



**PARENTS' INVOLVEMENT AND ACADEMIC PERFORMANCE OF UNIVERSAL
PRIMARY EDUCATION SCHOOLS IN BUHAGUZI
COUNTY, HOIMA DISTRICT**

BY

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DECLARATION

I, Bigirwa Julius, do declare that this dissertation is my own original work and has never been presented for a degree or any other academic award in any university or institution of higher learning. Where work of others has been used, acknowledgement has been made accordingly.

SignatureDate.....

APPROVAL

We the undersigned supervisors, duly certify that we have read and hereby recommend for acceptance and examination by Uganda Management Institute that this dissertation was written and produced by the candidate under our supervision and approval.

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TABLE OF CONTENTS

Declaration.....	i
Approval	ii
Acknowledgement	iii
Table of Contents.....	iv
List of Tables	xi
List of Figures	xii
List of Abbreviations/Acronyms.....	xiii
Abstract.....	xiv
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Introduction.....	1
1.4 Purpose of the Study	8
1.5 Objectives of the Study.....	9
1.6 Research Questions.....	9
1.7 Hypotheses of the Study	9
1.8 Conceptual Frame Work.....	10
1.9 Significance of the Study	11
1.10 Justification of the Study	11
1.11 Scope of the Study	12
1.11.1 Geographical Scope:	12
1.11.2 Content Scope:.....	12
1.11.3 Time Scope:	13
1.12 Operational Definitions of Terms and Concepts Use	13
CHAPTER TWO	14

LITERATURE REVIEW	14
2.1 Introduction.....	14
2.2 Theoretical review	14
2.3 Conceptual Review	15
2.3.1 Parents Involvement.....	15
2.3.2 Academic performance	17
2.4 Parents’ Involvement and Academic Performance.....	17
2.4.1 Provision of scholastic requirements and pupils academic performance	17
2.4.1.1 Provision of school uniform.....	17
2.4.1.2 Provision of stationery	18
2.4.1.3 Provision of feeding.....	19
2.4.2 Involvement in School Management and Pupils’ Academic Performance	19
2.4.2.1 Involvement in Planning	19
2.4.2.2 Involvement in decision making.....	20
2.4.2.3 Involvement in leadership.....	20
2.4.3 Child’s learning at home and Pupils Academic Performance	22
2.4.3.1 Pupil’s School Attendance	23
2.4.3.2 Checking Pupils work books and helping to do Home Work.....	24
2.4.3.3 Parents expectations and encouragement.....	25
2.5 Summary of the literature	26
CHAPTER THREE	27
METHODOLOGY	27
3.1 Introduction.....	27
3.2 Research Design.....	27
3.3 Study Population.....	27

3.4 Sample size and sample selection procedure	28
3.4.1 Sampling Techniques and Procedure.....	28
3.4.1.1 Simple random sampling technique.....	28
3.4.1.2 Purposive sampling technique	29
3.5 Data collection methods.....	30
3.5.1 Questionnaire Survey method.....	30
3.5.2 Interviews method.....	30
3.5.3 Observation method.....	31
3.5.4 Documentary Review.....	31
3.6 Data collection instruments.....	32
3.6.1 Questionnaire	32
3.6.2 Interview guide	32
3.6.3 Observation Checklist.....	33
3.7 Data quality control (Validity and Reliability of the Instruments)	33
3.8 Validity and Reliability of the Instruments.....	33
3.8.1 Validity	33
3.8.2 Reliability.....	34
3.9 Data Collection Procedure	35
3.10 Data analysis	36
3.10.1 Qualitative data analysis	36
3.10.2 Quantitative data analysis	37
3.11 Measurement of variables	37
3.12 Ethical Considerations	37
CHAPTER FOUR.....	39
PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS	39

4.1 Introduction.....	39
4.2 Response Rate.....	39
4.3 Background characteristics of Respondents	40
4.3.1 Classifications of Respondents by Gender	40
4.3.2 Working Experience at the Current School	40
4.3.3 Teacher's Highest Level of Education Attained.....	41
4.4 Academic Performance of Pupils.....	42
4.4.1 Secondary Data Results on Academic performance	44
4.5 Empirical results on parents' involvement and academic performance	45
4.5.1. Research Question One:.....	45
4.5.1.1 Parents' Provision of Scholastic Requirements	45
4.5.1.1.1 Parents' Provision of School Uniform.....	46
4.5.1.1.2 Parents' Provision of Stationery	48
4.5.1.1.3 Parents' Provision for feeding	49
4.5.2 Research Question Two:	51
4.5.2.1 Parents' Involvement in School Management	52
4.5.2.1.1 Parents' Involvement in Planning	52
4.5.2.1.2 Parents' Involvement in Decision Making	54
4.5.2.1.3 Parents' Involvement in Leadership	55
4.5.3 Research Question three:	56
4.5.3.1 Parents' Support to Child's learning at Home	57
4.5.3.1.1 Pupil's School Attendance	58
4.5.3.1.2 Checking Pupils work books and helping them to do Home Work.....	58
4.5.3.1.3 Parents' Expectations and Encouragement.....	60
4.6 Hypothesis Testing.....	62

4.6.1 Hypothesis One:.....	63
4.6.2 Hypothesis Two:	63
4.6.3 Hypothesis three:	64
CHAPTER FIVE	66
SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.....	66
5.1 Introduction.....	66
5.2 Summary	66
5.2.1 Summary of findings.....	66
5.2.2 Summary of findings on Parents’ Involvement in School Management	67
5.2.3 Summary of findings on Parents’ Involvement in Supporting the Pupils’ learning at Home.....	67
5.3 Discussion of Findings.....	68
5.3.1 Relationship between Parents’ Involvement in the Provision of scholastic Requirements and Pupils’ Academic performance	68
5.3.1.1 Parents’ Provision of Scholastic Requirements and Pupils’ Academic Performance .69	
5.3.1.1.1 Parents’ Provision of School Uniform.....	69
5.3.1.1.2 Parents’ Provision of Stationery	70
5.3.1.1.3 Parents’ Provision for feeding	70
5.3.2 Relationship between Parents’ Involvement in School Management and Pupils’ Academic Performance	75
5.3.2.1 Parents’ Involvement in School Management and Pupils’ Academic Performance ...	75
5.3.2.1.1 Parents’ Involvement in planning	75
5.3.2.1.2 Involvement in Decision Making.....	76
5.3.2.1.3 Parents’ Involvement in Leadership	77

5.3.3 Relationship between Parents’ Involvement in Supporting the Pupils’ learning at Home	80
5.3.3 Parents’ Support to Child’s learning at Home and Pupils’ Academic Performance	80
5.3.3.1 Pupil’s School Attendance	80
5.3.3.2 Checking Pupils work books and helping them to do Home Work.....	81
5.3.3.3 Parents’ Expectations and Encouragement.....	82
5.4 Conclusions of the Study	86
5.4.1 Conclusion on the Relationship between Parents’ Involvement in the Provision of Scholastic Requirements and Pupils’ Academic performance	86
5.4.2 Conclusion on the Relationship between Parents’ Involvement in School Management and Pupils’ Academic Performance	87
5.4.3 Conclusion on the Relationship between Parents’ Involvement in Supporting the Pupils’ learning at Home and Pupils’ Academic Performance	88
5.5 Recommendations of the Study	88
5.5.1. Recommendations on Parents’ Involvement in the Provision of scholastic Requirements to Improve Pupils’ Academic performance	88
5.5.2 Recommendations on Parents’ Involvement in School Management for Improvement in Pupils’ Academic Performance.....	89
5.5.3 Recommendations for Parents’ Involvement in Supporting the Pupils’ learning at Home	90
5.6 Limitations of the Study.....	91
5.7 Contributions of the Study	92
5.8 Areas for Future Research	94
REFERENCES.....	96
APPENDICES	i

Appendix I: Questionnaire	i
Appendix II: Interview Guide	i
Appendix III: Observation Checklist	i
Appendix IV: Krejcie, Morgan and Robert Sample Size (S) Tables (1970)	i
Appendix V: Introductory Letter	i
Appendix VI: Field Research Letter	i
Appendix VII: Anti-Plagiarism Report.....	i

LIST OF TABLES

Table 3. 1: Sample size and procedure	28
Table 3. 2: Content validity Index Results.....	34
Table 3.3: Cronbach Reliability Coefficient test	35
Table 4. 1: Response Rate.....	39
Table 4. 2: Classification of Respondents by Gender.....	40
Table 4. 3: Working Experience at the Current School.....	41
Table 4. 4: Teacher’s Highest Level of Education Attained.....	41
Table 4. 5: Descriptive Statistics on Provision of Scholastic Requirements	46
Table 4. 6: Descriptive Statistics on Involvement in the School Management	52
Table 4. 7: Descriptive Statistics on Support to Child’s learning at Home	57
Table 4. 8: Descriptive Statistics on Academic Performance.....	43
Table 4. 9: Primary Leaving Examinations (PLE) Performance	44

LIST OF FIGURES

Figure 1. 1: A conceptual framework illustrating the relationship between Parents involvement (IV) and Academic performance (DV) being the study variables	10
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LIST OF ABBREVIATIONS/ACRONYMS

CAO	Chief Administrative Officer
CVI	Content Validity Index
DEO	District Education Officer
GoU	Government of Uganda
ICT	Information and Communication Technology
MDGs	Millennium Development Goals
MoES	Ministry of Education and Sports
NGOs	Non-Governmental Organizations
PLE	Primary Leaving Examination
PTA	Parents Teachers Association
SMC	School Management Committee
SPSS	Statistical Package for Social Scientists
UMI	Uganda Management Institute
UNEB	Uganda National Examination Board
UPE	Universal Primary Education Board of Directors
USE	Universal Secondary Education

ABSTRACT

This study sought to examine the relationship between parents' involvement and academic performance of Universal Primary Education (UPE) schools in Buhaguzi County, Hoima District. The study had the following objectives; (i) to assess the relationship between parents' involvement in the provision of scholastic requirements and pupils' academic performance; (ii) to establish the relationship between parents' involvement in school management and pupils' academic performance; and (iii) to investigate the relationship between parents' involvement in supporting the pupils' learning at home and pupils' academic performance in UPE schools in Buhaguzi County, Hoima district.

This study was underpinned by Epstein's 1995 Theory of Six Types of parental involvement vis-à-vis parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community in order to clearly understand the link between parents' involvement and academic performance (Epstein, 1995).

A descriptive cross sectional survey design was adopted for this study. The study focused on 21 selected schools as accessible population out of 68 target UPE schools in Buhaguzi County with a total population of 254 respondents. A sample of 198 respondents was determined using the table of Krejcie & Morgan (1970). This study employed both quantitative and qualitative methods of data collection that included the questionnaire survey, face to face interviews, documentary review and direct observation and found out that: there is low involvement of parents when it comes to the provision of scholastic requirements to pupils more especially providing support to the pupils feeding while at school. However, it goes further ironically to establish a very strong and positive relationship between provision of scholastic requirements to pupils and academic performance of UPE schools in Buhaguzi County – Hoima District. This study shows that there is low involvement of parents in school management notably planning and in decision making. However, the same study findings show that good pupils' academic performance of UPE schools in Buhaguzi County – Hoima District is inextricably intertwined with active parents' involvement in School Management. It's clear from the study findings that parents' involvement in supporting the pupils' learning at Home is very important for any pupil to post good academic results. This type of involvement however has not yet become popular in the UPE Schools of Buhaguzi County – Hoima District. It was recommended that: the public be sensitized about parents' role in supporting their children's education. This should not be left to teachers alone at school but rather all stakeholders. The Ministry of Education should design training programs for key stakeholders that include good management practices in addition to improved monitoring and supervision by education inspector of schools and parents. Community level stakeholders like LC I need to enforce compulsory education to all school age going children and Hoima District local government should enact bylaws that prohibits alcohol drinking at the expense of the children's education. Parents should either provide packed meals or contribute to a special fund in each and every school in Buhaguzi County to supplement on government funding so as to fill gaps like feeding, and to improvement of the teacher's welfare and sanitation facilities so as to improve the learning environment at school.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The study examined the relationship between parents' involvement and academic performance of Universal Primary Education (UPE) schools in Buhaguzi County, Hoima District. This chapter presents the background to the study, statement of the problem, the purpose of study, objectives, research question, hypotheses, the conceptual framework, and the significance of the study, the justification of the study, scope of the study, and the operational definition to the concepts used.

1.2 Background to the Study

The background to the study is structured along the historical, the theoretical, conceptual and contextual background.

1.2.1 Historical Background

Before the introduction of formal education in Uganda in the 1880s by the Europeans, there was the traditional indigenous education system where the teaching and learning were informal. The learning took place like on evening fire place in the homesteads where the parents and elders played the role of teaching. The parents were fully involved in their children's education and exhibited great influence over what their children took as social, moral and vocation training.

With the introduction of formal education later in the 1901, and after Uganda's independence in 1962, most parents would have their children sent to the established Government aided schools in addition to the missionary church founded schools for formal education (Ssekamwa, 1997). The parents were involved in payment of school fees and providing

physical materials like bricks timber for school construction schools. However payment of school fees and other scholastic requirements remained a challenge to some parents who could not afford providing them hence forcing their children to remain at home without formal education.

The introduction of UPE in January 1997 saw the increased pupils' enrollment as the poor families who could not afford payment of school fees and other school requirements were able to access education (Ministry of Education and Sports Report, 2013). However, despite the Ministry of Education and Sports (1998) guidelines on policy, roles and responsibilities of different stake holders including parents, majority of parents under UPE relinquished their responsibilities to government. The pupils are regarded as Government's children and it's surprising to see a pupil come to school without books, or not having had any food at home. Parents appear to think it is the government's duty to cater for all the education needs of their children. Parents' involvement in schools has often been linked with enhanced student achievement, behavior and wellbeing as well as in democracy and empowerment (Epstein, 1996; Epstein, 2001; Fan & Chen, 2001).

However, literature on the impact that involvement of parents in education in support to their children has on their academic performance in developing countries is minimal. Whether the relationship exists any and the nature of involvement that affects academic performance are all vital to determine. The researcher therefore intended to study parents' involvement and its relationship with academic performance of pupils in Buhaguzi county UPE schools.

1.2.2 Theoretical Background

This study was premised upon the theoretical schema of Joyce Epstein's, framework of six types of parental involvement (Epstein, 1995). Epstein advanced a classification defining the six various types of parental involvement, which assist educators in developing the school,

family, and community partnership programs which according to her help the children to succeed at school and later in life.

Epstein (1995) further asserts that, children always learn and grow through three overlapping spheres of influence; family, school, and community. In relation to this study, therefore, these three must work together to meet the needs of the child through; parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. All these six types of parental involvement need to be included to have successful partnerships. She argued that the school, family, and the community are important spheres of influence on child's development and that the child's education is enhanced when these three environments work together with shared goals. In this study, the theory encourages schools to create greater connection among home, school and community through implementing the activities across the six types of parental involvements which according to her is hoped to help in the pupil's academic achievement. The researcher therefore believed that Epstein (1995) theory was relevant to and would guide the research on parental involvement and academic performance.

1.2.3 Conceptual Background

Parents' involvement can be defined as all activities done by parents that are intentionally associated with learning (Bouffard & Weiss, 2008). According to Sui-Chu and Willms, (1996); Deslande and Bertrand, (2004); and Walker et al (2005), conventional definitions are restricted to school related activities, unlike sociologists who draw a distinction between the home based activities like helping children do homework, discussing their experiences at school, and the school based activities like communication with the school and participating in school based activities.

In this study, parents' involvement was conceived as an independent variable perceived as the roles, responsibilities, and activities played by parents both at home and school in supporting education of their pupils, for example, provision of school requirements; school uniform, books, pens, feeding; supporting school management by participating in planning and decision making at school, involvement in school management through planning, decision making and participating in leadership. Supporting the child's learning at home by checking the pupils work books, helping pupils with homework, giving pupils encouragement, expectations and ensuring pupils attendance to school to avoid absenteeism.

Academic performance is defined as the outcome of education, the extent to which a pupil or teacher or institution has achieved their education goals (Ferguson, 1990). It refers to the quality and quantity of knowledge, skills, techniques and positive attitude, behavior and philosophy that learners achieve or acquire (Ibid).

In this study, academic performance was assessed through the pupil's daily class scores and end of term exam scores which contributes to performance in the Primary Leaving Education (PLE) pass grades of Uganda National Examination Board (UNEB) in the order of first grade, second grade, third grade, fourth grade, grade X and grade U (Ungraded). Grade X and U are the worst academic performance grades and the pupil will not be allowed to join secondary education. The researcher therefore used UNEB results for the last three years 2013 to 2015 in addition to the daily class work and end of term exams scores as a measure of academic performance. It was hoped that academic performance of pupils would depend on the extent of parents' involvement in supporting the education of their children both at home and in school and this has consistently been found to be related (Hara & Burke, 1998; Hill & Craft, 2003; Marcon, 1999; Stevenson & Baker, 1987).

1.2.4 Contextual Background

Buhaguzi County is found in Hoima District in the Mid-Western part of Uganda with five sub counties namely; Buhimba, Bugambe, Kiziranfumbi, Kabwoya and Kyangwali Sub County with a total of 68 schools under the UPE scheme with majority of the parents being basically subsistence farmers. Government has invested a lot of resources to facilitate UPE in the last five years 2011-2015, through Hoima District local government. A total of Eight hundred twenty seven million four hundred ninety five thousand six hundred Uganda shillings (827,495,600 UGX) has been spent on the construction of classrooms, VIP latrines and, staff houses in some selected schools, paying the teachers' salaries, provision of school furniture and support supervision to schools (Ministry of Education and Sports, 2014). Yet government alone cannot afford all the education needs of these children. There is need for parents to contribute towards the education of their children and support government in these efforts.

However, from anecdotal evidence majority of parents have left the responsibility of parenting and education of children to the teachers in Government schools. While schools with children whose parents are more involved in their education have higher academic performance and improved behaviour (Bryan, 2005, Henderson & Mapp, 2002). Most parents under UPE have turned their pupils as President Museveni's children; we now have fathers and mothers with less parental responsibilities. Very few parents indeed are involved in the education of their children under UPE program, for example around lake Albert in Buhuka parish of Kyangwali Sub county, and in Nkondo parish in Kabwoya sub county where fishing is the source of livelihood and a quick source of money, some parents send their children to go fishing instead of going to school. Anecdotal evidence reveals that while some parents in the rice growing sub counties like Kiziranfumbi, Bugambe and Buhimba, children miss out school to go and scare away birds from their rice gardens, yet others go for petty trading in

markets to sell food items as source of family activity and income hence causing class absenteeism and school drop outs.

There are also incidences of some pupils going to school without having had food at home, proper clothing or (school uniform), stationery like books, pens and pencils in addition to lack of support to feeding of children especially lunch while at school hence causing a lot of absenteeism, lack of morale and concentration in class which affects their class scores. There is less involvement by parents in planning and decision making in school management. Majority of parents do not attend to school activities and programs like Parents' Teachers' Association (PTA) meetings, annual speech and visitation days, even when they are invited voluntarily to do so. This leads to parents disowning school decisions aimed at improving academic performance. All the above cases clearly show lack of seriousness on part of some parents regarding to education of their children. However the challenge is that there are no legal sanctions that can be charged on a parent for failing to take educational responsibility of their children in UPE since they are mainly voluntary and not compulsory according to the UPE 1998 policy guidelines and the 2008 Education Act, yet the parents seem to take advantage of this either ignorantly, willingly or both (Ministry of Education and Sports, 1998; Government of Uganda, 1998). This has left very few parents in UPE schools involved in the education of their children hence demoralizing children who cannot be supported with educational requirements.

