



**PARENTS' PARTICIPATION AND ACADEMIC PERFORMANCE IN TARGET
COMMUNITY COLLEGE, LUWEERO DISTRICT, UGANDA**

BY

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DECLARATION

I, Jane Afra Businge Musinguzi, hereby declare that this is my original work and it is not in any way a duplication of any other person's work and has never been presented to any university and /or Institution for any award(s).

Signature.....

Date.....

APPROVAL

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Signed.....

Date.....

DEDICATION

This dissertation is dedicated to my children; Emma, Jaireh, Sarah and Gloria for being good children who have the fear of God, to my mother-in law Kaaka Atenyi, who has always encouraged me to take up a masters course and my mother who is my role model. God bless you abundantly.

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ABBREVIATIONS AND ACRONYMS

Asymp sig	Asymptotic Significance
BOG	Board of Governors
Dr.	Doctor
DV	Dependent variable
ESIP	Education Strategic Investment Plan
UNEB	Uganda National Examinations Board
USE	Universal Secondary Education
IV	Independent Variable
MoES	Ministry of Education and sports
NCDC	National Curriculum Development Center
PTA	Parents Teachers Association
TCC	Target Community College

ABSTRACT

This study was conducted to examine the effect of parents' participation and academic performance at T.C.C.

The objectives of the study were; to find out the role played by parents in the management of T.C.C, to investigate the influence of parents' participation in school financing on students' academic performance and to find out the influence of parents participation on the management of students' discipline on the academic performance in T.C.C. The study was guided by McGregor's theory X and Y which explains how different stakeholders, will participate towards the achievement of school set objectives. Relevant literature and documents on academic performance were reviewed. The study adopted a cross section survey design. A section of students, teachers, parents and administrators were involved. In the study, a sample of 33 students, 10 teachers, 169 parents and 3 administrators were selected out of which 33 students, 9 teachers, 113 parents and 3 administrators participated hence making a response rate of 73.5% Both qualitative and quantitative data were collected, analyzed, interpreted and presented.

The findings of the study were; parental involvement in school's planning has not been realized in T.C.C, that the parents in T.C.C have not been adequately involved in the financing of school activities, which has led to financial resources constraints and, consequently, impinged on the students' academic performance. It was also established that parents' involvement in students discipline has had no effect on academic performance in T.C.C. It was, therefore, concluded that parental involvement in the management of school discipline should be complemented with participation in planning/management and financing of the school if good academic performance is to be realised.

The study recommendations that were suggested included; the need for government to make a policy on the specific roles parents should play in school management, government should increase funding of USE program managers of T.C.C devise non-tuition related means of financing the school and focus should not be on discipline alone but also on other variables like quality of students at the point of entry in senior one, quality of teaching, internal efficiency of the school and staff motivation.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

Provision of education is a responsibility of the government worldwide. In Uganda, the Government through the Ministry of Education and Sports (MoES), provides funds, teachers, infrastructure and key policy guidelines regarding education for the betterment of the national education system. However, schools whether government aided or private, have stakeholders who undertake various activities in order to realize good academic performance of learners.

The role of parents in schools today is rooted in the Education Policy Review Commission (EPRC 1989) report and (GoU, 1992). Their roles include provision of scholastic materials, food (lunch), clothing (uniform) and basic needs such as shelter, love and care in order to ensure good academic performance.

Academic performance is the quality and quantity of knowledge, skills, techniques, positive attitude, behavior and philosophy that students achieve or acquire in the teaching and learning process. The quality of grades determines the level of performance of a given class or school in a given period of time. According to Uganda National Examinations Board grading system, aggregate 8-32 is division one, aggregate 33-35 is division two, aggregate 46-56 is division three, while aggregate 57-66 is division four and failure is aggregate 67-72 (division U). At "A" level, grading is principle passes of A, B, C, D, and E carrying 6,5,4,3,2, points respectively and subsidiary "O" has one point and "F" is failure. Such grades can be good, fair or poor.

This chapter will cover the background to the study, problem statement, purpose of the study and objectives of the study, the research questions, research hypothesis, conceptual framework, significance, justification, the scope of the study and operational definition of terms and concepts.

1.2 Background to the study

1.2.1 Historical background

Academic performance is the outcome of education ; the extent to which a student, teacher or institution has achieved their educational goals. It is commonly measured by examinations or continuous assessment tests but there is no general agreement on how it is best tested or which aspects are most important -procedural knowledge such as skills or declarative knowledge such as facts (Martin T, 2007)

In United States province of California, the Academic Performance Index (API) is a measurement of performance and progress of individual schools in California. API scores ranges from a low of 200 to a high of 1000 according to California legislature of 1999. The interim statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal (Martin T, 2007). An API score is calculated for all students in a school as well as numerous API scores for each subgroup at the school (such as by race, English Learner Status, students with disabilities, and socioeconomically disadvantaged pupils).Each rank ranges from 1 to 10, with a score of 10 meaning that the school's API fell into the top 10%.A school's score or placement on the API is designed to be an indicator of a school's performance level and is calculated annually by the California Department of Education.

