negatively affect your academic performance.					
58	You feel you can better your academic performance if your parents get more involved in your studies					
59	Examinations and tests are set according to the Syllabus					
60	Teachers teach enough content that can make you pass					



		1	2	3	4	5
61	UNEB and UBTEB produce dependable results					
62	Lack of basic needs like food, clothing, medical care and good shelter can cause a decline in your academic performance.					
63	Failure of your parents to share with you their academic expectations negatively affects your academic performance.					
64	Communication of your parents with the teachers and administrators at school helps to improve your academic performance.					
65	A good and conducive environment at home encourages you to do well at school					
66	Availability of learning materials at home helps you to do well in academics at school					
67	Lack of enough infrastructures e.g. classrooms, furniture and others at school leads to poor academic performance of students.					
68	Involvement of your parents in decision making at school helps you improve your academic performance.					

**Thank you for your time.**

## **Appendix II: A Questionnaire for Teaching Staff of Ryakasinga CHE-Sheema District**

Dear respondent,

I am Duncans Mugumya doing a research leading to the award of Masters Degree in Management studies of Uganda Management Institute (UMI). The purpose of this study is to investigate the implication of parents' involvement on students' academic performance in Ryakasinga CHE – Sheema district.

You are kindly requested to fill and express your opinion on each of the issues raised as objectively as possible.

The information that you give will be treated with utmost confidentiality and under normal circumstances, it will be personalized. The basic research ethics are to be observed and adhered.

Your positive and quick response will be appreciated.

Thank you for your cooperation.

**God bless you.**

N.B: For the purpose of this research, the term “**parent**” includes not only biological parents, but also step-parents, grandparents, foster parents, guardians and any other person who carry primary responsibility for the children's development, education, and general well being.

**Key:**

**AGMs:** Annual General Meetings. **PTA:** Parents Teachers Association. **UBTEB:** Uganda Business and Technical Examinations Board. **UNEB:** Uganda National Examinations Board. **USE:** Universal Secondary Education.

**A. Respondents' background information** (please tick in the box that most reflects the correct response)

1. Age; Below 33 years  34 and above
2. Sex; Male  Female
3. Teaching experience  
0-4 years  5-10 years  Above 10 years
4. Working experience at Ryakasinga CHE  
0-2 years  3-5 years  Above 5 years
5. Highest educational level  
Certificate  Diploma  Degree
6. Marital status  
Single  Married  Single parent

**Please tick the correct response using the scale as follows;**

Strongly disagree – 1. Disagree – 2. Not sure – 3. Agree – 4. Strongly agree – 5

**B. Influence of parents on students' academic performance.**

**Basic needs**

		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
10	Parents show love to their children					
11	Students come to school with smart uniform, shoes, sportswear, casual wear, socks and sweater					
12	Parents pay for meals of their children at school in time					
13	Parents ensure that students come to school with packed foods, and others to ensure a balanced diet					
14	Parents care about health of their children.					
15	Students miss some basic needs (e.g. soap, towel, pads for girls and others) because their parents think are not necessary for their academic performance.					
16	Students come to school with pocket money					

**Relationship between parents' communication and students' academic performance.**

		1	2	3	4	5
17	Parents come to school to discuss with teachers about their children's academic progress					
18	Parents desire to know from school about their children's general academic performance					
19	Parents value their children's academic achievement					
20	Parents know teachers' or school administrators' contacts.					
21	Parents come to school to check on their children's discipline with the teachers or administrators only after their children's suspension.					
22	Parents share their expectations with their children and teachers at school					
23	Parents sharing expectations with their children and teachers encourages children to work hard					
24	Parents buy school magazines to read what transpires in school					
25	Parents sharing expectations with their children and teachers helps teachers to give students career guidance and counseling					

**C. Learning at home**

**Home environment**

		1	2	3	4	5
26	Parents encourage their children to do some reading while at home					
27	Parents allow children time while at home to do homework and revision					
28	Parents get involved in knowing from teachers what their children study in some subjects.					
29	Parents reward their children whenever they improve academically or see them working hard on their studies.					
30	Parents believe that studying, reading and revising are only done while at school					
31	Parents believe that time spent while at home by children is meant for helping them in plantations and farms.					

**Learning materials**

		1	2	3	4	5
32	Students come from home with personal textbooks					
33	Parents provide stationary to their children to help them do personal revision while at home					
34	Parents buy holiday packages for their children when they are available in school or from some distribution centers					
35	Students come with indoor games' equipments like draft, scramble, ludo, and others from home where they can relax their minds when tired.					
36	Parents buy charts and maps at home relevant to what students study at school.					
37	Students get accessibility to internet while at home					
38	There is a television and a radio at your home that helps you watch and listen to educational programmes					
39	Parents allow children to visit friends from other schools while at home where they get notes that help them to compare with what they were taught.					