Academic performance in Buhaguzi county has remained so poor with low pass grades for example in 2013, out of 2989 pupils who sat for PLE, only 95 got grade 1 while 522 were ungraded; in 2014, of the 3038 pupils, only 87 got grade1 yet 573 were ungraded; in 2015, of the 2791 pupils, only 31 were in grade 1 but 571 are ungraded (UNEB, 2013; 2014; & 2015). This state of academic performance is alarming and unless it is addressed and mitigation measures put in place, Buhaguzi County is likely to produce children with education that

does not equip them with skills, knowledge and experience to deal with the current challenges like unemployment, poverty, and social economic development while others will never join secondary education level. Therefore, the researcher was motivated to examine the relationship between parents' involvement and academic performance.

1.3 Statement of the Problem

Parents' involvement has always been vital to academic performance of pupils in any given institution of learning (Fan & Chen, 2001; Jeynes, 2003). Similarly, Government of Uganda recognizes the central role that parents' involvement has to play in ensuring good academic performance through provision for their children's educational requirements (Ministry of Education and Sports, 1998). Governments, like the Parents, world over have a shared responsibility for educating the nation's children. Indeed, Government of Uganda has put in a lot of efforts to support UPE schools with the necessary resources, for example, recruitment and payment of the teachers' salaries, provision of instructional materials to schools, development of infrastructure like classrooms, latrine construction and also carrying out support supervision so as to attain good academic performance. (Ministry of Education, Science and Sports, 2014).

Despite Government efforts, the academic performance of pupils in UPE schools has consistently remained poor in Buhaguzi county Hoima District. (UNEB, 2013, 2014, 2015). Evidence provided from the results of the three years referred to above indicate that out of a total of 8,998 candidates who sat for PLE in the last three years; 2013, 2014 and 2015, only 213 representing 2.4 percent managed to pass in grade I compared to the 1,666 (18.52%) ungraded and the 558 (6.2%) in grade X (total failures), UNEB (2013, 2014, 2015) and therefore not eligible for any post-primary education institution.

From anecdotal evidence, it also appears that majority of parents in Buhaguzi County have wrongly perceived the responsibility of educating their children in UPE to be that resting entirely on Government and are less involved to provide the required support. Yet Government alone cannot provide all the education needs of their children without parents' support (Bitamazire, 2008). It's therefore clear from all the evidence provided that the situation of academic performance in Buhaguzi County is quite appalling and leaves a lot to be desired. It's feared that if this trend does not improve, many parents might withdraw their children from UPE schools and take them to private primary schools which might lead to the eventual collapse of UPE program, Government's investment of colossal sums of money into the program notwithstanding. Equally, many other pupils from poor families will simply drop out at primary level having failed to attain entry requirements for their desired post-primary targets. This can create a semi-educated and poorly skilled population hence low socio-economic development in Buhaguzi County. Without immediate attention being taken to arrest the situation, the entire Government and other stakeholder efforts are likely to go to waste.

It's not clear, however, as to how far parents in Buhaguzi County have gone in an effort to be fully involved in their children's education for good academic performance. It is against this background that this study sought to examine the relationship between parents' involvement and pupil's academic performance in UPE schools of Buhaguzi County, Hoima district.

1.4 Purpose of the Study

The purpose of this study was to examine the relationship between parents' involvement and academic performance of UPE schools in Buhaguzi County, Hoima District.

1.5 Objectives of the Study

- i. To assess the relationship between parents' involvement in the provision of scholastic requirements and pupils' academic performance of UPE schools in Buhaguzi County, Hoima district.
- ii. To establish the relationship between parents' involvement in school management and pupils' academic performance of UPE schools in Buhaguzi County, Hoima district.
- iii. To investigate the relationship between parents' involvement in supporting the pupils' learning at home and pupils' academic performance of UPE schools in Buhaguzi County, Hoima district.

1.6 Research Questions

- i. What is the relationship between parents' involvement in the provision of scholastic requirements and pupils' academic performance of UPE schools in Buhaguzi County, Hoima district?
- ii. What is the relationship between parents' involvement in school management and pupil's academic performance of UPE schools in Buhaguzi County, Hoima district?
- iii. What is the relationship between parents' involvement in supporting the child's learning at home and pupil's academic performance of UPE schools in Buhaguzi County, Hoima district?

1.7 Hypotheses of the Study

The study will test the following hypotheses

- i. There is a significant relationship between parents involvement in the provision of scholastic requirements and pupils' academic performance of UPE schools in Buhaguzi County, Hoima district.

- ii. There is a significant relationship between Parents involvement in school management and pupils’ academic performance in UPE schools in Buhaguzi County, Hoima district
- iii. There is a significant relationship between parents involvement in supporting the child learning at home and pupils’ academic performance in UPE schools Buhaguzi County, Hoima district

1.8 Conceptual Frame Work

This section presents a conceptual framework illustrating the relationship between parents’ involvement in the education of their children as independent variable (IV) and academic performance as dependent variable (DV).

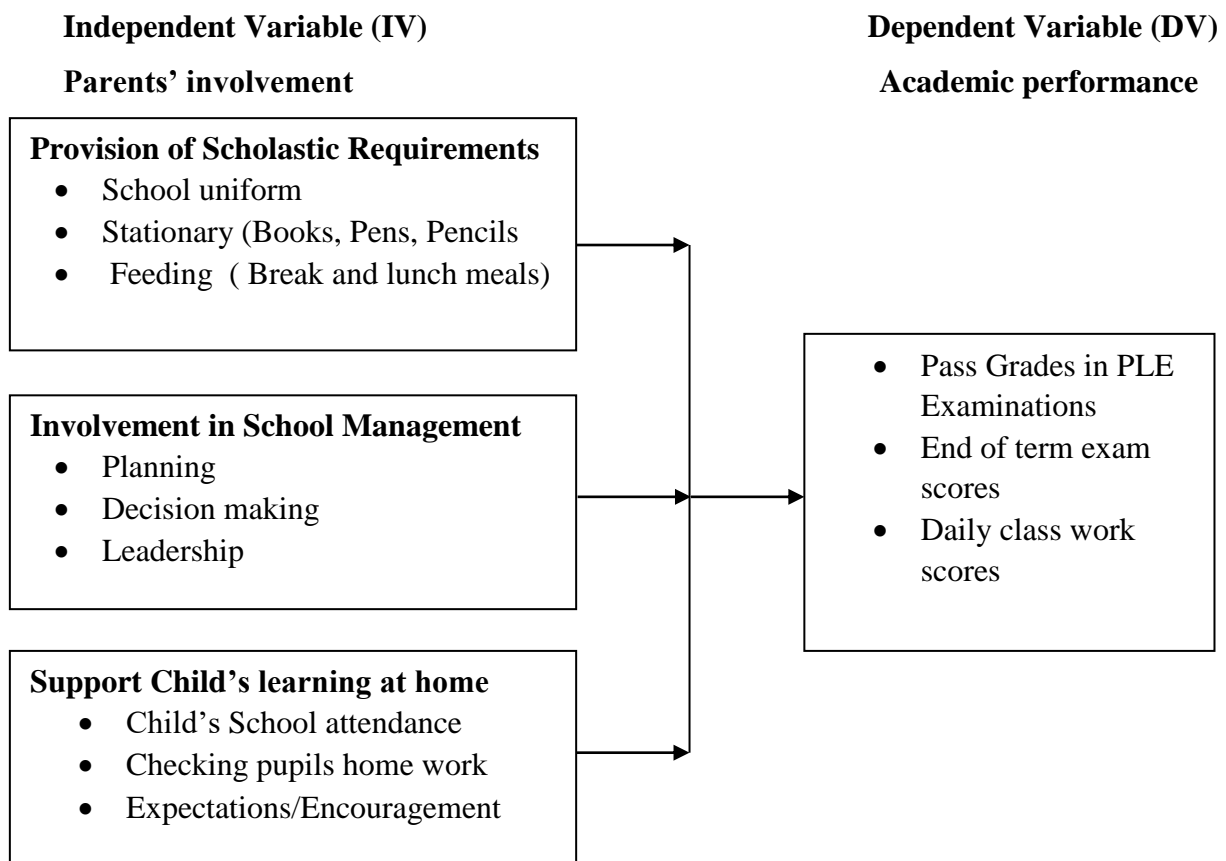


Figure 1.1. A conceptual framework illustrating the relationship between Parents involvement (IV) and Academic performance (DV) being the study variables

Source: Adapted from: UPE handbook by the Ministry of Education and Sports (1998) and Modified by the Researcher

Parents' involvement being the independent variable was measured through provision of scholastic requirements, involvement in school management and supporting the pupil's learning at home. Academic performance as the dependent variable was measured through the daily class work scores and end of term examination scores which influences academic performance at PLE in terms of pass grades.

1.9 Significance of the Study

Policy makers, planners and decision makers: The research findings may help these parties come up with appropriate policies of involving parents in education management to improve academic performance.

Education institutions: This study may be beneficial to education institutions in developing school activities that bring the school, the parents and community together seeking ways to improve academic performance for example school visitation and speech days, parents' Teachers' *associations* (PTAs), and annual general meetings.

Parents: The study may benefit parents by understanding their roles. If parents become aware of how their involvement contributes to better academic performance, they may get more actively involved in the education of their children

Future researchers: the study is expected to contribute to body of existing knowledge and literature on parents' involvement in education and academic performance. More researchers undertaking studies in this field may be inspired by the findings and so this can act as a reference point to future research on parents' involvement and academic performance.

1.10 Justification of the Study

There are many stakeholders in the implementation of UPE. Each stakeholder has clearly defined roles and responsibilities (Government of Uganda, 2008). Parents have been identified as key stakeholders with many responsibilities towards the success of education

and training. Similarly, many researchers have written widely about parents' involvement and its relation with academic performance and claim positive relation to exist (Fan & Chen, 2001, Jeynes, 2003, Hara & Burke, Hill & Craft, 2003, Epstein, 1995). Although they agree that parents' involvement improves learning and so academic performance, many parents in Buhaguzi County are uncertain about their rightful contribution in facilitating the education of their children and how this influences their academic performance and unless it's clearly understood, the parents may continue being reluctant with their pupil's education. Against this background, the researcher intends to examine the relationship between parents' involvement and academic performance of pupils in UPE schools Buhaguzi county Hoima District.

1.11 Scope of the Study

1.11.1 Geographical Scope:

The study was conducted in 21 randomly selected UPE schools of Buhaguzi County Hoima District. Hoima District is located in Western Uganda bordered by Buliisa District to the North, Masindi District to the North East, Kyankwazi District in the East and Kibaale District to the South and Ntoroko District to the South West and Democratic Republic of Congo across Lake Albert to the West.

1.11.2 Content Scope:

The study examined the relationship between parents' involvement and academic performance of pupils in UPE schools of Buhaguzi County Hoima District. Parents' involvement is the independent variable while academic performance is the dependent variable. The study with a sample size of 1 DEO, 1 Inspector of schools, 103 teachers, 19 head teachers, 19 School Management Committees (SMCs) chairpersons, 19 parents representatives and 19 pupil leaders, was premised on the following specific objectives: to assess the relationship between parents involvement in the provision of scholastic

requirements and pupils academic performance, to establish the relationship between parents' involvement in school management and pupil's academic performance, to investigate the relationship between parents' involvement in supporting the pupils learning at home and pupil' academic performance of pupils in UPE schools in Buhaguzi County Hoima district.

1.11.3 Time Scope:

The study focused on a period of three years (2013 to 2015) because that is when Buhaguzi County experienced the lowest PLE pass grades in UNEB examinations (UNEB, 2013; 2014; & 2015)

1.12 Operational Definitions of Terms and Concepts Use

Stakeholders: These are individuals as a group with interest in the success of the organization in delivering the intended results and maintaining viability of organization products and services.

Universal Primary Education (UPE): This is the provision of education (primary) to all Ugandan children of school going age. Universal in this case meaning accessibility is to all.

Primary Leaving Examination (PLE): This is the examination given to primary seven candidates after completion of the primary level syllabus.

Parents: In this study, parents included, biological parents, relatives and guardians who stay with pupils at home, where pupils come from and return after school and carry the responsibility of supporting Childs development, education and the general wellbeing.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature reviewed from different studies. Studies have been carried out on the relationship between parents' involvement and academic performance of pupils and in order to develop an exhaustive understanding of the subject, the researcher reviewed related literature from both primary and secondary sources which included; textbooks, research papers, publications, dissertations, newspapers and internet articles and journals on parental involvement and pupil's academic performance. The chapter covers the theoretical review, thematic review of literature related to the objectives and the summary of literature.

2.2 Theoretical review

This study was underpinned by Joyce Epstein's Theory of Six Types of Parental Involvement to clearly explain the link between parents' involvement and academic performance (Epstein, 1995). This model assists educators in developing school and family partnership programs. There are many reasons for developing school, family, and community partnerships, she writes, "the main reason to create such partnerships is to help all youngsters succeed in school and in later life." Parents' involvement comes out as an important variable that is positively associated with children's education. Increasingly, schools are realizing its significance and are encouraging families to become more involved. Epstein (1995) further presents a comprehensive view of parental involvement and discusses how children learn and grow through three overlapping spheres of influence: family, school, and community.

These three spheres must form partnerships to best meet the needs of the child.

Epstein further defined six types of involvement based on the relationships between the family, school, and community and stressed the fact that all of these six types of involvement need to be included to have successful partnerships. The

six types of parental involvement include: parenting (helping families with childrearing and parenting skills), communicating (developing effective home-school communication), volunteering (creating ways that families can become involved in activities at the school), learning at home (supporting learning activities in the home that reinforce school curricula), decision-making (including families as decision-makers through school-sites councils, committees) and collaborating with the community (matching community services with family needs and serving the community), Epstein (1995).

Epstein suggests that;

Each type of involvement encompasses a variety of practices to be undertaken by teachers, parents, and pupils and is theoretically linked with a variety of distinct outcomes for pupils, teachers, and parents as well. Educators, along with parents, are encouraged to select those practices likely to produce the types of outcomes that coincide most closely with their needs, goals, and capacities, Epstein (1995).

Epstein therefore stresses the fact “that not all parental involvement leads to improved student achievement” as evidenced by the selected results (produced by each of six types) in Epstein (1995, p.707).

2.3 Conceptual Review

This section covers specific ideas and studies done by other scholars in relation to parents’ involvement and pupil’s academic performance.

2.3.1 Parents Involvement

Bouffard and Weiss (2008) define parents’ involvement “as all activities done by parents that are intentionally associated with learning.” According to Sui-Chu and Willms, (1996); Deslande and Bertrand, (2004); and Walker et al (2005), “conventional definitions are restricted to school related activities, unlike sociologists who draw a distinction between the home based activities like helping children do homework, discussing their experiences at

school, and the school based activities like communication with the school and participating in school based activities.”

Parents’ involvement may differ from culture to culture and different societies may have different forms. In this study, parents’ involvement is conceived as an independent variable perceived as the roles, responsibilities, and activities played by parents both at home and school in supporting education of their pupils, for example, provision of school requirements; school uniform, books, pens, feeding; supporting school management by participating in planning and decision making at school, involvement in school management through planning, decision making and participating in leadership. Supporting the child’s learning at home by checking the pupils work books, helping pupils with homework, giving pupils encouragement, expectations and ensuring pupils attendance to school to avoid absenteeism. (Ministry of Education and Sports, 1998). The social cognitive theory suggests that messages about appropriate behavior and socially acceptable goals are better absorbed by the youth through talking and observing important people in their lives (Bandura, 1977).

Kamuli (2006) pointed out that Parents keep on moving the pupils from one institution to another based on trivial matters. However, Nasozi (2010) noted that there are strategies adopted by parents to ensure good performance and high educational standards including financial contribution towards teacher’s welfare and salaries which shows parents pre-occupation with institution performance and educational standards. For the case of primary schools, parents have to play a key role to ensure that their children get the right type of education.

In another development, Bitamazire (2008) also observed that “parental expectations have a notable influence on academic results.” Bitamazire (2008) adds that parents are the earliest teachers known in education field and still the most important teachers of society. Therefore,

the parenting style, whether democratic or authoritarian and a positive family climate enables the emergency of well developed, mature and stable children who can be able to learn while uncaring parent and “unfavorable family climate promotes non adaptation, immaturity, lack of balance and insecurity” in a child which makes them dropout from school.

2.3.2 Academic performance

Ferguson (1990) defines academic performance “as the outcome of education, the extent to which a pupil or teacher or institution has achieved their education goals.” It refers to the “quality and quantity of knowledge, skills, techniques and positive attitude, behavior and philosophy that learners achieve or acquire” (Ibid). According to Hara & Burke (1998), Hill & Craft (2003), Marcon (1999), and Stevenson & Baker (1987) as cited in Topor, Keane, Shelton, & Calkins (2010) “parent involvement in a child's education is consistently found to be positively associated with a child's academic performance.” Shute, Hansen , Underwood, & Razzouk (2011) equally share the same view.

2.4 Parents’ Involvement and Academic Performance

This review has been organized thematically along the three independent variables that is, provision of scholastic requirements and academic performance, involvement in school management and supporting the child’s learning at home and academic performance.

2.4.1 Provision of scholastic requirements and pupils academic performance

There are three dimensions reviewed under this variable and these are; provision of school uniform, provision of stationary and feeding.

2.4.1.1 Provision of school uniform

Dressing of school uniform by pupils has become a norm in almost all schools in Uganda. Government of Uganda (1998) is of the view that parents, as a matter of obligation, provide their children with among other educational needs clothing. The pupils therefore are expected

to dress in a school uniform provided by their parents as an obligation. This improves pupil's smartness, confidence and retention in schools (Bitamazire, 2008). The researcher agrees with this position; however, it does not explain how it contributes to academic achievement of pupils. The role of parents' involvement in their children's education has become a crucial issue in educational policy and research. Existing research findings suggest the existence of a positive relationship between parents' involvement and success in education. This study sought to extend frontiers of knowledge of the different parental practices in education and how they affect the academic performance of UPE pupils. Parents play a central role in the homes for example buying soap to wash these school uniforms and to ensure their children go to school clean. Generally speaking, to Henderson and Mapp (2002), "parents' involvement is associated with children's higher achievements in language and mathematics, enrolment in more challenging programs, greater academic persistence, better behavior, better social skills and adaptation to school, better attendance and lower drop-out rates."

2.4.1.2 Provision of stationery

In this review the stationery requirements which were considered are provision of exercise books, pens and pencils. These will facilitate pupils learning and it is hoped that by parents providing them it will improve on their pupil's academic performance (Ministry of Education and Sports, 1998). Glasgow and Whitney (2009) reports that "[many] research findings have demonstrated that there is an overwhelming connection between literary resources in the homes and children's reading skills." The author is in agreement that Children whose parents are able to provide them with scholastic materials like books, pens, pencils to facilitate learning have a tendency to score higher than those that come to class without them. Pupils need books and writing pens and pencils to facilitate learning. However this needs an investigation on how it can improve academic performance given the fact that there are parents who provide them but complain about poor performance of their children.

2.4.1.3 Provision of feeding

Food is important for human beings as well as pupils in school and is a part of education. The findings by Kaklamanou (2012) stated that “students need fuel to actually make them study well and be attentive and manage the responsibility of class. It has been discovered that skipping breakfast can adversely affect problem-solving tasks such as mathematics grades which require problem solving skills.” Lauglo and Maclean (2005) observed that “education should develop moral aesthetic, physical and practical capacities not just cognitive knowledge organized in academic disciplines.” There is need for parents indeed to provide support to schools to have meals either packed or support the school to prepare meals for their pupils.

2.4.2 Involvement in School Management and Pupils’ Academic Performance

In this section, literature has been reviewed along the; parents involvement in planning, decision making and leadership.