In Uganda, the Ministry of Education and Sports (MoES), provides administration and management for the betterment of the national education system. Key policy decisions regarding education and other educational services have always been made by the state at least since the attainment of independence. The grading system is done by a government body, Uganda National Examinations Board (UNEB) since 1979, after the breakup of East African Community. UNEB mainly assesses declarative knowledge i.e. facts at the end of four years and six years ('O' and 'A' levels)

Although the planning and management of education has largely been a role of the state, (Adongo J.F, 2006) reports that, in the mid-1970s, leading economists in universities in Europe and donor agencies began to criticize governments' direct involvement in service delivery. The governments were criticized for mismanagement, inefficiency, corruption, lack of planning and related problems. Consequently, in the 1980s there was a shift to community involvement in service delivery. At secondary level, whether government aided or private, USE or non-USE schools rely heavily on parents' financial and managerial contribution. It is also noted that, schools running the Universal Secondary Education program have found a lot of setbacks in achievement of academic standards for lack of adequate funds got from the government.(Government pays UGX 41,000/term/student whereas in non-USE schools, minimum fee is about 450,000/term/student). Unless all stakeholders are involved, school achievements including students' academic performance may not be realized

1.2.2 Theoretical background

Parents' participation in school management and how it may be related to students' performance will be explained by McGregor's theory X and Y (1960). His argument is based on the

classification of how people get actively involved in work. Theory X holds that work is inherently distasteful to most people and that most people are not ambitious, have little desire for responsibility, prefer to be directed and must be coerced if organizational objectives are to be achieved. Theory Y on the other hand assumes that people are not lazy; rather, that they can be self-directed and creative at work if properly motivated and are creative enough to solve organizational problems.

1.2.3 Conceptual Background

Uganda is one of the countries in Sub-Saharan Africa which tries to improve not only primary school education but also secondary school education. The role of parents is rooted in the Education Policy Review Commission (EPRC 1989) report. Their responsibility revolves around, discipline and monitoring the performance of the school. Parents are said to be partners, clients, consumers and educational assistants in as far as management of schools is concerned (Thomson, 2001). However, in Sub-Saharan Africa, due to extreme poverty and financial constraints, there have been challenges in the provision of education. Many countries reported difficulties in recruiting and retaining qualified teachers, especially for teaching Mathematics and Sciences, (Bregman, 2003). Due to poverty in the developing world and more so in rural areas, parents may not afford providing school materials or paying tuition fees, buy scholastic materials and, or provide for the welfare of teachers and students in order to contribute towards the achievement of academic success.

The importance of parental participation in school management should ultimately be vested in the improvement of academic standards of their children. Unless the roles of parents in provision of issues and other managerial areas are strengthened, there may be continued questions regarding

satisfactory academic performance. Therefore, the study is intended to point out parents' roles and to show how they should carry out their responsibility in ensuring children's discipline which is a prerequisite for better academic performance of their children.

1.2.4 Contextual background

This study was carried out in Luweero District, Wobulenzi Town Council, Katikamu South Constituency at Target Community College. It is a public, government aided school, running a USE program. The school was founded by the community in order to educate their children after the war of 1980s in the Luweero Triangle. Later on, the school was taken over by a politician who ran it as a faith-based institution but later sold it to the government and now it a public school.

The government pays tuition fee of UGX 41,000 per term per student, has provided text books of compulsory 'O' level subjects i.e. English Language, Mathematics, Biology, Physics, Chemistry, History and Geography, and also supplies basic science equipment and chemicals. Government has also constructed classrooms and science rooms. Furthermore the government pays salaries to the dully appointed and posted teachers plus support staff. The parents are supposed to provide lunch, uniform, stationary, housing, love and guidance to their children. They are also supposed to support developmental projects to uplift the school standards and status.

It is expected that as a government aided school, the government provides adequate staff, capitation grants and infrastructure as parents provide the rest and that school follows the set curriculum by National Curriculum Development Centre (NCDC) and all candidates sit for UNEB examinations, and that there is continuous assessment of all students. Particularly notable, are the facts that: 1) parents in Target Community College are reluctant to participate in the management of their children's education since the school is under USE program; 2) the schools' academic performance is consistently poor.3) Luweero district experienced political instability in the 1980's

and most of the socio-economic infrastructure was negatively affected 4)the school is under USE program where tuition payment is by government and 5) some parents still hold the fact that the school is still a faith-based school and so no activity should take place on Saturdays. It is against this background that the researcher undertook to find out whether parents' participation in the management of Target Community College is related to students' academic performance. Specific attention is placed on the parents' participation in the planning and management, financial contribution and discipline management; and their influence on the schools' academic performance.