**D. Volunteering**

**Improving infrastructure**

		1	2	3	4	5
40	Parents donate some of their personal items like trees, stones in their lands, bricks and others to help improve infrastructure in the school.					
41	Parents volunteer in fundraising for the school to improve infrastructure e.g. classrooms, laboratories, staff quarters and others.					
42	Parents come to school to do communal work in setting up some infrastructure in school e.g. staff quarters, toilets, urinals and others.					
43	Parents believe it is the role of the government alone to set up all infrastructures in school since its USE and government grant aided.					



**Decision – making**

		1	2	3	4	5
44	Parents attend school functions e.g. PTA, AGMs, and others where major decisions are made.					
45	Parents participate in formulating school rules and regulations					
46	Parents take time to consult school administration when certain decisions are made					
47	Parents support the school administration and teachers while enforcing school rules and regulations					
48	Students feel satisfied with decisions taken in school when both parents, teachers and school administration are involved					

**E**     *Students' academic performance*

		1	2	3	4	5
49	Delays in fees payments to the school by parents negatively affect students' academic performance.					
50	Students can better their academic performance if their parents get more involved in their studies					
51	Examinations and tests are set according to the Syllabus					
52	Teachers teach enough content that can make students pass					
53	UNEB and UBTEB produce dependable results					
54	Lack of basic needs like food, clothing, medical care and good shelter can cause a decline in students' academic performance.					
55	Failure of parents to share with their children their academic expectations negatively affects students' academic performance.					
56	Communication of parents with the teachers and school administrators helps to improve students' academic performance.					
57	A good and conducive environment at home encourages students to do well at school					
58	Availability of learning materials at home helps students to do well in academics at school					
59	Lack of enough infrastructures e.g. classrooms, furniture and others at school leads to poor academic performance of students.					
60	Involvement of parents in decision making at school helps students improve their academic performance.					

**Thank you for your time.**

### **Appendix III: An Interview Guide to Members of BOG, PTA Executive and Administration**

Dear respondent,

I am Duncans Mugumya doing a research leading to the award of Masters Degree in Management studies of Uganda Management Institute (UMI). The purpose of this study is to investigate the implication of parents' involvement on students' academic performance in Ryakasinga CHE – Sheema district.

You are kindly requested to fill and express your opinion on each of the issues raised as objectively as possible.

The information that you give will be treated with utmost confidentiality and under normal circumstances, it will be personalized. The basic research ethics are to be observed and adhered.

Your positive and quick response will be appreciated.

Thank you for your cooperation.

**God bless you.**

N.B: For the purpose of this research, the term “**parent**” includes not only biological parents, but also step-parents, grandparents, foster parents, guardians and any other person who carry primary responsibility for the children's development, education, and general well being.

**Key:**

**AGMs:** Annual General Meetings. **PTA:** Parents Teachers Association. **UBTEB:** Uganda Business and Technical Examinations Board. **UNEB:** Uganda National Examinations Board. **USE:** Universal Secondary Education.

**A: Parenting**

**A<sub>1</sub>: Basic needs**

1. Do parents meet the standards of the school say by providing their children with shoes, school uniform, sweaters, T-shirts, paying fees in time and others?
2. If no, what are the reasons for such behavior?
3. If yes, how would you grade them in doing that? (Very low, low, average, high, very high).
4. Do parents pay for meals of their children in time?
5. If no, how has that affected students' academic performance?

**A<sub>2</sub>: Communication**

6. Describe the attitude of parents towards the reports of their children.
7. How does sharing of expectations of the parents with their children help them academically?
8. Is there a need for a parent to share his/her expectations in the child with the teacher?
9. If yes, how does that help the child academically?

**B: Learning at home.**

**B<sub>1</sub>: Home environment.**

10. Do parents allow their children time to read while at home?
11. If no, why?
12. How does that affect their children's academic performance?
13. Describe the education levels of most parents of Ryakasinga CHE.
14. How does that affect their children's academic performance?

**B<sub>2</sub>: Provision of learning materials.**

15. Do parents buy text books for their children to read while at home?
16. If no, how has that affected students' academic performance?
17. What would be the response of parents if the school increased fees so as to give students holiday packages, school, magazine, school newsletters and others?
18. Do parents see it a necessity for children to have games such as ludo, scramble, snakes and ladders, and others?