2.4.2.1 Involvement in Planning

Jordan, Orozco and Averett (2001), Sanders and Epstein (2000) contend that “the effectiveness of parents, schools and communities working together has been documented in several studies.” To promote these comprehensive partnerships, the schools must provide opportunity for school, families and the community to work together (Rutherford & Billing, 1995). These partnerships must be based on mutual respect and interdependence of a home, school and the community. Likewise, Epstein (1995) notes that “schools enhance their connection to families by encouraging them to volunteer in school activities and attend school events,” participate in planning and in decisions that affect the school; for example, attending PTA meetings and the SMCs meetings. It is argued that “families who volunteer in school activities grow more familiar and comfortable with their children’s schools and teachers.”

Epstein for instance argues that:

Parents are likely to develop a greater appreciation for the work of teachers, develop their own skills, and grow increasingly comfortable in working with their children and interacting with others at school. Finally, teachers will be able to pay more attention to individual students as a result of volunteer help. They are also likely to become more open to involving parents in varied ways and develop an appreciation for the parental talent base (Epstein, 1995, p.726).

2.4.2.2 Involvement in decision making

Epstein (2001), Fan and Chen (2001) argue that “involving parents in governance, decision-making, and advocacy roles is yet another strategy for concretizing links between schools and parents.” As parents participate in decision-making, and get involved in learning support activities, the academic outcomes improve. Parent and community participation in decision-making may also help make schools more accountable and responsible to the community. Parents’ participation in decision-making at school, it has been argued, may be “concretized by including parents in school site councils, parent-teacher associations, and other committees” whose activities include the benefits of policies that are enacted on behalf of pupils (Epstein, 1995). Epstein further argues that:

Pupils are also likely to become aware of family representation in school decisions. Parents are expected to develop opportunities for input, feelings of ownership, an understanding of policies, and a sense of connection with other families. Teachers will likely become increasingly aware of the role of parents’ perspectives in policy development, Epstein (1995).

2.4.2.3 Involvement in leadership

The Ministry of Education and sports (MoES) emphasizes the need for schools to have parents involved in leadership through management committees as statutory organs for successful implementation of UPE (Government of Uganda, 2008). According to Businge

(2017), amidst the criticism of the county's quality of education, high rate of teachers' and students' absenteeism and misappropriation of public funds, the state minister for higher education Dr. Chrysestom Muyingo says parents' involvement in running schools should be adhered to; "we will ensure that this is followed at every step. The school management committees and the parents and teachers association must be activated in every school. This is by law and a must. We are not requesting, but instructing schools, the minister was quoted as saying" (Businge, 2017). The management committees are supposed to provide overall direction to the operations of the school through planning together with the parents in the SMCs and PTA meetings where major decisions regarding academic performance are discussed.

Achoka (2007) recognizes the need for cooperation between the school leadership, the community and the home through involvement of parents.

Achoka reiterates that for change to take place in school, the school principal should be an advisor to students, teachers and the community. He/she should be in a position to identify possible threats against retention rates and reverse the situation and needs to act as a counselor to not only the students but also parents and teachers because this could assist all parties interested in the education life of the learner to appreciate the need to be educated (Achoka, 2007).

Muyingo as reported by Businge (2017), the Education Act 2008 was written with a view that parents are involved in the learning of schools through the school management committees or Board of Governors and PTAs. This was meant to get parents involved in the running of schools which most of them do not seem to know or appreciate argues Muyingo. In the same vein Nsumba-Lyazi Robbinson, the director of basic and secondary education, concurs with Muyingo that "educating children is a shared responsibility between the state and parents" (Businge, 2017).

2.4.3 Child's learning at home and Pupils Academic Performance

Most parents' participation in children's education happens at home. That "schools must capitalize upon what parents are already doing by helping them to assist and interact with their children at home learning activities that reinforce what is being taught in school" (Driessen, Smit, and Slegers, 2005; Greenwood and Hickman, 1991). Schools should emphasize "increased parents' understanding of the curriculum and the skills their children need to develop at each stage in their schooling. Schools must also bring to the attention of parents their systems of tracking students and other practices so that parents may support the making of decisions that are in their children's best interests" (Driessen, Smit, and Slegers, 2005; Greenwood and Hickman, 1991). This can "help bridge any cultural or class disparity between home and school environments. Schools, therefore, are challenged to design a menu of interactive work that taps parents' support skills and involves them in the learning processes. Schools must also engage parents to ensure that students set academic goals, prepare for career transitions, and make appropriate course selections" (Ibid).

The Outcomes associated with these activities, according to Epstein (1995) include, among others:

Improved student test scores and other skills linked to homework. Students are also more likely to perceive themselves as learners and to see their parents as teachers. It's also associated with more homework completed and better attitudes toward schoolwork. Parents may begin to view their children more as learners and develop confidence in their own abilities to teach and support the educational process (Epstein, 1995). They are also more likely to indulge in discussions of schoolwork with their children which can help teachers develop better homework assignments. Among other things, teachers are expected to develop greater satisfaction with family involvement as they witness varied support all types of families are able to provide students.

Paul (2012), for instance cites a series of studies published by researchers; the first, for example, found out “that parental involvement in form of checking homework, attending school meetings and events, discussing school activities at home has a more powerful influence on students’ academic performance than anything about the school the students attended.” The second study, according to Paul (2012) reported “that the effort put forward by parents (reading stories aloud, meeting with teachers) had a bigger impact on their children’s educational achievement than the effort spent by either teachers or the students themselves.” And the third study concluded “that schools would have to increase their spending by more than \$1,000 per pupil if they were to achieve the same results as are gained with parental involvement, something that’s too costly” (Ibid).

2.4.3.1 Pupil’s School Attendance

Atkinson (1998) was of the view that “one crucial element of a child’s success in school is school attendance.” That when student non-attendance increases, there is subsequent decrease in performance (Herberling and Shaffer, 1995). Cases of school absenteeism in rural areas are high especially as parents use pupils as labor mainly during the planting and harvesting time and in petty trading to get money.

Van Voorhis (2003) reports “that academic performance is positively related to parents who enforce rules of children’s education such as daily attendance.” It is important for parents to ensure pupils daily school attendance to facilitate good performance. Kovas (1986) for instance “found that schools that use attendance policies with grade penalties have seen an increase in average daily attendance.” Atkinson (1998, p.4) further contends that “school attendance is an integral part of a child’s success in school, the rate at which children are absent from school is relevant”. Chappel (2004), using an after school program examined the relationship between regular school attendance and academic achievement. “Linkage between

after-school programs and the school day may translate into transportable strategies for school leaders for improving student achievement and attendance” (Chappel, 2004). Existing research reports support the view that “students who attend school regularly have higher grades than students with high absences” (Redick and Nicoll, 1990). Smith (2011) is of the view that “several of the studies reviewed focused on middle and high school student achievement and attendance.” Additional studies have shown that early intervention procedures should be used to reduce student absenteeism to improve student attendance. Another study focused on students in the intermediate grades and student mobility and the negative impact on student achievement (Rumberger and Larson, 1998). The primary focus of each of the studies shows that student attendance had a direct relationship with student achievement (Deal & Peterson, 1999). Smith (2011) therefore concludes that “even though the approach of the studies varied, the outcomes of all the studies justify the need to further address pupils’ school attendance and pupils’ achievement in the primary schools.”

2.4.3.2 Checking Pupils work books and helping to do Home Work

There is need for parents to work closely with teachers especially in checking children’s books and helping them to do homework, to guide and encourage good academic performance. A number of studies have underscored the relevance of parent involvement in assisting pupils with homework (Balli, Demo, & Wedman, 1998; Callahan, Redmacher, and Hildreth, 1998, Cooper, Lindsay, and Nye, 2000). Antoine (2015), for instance, concludes that, “parents who are more involved in the academic lives of their children have students who have a higher probability of being successful academically, as a result of that additional assistance.” Cooper, Lindsay, and Nye (2000) conclude that “an active teaching role for parents may be most appropriate for elementary children experiencing difficulty in school.” Balli, Demo and Wedman (1998) have further established that educators need to assist parents understand homework concepts and develop appropriate work methods in order to

best help their pupils. Chowa, Masa & Tucker, (2013) conclude that “in fact, children are more likely to engage themselves and perform better in school when their parents show an interest in their school work, are willing to help them with homework, and are willing to hold their children responsible for completion of school assignments.” Therefore parents need to create time and good home environment to check their children’s work books and assist them with homework to better their academic performance.

2.4.3.3 Parents expectations and encouragement

The significance of parents’ values, expectations and encouragements to pupils as a mechanism to improve academic performance has been justified in a number of studies; including Fan (2001), Giallo et al. (2010) and Jeynes (2003) to mention. A critical assessment of the role played by parents and considering anecdotal evidence available, parents appear to play an immeasurable part “in laying the foundation for their children’s learning” and academic achievement.

According to Castro et al. (2011) assertions on “parental involvement and student academic achievement, the results show that the parental models most linked to high achievement are those focusing on general supervision of the children's learning activities; the strongest associations being found when the families have high academic expectations for their children, develop and maintain communication with them about school activities, and help them to develop reading habits.” Zang and Carrasquillo (1995) in the same spirit contend “that when pupils are surrounded by caring, capable parents and are able to enjoy nurturing and moderate kinship, their foundation for literacy is built with no difficulty.”

Nancy Hill (as cited in Paul, 2012) finds that parents play a crucial role in what Hill calls “academic socialization”, that is to say, “setting expectations and making connections between current behavior and future goals (going to college, getting a good job).” Hill

contends that “engaging in these sorts of conversations has a greater impact on educational accomplishment than volunteering at a child’s school or going to PTA meetings, or even taking children to libraries and museums. When it comes to fostering students’ success, it seems, it’s not so much what parents do as what they say” (Paul, 2012). Pinantoan (2013) advises against underestimating “the influence of parental involvement on a student’s academic success.” He further argues that whereas “brain power, work ethic, and even genetics all play significant roles in student achievement, the principal determining factor boils down to the nature support system the child has at home.” Therefore, parents should give positive encouragement to their pupils to perform better academically.

2.5 Summary of the literature

By and large, the general effect of parents’ involvement appears to work in support of pupils’ academic success. Parents’ involvement, particularly in the form of parents’ values and aspirations modeled in the home, is a major factor shaping pupils’ achievement and adjustment. There is clearly evidence from the above cited studies in these pupil areas, “home-and-school environments based factors” affect schools academic performance. Factors such as Provision of Scholastic requirements, involvement in school management, and supporting the pupils learning at home affect education achievement of pupils. However while most literature reviewed concurs with parents’ involvement to be related to improved academic performance, the clear-cut mechanisms through which it relates is not fully understood in Buhaguzi county. Understanding these mechanisms may help in designing more effective interventions for parents’ involvement and increase academic performance and so the researcher was motivated to examine their relationship in Buhaguzi county Hoima District.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was followed to investigate the research problem. It covers the research design, the study population, sample size and sample selection procedure, data collection methods and instruments, quality of data collection instruments, data collection procedures, measurement of variables and data analysis techniques that were used.

3.2 Research design

Amin (2005) defines a research design as “a plan for carrying out a research project.” It involves “an outline of what the researcher will do from writing or formulating the hypothesis to the final analysis of data.” It answers questions of what the study is about, where and when will it be carried out, “what will be the sample design, what techniques of data collection will be used, how will data be analyzed and what style will the report be prepared.” Across sectional design was adopted for this study. The researcher collected data from a cross section of respondents at a single point in time and made inferences about a population of Buhaguzi County Hoima District. The researcher also adopted a descriptive cross sectional survey design for the study because it was easy to undertake and to communicate results compared to others since the results obtained from a cross section of respondents was representative of the entire population. According to Neuman (2003), a cross sectional survey design is simple, less time consuming and least costly alternative. In order to achieve the study objectives, both quantitative and qualitative approaches were adopted.

3.3 Study population

Population refers to the entire group of individuals, event or objects having common observable characteristics. It's the “totality of all elements that conforms to a given

specification” (Mugenda and Mugenda, 2003). This study focused on 21 selected UPE schools in Buhaguzi County with a total population of 254 respondents in the categories of, one DEO, one Inspector of schools, 21 Parents representatives, 21 Head teachers, 21 pupil’s leaders, 147 Teachers, and 21 SMCs chairpersons.

3.4 Sample size and sample selection procedure

The study was based on a sample size of 198 that was drawn from a population of 254. The researcher determined the sample size on the basis of the Krejcie and Morgan Table (1970), Table 3.1 below shows the sample size and sample selection procedure that used in the study.

Table 3. 1: Sample size and sample selection procedure

Category	Population	Sample size	Sampling techniques	Method
DEO	1	1	Purposive	Interview
Inspector of schools	1	1	Purposive	Interview
Head teachers	21	19	Purposive	Interview
Teachers	147	103	Simple random	Questionnaire
Chairpersons SMCs	21	19	Purposive	Interview
Parents representatives(PTAs)	21	19	Purposive	Interview
Pupils leaders	42	36	Purposive	Interview
Total	254	198		

Source: Primary Data, 2017

3.4.1 Sampling Techniques and Procedure

This section presents the sampling techniques and sampling procedures followed to accomplish this study.

3.4.1.1 Simple random sampling technique

Schools: Being a potentially very big geographical area with many schools, and to determine the selected schools for this study, the accessible population of the schools had first to be determined. Hubbard (2017) and Asiamah, Mensah & Oteng-Abayie (2017) are of the view

that “when it is impractical to recruit every human being in the target population, it is necessary, then, to make use of an accessible population as a subset of the target group.” The target population is “who the researcher wants to study and the accessible population is who the researcher can actually study” (study population). Hubbard (2017) was of the view that “resource restrictions such as budget constraints, geographical location and time contribute to the need for a limited research population.” To increase reliability, the study had to be carried out in the 21 accessible UPE schools representing the about 30.9% out of the 68 UPE schools in Buhaguzi County according to the data available in Hoima District education department 2016. Simple random sampling technique enabled all the schools to have equal chances of being selected (Amin, 2005). A Simple random sample is a sample obtained from the population in such a way that the samples of the same size have equal and independent chances of being selected. This helped the researcher to avoid biases in selecting the 21 UPE schools.

Respondents: Simple random sampling was applied to select the 103 teachers from all the 21 UPE selected school. This technique was used to select the teachers because it would enable every teacher to have equal chances of being selected. Additionally the teachers were selected since they are the one who facilitate and assess the pupils learning through daily class work, end of term, and year exams which all form the basis and contribute to pupil’s academic performance at PLE.

3.4.1.2 Purposive sampling technique

This is a sampling technique where the researcher used his own judgment or common sense regarding the participant from whom information had to be collected as suggested by Amin (2005). In this case, the researcher sampled from the following categories of respondents the District Education Officer, D.E.O. (one), the Inspector of schools (one), the 36 pupils’ leaders (purposively selected head girl and the head boy in each school) the 19 representatives of the

parents purposely (chairpersons of PTAs from each school), the 19 chairpersons of SMCs in each school, and the 19 Head teachers. The researcher purposively selected these samples because of their practical knowledge and relevance in the study as key stakeholders in the implementation of UPE (Government of Uganda, 2008). Purposive sampling enabled the researcher to select the samples based on his experience and knowledge about these samples that the respondents had the right information the researcher needed.

3.5 Data collection methods

The data was obtained through the use of the questionnaire survey, interviews, and direct observation.

3.5.1 Questionnaire Survey method

The researcher made use of the questionnaire tool to collect data in order to measure opinions and experiences of the respondents through the use of a set of written questions with choices of answers designed for the purpose of this survey. This method was used because it elicited specific responses that are easy to analyze, it is easy to fill, confidential and appropriate for a big number of respondents and the respondents give their views freely and independently (Amin, 2005). Therefore this method was used to gather data from the 103 randomly selected teachers.

3.5.2 Interviews method

The researcher used the interview tool to gather information directly and interactively with the respondents. To Amin (2005), “an interview is an oral questionnaire where the researcher gathers information through direct verbal conversation with the respondents.” Precisely, the researcher interviewed one District Education Officer, one District Inspector of Schools, 19 Head teachers, 19 Chairpersons SMCs, 19 parents’ representatives (Chairpersons PTAs), and 31 Pupils’ leaders (head boy/girl in each selected school) selected purposively to give the most critical information details not provided through the questionnaire tool. This method

was selected because it would enable the researcher to gather in-depth information from the respondents as suggested by Mugenda and Mugenda (2003). Additionally, Amin (2005) notes that interview method is good since it captures various ideas needed for the study because the interviewer has a chance to control the environment in which the questions are asked and answered, channel and direct the reactions and comments of the respondent. By asking probing questions, the researcher was able to collect additional information which could not otherwise be readily obtained from the self-administered questionnaire. The purpose was to triangulate the methods used in the survey and explore greater depth of information to get the required data for the study objectives.

3.5.3 Observation method

This is a method that makes use of human visualization as its main means of data collection (Amin, 2005). In this case, the researcher examined what was happening in the real life situation and then classified and recorded important happenings according to a pre-designed scheme. In this study, the researcher observed the pupils at school to see the kind of support parents were giving them to have scholastic requirements like exercise books, pens, pencils, uniform, feeding at school (break and lunch meals), and pupils' class attendance, in the selected schools so as to crosscheck with information given by the respondents.

3.5.4 Documentary Review

The researcher made use of documentary review method to collect secondary data on academic performance of pupils. Secondary sources are “resources that digest, analyze, evaluate and interpret information contained within primary sources or other secondary sources.” Secondary data according to Kothari (2004) means that data are already available; that is to say they refer to data which have already been collected and analyzed by someone else. Specifically the researcher made use of UNEB primary leaving Examinations results for the years 2013, 2014 and 2015 as presented in Table 4.9.

3.6 Data collection instruments

The questionnaires, interviews and observation checklist will be used to collect data.

3.6.1 Questionnaire

To Amin (2005), “a questionnaire is form consisting of interrelated questions prepared by the researcher about the research problem under investigation based on the objectives of the study.” The researcher formulated a set of written questions to which respondents were able to record their answers, within rather closely defined alternatives. In this study, the researcher a self-administered questionnaire tool with closed ended questions was used to gather data from the randomly selected 103 teachers. This is because it’s less expensive compared to other tools of data collection. The questionnaire was distributed for filling to teachers with greater assurance of anonymity which would ensure valid information as suggested by Amin (2005). The closed ended questions were structured in nature with their constituent variables measured on a 5 point Likert scale (5 strongly Agree, 4 Agree, 3 Not sure, 2 Disagree and 1 strongly Disagree). The 5 point Likert scale is the most appropriate way to formulate the different questions for measuring different items from different variables.

3.6.2 Interview guide

The researcher formulated an interview guide for this study with a list of questions that the researcher used to ask the respondents during the interview process. The questions were structured to ensure each respondent is asked the exact questions in the same order. Like the way Amin (2005) argues, the interview guide helped the researcher to collect more detailed data than that collected with a questionnaire because it had the advantage of ensuring probing for more information, and clarification. In addition it also allowed chance to the researcher to revisit some of the issues considered vital for the study, and yet they had been underestimated in other instruments of data collection. The interview guide was structured containing questions on all variables of the study and would guide the researcher while administering

interviews to purposively selected respondents in the categories of the D.E.O, the inspector of schools, the 31 pupils' leaders (head boy/girls in all selected schools), the 19 parents' representatives (PTA), the 19 chairpersons (SMCs), and the 19 head teachers. The Interview guide was also used because it had the advantage of ensuring that the researcher keeps on track asking relevant and probing questions necessary to achieve the study objectives.