1.3 Problem Statement

Target Community College has continuously performed poorly in UNEB examinations although it is government funded, with adequate infrastructure provided by government and has qualified teachers. According to (Ahimbisibwe, 2010), schools where parents are relatively active in issues of financing, disciplining and follow up of school management related activities seemed to perform relatively better than those where parents are reluctant. However, research had not been conducted on the relationship between the parents' low participation and the schools' academic performance. Yet unless it is clearly understood as to how this has influenced academic performance in the school, parents might continue to be reluctant to participate in the management of the schools. Moreover, amidst the introduction of Universal Secondary Education (USE), this is particularly likely, since some parents might erroneously construe the responsibility for the education of their children as resting with the government and schools. Therefore the researcher was motivated to investigate the influence of parental participation in school management on students' academic performance.

1.4 Purpose of the study

The purpose of the study was to find out the influence of parents' participation on students' academic performance at Target Community College.

1.5 Objectives of the study

The study was guided by the following objectives

1. To find out the role played by parents in planning of school activities at Target Community College and its effect on academic performance
2. To investigate the influence of parents' participation in school financing on students' academic performance at T.C.C.
3. Find out the influence of parents' participation in the management of students' discipline on the students' academic performance in Target Community College.

1.6 Research Questions

1. What is the role played by parents in planning of Target Community College?
2. What is the effect of parents' participation in school financing on students' academic performance in Target Community College?
3. What is the influence of parents' participation in the management of students' discipline on the students' academic performance in Target Community College?

1.7 Research Hypothesis

1. Parents participation in school planning influence academic performance at Target Community College.
2. Parents participation in school financing influence academic performance at Target Community College

3. Parents participation in management of students' discipline influences academic performance at Target Community College.

1.8 Conceptual Framework

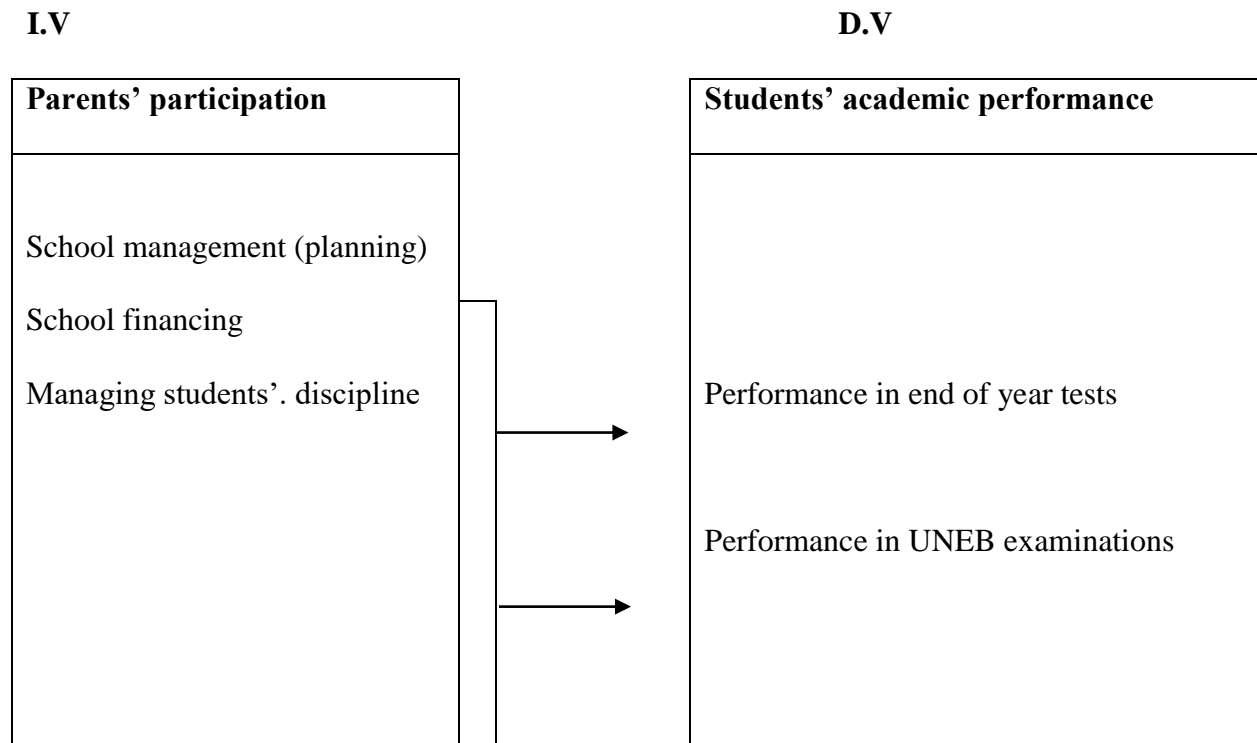


Figure 1: Model of the conceptual framework for the study of the influence of parents' participation on students' academic performance in Target Community College management.

Adopted from Ezewu (1998) and modified by the researcher

Fig 1 shows the linkage between different factors and academic performance. It shows that academic performance as a dependent variable is related to the independent variables, which are parents' participation in school planning, financing and management of students' discipline.