**C: Volunteering.**

**C<sub>1</sub>: Improving infrastructure.**

19. Do parents donate some of their properties such as land, trees, stones, computers, type writers, and others, to develop infrastructure in the school?
20. If no, what makes them behave like that?
21. If yes, how many in a year? (Negligible, very few, few, many, very many).
22. Do parents believe that students in USE Government Aided schools should not pay fees for improving infrastructure?

23. If yes, why do they believe so?
24. Does the school have enough infrastructures (furniture, classrooms, staff quarters, libraries and laboratories, to mention but a few)?
25. If no, how do you expect to improve the school's infrastructure?
26. State ways in which parents can volunteer at school to help it improve its infrastructure?

**C2: *Decision-making***

27. Do parents attend meetings and other functions in the school?
28. Do parents participate in formulating school rules and regulations?
29. Do parents feel satisfied when their children are punished according to the set punishments in the document of school rules and regulations?
30. State the ways in which parents can help the school administration in decision-making.

**D: Students' academic performance**

31. Do teachers teach enough content to help students pass their exams?
32. Are you satisfied with the students' academic performance at Ryakasinga CHE?
33. Are UNEB and UBTEB results dependable when judging students' academic performance?
34. State reasons to support your answer.

**Thank you for your time**

## **Appendix IV: Documentary Review Guide**

The following are to be reviewed;

- i) Journals
- ii) Reports
- iii) Reliable informants
- iv) The internet
- v) Books on performance appraisal
- vi) Magazines
- vii) Newspapers

**Appendix V: Table determining sample size from a given population**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: “N” is population size

“S” is sample size.

Krejcie, Robert V., Morgan, Daryle W., “Determining Sample Size for Research Activities”,

Educational and Psychological Measurement, 1970.



**Appendix VI: Table determining sample size from a given population**



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Your Ref:

Our Ref: G/35

14 January 2013

**Mr. Duncans Mugumya**  
11/MMSPPM/26/014

Dear Mr. Mugumya,

**FIELD RESEARCH**

Following a successful defense of your proposal before a panel of Masters Defense Committee and the inclusion of suggested comments, I wish to recommend you to proceed for fieldwork.

Please note that the previous chapters 1, 2 and 3 will need to be continuously improved and updated as you progress in your research work.

Wishing you the best in the field.

Yours sincerely,

A handwritten signature in black ink that reads "Benon Basheka". The signature is written in a cursive, flowing style.

Benon Basheka (PhD)  
**HEAD, HIGHER DEGREES DEPARTMENT**

**Appendix VII: Table determining sample size from a given population**



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Our Ref: **G/35**

**14 January 2013**

**TO WHOM IT MAY CONCERN**

**MASTERS IN MANAGEMENT STUDIES DEGREE RESEARCH**

Mr. Duncans Mugumya is a student of the Masters Degree in Management Studies of Uganda Management Institute 26<sup>th</sup> Intake 2011/2012 specializing in Project Planning and Management, **Reg. Number 11/MMSPPM/26/014.**

The purpose of this letter is to formally request you to allow this participant to access any information in your custody/organisation, which is relevant to his research.

His Research Topic is: ***"Parents' Involvement and Students' Academic Performance in Ryakasinga Centre for Higher Education – Sheema District - Uganda"***

Benon C. Basheka (PhD)

**HEAD, HIGHER DEGREES DEPARTMENT**

## **Appendix VIII: Viva Report for Duncans Mugumya**

**Viva Date: 2 May 2014**

**Time Started: 11:30a.m.**

### **Attendance**

External Examiner	-	Prof Roberts Muriisa
Moderator	-	Innocent Nuwagaba
Coordinator	-	Harriet Mpakubi

**Research Topic:** Parents' involvement and students' academic performance in Ryakasinga Centre for Higher Education Sheema District Uganda.

A viva for the above mentioned student was held on 2 May 2014 at UMI. The following is a report of the proceedings:

The student presented his thesis in 15 minutes after which, the student was asked questions by the members of the examination panel. A number of errors in the student's thesis were observed and addressed to him. He acknowledged the errors and pledged to rectify.

### **The examiners recommended the following areas for corrections:**

#### **Preliminary:**

- Correct all spelling and grammatical errors.

#### **Chapter One:**

- The introduction is systematically done with the relevant sections.

#### **Chapter Two:**

- Thematically reviewed
- Several authors cited are not in the reference.

#### **Chapter Three:**

- Logically undertaken with justification except 3. 7. 1

#### **Chapter Four:**

- Presentation using clear charts and diagram
- Descriptive statistics used appropriately

#### **Chapter Five**

- Conclusions and recommendations are derived from the study findings.

**The student passed and was requested to submit in one week (1) after making corrections.**

**Viva Ended at: 11:30a.m.**