3.6.3 Observation Checklist

An observation checklist was formulated by the researcher containing the things to be observed; both the physical observable things like whether pupils have exercise books, pens, pencils, pupils' class attendance, whether pupils have meals at school, come dressed in school uniform in addition to social processes such as the levels of interaction between the school and the parents. Since observation employs human visualization as its main means of data collection, the observation checklist guided the researcher to keep within the study objectives and enrich the findings through avoiding biased data since he would be able to observe directly what he intended to study (Amin, 2005). Observation was necessary because what the respondent cannot say due to other reasons can be observed and noted down.

3.7 Data quality control (Validity and Reliability of the Instruments)

This section presents aspects of data quality control; validity and reliability of instruments.

3.8 Validity and Reliability of the Instruments

The researcher measured reliability and validity of the research instruments using the Cronbach Alpha and the Content Validity Index respectively.

3.8.1 Validity

Amin (2005), Oso and Onen (2008) define validity as “the truthfulness of findings or the extent to which the instrument is relevant in measuring what it is supposed to measure.” The validity of the instrument quantitatively was established using the Content Validity Index (CVI). This involved the expert scoring of the relevance of the questions in the instrument in

relation to the study variables. The instruments that yielded a CVI above 0.7 were found to be within the accepted ranges. Amin (2005) notes that “a CVI of more than 0.7 implies that the tool is valid.” The experts assessed validity centred on their assessment of items in the instruments as relevant and not relevant using the following formula:

$$\text{CVI} = \frac{\text{Total number of questions rated relevant}}{\text{Total number of question in the instrument}}$$

An instrument is valid when it has a CVI of above 0.7 (Amin, 2005).

Table 3. 2: Content validity Index Results

Content validity Index Results for Questionnaires			
<i>Variables</i>	<i>Total Number of items</i>	<i>Number of items Declared Valid</i>	<i>Content Validity Index</i>
Provision of Scholastic Requirements	6	5	0.833
Involvement in School Management	3	3	1.0
Supporting child’s learning at home	5	4	0.8
Academic performance	8	8	1.0

Source: Primary Data, 2017

The results in Table 3.2 above were all above 0.7 indicating that the questions in the instrument were valid. Having involved expert scoring of the questions in accordance to their relevance within the instrument and to the study variables such CVIs were acceptable as valid (Kothari, 2004:56).

3.8.2 Reliability

Reliability, according to Oso and Onen (2008) is the dependability or trustworthiness, and it’s about measuring the extent to which the instrument consistently measures whatever it is meant or purports to measure. Using the Qualitative approach, the researcher as able to establish “reliability of the instruments through a pilot test of the questionnaire to guarantee consistency and dependability and their ability to extract data that would adequately answer the objectives of the study.” The results of the findings were then subjected to a reliability analysis. The Cronbach’s Alpha was employed to quantitatively establish reliability using the reliability Coefficient test. Upon conducting the test, if the coefficient values were found to

be 0.7 and above, then the items in the instrument were regarded reliable. Cronbach's coefficient alpha (X) was employed to determine the internal reliability of the instrument using the formula provided below:

$$X = \frac{K}{K-1} \left[\frac{1 - \sum SD^1}{\sum SD^t_1} \right]$$

Where x – Reliability coefficient

K - Number of items included in the instrument

$\sum SD^1$ - Sum of variance of individual items

$\sum SD^t_1$ - Variance of all items in the instrument

Cronbach's alpha reliability coefficient falls within a range of 0 and 1 inclusive. When the coefficient would be close to 1.0 then the internal consistency of the items in the scale would be considered greater and vice versa. The survey instrument was tested in its entirety, while the sub-scales of the instrument were also tested independently to yield the acceptable value of 0.7 and above.

Table 3.3: Cronbach Reliability Coefficient test

<i>Cronbach Reliability Coefficient Results test for Questionnaires</i>		
<i>Variables</i>	<i>Cronbach test results</i>	<i>Number of items</i>
Provision of Scholastic Requirements	0.732	6
Involvement in School Management	0.799	3
Supporting child's learning at home	0.740	5
Academic performance	0.713	8

Source: Primary Data, 2017

The results above in Table 3.3 above were all above 0.7 indicating that the questions in the instrument were reliable (Kothari, 2004:60).

3.9 Data Collection Procedure

Having obtained a letter of transmittal from Uganda Management Institute, the researcher then proceeded to Hoima District Education Department to formally notify them of his

intentions to conduct a study in Buhaguzi county selected UPE schools. Upon being given permission from the District Education Department, the researcher requested for an opportunity to interview the D.E.O., and the Inspector of Schools. The researcher thereafter would proceed to the selected schools on a day, and time agreed upon in the appointment with the head teacher and immediately request for an interview with him or her. The researcher with support from the head teacher would randomly select and give a self-administered questionnaire to the selected teachers in every school which he would collect on a day agreed upon after it has been filled but not more than one week. The researcher would request the head teacher for the names of the two pupils' leaders (ahead girl/ahead boy) to purposively participate in the interview in every school. Through the head teacher, the researcher would called and sought appointment with the selected chairman of SMC and the parents' representatives (PTAs chairman) of each selected school for a face to face interview in their convenient time and places. In addition, critical observation of the variables under study of the respondents was done. All the answers given with all the tools used were recorded immediately to avoid forgetting and misinterpreting them, while picking the filled questionnaires and at the end of every interview, the researcher would thank the respondents.

3.10 Data analysis

3.10.1 Qualitative data analysis

Qualitative data collected from interviews was sorted and organized into themes. Accordingly, through data coding, classification and identification emerging parameters in the responses, the researcher was able to evaluate and analyze the adequacy of information given in answering the research questions as recommended by Glenn (2003). While analyzing qualitative data, summaries on how different themes/variables were related had to be developed. Content analysis and thematic analysis technique were used during analysis of qualitative data in this study.

3.10.2 Quantitative data analysis

Quantitative data collected was expressed in numeric terms for analysis using the Statistical Package for Sciences (SPSS) Version (21) software. The descriptive statistics were used to analyze data. Descriptive statistics in form of frequency distribution tables and means as measures of central tendency including percentages for comparison purposes were used in data analysis. Analysis and explanations were made to give meaning to the collected data. In order to test the research hypotheses spelt out at the beginning of the study, the chi-square test was used to establish first whether the average rate of academic performance differed significantly by level of parental involvement in the education of their children. And if it was not found significantly different, then a conclusion would be made that there is a relationship or no relationship between parents' involvement and academic performance depending on the respondents' assertions.

3.11 Measurement of variables

The variables were measured according to their behavioral dimensions and indicators. Parents involvement through provision of scholastic materials like uniform, stationary; books pens pencils, involvement in school management through planning, leadership and decision making while supporting the pupils' learning at home was measured by the respondents' perception and experiences on pupils school attendance, supporting their pupils with homework and their encouragement and expectations. The teachers who are the main respondents were asked to tick anyone of these options that would represent their view on the issues raised; 5- Strongly agree, 4- Agree, 3-Neutral, 2-Disagree, 1-Strongly disagree to the elements concerning both the independent and dependent variables.

3.12 Ethical Considerations

Adherence to ethical norms in research need not to be overemphasized. First, the aims of research, such as knowledge, truth, and avoidance of error can only be fostered through

norms. Prohibitions against “fabricating, falsifying, or misrepresenting research data” that promote truthful reporting of findings and avoidance error can only be guaranteed where norms are upheld. For ethical conduct to be maintained in this study, names of respondents had to be withheld to ensure anonymity and utmost confidentiality while handling the responses. Respondents were given reassurance that the research was primarily academic and participation was made voluntary. The respondents’ consent was sought using the introductory letter from Uganda Management Institute. The researcher ensured he got responses from all the respondents especially by obtaining teachers’ telephone and residence contacts for follow up purposes on the distributed questionnaires so that all are returned for completeness.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter contains the findings of this study. The findings obtained by collecting primary data and secondary data from respondents have been presented, analyzed and interpreted to make meaning out of the data.

4.2 Response Rate

This section presents the response rate as shown in Table 4.1 below;

Table 4. 1: Response Rate

Instrument	Target Population	Actual Response	Response Rate (%)
Questionnaire	147	103	70.1
Interviews	107	91	85.05
Total	254	194	76.4

Source: Primary Data, 2017

For data collection using the questionnaire tool the study registered a high response rate of (103) representing 70.1 from 147 questionnaires issued. This could have been so since most respondents were teachers who are educated and easily accessible in their schools. For the case of interviews, a total of 107 interviews in the category of DEO, Inspector of schools, Head teachers Chairmen school management committees, PTA representatives and pupil leaders were targeted, however, only 91 interviews were effected resulting into an 85.05% response rate as shown in Table 4.1 above. Generally speaking, the overall response rate (76.4%) for the entire study was good enough to draw meaningful generalizations and conclusions.

4.3 Background characteristics of Respondents

The first task of this study was to determine the background information of respondents. The respondents have been specifically described in terms of gender, working experience at the current school and teacher's highest level of education attained.

4.3.1 Classifications of Respondents by Gender

Table 4.2 below presents the findings for the classification of respondents by gender.

Table 4. 2: Classification of Respondents by Gender

Item	Total Population	Frequency	Percent (%)
Male	59	47	45.6
Female	88	56	54.4
Total	147	103	100.0

Source: *Primary Data, 2017*

From the findings, a total of 103 respondents participated in this study; the male teachers were 47 while female teachers were 56 in number. Accordingly, therefore, the male teachers accounted for 45.6% of the respondents while the female teachers accounting for 54.4% of the respondents. From the findings, it's clear that there were more females compared to male teachers participating in the study UPE schools in Buhaguzi County. This clearly reflects the population outlook in terms of distribution of male and female teachers in UPE schools of Buhaguzi County. What remains unclear, however, is whether females are more interested in primary school teaching in Hoima or whether the statistics are simply a matter of chance since they do not reflect the national statistics on primary school teachers by level of qualification and sex, 2015, where the male teachers appear to outnumber their female counterparts at every level of education qualification (Uganda Bureau of Statistics, 2017)

4.3.2 Working Experience at the Current School

This section presents the results on the work experience at the current school in the Table 4.3 below:

Table 4. 3: Working Experience at the Current School

Item	Frequency	Percent (%)
0-2 Years	20	19.4
3-5 Years	26	25.2
6-9 Years	15	14.6
10 Years and Above	42	40.8
Total	103	100.0

Source: *Primary Data, 2017*

Considering the grouping under Table 4.3 above, as per the working experience at their current school, most respondents (42) were in the 10 years and above category which accounted for 40.8 percent of the total respondents. Teachers who have worked for two years or less (20) accounted for 19.4 percent, twenty six teachers accounting for 25.2 percent had worked for a period between 3-6 years while 15 teachers had worked for a period between 6-9 years. Considered collectively, 83 teachers representing 80.6 percent had worked from a minimum three years to ten years and above. Therefore, most respondents had accumulated a very good experience in teaching, a factor that is assumed very important for ensuring good academic performance. In this study therefore, teacher's competences to ensure good academic performance can be taken as given.

4.3.3 Teacher's Highest Level of Education Attained

Table 4.4 below presents the teacher's highest level of education attained.

Table 4.4: Teacher's Highest Level of Education Attained

Item	Frequency	Percent (%)
Certificate	55	53.4
Diploma	44	42.7
Degree	4	3.9
Total	103	100.0

Source: *Primary Data, 2017*

The purpose of this information was to establish whether the teachers who are responsible for imparting knowledge into the pupils were adequately trained and therefore fit for that purpose. The findings indicate that all teachers are trained and qualified to handle children in school. Majority of these teachers (55) accounting for 53.4% had attained a certificate, 44

(42.7%) had attained a diploma while 4 (3.9%) teachers had a degree. The qualification of these teachers is assumed to have good bearing on the performance of pupils.

4.4 Academic Performance of Pupils

Academic performance is defined as the outcome of education, the extent for which a pupil or teacher or institution has achieved their education goals. Since academic performance may influence “the quality and quantity of knowledge, skills, techniques and positive attitude, behavior and philosophy that learners achieve or acquire” (Ferguson, 1990), it goes without saying that this should and remains one of the biggest concerns in the education process. Table 4.5 below presents the respondents’ opinions on factors affecting academic performance and the extent and nature of the relationship.

Table 4.5: Descriptive Statistics on Academic Performance

No.	Indicators of Academic Performance	SD	D	U	A	SA	Mean	Rank
1	Lack of scholastic materials like uniform, stationery (books, pen, pencils, etc.) negatively affects daily class work scores.	4 (3.9)	6 (5.8)	8 (7.8)	26 (25.2)	59 (57.3)	4.26	5
2	Lack of feeding (lunch) meals at school has a general negative effect on pupils' academic performance.	4 (3.9)	5 (4.9)	0 (0)	30 (29.1)	64 (62.1)	4.41	5
3	Pupils can better their academic performance when their parents get more involved in school management by participating in planning through PTA, SMC, and other school meetings/activities where decisions are made.	0 (0)	0 (0)	7 (6.9)	42 (41.6)	52 (51.5)	4.45	5
4	Pupils perform well academically when their parents participate in school leadership and take part in major decisions that are made for the improvement of academic performance	0 (0)	1 (1.0)	4 (4.0)	32 (32)	63 (63)	4.57	5
5	Absenteeism in class cumulatively affects the pupil's performance in end of term and PLE examinations.	6 (5.8)	2 (1.9)	1 (1.0)	21 (20.4)	73 (70.9)	4.49	5
6	Checking the pupils work books and helping them with their home work can better their daily class wok scores in particular and academic performance in general.	0 (0)	0 (0)	4 (4.0)	39 (38.6)	58 (57.4)	4.53	5
7	Pupils develop desire to perform better and succeed in academics when their parents expectations and encouragement are positive.	2 (1.9)	1 (1.0)	1 (1.0)	46 (44.7)	53 (51.5)	4.43	5
8	Parents' involvement in supporting the education of their children greatly improves their overall academic performance.	0 (0)	0 (0)	4 (3.9)	43 (41.7)	56 (54.4)	4.5	5
	Mean of Indicators on Academic Performance						4.46	5

Source: Primary Data, 2017

Legend			
Mean Range	Response Mode	Rank	Interpretation
4.21 – 5.00	Strongly Agree (SA)	5	Strongly Confirmed
3.41 – 4.20	Agree (A)	4	Confirmed
2.61 – 3.40	Undecided (U)	3	Not Sure
1.81 – 2.60	Disagree (D)	2	Fairly Confirmed
1.00 – 1.80	Strongly Disagree (SD)	1	Least Confirmed

4.4.1 Secondary Data Results on Academic performance

Table 4.6 below displays secondary data on primary leaving examinations performance as one of the measures of academic performance. The Table 4.6 presents the academic performance in form of actual grade scores in PLE from the last three years; 2013, 2014 and 2015 of primary seven pupils from selected Schools of Buhaguzi County.

Table 4.6: Primary Leaving Examinations (PLE) Performance of Pupils in Selected Schools in Buhaguzi County – Hoima District

No	Primary School	2013							2014							2015						
		Grade Scores							Grade Scores							Grade Scores						
		I	II	III	IV	U	X	Total	I	II	III	IV	U	X	Total	I	II	III	IV	U	X	Total
1	Kayera	-	1	5	4	16	1	27	-	-	12	1	25	-	38	-	2	-	2	12	3	19
2	Kihabwemi	1	7	14	4	5	1	32	-	8	8	13	4	2	35	-	1	13	7	4	-	25
3	Bujalya	-	12	13	3	9	1	38	-	7	17	6	18	3	51	-	8	6	7	3	-	24
4	Kigaaya BCS	-	1	5	5	14	1	26	-	3	4	1	8	17	33	-	5	13	9	12	-	39
5	Kigaya COU	-	11	18	8	10	2	49	-	6	18	10	10	2	46	-	4	4	6	11	5	30
6	Kisiiha	-	5	5	6	5	1	22	-	10	9	3	2	1	25	-	7	4	5	2	3	21
7	Karama	-	-	8	5	27	3	43	-	-	7	4	7	1	19	-	-	1	3	17	4	25
8	Rumogi	1	14	6	1	-	-	22	-	17	3	-	1	-	21	-	12	8	1	1	3	25
9	Kikuube	-	8	8	8	4	3	31	1	12	14	3	5	-	35	-	7	14	5	4	1	31
10	Sir Tito Winyi	-	25	9	12	2	1	49	3	29	4	2	2	2	42	-	23	15	14	12	-	64
11	St. JohnBosco Munteme	-	19	19	4	2	2	46	-	11	9	3	4	3	30	-	12	9	-	-	1	22
12	Mukabara	1	9	4	4	3	-	21	-	11	15	5	1	-	32	-	10	14	3	3	-	30
13	Wambabya	-	14	12	8	10	-	44	-	12	10	16	20	2	60	-	4	4	5	6	5	24
14	Kikoboza	1	16	19	5	12	-	53	-	17	12	10	16	1	56	-	16	10	1	3	-	30
15	Kibararu	-	9	8	12	2	1	32	-	3	11	12	25	4	55	-	1	3	2	17	2	25
16	Muhuiju	-	2	2	1	13	1	19	-	1	5	5	15	-	26	-	-	4	3	10	1	17
17	Kitondora	-	1	5	-	14	1	21	-	2	1	3	9	1	16	-	1	2	4	9	-	16
18	Ruguse	2	16	24	17	5	-	64	-	15	14	17	20	2	68	-	10	19	8	14	3	54
19	Bujugu	-	3	9	3	5	1	21	-	1	8	8	15	2	34	-	4	3	12	3	-	23
20	Bugambe Tea	-	14	14	16	25	9	78	2	7	5	5	16	5	40	-	4	8	9	6	2	29
21	Bugambe BCS	-	8	9	4	7	-	28	-	1	3	3	10	4	21	-	5	12	3	1	2	23
	Totals	6	195	216	130	190	29	766	6	173	189	130	233	52	783	0	136	166	109	150	35	596

Source: Secondary Data, Uganda National Examinations Boards PLE Results, 2013, 2014 & 2015

Academic performance in Buhaguzi county remains so poor with low pass grades, for instance in the 21 selected schools for this study, out of 766 pupils who sat for PLE in 2013, only six obtained grade one while 190 were ungraded; in 2014, of the 783 pupils, only 6 got grade one, yet 233 were ungraded; in 2015, of the 596 pupils, none were in grade one but 15 candidates were ungraded (Refer to Table 4.6 above). Evidence provided from the results of the three years referred to above further indicate that out of a total of 2145 candidates who sat for PLE in the last three years (2013, 2014 & 2015), only 12 representing 0.56 percent

managed to pass in grade I compared to the 573 (26.7%) ungraded and the 116 (5.41%) in grade X (total failures), UNEB (2013, 2014, 2015) and therefore not eligible for any post-primary education institution. This state of academic performance is alarming and unless it is addressed and mitigation measures put in place, Buhaguzi County is likely to produce children with education that does not equip them with skills, knowledge and experience to deal with the current challenges like unemployment, poverty, and social economic development while others will never join secondary education level.

4.5 Empirical results on parents' involvement and academic performance of pupils in UPE schools of Buhaguzi county, Hoima district

Under this section the empirical results for each specific objective is presented, analyzed and interpreted with overall objective of demonstrating the relationship between the parents' involvement and academic performance of pupils in UPE of Buhaguzi county Hoima District.

4.5.1. Research Question One: What is the Relationship between Parents' Involvement in the Provision of scholastic Requirements and Pupils' Academic performance of UPE Schools in Buhaguzi County, Hoima District?

Under this research question the researcher sought first to investigate the levels of parents' involvement in the provision of scholastic requirements; school uniform, stationery and feeding and secondly, establish the relationship between their provision and academic performance

4.5.1.1 Parents' Provision of Scholastic Requirements

Under this section, the items were derived from the first objective. Question items measuring responses on parents' involvement in the provision of scholastic requirements specifically school uniform; stationery and lunch were put to the respondents. The items were scaled using the five-point Likert scale where code 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree and discussed based on the six questions

which are statistically tabulated and presented in the Table 4.7 below with the frequencies and percentages according to the responses collected.