From contributions they make and extent to which their contributions affect goal achievement, in this case students' academic performance, the managerial functions considered or in which parents

ought to participate in school include planning, financing and disciplining of their children. With proper participation of parents in school planning/management, the positive aspects bound to result are monitoring and evaluation of the set academic programs like supervision of students' academic work so that quality teaching /learning are carried out. Financing the school will result in timely payment of school dues, provision of scholastic materials, and facilitation to the welfare of teachers which in turn help in timely execution of academic programs, give morale to teachers and students have what it takes for them to learn, Participation in students' discipline, , results in less absenteeism and high attendance of school activities.. Negative effects may include poor facilitation of teachers, lack of scholastic materials and infrastructure, poor implementation of policies, indiscipline and lack of attendance to school activities which leads to poor academic results while the positive effects are more likely to generate better academic results in schools.

1.9 Significance of the study

It is hoped that the study will provide an in-depth analysis of parents' usefulness in Target Community College management. It will offer stakeholders (including education planners and managers at all levels, parents and students) information on the current level of involvement of parents in management processes and the effect of such participation on academic performance of students. The study will further motivate other scholars and researchers to carry out research in other areas in order to establish acceptable ways of parental participation in secondary school management and guide education policy makers and education planners about the roles of particular stakeholders in the management of secondary schools. These findings will further contribute on the existing literature on education service delivery and will create awareness to other researchers to carry out more research in this field.

1.10 Justification of the study

In 1990 the MOES set up the basic requirements and minimum standards for secondary schools which comprised of inputs, processes and throughputs. In 1996, the government of Uganda through the MOES identified the need to improve operational mechanism, structures and processes for planning effective design and management of a policy based on Education Strategic Investment Plan (ESIP) as well as associated program framework. In 2007, the MOES outlined the basis on which USE program is to run; indicating the government role and the parents' role. It is upon this background that the study was undertaken, to find out the influence of parents participation on academic performance of Target Community College.

1.11.0 Scope of the study

1.11.1 Geographical scope

The study was carried out in Central region, Luweero District, Wobulenzi Town Council, Katikamu South Constituency at Target Community College. Luweero district being in the central region, one would expect schools in this region have active and knowledgeable parents who are supportive of their children attaining quality education. Most of centrally located schools are easy to reach and stay hence teachers posted there will not abscond or fail to report.

This district faced political unrest between 1980-1985 and the social economic infrastructure was negatively affected. So now how has the education sector picked up? Target Community College started as a community school and later on was sold to a prominent politician who ran it as a faith-based institution and finally government took it over as a public school. It is a day, mixed, with 'O' and 'A' levels.

1.11.2 Content scope

The study investigated the influence of parents' participation on students' academic performance in Target Community College. This was examined in terms of planning, financing school programs, controlling resources, budgeting and disciplining. Academic performance was evaluated considering Uganda national curriculum set by National Curriculum Development Center (NCDC), UNEB evaluations.

It is hoped that the study will provide an in-depth analysis of parents' usefulness in Target Community College management. It will offer stakeholders (including education planners and managers at all levels, parents and students) information on the current level of involvement of parents in management processes and what enhances or hinders effective school management especially in USE schools.

1.11.3 Time scope

The study was confined to the period between 2007 and 2012. This is a period marking the first six years of implementation of USE.

1.12 Operational definitions

Universal Secondary Education will mean education which is provided to Ugandans by the government without need of parents paying tuition fee.

Academic performance will mean the grades attained at UNEB examinations and end of year tests given as continuous assessment by the school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, is set to review the concept of parents' involvement and academic performance in Target Community College. It covers the theoretical review, conceptual review and summary of literature review. The related literature to the area of study was reviewed using scholarly journals, theses and dissertations, government documents, grey literature (newspapers) reports, internal indices, abstract, computer and internet search.

2.2 Theoretical review

Parents' participation in school management and how it may be related to students' performance was explained by (Mcgregory, 1960) theory X and Y. His argument is based on the classification of how people get actively involved in work. Theory X holds that work is inherently distasteful to most people and that most people are not ambitious, have little desire for responsibility, prefer to be directed and must be coerced if organizational objectives are to be achieved. Theory Y on the other hand assumes that people are not lazy; rather, that they can be self-directed and creative at work if properly motivated and are creative enough to solve organizational problems. In a school setting, the theory tends to explain how different stakeholders particularly parents will participate towards the achievement of school objectives. Some parents may participate maturely towards the improvement of their children's academic excellence while others may regress in behavior and act irresponsibly in their roles as stakeholders. From this theoretical background, it is apparent that, in a school setting, parents might willingly participate in management activities or regress by declining participation in school management.