Table 4.7: Descriptive Statistics on Provision of Scholastic Requirements

No.	Indicators of Provision of Scholastic Requirements	SD	D	U	A	SA	Mean	Rank
1	Parents ensure that their children come to school dressed in their school uniform	3 (2.9)	19 (18.4)	5 (4.9)	68 (66)	8 (7.8)	3.57	4
2	Parents always provide stationary like books, pens, pencils, to their children whenever they come to school.	3 (2.9)	18 (17.5)	2 (1.9)	69 (67)	11 (10.7)	3.65	4
3	Parents ensure their children come with packed lunch at school.	13 (12.9)	35 (34.7)	12 (11.9)	34 (33.7)	7 (6.9)	2.87	3
4	Parents provide pocket money to their children to buy food items for lunch at school.	27 (26.5)	39 (38.2)	31 (30.4)	4 (3.9)	1 (1)	2.15	2
5	Parents contribute finances to the school to prepare lunch for their children while at school	47 (46.1)	40 (39.2)	6 (5.9)	6 (5.9)	3 (2.9)	1.80	1
6	Parents believe it's the responsibility of government to provide scholastic requirements of their children not the parents.	13 (12.9)	18 (17.8)	8 (7.9)	36 (35.6)	26 (25.7)	3.44	4
Mean of Indicators of Provision of Scholastic Requirements							2.92	3

Source: Primary Data, 2017

Legend			
Mean Range	Response Mode	Rank	Interpretation
4.21 – 5.00	Strongly Agree (SA)	5	Strongly Confirmed
3.41 – 4.20	Agree (A)	4	Confirmed
2.61 – 3.40	Undecided (U)	3	Not Sure
1.81 – 2.60	Disagree (D)	2	Fairly Confirmed
1.00 – 1.80	Strongly Disagree (SD)	1	Least Confirmed

4.5.1.1.1 Parents' Provision of School Uniform

On the question of whether parents ensure that their children come to school dressed in their school uniform, majority of the respondents 68(66%) agreed with that assertion with eight respondents representing 7.8% of the respondents being in strong agreement with the assertion (refer to Table 4.7 above). The remaining combined percentage (26.2%) strongly disagreed (2.9%), disagreed (18.4%) or were undecided (4.9%). The mean response for this

particular question is 3.57, way above the overall mean (2.92) for the entire group of indicators on this question. It's therefore clear from the responses that majority of the respondents confirmed the fact that parents provide their children with school uniform.

While interviewing a cross section of respondents, a similar consensus seems to have emerged on the questions regarding provision of scholastic requirements. For the purpose of this study, Head teachers, PTA and SMC members, leaders of pupils (Head girls and Head boys), D.E.O and the Inspector of schools Hoima District were interviewed. With regard to the aspect of provision of scholastic requirements, a question was raised on the necessity of a school uniform, whether parents actually provided the scholastic materials to their children and another one rose on feeding of the pupils while at school.

Concerning the parents' provision of school uniform, all respondents unanimously agreed that school uniform is necessary and that up to 80% of the pupils are provided with school uniform. They also generally agree that among the many purposes that uniform serve include; *pupil identification is made easy, enforces smartness and orderliness and that smartness prompts the child to love going to school, makes it easy to enforce discipline, it's a requirement in all schools, protecting pupils against indiscipline like sexual harassment and also works as source of security to the pupil.*

The respondents interviewed also agree that the use of school uniform has a very important relationship with academic performance. This relationship among the many ways is realized in the sense that; *(i) uniform brings and build self-confidence in the mind of the pupil, (ii) pupils learn with a settled mind, leveled ground, they are made equal; no rich no poor, (iii) provides courage to the pupil to defend themselves against unwanted advances to especially the girl-child from the men – society generally respects the pupil in uniform, and (iv) that some bad behaviors like escaping from school are avoided.* Drawing from these findings,

parents like other education stakeholders appear to appreciate the relevance of school uniform in many respects facilitating academic success; therefore, its contribution cannot be underestimated.

4.5.1.1.2 Parents' Provision of Stationery

Concerning whether parents always provide stationery like books, pens, pencils, to their children whenever they are going to school, a mean response of 3.65 was registered, which is also above the overall mean response of 2.92 confirming the assertion. Similarly, the question of whether parents believe it's the responsibility of government to provide scholastic requirements of their pupils not the parents, a mean response of 3.44 was registered which also has a rank of 4 that confirms this assertion.

Interviewees were also asked to respond to the question as to whether parents provide scholastic materials to their pupils. *Generally speaking, interviewees were of the view that approximately 70% of the pupils are provided with such scholastic materials as books, pens, pencils. However, mathematical sets, atlases, dictionaries and other vital textbooks were not readily available; that these are not readily available to the extent that some pupils have to be sent back home first in order to acquire them.* These materials, the interviewees concur that they facilitate learning in class; the pupil needs them while writing for record keeping and enabling the pupil to effectively revise hence increasing the chances of improved academic performance. *That scholastic materials are learning tools/aids, can help pupils make references, help in record keeping, that assessment of pupils is made easier and it gives full meaning to inspection by teachers and parents.* The findings in all cases indicate a fair response in the provision of stationery and that stationery is significant for good academic results.

4.5.1.1.3 Parents' Provision for feeding

The respondents were not sure on the issue regarding whether parents ensure their pupils come with packed lunch at school. Indeed a mean response of 2.87 attracting a rank of 3 was registered. Generally speaking a look at question 3, 4 and 5 reveals that matters regarding feeding the pupils by their parents have not been handled well. From the responses given it is clear that indecision was observable on the part of question 3, question 4 regarding provision of pocket money by parents to their pupils to buy food items for lunch at school was fairly confirmed with a rank of 2 while question 5 regarding whether parents contribute finances to the school to prepare lunch for their pupils while at school was least confirmed with a rank of one.

Considering feeding of pupils at school, interviewees generally agree that feeding is important for effective learning and hence good academic performance. *According to the D.E.O Hoima district, Godfrey Sserwanja's estimates 'most parents (up to 90%) do not provide support to feeding children at school.'* He further asserts that *the unfed child will have no brain development and that feeding facilitates learning and hence improves academic performance. His views concurs with those of the Inspector of schools – Hoima district Johnson Kusiima Baingana who is equally of the view that parents have failed to provide feeding in schools and that a hungry child cannot perform well in class.* According to the head teachers, only a few pupils, however, in some schools pack food, *for example, Karama P/S only 45% do pack food, Kibararu P/s only 30 % do pack food, 50% for Ruguse and Bujugu primary Schools while at Kikube BCS school 70% pack food.*

It's clear from the interviewees that a strong and significant relationship exists between feeding the pupil and his/her academic performance. The interviewees generally argue that with feeding; *(i) concentration in class has been reported high, (ii) absenteeism of children,*

who know that there is food at school, is avoided, (iii) escaping from class is avoided, (iv) discipline is enforced in class, and (v) accidents resulting from pupils moving out of school to look for what to eat are avoided. From these findings, it is clear that majority of parents do not appreciate the responsibility of feeding their children at school and how this impacts on their children's performance. This is only a recipe for poor academic results.

From the researcher's own observation, in all the schools visited up to 80 percent of the pupils had uniforms and virtually all pupils had scholastic materials like pens, pencils and books save for a few isolated cases in Kigaaya, Kisiiha, Munteme, Sir Tito Winyi and Kihabwemi primary schools, where some pupils lacked books, pens or both. This therefore shows that some parents may not be aware of some of their basic responsibilities. This reinforces that perception considerably confirmed by a mean of 3.44 which is above the overall mean of 2.92 for the set of indicators under that Table 4.7 above and the 62 respondents that parents believe that it's the role of government to provide scholastic requirements.

The general mean of 2.92 for all indicators on the provision of scholastic requirements and interview results indicate that parents haven't done a good job in this area. The situation is particularly dire when it comes to the feeding of children in which case all the responses to each of the questions is below 2.92, the general mean. The foregoing findings are unfortunate as they are likely to result in these pupils continuing to post poor academic results.

The relationship between parents' involvement in the provision of scholastic requirements and pupils' academic performance of UPE Schools in Buhaguzi County, Hoima District has been described and measured on the basis of question 1 and 2 in Table 4.7 above. Question 1 for instance reveals that the lack of scholastic materials like uniform, stationery (books, pens, pencils, etc.) negatively affects daily class work scores of pupils. This view is strongly

supported by the descriptive statistics on the question; 59 (57.3%) of the respondents strongly agree, 26 (25.2%) just agree with the mean of 4.26 for this question. Meanwhile the second question that was probed into was whether the lack of feeding (lunch) meals at school has a general negative effect on pupils' academic performance. Sixty-four respondents representing 62.1 percent strongly agree and 30 respondents accounting for 29.1% of the respondents agree to the assertion that the lack of feeding (lunch) meals at school has a general negative effect on pupils' academic performance. This is supported by a mean value of 4.41. For both the two assertions, the respondents strongly confirm the assertions.

Whereas provision of scholastic requirements to children at school most especially writing materials, school uniform and feeding appear to be very significant factors for good academic performance, results obtained under section 4.5.1.1 of this chapter reveal that parents of Buhaguzi County have not been fully responsive in availing these requirements to their children. It's not surprising therefore that the results for PLE is the last three years as presented in Table 4.6 are that bad for selected UPE schools in Buhaguzi County. This therefore leads this research into a conclusion that there is a considerable positive relationship between provision of scholastic requirements and pupils' academic performance of UPE Schools in Buhaguzi County – Hoima District.

4.5.2 Research Question Two: What is the Relationship between Parents' Involvement in School Management and Pupils' Academic Performance in the UPE Schools in Buhaguzi County – Hoima District?

Under this research question the researcher sought first to investigate the levels of parents' involvement in the provision of school management vis-à-vis planning, decision making and leadership. And secondly, establish the relationship between their involvement and academic performance.

4.5.2.1 Parents' Involvement in School Management

Under this section, the question items were derived from the second objective measuring responses on parents' involvement in school management was put to the respondents. The items using the five-point Likert scale where code 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree and discussed based three questions which are statistically tabulated and presented in the Table 4.8 below with the frequencies and percentages according to the responses collected.

Table 4.8: Descriptive Statistics on Involvement in the School Management

No.	Indicators of Involvement in the School Management	SD	D	U	A	SA	Mean	Rank
1	The school management ensures that parents are involved in the planning process and are consulted on key issues to be taken on especially regarding academic performance.	2 (1.9)	6 (5.8)	2 (1.9)	65 (63.1)	28 (27.2)	4.08	4
2	Parents participate in school meetings like SMCs, PTAs and annual general meetings where major decisions are made.	1 (1.0)	5 (4.9)	6 (5.8)	54 (52.4)	37 (35.9)	4.17	4
3	Parents participate in the selection and election of school Associations and management leaders like PTA , SMC chairmen who represents them democratically	2 (2.0)	3 (2.9)	8 (7.8)	50 (49)	39 (38.2)	4.19	4
	Mean of Indicators on Involvement in the School Management						4.15	4

Source: Primary Data, 2017

Legend			
Mean Range	Response Mode	Rank	Interpretation
4.21 – 5.00	Strongly Agree (SA)	5	Strongly Confirmed
3.41 – 4.20	Agree (A)	4	Confirmed
2.61 – 3.40	Undecided (U)	3	Not Sure
1.81 – 2.60	Disagree (D)	2	Fairly Confirmed
1.00 – 1.80	Strongly Disagree (SD)	1	Least Confirmed

4.5.2.1.1 Parents' Involvement in Planning

During this study, views were sought on whether the school management ensures that parents are involved in the planning process and are consulted on key issues to be taken on especially

regarding academic performance. The findings on this particular issue (refer to table 4.8 above) reveal a considerable response (93) in affirmative with 65(63.1%) simply confirming or agreeing to this assertion and 28(27.2%) strongly confirming or strongly agreeing to the assertion. The general mean score (4.08) from all respondents is also reported to below the overall mean score (4.12) on this category of indicators of regarding parent involvement in school management. At 4.08, it's the lowest mean score recorded in this category of questions. This implies that generally respondents agree that there are attempts to have parents very much involved in school management. What is not clear from these results, however, is the extent of their involvement.

A look at the findings emerging from the interviewees indicates that they generally agree that it's vital for parents to participate in PTA, SMC and annual general meetings. What they point out, however, is that parents' participation is still generally low and it's mainly composed of female parents attending most meetings. *One respondent, a member of SMC actually estimates that it's only approximately 30 percent of parents who turn up for such meetings. Respondents also were concerned that the increased attendance of these meetings by female parents could be of little or no consequence since it's the male parents who have the financial power to implement the decisions taken in school meetings. They were also concerned that while some parents are always positive in meetings but implementing the decisions taken is not always easy.*

The interviewees also pointed out the existing relationship between parents involvement in planning and academic performance. They say, when parents are involved in planning; *(i)it boosts the morale of teachers at school since negative attitudes are avoided from parents, (ii)creates a good relationship between teachers and parents,(iii) it becomes a way of monitoring school activities since parents are able to know what's happening at school, (iv) implementation of plans is made easier since resources needed at school are easily mobilized*

through participatory planning, (v) school challenges affecting academic performance are easily identified, and (vi) participatory planning promotes unity, respect and a sense of ownership and responsibility hence controlling conflicts among parents and teachers. It goes with saying, therefore that parental involvement in planning for school is very critical, though as a matter of fact, parents, involvement is still low and wanting; therefore, there is need to investigate low level of parental involvement and the fears of male parents to get involved.

4.5.2.1.2 Parents' Involvement in Decision Making

Parental involvement in decision making has been found to be an important ingredient of excellent performance in schools. Table 4.8 above reveals that 91 respondents accounting for 88.3 percent of the respondents at least agree or confirm that parents participate in school meetings like SMCs, PTAs and annual general meetings where major decisions are made. The findings from interviews conducted go on to support this view also; however, *they go on to add that the participation is mainly drawn from female parents, an issue that raises implementation challenges for what is decided. It was equally reported some parents (particularly male parents) do not to go for such meetings for fear that they might be made to participate in binding decisions that raise a financial obligations upon them.*

This has a very important relationship to academic performance, they hold, in that implementation of decisions meant to improve academic performance is enhanced and there is the more ownership of programs and activities meant for the school. Its, however, clear from the findings of this study that in as much parent involvement in decision making has been identified as critical for academic success and in spite of the unrelenting attempts by school incorporate them in decision making processes, the level of their involvement in still very low; a factor which possibly explains the poor PLE results in most of the schools in Buhaguzi county.

4.5.2.1.3 Parents' Involvement in Leadership

Table 4.8 above reveals that majority of the respondents (89) representing a combined 87.2 percent at the very least agree or confirm that parents participate in the selection and election of school associations and management leaders like PTA , SMC chairmen who represents them democratically. This particular item posted a mean of 4.19 ways above 4.15, the overall mean the entire range of indicators measuring involvement in school management.

The interviewees also agree that parents should be and are actually involved in the leadership of the schools through participation in PTA and SMCs. They contend that participation in schools; *(i) improves parents' ownership of schools, (ii) helps in monitoring and supervising school activities, for example, government grants and their usage hence providing the much needed checks and balances for effective accountability in the use of school resources, and (iii) helps improve on the discipline of pupils and teachers.*

There appears to be a contradiction generally as pertains to what teachers, who responded to questionnaire questions say with regard to parents' involvement in school management and what interviewees think. A general mean score of 4.15 seem to suggest that the level of participation in school management is generally high, a fact which is disputed by the findings from interviews. The interviewees clearly indicate that parents' involvement in school management is still very low. Could it be that teachers, in claiming that parents are highly involved in school management, as school managers, teachers are attempting to justify themselves as having supportive policy on parents' involvement? What is clear from here is that the levels of involvement by the parents of Buhaguzi county is still very low, a tendency that undermines good academic performance.

The relationship between parents' involvement in school management and pupils' academic performance of UPE Schools in Buhaguzi County – Hoima District has been described and

measured on the basis of question 3 and 4 in Table 4.5 above. In question 3 for instance response is sought on whether pupils can better their academic performance when their parents get more involved in school management by participating in planning through PTA, SMC, and other school meetings/activities where decisions are made. Responses show that 42 (41.6%) or agree while 52 (51.5%) with a mean score of 4.45. Indeed these results confirm the assertion that involvement in school management by parents through planning positively affects academic performance. Findings on the related aspect of whether pupils perform well academically when their parents participate in school leadership and take part in major decisions that are made for the improvement of academic performance equally reveal that 32 (32%) of the respondents agree, 63 (63%) of the respondents strongly agree all with a mean score of 4.57. This mean score suggest that respondents strongly confirm the assertion in the statement that pupils perform well academically when their parents participate in school leadership and take part in major decisions that are made for the improvement of academic performance. Therefore, the responses from question 3 and 4 show that parental involvement in school management leads good academic performance. However, the results on parents' involvement in school management activities as displayed above (refer to the conclusive discussion under section 4.5.2.1) reveal that parents engage less in these activities, which is a true recipe of poor academic performance as presented under section 4.4 of this chapter.

4.5.3 Research Question three: What is the Relationship between Parents' Involvement in Supporting the Pupils' learning at Home and Pupils' Academic Performance in UPE Schools in Buhaguzi County – Hoima District?

This research question presents the nature of the relationship between parents' involvement in supporting the pupils' learning at home and pupils' academic performance in UPE schools in Buhaguzi county, Hoima district.

4.5.3.1 Parents' Support to Child's learning at Home

Parents' involvement in school activities especially in form of the support to the child's learning at home is critical to the extent that it "taps parents' support skills and involves them in the learning processes" by ensuring "that students set academic goals, prepare for career transitions, and make appropriate course selections." The nature and extent of their involvement as per this study is well presented in table 4.9 below. The question items measured responsive parents involvement in supporting the child learning at home were put to the respondents using the five-point Likert scale where code 5 = Strongly agree, 4 = agree, 3 = not sure, 2 = disagree and 1 = strongly disagree.

Table 4.9: Descriptive Statistics on Support to Child's learning at Home

No.	Indicators of Support to Child's Learning at Home	SD	D	U	A	SA	Mean	Rank
1	Pupils class absenteeism is usually high whenever there is planting, harvesting, and market days as pupils are asked to stay at home to assist their parents with work and this negatively affects pupils academic performance.	7 (6.8)	2 (1.9)	1 (1.0)	35 (34)	58 (56.3)	4.31	5
2	Parents check their pupil's homework books whenever they are home to assess class performance	19 (21.1)	31 (34.4)	29 (32.2)	8 (8.9)	3 (3.3)	2.39	2
3	Parents assist their pupils to do homework given by their teachers in class and usually sign their books	26 (25.5)	49 (48)	14 (13.7)	9 (8.8)	4 (3.9)	2.18	2
4	Parents believe learning should only take place at school	3 (3.5)	9 (10.6)	11 (12.9)	42 (49.4)	20 (23.5)	3.79	4
5	Parents usually encourage their children to work hard for good academic performance	8 (7.8)	29 (28.2)	26 (25.2)	33 (32)	7 (6.8)	3.02	3
	Mean of Indicators on Support to Child's Learning at Home						3.11	3

Source: Primary Data, 2017

Legend

Mean Range	Response Mode	Rank	Interpretation
4.21 – 5.00	Strongly Agree (SA)	5	Strongly Confirmed
3.41 – 4.20	Agree (A)	4	Confirmed
2.61 – 3.40	Undecided (U)	3	Not Sure
1.81 – 2.60	Disagree (D)	2	Fairly Confirmed
1.00 – 1.80	Strongly Disagree (SD)	1	Least Confirmed

4.5.3.1.1 Pupil's School Attendance

Considering the aspect of pupil's school attendance in Table 4.7 above, the majority of the respondents (93) representing 90.3 percent of the respondents on average (4.31) at least confirm that pupils class absenteeism is usually high whenever there is planting, harvesting, and market days as pupils are asked to stay at home to assist their parents with work and this negatively affects pupils academic performance.