The variables involved in the study were conceptualized using the model delineated in **Figure 1**(Conceptual framework)

2.3 Conceptual Review

According to a study carried out among Latino students in Chicago, (Marschall, 2006) observes that although there are many causes of low academic achievement; lack of cooperation among schools, parents and their communities plays a big role. This suggests that both the determinants and effects of parents' participation in school management should be considered in order to ensure quality education and quality performance. Quality performance has been a key determinant for students' further studies and later acquisition of jobs. Therefore factors influencing it have to be carefully studied in order to find solutions. In a study carried out by (Feyant, 2006) in Scottish schools, it was concluded that for more than 10 years now, parents' role in school was the main factor responsible for 'school market' in this sense meaning the popularity of the school. From Uganda's experience, the popularity of schools is so much linked to how many first grades (academic performance) a school may achieve in given consecutive years. This prompted the researcher to find out the extent to which failure or success in academics may be attributed to parents' participation in school management.

This is especially so if it is taken into account that schools (code named first schools) that have good academic results are known to have the parents of their students actively involved in the activities of the schools, specifically, these schools have powerful school management committees/ boards of governors as well as vibrant Parents and Teachers Associations, through which the partner with the schools and demand accountability from the school managers from time to time.

It is against this background that the researcher has a belief that parental participation in school management could influence students' academic performance.

Implementation of policies at school level is done with the participation of all concerned stakeholders, parents being a party. A case in point is the policy making the study of science subjects compulsory at the ordinary level of education. Sciences have become key determinants of how many first grades a school may get since they are a priority in the best eight subjects considered. Implementation of such a policy requires the participation of all stakeholders. For instance, during Board of Governors (BOG) and Parents-Teachers Associations (PTAs) meetings, parents need to recommend allocation of a suitable amount of money to equip school libraries and laboratories. Parents and school administrators also need to provide a good reading environment both at school and at home. In rural areas where schools are still unable to provide all academic requirements, parents may have to supplement school supplies and libraries with reading materials like textbooks for their children's home library. Such complementary roles may improve students' academic performance. However, (Griffith, 2001) reports that socio-economically disadvantaged parents usually lack skills, abilities and interest to help in the school and in their children's education. The researcher has discussed, analyzed and recommended how parents, (irrespective of their socio-economic status) participation has affected their children's academic performance in Target Community College.

(Carnie, 2003) shows that there is need to offer opportunities to parents in order to participate in decision making processes that focus on the achievement of school objectives. Parents need to participate in matters pertaining to strategic planning, policies, budgeting and cyclical evaluation

programs. After all, (Kaggwa, 2003) observes that no administrator can effectively perform all administrative functions alone. School administrators have always called upon parents to motivate students' academic endeavors. Parents should also offer career guidance especially the choice of subject combinations and directing students in their home works. However, (Eccless & R.D., 1986) as quoted by (Nancy & Lorraine, 2004) observe that parents' confidence in their own intellectual abilities is the most salient predictor of their participation in children's schooling. Parents need to be guided on the knowledge and skills of secondary school management. The researcher used collected data from stakeholders in order to make necessary recommendations for the improvement of parents' participation in school management.

Although each citizen has a right to education (Article 30, 1995)) achievement of quality academic performance is a challenging task that requires effective collaboration of school partners. Enhancing quality academic performance is the major objective of schools as organizations although different stakeholders tend to act differently towards it.

A school has been defined by (Webster, 1993) as an organized body of scholars and teachers associated for the pursuit and dissemination of knowledge. (Mukasa, 1989) on the other hand defines it as a community of living active people where teachers in a classroom environment pass formal education to learners. A school therefore facilitates education. (Nkata, 1996), defines participation as sharing of power or the exercise of 'voice' in the affairs of the organization. He also summarizes Shaeffer's (1991) ideas about participation through consultation on a particular issue, involvement in service delivery, contribution of resources material and labor, participation in decision making processes and so on. For purposes of this research, parents' participation was considered in terms of their contribution both physically and cognitively towards the establishment, implementation and effective provision of education in schools. Parents'

participation was measured by their contribution in planning/ management, financial contribution and management of students' discipline and influence on academic processes in Target Community College. The study used the result of the analyzed data from the school including those of Uganda National Examinations Board (UNEB).

Academic performance has been defined by (Kaggwa, 2003) and the World Bank (2002) as the quality and quantity of knowledge, skills, techniques and positive attitudes, behaviors and philosophy that students achieve. This achievement is evaluated by the mark or grade that students attain in tests or examinations done at the end of the topic, term or year or education cycle, World Bank (2002). Therefore, the quality of the grades and the number of students that pass in various grades, determine the level of academic performance. In schools, academic performance is a concern of people who have vested interest in schools. These may include parents, students, the staff, proprietors and the entire society that forms the school as a system or community.

Management has been defined by Sapre (2002), quoted by (Bush, 2003) as a set of activities directed towards efficient and effective utilization of resources in order to achieve organizational goals. Secondary school management in particular refers to the application of management theory and practice to educational institutions (Okumbe, 1998). Managerial functions include planning, organizing directing, controlling resources, staffing, coordinating reporting and budgeting (P. & O'Donnell, 1986). In this study parents participation in school management was evaluated in relation to financing or organizing resources, disciplining, and implementation of school policies as the major managerial functions in which parents mainly involve themselves and which aspects may directly affect students' academic performance.