From an interview with the Inspector of Schools and the head teachers of the selected schools in Buhaguzi County, Hoima District, they all opine that *parents are the cause of children's absenteeism during planting and harvesting seasons, market days, weddings and cultural days and that this affects academic performance*. An interesting case was registered in one of the schools studied – Bujalya P/S where out of 500 pupils in the school, half (250) of the pupils would absentee themselves during planting season and approximately 100 would be absent during the normal days, yet in Kayera 50% and St John Bosco Munteme 30% of the pupil would be absent during planting market and harvesting days. This lends good credence to the findings about the same aspect in Table 4.7 above. Irregular children's school attendance has seen: *(i) pupils missing exams, indiscipline cases among pupils, dropout rates, class laziness and defilement, pregnancies and early marriages on the rise*, they argue. It therefore goes without saying that academic performance in Buhaguzi County UPE schools with still remain poor as it is for as long as parents do not take up a central role in ensuring that their children regularly attend to school.

4.5.3.1.2 Checking Pupils work books and helping them to do Home Work

Table 4.7 above presents two separate but related question with one (question 2) seeking to establish whether parents check their pupil's homework books whenever they are at home to assess class performance while the other (question 3) seeking to establish whether parents assist their pupils to do homework given by their teachers in class and whether they usually

sign their homework books. Question 2 has a mean response of 2.39 while question 3 had 2.18 as its mean response. All these two mean responses fall under the ranking of two (2) indicating that the assertions were all just fairly confirmed, with majority of the respondents either disagreeing with the assertions or just being not sure of how the parents behave in this respect. Only a few would at least confirm these two assertions with 11 collectively confirming question 2 and 12 collectively confirming question 3. This therefore confirms that parents have a very low involvement in either checking their pupil's homework books while at home to assess class performance or in assisting their children to do homework given by their teachers. However, research evidence shows that there is need for parents to work closely with teachers especially checking their pupils work books and helping pupils to home work while at home to guide and encourage good academic performance.

A careful consideration of the findings from the interviews suggest that most parents do not check their children's work books and cannot even help their children in doing the homework, though a few do help. This they opine happens for different reasons; *(i) many parents lack the necessary education and are therefore not knowledgeable enough to take on and answer the questions asked, (ii) facilities like lighting, furniture, are missing in many of the homesteads, (iii) parents lacking time because they come back home very late and find children asleep, and (iv) some simply have a negative attitude towards education. (v) some parents want to use their children to do family work during this time when pupils are back home from school.*

In spite of this low involvement and participation by parents, the key informants of this study went ahead to underscore the significance of the relationship between the parents support in homework and academic performance. They particularly indicate that; *(i) it improves the parent-teacher relations, (ii) teachers' morale goes down when the parents do not assist their*

children, (iii) class work performance is poor, (iv) pupils fear to go to school when homework is not done hence absenteeism, and at worst (v) it breeds laziness when their children's books are not checked. According to Aliganyira Moses, the Chairperson PTA Kigaaya C.O.U P/S *teachers in the long-run give up with lazy pupils to concentrate on the active ones.* Therefore parents need to create time and good home environment to check their children's work books and assist them with homework to better their academic performance.

4.5.3.1.3 Parents' Expectations and Encouragement

The last set of questions (4 & 5) under Table 4.9 above sought to find out the level of parents' expectations from and encouragement to their children to perform well and achieve from education. Question 4 for instance sought to establish whether parents believed that learning should only take place at school only while question 5 was meant to find out whether parents usually encourage their children to work hard for good academic performance. Findings from study as shown in Table 4.9 above indicate that for question 4 attracted a mean response of 3.79 with a rank of 4 which shows that the respondents generally confirmed that parents believed that learning should only take place at school only. A look at question 5 on whether parents usually encourage their children to work hard for good academic performance reveal a mean response of 3.02 indicating that respondents were not generally sure (rank 3) of true or right action of parents in this regard.

On parents' expectations from and encouragement to their children, the interviewees opine that very few parents neither express any expectations from their children nor encourage them to work hard for good academic performance. They argue that some parents do not take education serious while others do not even know what to do. The other challenge is that other parents are not concerned especially if they are uneducated. They would say "after all for me I am not educated, Am I not living well?" This thinking then makes their children dropout of school thinking that education does not matter.

Parents encouragement, they further contend, *(i) encourages good morals, discipline and hard work, (ii) improves teachers' morale and efforts that children put into their academics in order to meet their parents' targets, and (iii) creates positive competition as pupils want to be like the successful people they know (role models)*. These findings therefore suggest that parents should fully encourage their children if they want to be guaranteed good academic results.

A look at the general mean in this case (3.11) indicates that parents' support to children's learning at home is still low in Buhaguzi County. This is in agreement with the ideas of interviewees who equally stress that parents' support to children's learning at home is still wanting in Buhaguzi County in Hoima district.

In Table 4.5 above, questions 5, 6, 7 and 8 all are intended to measure the relationship between parents' support to the child's learning at home and academic performance. Question 5 reveals that for responses on absenteeism in class cumulatively affecting the pupil's performance in end of term and PLE examinations, 21(20.4%) agree while 73(70.9%) even more strongly agree posting a mean score of 4.49. On whether checking the pupils' work books and helping them with their home work can better their daily class work scores in particular and academic performance in general, findings reveal that, 39(38.6%) agree while 58(57.4%) strongly agree registering a mean score of 4.53. Regarding whether pupils develop desire to perform better and succeed in academics when their parents' expectations and encouragement are positive findings show that, 46(44.7%) agree while 55(51.5%) strongly agree registering a mean score of 4.43. Lastly, on whether parents' involvement in supporting the education of their children greatly improves their overall academic performance, respondents reveal that, 43(41.7%) agree while 56(54.4%) strongly agree presenting a mean score of 4.5.

All the means of the four questions (5, 6, 7 and 8) under Table 4.5 fall under the rank of 5 indicating that respondents to all these questions strongly confirm to the positive nature of the relationship between Parents' support to their children's learning at home and academic performance.

Considering the fact that results in Table 4.9 above and the corresponding interviews reveal that support to children's learning at home is not yet good in Buhaguzi county, and aware that this is one of the most important factors revealed by this study in same vein as earlier ones for guaranteeing excellent academic results, then the academic performance of Buhaguzi UPE schools is still far from improving. The results displayed under section 4.6 of this chapter resonate well with this conclusion.

4.6 Hypothesis Testing for Parents' Involvement and Academic Performance of Pupils

Table 4.10 below presents inferential statistical results of chi-square on whether the average rate of academic performance really differs by level of parental involvement in the education of their children.

Table 4.10: Chi-Square Statistics Results on the relationship between Parents Involvement and Academic Performance in Buhaguzi County, Hoima District

	ASR	ASM	ASCL	AACP
Chi-Square	123.361 ^a	61.373 ^b	71.905 ^c	79.122 ^d
Df	4	3	3	2
Asymp. Sig.	.000	.000	.000	.000

- a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 19.4.
- b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 25.5.
- c. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 21.0.
- d. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 32.7.

From Table 4.10 above average provision of scholastic Requirements (ASR) has Chi-square = 123.361, Asymp. Sig = .000; average involvement in school management (ASM) has Chi-square = 61.373, Asymp. Sig = .000; average support to child's learning at home (ASCL) has

Chi-square = 71.905, Asymp. Sig = .000 and average academic performance (AACP) Chi-square = 79.122, Asymp. Sig = .000.

4.6.1 Hypothesis One: There is a Significant Relationship between Parents' Involvement in the Provision of Scholastic Requirements and Pupils' Academic Performance in UPE Schools in Buhaguzi County Hoima District

The hypothesis to be tested here was whether there was a significant relationship between parents' involvement in the provision of scholastic requirements and pupils' academic performance in UPE Schools in Buhaguzi County Hoima District. On the basis of chi-square statistics on whether the average rate of academic performance really differs by level of parental involvement in the provision of scholastic requirements to their children, results indicate Chi-square = 123.361, Asymp. Sig = .000. The estimated probability of obtaining a chi-square value greater than or equal to 123.361 if average responses on academic performance do not vary with average responses on parents' provision of scholastic requirements is $p = .000$. The low significance level value suggests that the average rate of response on academic performance does really differ or vary by average level of parents' provision of scholastic requirements. In conclusion, therefore, there was a significant relationship between parents' involvement in the provision of scholastic requirements and pupils' academic performance in UPE Schools in Buhaguzi County Hoima District, as revealed already by the respondents in this study.

4.6.2 Hypothesis Two: There is a Significant Relationship between Parents' Involvement in School Management and Pupils' Academic Performance in UPE Schools in Buhaguzi County – Hoima District

The hypothesis to be tested here was whether there was a significant relationship between parents' involvement in school management and pupils' academic performance in UPE Schools in Buhaguzi County Hoima District. On the basis of chi-square statistics on whether

the average rate of academic performance really differs by level of parental involvement in school management, results indicate Chi-square = 61.373, Asymp. Sig = .000. The estimated probability of obtaining a chi-square value greater than or equal to 61.373 if average responses on academic performance do not vary with average responses on parents' involvement in school management is $p = .000$. The low significance level value suggests that the average rate of response on academic performance does really differ or vary by average level of parents' involvement in school management. In conclusion, therefore, there was a significant relationship between parents' involvement in school management and pupils' academic performance in UPE Schools in Buhaguzi County Hoima District, as revealed already by the respondents in this study.

4.6.3 Hypothesis three: There is a significant relationship between Parents Involvement in Supporting the Child's learning at Home and Pupils' Academic Performance in UPE Schools in Buhaguzi County – Hoima District

The hypothesis to be tested here was whether there was a significant relationship between parents' involvement in supporting the child's learning at home and pupils' academic performance in UPE Schools in Buhaguzi County Hoima District. On the basis of chi-square statistics on whether the average rate of academic performance really differs by level of parental involvement in supporting the child's learning at home, results indicate Chi-square = 71.905, Asymp. Sig = .000. The estimated probability of obtaining a chi-square value greater than or equal to 71.905 if average responses on academic performance do not vary with average responses on parents' involvement in supporting the child's learning at home is $p = .000$. The low significance level value suggests that the average rate of response on academic performance does really differ or vary by average level of parents' involvement in supporting the child's learning at home. In conclusion, therefore, there was a significant relationship between parents' involvement in supporting the child's learning at home and

pupils' academic performance in UPE Schools in Buhaguzi County Hoima District, as revealed already by the respondents in this study.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, discussion, conclusions and recommendations of the study based on the objectives of the study. It also presents the limitations and contributions of this study. Areas for further research have also been identified this chapter.

5.2 Summary

This section presents a summary of the findings of this study

5.2.1 Summary of findings on Parents' Involvement in the Provision of scholastic Requirements to and Pupils' Academic performance of UPE Schools in Buhaguzi County – Hoima District

By and large, this study reveals that whereas provision of scholastic requirements to children at school most especially writing materials, school uniform and feeding appear to be very significant factors for good academic performance, findings reveal that parents of Buhaguzi County have not been fully responsive in availing these requirements to their children. The foregoing findings are unfortunate as they have resulted in these pupils posting poor results especially in PLE; a situation which is likely to continue if not immediately addressed. This therefore leads this research into a conclusion that there is a considerable positive relationship between provision of scholastic requirements and pupils' academic performance of UPE Schools in Buhaguzi County – Hoima District as the failure for their provision by parents is associated with poor PLE results. From the hypothesis tested in this respect, therefore, the researcher concludes that there is a significant relationship between parents' involvement in the provision of scholastic requirements and pupils' academic performance in UPE Schools in Buhaguzi County Hoima District, as revealed already by the respondents in this study.

5.2.2 Summary of findings on Parents' Involvement in School Management and Pupils' Academic Performance in the UPE Schools in Buhaguzi County – Hoima District

These results confirm the assertion that involvement in school management by parents through planning positively affects academic performance. Findings on the related aspect of whether pupils perform well academically when their parents participate in school leadership and take part in major decisions that are made for the improvement of academic performance equally reveal a very strong confirmation the assertion in the statement that pupils perform well academically when their parents participate in school leadership and take part in major decisions that are made for the improvement of academic performance.

Evidence from interviews conducted also paint a good picture of the very important relationship parents' involvement in decision making and academic performance. They argue that to that with increased parents' involvement in decision making implementation of decisions meant to improve academic performance is enhanced and there is the more ownership of programs and activities meant for the school.

Its, however, clear from the findings of this study that in as much parent involvement in decision making has been identified as critical for academic success and in spite of the unrelenting attempts by school incorporate them in decision making processes, the level of their involvement in still very low; a factor which possibly explains the poor PLE results in most of the schools in Buhaguzi county.

5.2.3 Summary of findings on Parents' Involvement in Supporting the Pupils' learning at Home and Pupils' Academic Performance in UPE Schools in Buhaguzi County, Hoima District

In an attempt measure the relationship between parents' support to the child's learning at home and academic performance, all the scores strongly confirmed to the positive nature of

the relationship between parents' support to their children's learning at home and academic performance. It's therefore clear from the study findings that parents' involvement in supporting the pupils' learning at home is very important for any pupil to post good academic results. This type of involvement however has not yet become popular in the UPE Schools of Buhaguzi County – Hoima District. And aware that this is one of the most important factors revealed by this study in same vein as earlier ones for guaranteeing excellent academic results, then the academic performance of Buhaguzi UPE schools is still far from improving. The study therefore concludes that there was a significant relationship between parents' involvement in supporting the child's learning at home and pupils' academic performance in UPE Schools in Buhaguzi County Hoima District, as revealed already by the respondents in this study.

5.3 Discussion of Findings

This discusses the findings presented under chapter of this study in order to make more sense out them.

5.3.1 Relationship between Parents' Involvement in the Provision of scholastic Requirements and Pupils' Academic performance of UPE Schools in Buhaguzi County – Hoima District

The relationship between parents' involvement in the provision of scholastic requirements and pupils' academic performance of UPE Schools in Buhaguzi County, Hoima District as described and measured provision of scholastic materials like uniform, stationery (books, pens, pencils, etc.) is discussed below.

5.3.1.1 Parents' Provision of Scholastic Requirements and Pupils' Academic

Performance

Under this section, the study sought to establish whether scholastic requirements, vis-à-vis school uniform, stationery, lunch were being provided by parents or not. Table 4.4 above presents the descriptive statistics on the provision of scholastic requirements to pupils arising from the study conducted. The section also answers the question of whether a relationship exists between parents' provision of scholastic requirements and pupils' academic performance.

5.3.1.1.1 Parents' Provision of School Uniform

On the question of whether parents ensure that their pupils come to school dressed in their school uniform, results presented under Table 4.7 indicate a mean response for this particular question is 3.57, way above the overall mean (2.92) for the entire group of indicators on the question of provision of scholastic requirements. It's therefore clear from the responses that majority of the respondents confirmed the fact that parents provide their children with school uniform.

Concerning the question of parents' provision of school uniform, all interview respondents unanimously agreed that school uniform is necessary and that up to 80% of the pupils are provided with school uniform. They are also generally agree that among the many purposes that uniform serve are; *pupil identification is made easy, enforces smartness and orderliness and that smartness prompts the child to love going to school, makes it easy to enforce discipline, it's a requirement in all schools, protecting pupils against indiscipline like sexual harassment and also works as source of security to the pupil.* These findings partly agree with Bitamazire (2008) in when she asserts that dressing in school uniform improves pupil's smartness, confidence and retention in schools.

5.3.1.1.2 Parents' Provision of Stationery

Concerning whether parents always provide stationery like books, pens, pencils, to their pupils whenever they come to school, a mean response of 3.65 was registered which is also above the overall mean response of 2.92 confirming the assertion (*Refer to Table 4.7 above*). Relatedly, the question of whether parents believe it's the responsibility of government to provide scholastic requirements of their pupils not the parents mean response of 3.44 was has been registered which also has a rank of 4 that confirms this assertion.

Interviewees were also asked to respond to the question as to whether parents provide scholastic materials to their pupils. *Generally speaking, interviewees were of the view that approximately 70% of the pupils are provided with such scholastic materials as books, pens, pencils. However, mathematical sets, atlases, dictionaries and other vital textbooks were not readily available. That these are no readily available to the extent that some pupils have to be sent back home first in order to acquire them.* These materials, the interviewees concur that they facilitate learning in class; the pupil needs them while writing for record keeping and enabling the pupil to effectively revise hence increasing the chances of improved academic performance. *That scholastic materials are learning tools/aids, can help pupils make references, help in record keeping, that assessment of pupils is made easier and its gives full meaning to inspection by teachers and parents.* These findings are in line with previous research findings that have demonstrated “that there is an overwhelming connection between literary resources in the homes and children’s reading skills” (Glasgow and Whitney, 2009).

5.3.1.1.3 Parents' Provision for feeding

As reflected previously in Table 4.7, the respondents were not sure on the issue regarding whether parents ensure their pupils come with packed lunch at school. Indeed a mean response of 2.87 attracting a rank of 3 was registered. Generally speaking a look at question

3, 4 and 5 reveal that matters regarding feeding the pupils by their parents have not been handled well. From the responses given it's clear that indecision was observable on the part of question 3, question 4 regarding provision of pocket money by parents to their pupils to buy food items for lunch at school was fairly confirmed with a rank of 2 while question 5 regarding whether parents contribute finances to the school to prepare lunch for their pupils while at school was least confirmed with a rank of one.

Considering feeding of pupils at school, interviewees generally agree that feeding is important for effective learning and hence good academic performance. *According to the D.E.O Hoima district, Godfrey Sserwanja's estimates 'most parents (up to 90%) do not provide support to feeding children at school.'* He further asserts that *the unfed child will have no brain development and that feeding facilitates learning and hence improves academic performance .His views concurs with those of the Inspector of schools – Hoima district Johnson Kusiima Baingana who is equally of the view that parents have failed to provide feeding in schools and that a hungry child cannot perform well in class.* According to the head teachers, only a few pupils, however, in some schools pack food, *for example, Karama P/S only 45% do pack food while at Kikube BCS school 70% pack food.*

From the researcher's own observation, in all the schools visited up to 80 percent of the pupils had uniforms and virtually most of the pupils had scholastic materials like pens, pencils and books save for a few isolated cases in Kigaaya, Kisiiha, Munteme and Sir Tito Winyi primary schools where some pupils lacked books, pens or both. This therefore shows that some parents may not be aware of some of their basic responsibilities or may lack ability to provide them. This reinforces that perception considerably confirmed by a mean of 3.44 above the overall mean of 2.92 for the set of indicators under that table 4.4 above and the 62 respondents that parents believe that it's the role of government to provide scholastic requirements.

The relationship between parents' involvement in the provision of scholastic requirements and pupils' academic performance of UPE Schools in Buhaguzi County – Hoima District as described and measured reveals that the lack of scholastic materials like uniform, stationery (books, pens, pencils, etc.) negatively affects daily class work scores of pupils. This view is strongly supported by the descriptive statistics on the question; 59 (57.3%) of the respondents strongly agree, 26 (25.2%) just agree with the mean of 4.26 for this question. Meanwhile the second question that was probed into was whether the lack of feeding (lunch) meals at school has a general negative effect on pupils' academic performance. Sixty-four respondents representing 62.1 percent strongly agree and 30 respondents accounting for 29.1% of the respondents agree to the assertion that the lack of feeding (lunch) meals at school has a general negative effect on pupils' academic performance. This is supported by a mean value of 4.41. For both the two assertions, the respondents strongly confirm the assertions. This therefore leads the researcher into a conclusion that there is a considerable positive relationship between provision of scholastic requirements and pupils' academic performance of UPE Schools in Buhaguzi County – Hoima District. The conclusion reached for the hypothesis regarding whether a significant relationship exists between parents' involvement in the provision of scholastic requirements and academic performance also reveals that there is a significant relationship between the two in UPE Schools in Buhaguzi County Hoima District.

The respondents interviewed also agree that the use of school uniform for instance has a very important relationship with academic performance. This relationship among the many ways is realized in the sense that; *(i) uniform brings and build self-confidence in the mind of the pupil, (ii) pupils learn with a settled mind, leveled ground, they are made equal; no rich no poor, (iii) provides courage to the pupil to defend themselves against unwanted advances to*

especially the girl-child from the men – society generally respects the pupil in uniform, and (iv) that some bad behavior like escaping from school are avoided.

Though Bitamazire (2008) did not explain how it contributes to academic achievement of pupils, this study establishes that since *pupils are able to learn with a settled mind, leveled ground, provided courage to the pupil security against unwanted advances to especially the girl-child from the men and curtailing some bad habits like escaping from school then academic achievement of pupils can be enhanced through ensuring that all learners dress in school uniform.* Henderson and Mapp, (2002) further go ahead to add that generally, “parents’ involvement is associated with children’s higher achievements in language and mathematics, enrolment in more challenging programs, greater academic persistence, better behavior, better social skills and adaptation to school, better attendance and lower drop-out rates.”

Considering that the respondents have underscored the importance of provision of scholastic materials to pupils for good academic performance, it is then clear that the findings of this study concur with the reasoning that children whose parents are able to provide them with scholastic materials like books, pens, pencils to facilitate learning have a tendency to score higher than those that come to class without them. Pupils need books, pens and pencils and other important learning aids to facilitate learning. It’s high time that parents in Buhaguzi - Hoima realized that parent involvement at whatever level of school support is critical to the child’s success not only at school but also in later life (Epstein, 1995). That such involvement positively influences children’s education argues Epstein (1995).

It’s clear from the interviewees that a strong and significant relationship exist between feeding the pupil and his/her academic performance. While it’s true that food is important for human beings as well as pupils in school and is a part of education as argued by Kaklamanou (2012) who stated that “students need fuel to actually make them study well and be attentive

and manage the responsibility of class”; this study was also able to establish new insights into the role of feeding in Ugandan UPE schools. The interviewees generally argue that with feeding; *(i) concentration in class has been reported high, (ii) absenteeism of children, who know that there is food at school, is avoided, (iii) escaping from class is avoided, (iv) discipline is enforced in class, and (v) accidents resulting from pupils moving out of school to look for what to eat are avoided.*

Kaklamanou (2012) also asserts that “it has been discovered that skipping breakfast can adversely affect problem-solving tasks such as mathematics grades which require problem solving skills.” There is need for parents, therefore, indeed to provide support to schools to have meals either packed or support the school to prepare meals for their pupils.

The foregoing findings are unfortunate as they are likely to result in these pupils continuing to post poor academic results. Unfortunate as these findings may seem to appear, they are not surprising as they relate to earlier findings by Berliner (2009) who notes that parents sometimes don’t provide children with scholastic materials, and “that poverty also makes teaching and learning difficult for children who hurt themselves either physically or mentally.”

From the foregoing discussion, it’s clear like the way a number of researchers have written extensively before, that parents’ involvement has a big positive relationship with academic performance (Fan & Chen, 2001; Jeynes 2003; Hill & Craft, 2003, Epstein, 1995); these findings affirm that assertion. Although they agree that parents’ involvement improves learning and so academic performance, many parents in Buhaguzi County are uncertain about the roles they have to play in supporting the education of their children and how this influences their academic performance and unless it’s clearly understood, the parents may continue being reluctant with their pupil’s education.

5.3.2 Relationship between Parents' Involvement in School Management and Pupils' Academic Performance in the UPE Schools in Buhaguzi County – Hoima District

The relationship between parents' involvement in school management and pupils' academic performance of UPE schools in Buhaguzi county has been discussed below.

5.3.2.1 Parents' Involvement in School Management and Pupils' Academic Performance

This section considers parents involvement in many matters of the school but not limited to planning, decision making and leadership as presented in Table 4.8 above.

5.3.2.1.1 Parents' Involvement in planning

During this study, views were sought on whether the school management ensures that parents are involved in the planning process and are consulted on key issues to be taken on especially regarding academic performance. The findings on this particular issue reveal a considerable response (93) in affirmative with 65(63.1%) simply confirming or agreeing to this assertion and 28(27.2%) strongly confirming or strongly agreeing to the assertion. The general mean score (4.08) from all respondents is also reported to below the overall mean score (4.12) on this category of indicators of regarding parent involvement in school management. At 4.08, it's the lowest mean score recorded in this category of questions. This implies that generally respondents agree that there are attempts to have parents very much involved in school management. What is not clear from this results, however, is the extent of their involvement.

A look at the findings emerging from the interviewees indicate that the interviewees generally agree that it's vital for parents to participate in PTA, SMC and annual general meetings. What they point out, however, is that parents' participation is still generally low and it's mainly composed of female parents attending most meetings. *One respondent, a member of SMC actually estimates that it's only approximately 30 percent of parents who turn up for such meetings. Respondents also were concerned that the increased attendance of these meetings by female parents could be of little or no consequence since it's the male*

parents who have the financial power to implement the decisions taken in school meetings. They were also concerned that while some parents are always positive in meetings but implementing the decisions taken is not always easy.

These findings are in line with Epstein (1995) assertions who notes that schools enhance their connection to families by encouraging them to volunteer in school activities and attend school events, participate in planning and in decisions that affect the school for example attending parents'-teachers' association meetings and the school management committees meetings. Epstein (1995) further asserts that families who volunteer in school activities grow more familiar and comfortable with their children's schools and teachers and that "parents are likely to develop a greater appreciation for the work of teachers, develop their own skills, and grow increasingly comfortable in working with their children and interacting with others at school." And that "teachers will be able to pay more attention to individual students as a result of volunteer help [and] are also likely to become more open to involving parents in varied ways and develop an appreciation for the parental talent base" (Epstein, 1995, p.726).

5.3.2.1.2 Involvement in Decision Making

Parental involvement in decision making has been found to be an important ingredient of excellent performance in schools. Table 4.8 reveals that 91 respondents accounting for 88.3 percent of the respondents at least agree or confirm that parents participate in school meetings like SMCs, PTAs and annual general meetings where major decisions are made. The findings from interviews conducted go on to support this view also; however, *they go on to add that the participation is mainly drawn from female parents, an issue that raises implementation challenges for what is decided. It was equally reported some parents (particularly male parents) do not to go for such meetings for fear that they might be made to participate in binding decisions that raise a financial obligations upon them.*

5.3.2.1.3 Parents' Involvement in Leadership

Table 4.8 reveals that majority of the respondents (89) representing a combined 87.2 percent at the very least agree or confirm that parents participate in the selection and election of school associations and management leaders like PTA , SMC chairmen who represents them democratically. This particular item posted a mean of 4.19 way above 4.15, the overall mean the entire range of indicators measuring involvement in school management.

The interviewees also agree that parents should be and are actually involved in the leadership of the schools through participation in PTA and SMCs. They contend that participation in schools; *(i) improves parents' ownership of schools, (ii) helps in monitoring and supervising school activities, for example, government grants and their usage hence providing the much needed checks and balances for effective accountability in the use of school resources, and (iii) helps improve on the discipline of pupils and teachers.*

The opinions of the respondents are in line with the Ministry of Education and sports (MoES) emphasis of the need for schools to have parents involved in leadership through management committees as statutory organs for successful implementation of UPE (Republic of Uganda, 2008).

While commenting on the role of PTAs in order for change to take place in school, Achoka (2007) contends that the “present school [PTAs] should be an advisor to students, teachers and the community, should be in a position to identify possible threats against retention rates and reverse the situation [and] needs to act as a counselor to not only the students but also parents and teachers because this could assist all parties interested in the education life of the learner to appreciate the need to be educated.” This is in agreement with some of the roles that the interviewees opine parent involvement in school management play. Though what is clear, however, is that the levels of involvement by the parents of Buhaguzi county is still very low, a tendency that undermines good academic performance.

The relationship between parents' involvement in school management and pupils' academic performance of UPE Schools in Buhaguzi County – Hoima District has been described and measured on the basis of question 3 and 4 in Table 4.8 above. In question 3 for instance response is sought on whether pupils can better their academic performance when their parents get more involved in school management by participating in planning through PTA, SMC, and other school meetings/activities where decisions are made. Responses show that 42 (41.6%) or agree while 52 (51.5%) with a mean score of 4.45. Indeed these results confirm the assertion that involvement in school management by parents through planning positively affects academic performance. Findings on the related aspect of whether pupils perform well academically when their parents participate in school leadership and take part in major decisions that are made for the improvement of academic performance equally reveal that 32 (32%) of the respondents agree, 63 (63%) of the respondents strongly agree all with a mean score of 4.57. This mean score suggest that respondents strongly confirm the assertion in the statement that pupils perform well academically when their parents participate in school leadership and take part in major decisions that are made for the improvement of academic performance. Therefore, the responses from question 3 and 4 show that parental involvement in school management leads good academic performance. Regarding whether a significant relationship exists between parents' involvement in school management and academic performance, statistical results reveal that there is a significant relationship between the two in UPE Schools in Buhaguzi County Hoima District.

The interviewees also pointed out the exciting relationship between parents involvement in planning and academic performance. They say, when parents are involved in planning; *(i) it boosts the morale of teachers at school since negative attitudes are avoided from parents, (ii) creates a good relationship between teachers and parents, (iii) it becomes a way of monitoring school activities since parents are able to know what's happening at school, (iv)*

implementation of plans is made easier since resources needed at school are easily mobilized through participatory planning, (v) school challenges affecting academic performance are easily identified, and (vi) participatory planning promotes unity, respect and a sense of ownership and responsibility hence controlling conflicts among parents and teachers.

Evidence from interviews conducted also paint a good picture of the very important relationship between parents' involvement in decision making and academic performance. They argue that to that with increased parents' involvement in decision making implementation of decisions meant to improve academic performance is enhanced and there is the more ownership of programmes and activities meant for the school. Epstein (1995) also argues that as parents participate in decision-making, and get involved in learning support activities, the student outcomes improve. This is because "parents are expected to develop opportunities for input, feelings of ownership, an understanding of policies, and a sense of connection with other families" they argue. The author further contends that "parent and community involvement in decision-making may also help make schools more accountable to the community as teachers increasingly become aware of the role of parents' perspectives in policy development."

Its, however, clear from the findings of this study that in as much parent involvement in decision making has been identified as critical for academic success and in spite of the unrelenting attempts by school incorporate them in decision making processes, the level of their involvement in still very low; a factor which possibly explains the poor PLE results in most of the schools in Buhaguzi county.

5.3.3 Relationship between Parents’ Involvement in Supporting the Pupils’ learning at Home and Pupils’ Academic Performance in UPE Schools in Buhaguzi County – Hoima District

This section discusses the relationship between parents’ involvement in supporting the pupils’ learning at home and pupils’ academic performance in UPE schools in Buhaguzi County.

5.3.3 Parents’ Support to Child’s learning at Home and Pupils’ Academic Performance

Parents’ involvement in school activities especially in form support to the child’s learning at home is critical to the extent that it taps parents’ support skills and involves them in the learning processes by ensuring that students set academic goals, prepare for career transitions, and make appropriate course selections. The nature and extent of their involvement as per this study is well presented in table 4.6 below.

5.3.3.1 Pupil’s School Attendance

Considering the aspect of pupil’s school attendance in Table 4.9 above, the majority of the respondents (93) representing 90.3 percent of the respondents on average (4.31) at least confirm that pupils class absenteeism is usually high whenever there is planting, harvesting, and market days as pupils are asked to stay at home to assist their parents with work and this negatively affects pupils academic performance.

From an interview with the Inspector of Schools and the head teachers of the selected schools in Buhaguzi County, Hoima District, they all opine that *parents are the cause of children’s absenteeism during planting and harvesting seasons, market days, weddings and cultural days and that this affects academic performance*. An interesting case was registered in one the schools studied – Bujalya P/S *where out of 500 pupils in the school, half (250) of the pupils would absentee themselves during planting season and approximately 100 would be*

absent during the normal days. This lends good credence to the findings about the same aspect in Table 4.6 above. Irregular children's school attendance has seen: *(i) pupils missing exams, indiscipline cases among pupils, dropout rates, class laziness and defilement, pregnancies and early marriages on the rise,* they argue.

Atkinson (1998) contends "that one crucial element of a child's success in school is school attendance." With such revelations about pupils' school attendance, it's no wonder that the academic performance of pupils in Buhaguzi County, Hoima District is poor. In the same vein, "when student non-attendance increases, research has shown a corresponding decrease in student achievement" (Herberling and Shaffer, 1995). Cases of school absenteeism in Buhaguzi County are still high especially as parents use pupils as labor mainly during the planting and harvesting time and in petty trading to get money.

5.3.3.2 Checking Pupils work books and helping them to do Home Work

Table 4.9 presents two separate but related question with one (question 2) seeking to establish whether parents check their pupil's homework books whenever they are at home to assess class performance while the other (question 3) seeking to establish whether parents assist their pupils to do homework given by their teachers in class and whether they usually sign their homework books. Question 2 has a mean response of 2.39 while question 3 had 2.18 as its mean response. All these two mean responses fall under the ranking of two (2) indicating that the assertions were all just fairly confirmed, with majority of the respondents either disagreeing with the assertions or just being not sure of how the parents behave in this respect. Only a few would at least confirm these two assertions with 11 collectively confirming question 2 and 12 collectively confirming question 3. This therefore confirms that parents have a very low involvement in either checking their pupil's homework books while at home to assess class performance or in assisting their children to do homework given by

their teachers. However, anecdotal as well as research evidence shows that there is need for parents to work closely with teachers especially checking their pupils work books and helping pupils to home work while at home to guide and encourage good academic performance.

A careful consideration of the findings from the interviews suggest that most parents do not check their children's work books and cannot even help their help their children in doing the homework, though a few do help. This they opine happens for different reasons; *(i) many parents lack the necessary education and are therefore not knowledgeable enough to take on and answer the questions asked, (ii) facilities like lighting, furniture, are missing in many of the homesteads, (iii) parents lacking time because they come back home very late and find children asleep, and (iv) some simply have a negative attitude towards education.*

5.3.3.3 Parents' Expectations and Encouragement

The last set of questions (4 & 5) under Table 4.9 sought to find out the level of parents' expectations from and encouragement to their children to perform well and achieve from education. Question 4 for instance sought to establish whether parents believed that learning should only take place at school only while question 5 was meant to find out whether parents usually encourage their children to work hard for good academic performance. Findings from study as shown in table 4.6 indicate that for question 4 attracted a mean response of 3.79 with a rank of 4 which shows that the respondents generally confirmed that parents believed that learning should only take place at school only. A look at question 5 on whether parents usually encourage their children to work hard for good academic performance reveal a mean response of 3.02 indicating that respondents were not generally sure (rank 3) of true or right action of parents in this regard.

On parents' expectations from and encouragement to their children, the interviewees opine that very few parents neither express any expectations from their children nor encourage them to work hard for good academic performance. They argue that some parents do not take education serious while others do not even know what to do. The other challenge is that other parents are not concerned especially if they are uneducated. They would say "after all for me I am not educated, Am I not living well?" This thinking then make their children drop out of school thinking that education does not matter.

Parental encouragement, they further contend, *(i) encourages good morals, discipline and hard work, (ii) improves teachers' morale and efforts that children put into their academics in order to meet their parents' targets, and (iii) creates positive competition as pupils want to be like the successful people they know (role models).*

In Table 4.5 above, questions 5, 6, 7 and 8 all are intended to measure the relationship between parents' support to the child's learning at home and academic performance. Question 5 reveals that for responses on absenteeism in class cumulatively affecting the pupil's performance in end of term and PLE examinations, 21(20.4%) agree while 73(70.9%) even more strongly agree posting a mean score of 4.49. On whether checking the pupils' work books and helping them with their home work can better their daily class work scores in particular and academic performance in general, findings reveal that, 39(38.6%) agree while 58(57.4%) strongly agree registering a mean score of 4.53. Regarding whether pupils develop desire to perform better and succeed in academics when their parents' expectations and encouragement are positive findings show that, 46(44.7%) agree while 55(51.5%) strongly agree registering a mean score of 4.43. Lastly, on whether parents' involvement in supporting the education of their children greatly improves their overall academic performance, respondents reveal that, 43(41.7%) agree while 56(54.4%) strongly agree presenting a mean score of 4.5. All the means of the four questions (5, 6, 7 and 8) fall under the rank of 5

indicating that respondents to all these questions strongly confirm to the positive nature of the relationship between Parents' support to their children's learning at home and academic performance. Statistically, the hypothesis tested as regards this objective reveals that there is a significant relationship between parents' involvement in supporting the child's learning at home and academic performance in UPE schools of Buhaguzi County – Hoima District.

Van Voorhis (2003) reports “that academic performance is positively related to parents who enforce rules of children's education such as daily attendance.” Other studies conducted on the same subject matter are of a similar view that it is important for parents to ensure pupils daily school attendance to facilitate good performance (Van Voorhis, 2001). Earlier studies such as that conducted by Redick and Nicoll (1990) also support the view that “students who attend school regularly have higher grades than students with high absences.” The primary focuses of each of the studies, Deal and Peterson (1999) “shows that student attendance had a direct relationship with student achievement. Even though the approach of the studies varied, the outcomes of all the studies justify the need to further address student academic attendance and student achievement in the primary schools” (Ibid). It therefore goes without saying that academic performance in Buhaguzi County schools will still remain poor as it is for as long as parents do not take up a central role in ensuring that their children regularly attend to school.

In spite of this low involvement and participation by parents, the key informants of this study went ahead to underscore the significance of the relationship between the parental support in homework and academic performance. They particularly indicate that; *(i) it improves the parent-teacher relations, (ii) teachers' morale goes down when the parents do not assist their children, (iii) class work performance is poor, (iv) pupils fear to go to school when homework is not done hence absenteeism, and at worst (v) it breeds laziness when their*

children's books are not checked. According to Aliganyira Moses, the Chairperson PTA Kigaaya C.O.U P/S *teachers in the long-run give up with lazy pupils to concentrate on the active ones.*

Many studies have documented the significance of parent involvement in assisting pupils with homework (Balli, Demo and Wedman, 1998; Cooper, Lindsay, and Nye, 2000). Cooper, Lindsay, and Nye (2000) for instance found out “that an active teaching role for parents may be most appropriate for elementary children experiencing difficulty in school.” A critical evaluation of the views of the authors above clearly brings to the fore significance of parental support to children handling their homework. It's not surprising as well when the study found out that majority of the studied schools in the area were experiencing poor academic performance. Therefore parents need to create time and good home environment to check their children's work books and assist them with homework to better their academic performance.

The significance of parents' values, expectations and encouragements to pupils as a mechanism to improve academic performance has been equally validated in a number of studies. A number of these studies have “concluded that parents play an invaluable role in laying the foundation for their children's learning” (Fan 2001; Giallo et al., 2010; Jeynes, 2013). Zang and Carrasquillo (1995) similarly remarked that “when pupils are surrounded by caring, capable parents and are able to enjoy nurturing and moderate kinship, foundation for literacy is built with no difficulty.” In light of the fore supportive arguments to the findings of this research, therefore, the low level of parents' expectations from and encouragement to their children to perform well and achieve from education has very strong ramifications to the academic performance of their children in school. Parents should therefore give positive encouragement to their children to perform better academically.