This study was intended to establish the role of parents in solving those challenges and their contribution affects students' academic performance.

(Nancy & Lorraine, 2004) observe that parent- school relationship do not occur in isolation but in community. Lack of educational skills may affect parents' role in evaluating and planning for good academic performance with the administrative staff (Nancy & Lorraine, 2004).

In conceptualizing the variables of this study, the independent variables are the parents' participation in financing planning and disciplining while the dependent variables are the students' academic performance. Parents' involvement in a child's education is found to be positively associated with academic performance, Hara & Burke (1998); Hill Craft (2003). Parental support, adequate staffing, enough scholastic materials and funds to run the program can assist in achieving academic performance.

2.3.1 Role played by parents in the planning of Target Community College

According to (Epistein & Sanders, 2002) families and schools have worked together in striving to give learners quality education since the beginning of formal schooling. Families were responsible for preparing their children with the necessary skills in the early years and schools took over from there. However, today in the context of greater accountability and demands for children to achieve peak academic performance, schools and parents have formed partnerships and share responsibilities for children's education in more structured ways.

(Nancy & Lorraine, 2004) show that parental school involvement consists of activities like volunteering at school, communicating with teachers and other school personnel, assisting in academic activities at home and attending school events.

According to (Becher, 1984), recognition has been given to crucial role play of parents and also on the rights and responsibilities of parents in the management of schools. In Uganda, the Education Act 1969 shows that parents' responsibilities among others include participation in the promotion of discipline, provision of learning materials, teachers welfare, structural development and caring for children.

Although the Government White paper (1992) does not legalize parent participation in school/planning management, it does not contradict it either but simply recommends parents' role play. This suggests that parental participation in school planning/management is desirable and could lead to improved academic performance among other benefits. It is against this background that the researcher was interested in finding out whether parents in Target Community College actually participate in their managerial roles and responsibilities and the contribution this participation could be having on students' academic performance.

In a study carried out by (Marschall, 2006) among Latino students in Chicago, it was discovered that parental school involvement increases parent skills and information which equip them to assist their children in school related activities when they come back home. To this end, (Lariau, 1996) adds that when parents are involved in their children's schooling, they meet other parents who provide them with information on school policies, and practices. Besides that, when parents and teachers interact, teachers learn about the parents' expectations for their children and their children's teachers. However, both Marschall and Lareau don't explain what may happen to students' academic performance if parents are done away with in school related activities.

While agreeing with the two authors, the study is intended to discuss what might happen to students' academic performance if parents are not considered as partners in academic related activities in schools. This is because the study addressed the case of Target Community College where there is a coincidence of poor parental participation in school management and poor academic performance, meaning that the relationship between parental involvement in school management had to be probed, to empirically establish as to whether parental involvement has been related to the poor academic performance hence the justification for the study.

2.3.2 Influence of parents' participation in school financing on students' academic performance in T.C.C

Parents have for long been noted for their key role in financing schools right from the colonial era especially after the first world war had affected donations for missionaries to run schools in Uganda (J.C, History and Development of Education in Uganda, 1997)In their study however, (Nancy & Lorraine, 2004) found out that impoverished families are less likely to be involved in schooling than wealthier families, and schools in impoverished communities are less likely to promote parental participation in school management. This conforms to (Feyant, 2006) argument that there are families who have the right intentions but are powerless especially those from rural backgrounds or those with little in the way of education.

However, being wealthy may be one thing and financing schools or providing scholastic materials to students may be another. The study found out parents, irrespective of their socio-economic status, contribute school funds, and other requirements for the good of academic improvement and the extent to which this has affected students' academic performance in Target Community College.

There has been need for local communities to support schools materially and financially throughout Africa. In Uganda the Government White paper (1992) makes it clear that PTAs should continue functioning as voluntary organizations that are mainly concerned with students' and teachers' welfare and the overall development of the school. This may be done through paying school dues in time, fundraising for schools, donating, and participating in the planning for the allocation of these resources. Therefore once schools lack finance, school programs like teaching and learning will be affected.

Butchet (1994) as quoted by (B., The Role of Community Support in the Provision of Secondary Education in Mukono, 1996) reveal that education in the third world countries experienced a state of crisis due to cuts in expenditure in the 1980s. Today the government of Uganda is trying to finance a number of educational programs including Universal secondary education, (USE). With or without USE, parents need to let their children go to school on time and provide them with necessary equipment otherwise students whose parents don't conform to that have always been sent back home hence missing classes and exams.

Parents' participation in financing not only focuses on school fees but may also include students' personal requirements that enable them acquire education easily. These may include clothing, sanitary towels for girls, exercise books and proper medication when they fall sick both at home and at school. Even if teachers are very good, such requirements have to be in place in order to help the student study well, yet they all require money. (Ssonko, 2001) observes that there are parents who don't value educating their children and have been heard saying "... we did not go to school yet we are serving better than those who say they are educated". It is likely that parents with negative attitudes toward education or those who don't have clear perceptions of their roles will

let their children miss classes if they don't provide student' requirements hence lagging behind in academic performance. Alternatively such parents may be of low economic status hence affecting their children in the same way.

2.3.3 Influence of parents' participation in the management of students' discipline on the students' academic performance in Target Community College

School discipline is an important aspect for an orderly and ideal learning situation. Discipline has been defined by (Webster, 1993) as the training or experience that corrects, molds, strengthens or perfects especially the mental faculties or moral character. It may also refer to the control gained by enforcing obedience or order for example in a school. In a school setting, the conduct of students is always a concern of teachers, parents and school administrators.

(Okumbe, 1998) describes discipline as the action by management to enforce organizational standards and respect of one's superiors within the chain of authority and the readiness to obey instructions and regulations laid down by the administration. In a school, the significance of maintaining discipline focuses on the achievement of set goals. Discipline in school is an important instrument in the process of socialization and formation of character. It involves the control of student impulses to acquire the social skills that will help them participate actively in their work roles. Therefore discipline could be an important factor contributing to what one achieves at the end of the academic program.

Nsubuga (2002) observes that the extreme cases of indiscipline pronounced in schools could include disrespect for teachers and fellow students, smoking, fighting, theft, teasing, use of addictive drugs, alcoholism and involvement in violent strikes like torching of buildings. Involvement in such activities would automatically deprive a student of time to concentrate on

academics, would upset his/her mind, destroy his/her relationship with teachers and definitely affect the student's academic performance. Since (Burden, 1995) notes that teachers and parents work together as a group to provide mutually agreed upon obligations and expectations regarding discipline, the results of academic performance as related to discipline should not only be attributed to teachers but to parents as well .

In her assertion' (Babirye, 2006) quotes Watenburger (1994) who relates discipline to the teaching of students the rules people live by and socialization in a lifelong process . It is clear that students' behavior is formed from childhood, which is a role of parents. Besides this, when students' behavior at school is questionable, the school administration normally involves parents to either punish, advise or form the students' character with regard to school norms and rules. Parents' cooperation may help to direct students to bring order which is a characteristic for effective teaching and learning, leading to improvement in academic performance.

In their study about school governance, Ekatan and Kasakya (1996) categorize school needs into three; one category being; those that require the community and school working together for example discipline. Although the above researchers have not established the relationship between students discipline and academic performance, experience in Uganda shows that most schools whose discipline has deteriorated, for instance those with constant violent strikes, have had a gradual academic decline. Since discipline is a managerial area where parents' participation is indispensable, it is important to establish whether parents' participation in ensuring students' discipline contributes to academic performance.

Social control is also a mechanism that may be related to school achievement. (Grolnick & Slowiaczek, 1994) as quoted by Nancy et al (2004) indicate that when families do not agree with each other or with schools about appropriate behavior, the authority and effectiveness of teachers may be undermined. Yet social control helps children to receive messages about the importance of schooling and consequently increase children's competence and motivation to learn. There is need to establish the degree to which parents' influence on students' social conduct and discipline contribute to students' academic performance.

Parents are indispensable in the development and maintenance of students discipline as observed by (Musaaazi, 1986) and (Babirye, 2006). Although concerned people have studied discipline and how it can be maintained, a lot remains about whether students can perform any better without parents' (or guardians') contribution toward their conduct. After this study, the researcher made a contribution towards whether students can actually perform better without their parents' (or guardians') contribution to school management in terms of discipline.

2.4 Summary

In view of the above literature, function of parents' participation in planning and financing which when combined together with disciplining roles of parents to their children can enhance the attainment of better academic performance in Target Community College. The researcher examined these parents' roles and obligations and how they affect academic performance in Target Community College, focusing on planning, financing and managing discipline of students in order to enhance better academic performance.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology that was used in the study. It explains the research design, study area and population, sample selection and procedure, sampling methods, data collection methods and instruments, methods of testing the validity and reliability of instruments, data collection procedure and data analysis techniques that were used in conducting the study.

3.2 Research Design

Paulin (2007) defines research design as a plan of what data to gather, from whom, how and when to collect data, and how to analyze the data obtained. In order to achieve the objectives of the study, a descriptive cross section survey design based on questionnaire and interviews was used because the study objectives are descriptive in nature and may also require taking care of multiple realities likely to be found in the field (Amin, *Social Science Research: Conception, Methodology and Analysis*, 2005). This type of study utilizes different groups of people who differ in the variable of interest and in this case, students, teachers, parents and administrators were involved. Cross-sectional studies are observational in nature and are known as descriptive research. According to (O.M & A.G, 2003) the method is easy to manage and administer. Quantitative methods were used in order to establish the extent and rate of the problem. Emphasis was put on collecting data from participants/stakeholders in school administration. Hence, questionnaires and interviews through which both qualitative and quantitative data was collected were used to obtain information from the head teacher, deputy head teacher, director of studies, parents, students and teachers. This design enables a wide selection of the population in the study and enriches the research work at a given point in time (Amin 2005).