5.4 Conclusions of the Study

This section presents the conclusions emerging from the findings and discussion made;

5.4.1 Conclusion on the Relationship between Parents' Involvement in the Provision of Scholastic Requirements and Pupils' Academic performance of UPE Schools in Buhaguzi County, Hoima District

This study reveals that whereas provision of scholastic requirements to children at school most especially writing materials, school uniform and feeding appear to be very significant factors for good academic performance, the findings reveal that parents have not been fully responsive in availing these requirements to their children. The foregoing findings are unfortunate as they have resulted in these pupils posting poor results especially in PLE; a situation which is likely to continue if not immediately addressed. This therefore leads this research into a conclusion that there is a considerable positive relationship between provision of scholastic requirements and pupils' academic performance of UPE Schools as the failure for their provision by parents is associated with poor PLE results.

From the research hypothesis tested in this respect as well, the researcher concludes that there is a significant relationship between parents' involvement in the provision of scholastic requirements and pupils' academic performance in UPE Schools as revealed already by the respondents in this study.

The study concludes that the lack of scholastic materials like uniform, stationery (books, pens, and pencils) negatively affects daily class work scores of pupils and that a significant relationship exists between feeding the pupil and his/her academic performance. The study therefore concludes that skipping of breakfast and lunch indeed can contribute to poor academic performance. This calls for parents, therefore, to provide support to schools to have meals either packed or support the school to prepare meals for their pupils.

It can also be concluded from the findings that though parents' involvement improves learning and therefore academic performance, many parents are uncertain about the roles they have to play in supporting the education of their children and how this influences their academic performance and unless it's clearly understood, the parents may continue being reluctant with their pupil's education.

5.4.2 Conclusion on the Relationship between Parents' Involvement in School

Management and Pupils' Academic Performance in the UPE Schools in Buhaguzi County – Hoima District

There appears to be a contradiction generally as pertains to what teachers, who responded to questionnaire questions say with regard to parents' involvement in school management and what interviewees think. The responses from the teachers appear to suggest that the level of participation in school management is generally high, a fact which is disputed by the findings from interviews. The interviewees on the other hand indicate that parents' involvement in school management is still very low.

Conclusively, the study shows that there is low involvement of parents in school management, a tendency that undermines good academic performance. However, the same study findings show that good pupils' academic performance of UPE schools is inextricably intertwined with active parents' involvement in School Management. Conclusively, therefore, the hypothesis tested reveal that there was a significant relationship between parents' involvement in school management and pupils' academic performance in UPE Schools as revealed already by the respondents in this study.

5.4.3 Conclusion on the Relationship between Parents' Involvement in Supporting the Pupils' learning at Home and Pupils' Academic Performance in UPE Schools in Buhaguzi County – Hoima District

Aware that parents' involvement in supporting the child's learning at home is one of the most important factors revealed by this study; just like earlier ones, for guaranteeing excellent academic results, then the academic performance of UPE schools is still far from improving. The study therefore concludes that there was a significant relationship between parents' involvement in supporting the child's learning at home and pupils' academic performance in UPE Schools as revealed already by the respondents in this study.

It also follows, therefore, that a parent who wish to see good results from his/her child has only one choice; that of proactively supporting the learning of his/her child in order to complement the school's efforts. This means parents need to create time and good home environment to check their children's work books and assist them with homework to better their academic performance. Parents should therefore give positive encouragement to their children to perform better academically. It therefore goes without saying that academic performance in UPE schools will still remain poor as it is, for as long as parents do not take up a central role in ensuring that their children regularly attend to school.

5.5 Recommendations of the Study

This study, thus recommends;

5.5.1. Recommendations on Parents' Involvement in the Provision of scholastic Requirements to Improve Pupils' Academic performance of UPE Schools in Buhaguzi County – Hoima District

Strict bye-laws could be enacted by District local councils to ensure that alcoholism at the expense of education is eliminated. Parents could be made to appreciate their role in UPE, that of providing uniform, scholastic materials like books, pens, mathematical sets, additional

reading books, feeding of their children and ensuring that actually their children do go to attend school.

It is clear from the interviewees that a strong and significant relationship exists between feeding the pupil and his/her academic performance. Kaklamanou (2012) argues that “food is important for human beings as well as pupils in school and is a part of education and that students need fuel to actually make them study well and be attentive and manage the responsibility of class.” There is need for parents, therefore, indeed to provide support to schools to have meals either packed or support the school to prepare meals for their pupils.

Although respondents agree that parents’ involvement improves learning and so academic performance, many parents in Buhaguzi County are uncertain about the roles they have to play in supporting the education of their children and how this influences their academic performance and unless it’s clearly understood, the parents may continue being reluctant with their pupil’s education. There is therefore need for a deliberate effort by government as well as civil society to educate the parents of their triple role in supporting their children to fit in homes, schools and the community at large for successful future citizens.

5.5.2 Recommendations on Parents’ Involvement in School Management for Improvement in Pupils’ Academic Performance in the UPE Schools in Buhaguzi County, Hoima District

Generally all results on parents’ involvement in school management support the view that it leads to good academic performance. Its, however, clear from the findings of this study that in as much parent involvement in decision making has been identified as critical for academic success and in spite of the unrelenting attempts by schools to incorporate them in decision making processes, the level of their involvement in still very low; a factor which possibly explains the poor PLE results in most of the schools in Buhaguzi County. And to improve

academic performance, all efforts should be made to enhance parents' involvement in school management.

This study therefore recommends that parents ought to be encouraged to attend school management meetings, visitation days and speech open days. Through good management practices, parent-teachers relations can improve hence leading to good academic results.

Inspection and monitoring and evaluation of schools by government need to be strengthened. This should be complemented with full empowerment of school management committees, PTAs, to take full charge of schools. School leadership should always involve parents in planning and general management of schools' affairs.

5.5.3 Recommendations for Parents' Involvement in Supporting the Pupils' learning at Home to improve Pupils' Academic Performance in UPE Schools in Buhaguzi County – Hoima District

Since all findings here strongly confirm to the positive nature of the relationship between Parents' support to their children's learning at home and academic performance, then it's imperative that parents are sensitized to support their children's learning, if not they can even be compelled to do so. Arrests can be made of parents who keep home children of school going age in activities like farming and petty businesses as a source of cheap labor. Local community leaders like the Local Council I Committee members can be engaged to ensure that children attend school.

The significance of parents' values, expectations and encouragements to pupils as a mechanism to improve academic performance has been equally validated in a number of studies. Therefore parents need to create time and good home environment to check their children's work books and assist them with homework to better their academic performance.

In light of the fore supportive arguments to the findings of this research, therefore, the low level of parents' expectations from and encouragement to their children to perform well and achieve from education has very strong ramifications to the academic performance of their children in school. Parents should therefore give positive encouragement to their children to perform better academically.

5.6 Limitations of the Study

This research process presented a number of limitations such as;

- i) This research was primarily limited by suspicion resulting in the unwillingness and uncooperativeness of respondents to fill in the questionnaires for fear of giving sensitive information to government agents. In an attempt to allay these suspicion and fears, the researcher's intentions were clearly explained as highly academic in the introduction letter to earn trust from respondents.
- ii) Possible bias from some respondents when answering the questionnaires and responding to the interviews was one of the research limitations. The researcher made the intentions of this research clear to prevent misconceptions and unwanted responses from the participants of the study. Triangulations of data collection methods were employed to increase validity and reliability of the findings. The questionnaire method, interview method, observation method and documentary review, were all employed to collect the required data with minimum error and bias.
- iii) A possible language barrier was one of the limitations. However, this was mitigated by employing data collection assistant with a minimum of a diploma who had a better understanding of both languages, English and the local languages spoken. Interviews ensured that the gaps created by self-administered questionnaires were duly filled by interviews and observation methods. Meanwhile by structuring simple questions and

having pre-tested the data collection tools, inconsistent and dishonest responses were minimized.

5.7 Contributions of the Study

This study has made new and interesting insights into the issue of parents' involvement and academic performance of pupils in UPE schools of Buhaguzi County Hoima District.

Parents' provision of school requirements was found to have a strong positive relation with pupils' academic performance of UPE schools in Buhaguzi County. Though Bitamazire (2008) did not explain how it contributes to academic achievement of pupils, this study was able to establish that *since pupils are able to learn with a settled mind, levelled ground, provided courage to the pupil's security against unwanted advances to especially the girl-child from the men and curtailing some bad habits like escaping from school, then academic achievement of pupils can be enhanced through ensuring that all learners dress in school uniform.*

While it's true that food is important for human beings as well as pupils in school and is a part of education as argued by Kaklamanou (2012) who stated that "students need fuel to actually make them study well and be attentive and manage the responsibility of class," this study was also able to establish new insights into the role of feeding in Ugandan UPE schools. The findings generally add that with feeding; *(i) absenteeism of children, who know that there is food at school, is avoided, (ii) escaping from class is avoided, (iii) discipline is enforced in class, and (v) accidents resulting from pupils moving out of school to look for what to eat are avoided.*

An interview with the Inspector of Schools and the head teachers of the selected schools in Buhaguzi County, Hoima District, reveal that *parents are the cause of children's absenteeism during planting and harvesting seasons, market days, weddings and cultural days and that this affects academic performance.* Irregular children's school attendance has seen: *(i) pupils*

missing exams, indiscipline cases among pupils, dropout rates, class laziness and defilement, pregnancies and early marriages on the rise, they argue.

The study findings also pointed out the exciting relationship between parents involvement in planning and academic performance. They say, when parents are involved in planning; *(i) it boosts the morale of teachers at school since negative attitudes are avoided from parents, (ii) creates a good relationship between teachers and parents, (iii) it becomes a way of monitoring school activities since parents are able to know what's happening at school, (iv) implementation of plans is made easier since resources needed at school are easily mobilized through participatory planning, (v) school challenges affecting academic performance are easily identified, and (vi) participatory planning promotes unity, respect and a sense of ownership and responsibility hence controlling conflicts among parents and teachers.*

The findings also reveal that *attendance of annual general meetings where major decisions are taken is mainly drawn from female parents, an issue that raises implementation challenges for what is decided. It was equally reported that some parents (particularly male parents) do not go for such meetings for fear that they might be made to participate in binding decisions that raise financial obligations upon them.*

On the issue of the relationship between parents' involvement in support of Pupils learning at home and pupils academic performance in UPE schools of Buhaguzi County, findings reveal that, in spite of this low involvement and participation by parents, there is still a significant relationship between the two. This study has been particularly able to establish that parents *'involvement; (i) improves the parent-teacher relations, (ii) teachers' morale goes down when the parents do not assist their children, (iii) class work performance is poor, (iv) pupils fear to go to school when homework is not done hence absenteeism, and at worst (v) it breeds laziness when their children's books are not checked.* According to Aliganyira Moses, the

Chairperson PTA Kigaaya C.O.U P/S *teachers in the long-run give up with lazy pupils to concentrate on the active ones.*

It can also be evidenced from the findings that most parents do not support their children in learning at home. The respondents opine that it happens for different reasons among others; *(i) many parents lack the necessary education and are therefore not knowledgeable enough to take on and answer the questions asked, (ii) facilities like lighting, furniture, are missing in many of the homesteads, (iii) parents lacking time because they come back home very late and find children asleep, and (iv) some simply have a negative attitude towards education.*

Parents' encouragement, they further contend, *(i) encourages good morals, discipline and hard work, (ii) improves teachers' morale and efforts that children put into their academics in order to meet their parents' targets, and (iii) creates positive competition as pupils want to be like the successful people they know of (role models).*

5.8 Areas for Future Research

This study has particularly been concerned with establishing the relationship between parents' involvement and academic performance of pupils in selected UPE schools of Buhaguzi County – Hoima District. Having established the existence of a considerable relationship between parents' involvement and academic performance this research, does not however, explain the factors affecting parents' involvement in their children's schooling activities. The study also puts its focus on UPE schools without paying attention to private schools. Accordingly, therefore, future studies can seek to;

- i. Explore the determinants of parents' involvement into their children's education and school activities;
- ii. Establish the relationship between parents' involvement and academic performance of selected private schools in Buhaguzi County, Hoima District;

- iii. Explore a comparative study of the levels of parents' involvement and academic performance of private schools and public UPE schools;
- iv. Explore the effect of UPE funding on the pupils academic performance in selected Rural and Urban UPE schools; and
- v. Replicating these same studies in other parts of the district or even Uganda at large.

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APPENDICES

Appendix 1: Questionnaire

QUESTIONNAIRE FOR UNIVERSAL PRIMARY EDUCATION TEACHERS

Dear respondents,

I am Bigirwa Julius, a student of Uganda management institute (**UMI**) pursuing research for the award of Master's Degree in Management Studies (Public Administration and Management) presently am examining the extent to which parents involvement relates to the academic performance of pupils in UPE schools of Buhaguzi county Hoima District.

You are kindly requested to 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 for academic reason only.

Thank you.

SECTION A: BACKGROUND INFORMATION

Please tick the appropriate facts about yourself in the space provided.

1. Your gender
- A) Male
- B) Female
2. Your working experience at the current school
- a) 0-2 years
- b) 3-5 years.
- c) 6-09 years
- d) 10 years and above,
3. Your highest level of education
- a) Certificate
- b) Diploma
- c) Degree
- d) Others specify

Instructions from question below tick the number that best indicates your opinion on the questions using the following scale.

Scale	5	4	3	2	1
	Strongly agree	Agree	Not sure	Disagree	Strongly Disagree

SECTION B

1) Provision of scholastic requirements

/No.	ISSUES TO BE EXAMINED	5	4	3	2	1
1	Parents ensure that their children come to school dressed in their school uniform					
2	Parents always provide stationary like books, pens, pencils, to their children whenever they come to school.					
3	Parents ensure their children come with packed lunch at school.					
4	Parents provide pocket money to their children to buy food items for lunch at school.					
5	Parents contribute finances to the school to prepare lunch for their children while at school					
6	Parents believe it's the responsibility of government to provide scholastic requirements of their children not the parents.					

2) Involvement in the school management

S/NO	ISSUES TO BE EXAMINED	5	4	3	2	1
1	The school management ensures that parents are involved in the planning process and are consulted on key issues to be taken on especially regarding academic performance.					
2	Parents participate in school meetings like SMCs, PTAs and annual general meetings where major decisions are made.					

3	Parents participate in the selection and election of school Associations and management leaders like PTA , SMC chairmen who represents them democratically					
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2) Support to child's learning at home

S/NO	ISSUES TO BE EXAMINED	5	4	3	2	1
1	Pupils class absenteeism is usually high whenever there is planting, harvesting, and market days as pupils are asked to stay at home to assist their parents with work and this negatively affects pupils academic performance.					
2	Parents check their pupil's homework books whenever they are home to assess class performance					
3	Parents assist their pupils to do homework given by their teachers in class and usually sign their books					
4	Parents believe learning should only take place at school					
5	Parents usually encourage their children to work hard for good academic performance					

SECTION C: ACADEMIC PERFORMANCE

S/NO	ISSUES TO BE DISCUSSED	5	4	3	2	1
1	Lack of scholastic materials like uniform, stationery (books, pen, pencils, etc.) negatively affects daily class work scores.					
2	Lack of feeding (lunch) meals at school has a general negative effect on pupils' academic performance.					
3	Pupils can better their academic performance when their parents get more involved in school management by participating in planning through PTA, SMC, and other school meetings/ activities where decisions are made.					

4	Pupils perform well academically when their parents participate in school leadership and take part in major decisions that are made for the improvement of academic performance					
5	Absenteeism in class cumulatively affects the pupil's performance in end of term and PLE examinations.					
6	Checking the pupils work books and helping them with their home work can better their daily class work scores in particular and academic performance in general.					
7	Pupils develop desire to perform better and succeed in academics when their parents expectations and encouragement are positive.					
8	Parents' involvement in supporting the education of their children greatly improves their overall academic performance.					

THANK YOU

Appendix II: Interview Guide for the District Education Officer, Inspector of Schools, Head teachers, Pupils Leaders, Parents Representatives (PTAS), School Management Committee Chairpersons.

Dear respondent,

I am Bigirwa Julius a student of Uganda management institute (UMI) pursuing research for the award of master's Degree in management studies (public Administration and Management) presently am examining the extent to which parents involvement relates to the academic performance of pupils in UPE schools of Buhaguzi county Hoima District

You are kindly requested to 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 for academic reason only.

Your positive and quick response will be appreciated.

Thank you for your cooperation.

SECTION A

PROVISION OF SCHOLASTIC REQUIREMENT

1. Is it necessary for parents to provide their school going children with a school uniform? Give reasons for your answer and probe if the parents are really providing uniform to their school going children. Does it have any relationship with pupil's academic performance, why?

2. In your opinion is there need for parents to provide their school going children with requirements for example books, pens, and pencil that facilitate learning in class? Probe for reasons and whether the parents are really supporting their children with these requirements. Do you think in your opinion, this can have an influence on pupil's academic performance? How and why

3 Is it necessary for parents to provide feeding for their children while at school? Give reasons why and probe further to know whether parents are supporting the feeding of their children with school meals either packed or provide them with money. Does this contribute to pupil's academic performance? Give reasons.

SECTION B

INVOLVEMENT IN SCHOOL MANAGEMENT

4) Is it necessary for parents to participate in planning meetings like PTAs, SMCs, and annual general meetings where academic performance agenda is discussed? Probe whether parents actually do participate in planning meetings. How does this relate with pupils academic performance?

5) In your opinion, would you encourage parents to fully participate in the leadership structures either electing or being elected for leadership positions in the education and school management. Give reasons for your answer. Probe if the parents do participate. Does it have any relationship with pupil's academic performance?

6) Parents involvement in decision making regarding education of their children is good and helps them to own and implement them. Do you agree with this statement? Give reasons and probe further if the parents are involved in decision making. How does it relate with academic performance

SECTION C

SUPPORTING CHILDS LEARNING AT HOME

7) Is it necessary for parents to encourage their children to attend school/ class daily to avoid unnecessary absenteeism? Do you think parents do that? Probe further what happens when parents are in planting, Harvesting, cultural and religious functions and how does it affect pupils academic performance.

8) Is it necessary for parents to check their pupil's exercise books and help them to do homework given to them by their teachers at school? Probe do parents have time? Are they knowledgeable to do academic work? Do they have learning facilities at home like lighting? Do you think this influences pupils academic performance?

9) Is it necessary for parents to share good expectation and encouragement with their pupils? Probe whether parents do that? Are they positive to their children? What is the parents' experience? Is there any relationship with academic performance?

SECTION D

ACADEMIC PERFORMANCE

10) Generally in your opinion does parents' involvement in their pupil's education have any relationship with academic performance? Give reasons for your answer. What would you recommend that can improve parents involvement in supporting the education of their children and to improve the academic performance of their pupils

Thank you for your time, response and cooperation

Appendix III: Observation Checklist

The researcher will observe evidence of parents support to their children by ascertaining the following

- 1-** Whether pupils come to school dressed in school uniform.
- 2-** Whether pupils come to class with or without books, pen, or pencils
- 3-** Whether the pupils have any form of meals at school

Appendix IV: Krejcie, Morgan and Robert Sample Size (S) Tables (1970) for the given Population Sizes (N)

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	256	300	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: "N" is population size

"S" is sample size.

Appendix V: Introductory Letter

Appendix VI: Field Research Letter

Appendix VII: Anti-Plagiarism Report