3.3 Study population

Data was collected from one secondary school, Target Community College in Luwero District, Uganda. This is a public, government-aided, day secondary school under Universal Secondary Education Program. The categories of the population were: students, parents, academic staff, and school administrators.

3.4 Sample selection and procedure

Table 1: Sample selection

Category	Target Population	Sample size	Selection method
Students	450	33	purposive
Teaching staff	25	10	Purposive
Parents	300	169	Simple random sampling
Administrators	3	3	purposive

Source: *Adapted from Morgan and Krejcie (1970) and modified by the researcher*

Student leaders are chosen because they can objectively assess their parents' commitment to their education and they are important as academic performance is directly focusing on them.

In order to achieve higher degree of validity, the categories of target population will be 10 teachers who are heads of departments. These teachers assess students' learning through continuous assessment tests and end of year examinations which are a basis for promotion to another level. They prepare students and liaise with parents and other teachers in their various departments, so they are informative, interested and keenly follow progress of students.

Parents' sample was based on (Morgan, 1970) sample size estimation table because the method is simple and provides reliable representative sample size estimates. Parents are a primary focus as participation is directly focusing on them.

The school administration comprising of the head teacher, deputy head teacher and Director of Studies were involved since they implement and supervise government programs in the school.

3.5 Sampling methods

A probability method like simple random sampling was used to select respondents among parents. Purposive selection method was used to select other respondents of students, heads of departments and administrators. According to Sekaran (2003), when desirable information is required from specific target group, purposive sampling is appropriate. This method helped to get multiple realities relevant to be inquiry.

3.6 Data collection methods

Qualitative data was obtained by a questionnaire survey with open-ended questions and face to face interviews. According to Sekaran (2003) and (O.M & A.G, 2003) qualitative research is exploratory, and it is used when one does not know what to expect, to define the problem or develop an approach to the problem. It is also used to go deeper into issues of interest and explore nuances related to the problem at hand.

The quantitative data was obtained by the use of questionnaire surveys with close-ended questions. Quantitative research is conclusive in its purpose as it tries to quantify the problem and understand how prevalent it is by looking for projectable results to a larger population.

Documentary analysis was used to get records about the school.

3.7. Data collection instruments

The instruments that were used in this study include questionnaire, interview, documentary analysis and critical observation.

3.7.1 Questionnaire

Self-administered questionnaire was used to gather information from both teachers and students. The questions for students were close-ended while those for the teachers were open ended. Questionnaires are the most convenient way of collecting information from respondents because they are easy to fill. They ensure confidentiality of respondents and are appropriate for a big number of respondents. Open-ended questions were used so that respondents gave their views independently and freely and this is an instrument that reduced time wastage. Questionnaires enabled the researcher to obtain results within a considerably short time. Amin (2005) and (Sarantakos, 1997) confirm the usefulness of questionnaires in terms of their simplicity, time used and easiness for a researcher to administer.

3.7.2 Interview

The data from interviews supported findings from the data from the questionnaire. Interviews were used to interview parents, and the administrators on a face to face basis and responses were recorded personally. This instrument enables in-depth collection of information and increases the accuracy of information. Mugenda and Mugenda (2003) and Amin (2005) observe that interview is useful since they fetch variety of ideas needed for the study. There was ethical consideration to ensure the right respondent was interviewed. Observation on the school's internal and external

environment, the school activities and available teaching staff, instructional materials and infrastructure was done in order to support logic information and interpretation.

3.7.3 Documentary sources

This instrument was used to get information about the school's records about parents' involvement, records of continuous assessment grades and UNEB results data bank of 2007-2012. Information about funding, staffing and discipline was got from the school achieves. More information was got from school's academic committee minutes concerning students' academic performance, communications from the MoES, BOG and PTA meeting minutes and the UNEB results of the school.

3.8.0 Validity and reliability

3.8.1 Validity of instrument

As described by Amin (2005), validity is the degree to which a test measures what it is supposed to measure. To ensure validity of research instruments; pilot testing of copies of questionnaire was carried out in one school in Luweero district. This helped to assess the language clarity, ability to tap information from respondents, acceptability in terms of length and ethical consideration for clients. Supervisors were requested to rate the instruments in order to discover their validity. In order to establish content validity, results from the ratings were computed using the following formula.

CVI = number of items rated as relevant

Total number of items in the questionnaire

Qualitative validity of instruments was ensured by processing data into manageable proportions through editing, coding, and tabulation methods. Data collected was checked while still in the

field to ensure that all questions are answered. By coding, answers to each item on the questionnaire were classified into meaningful categories.

3.8.2 Reliability

Reliability determines how consistently a measurement yields similar results under varying conditions. The reliability of the instruments will be established using Cronbach's alpha. The researcher used the Cronbach Alpha coefficient in order to establish reliability. This was

calculated using the formula
$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum Sd^2 i}{\sum Sd^2 t} \right)$$
 (where: α = alpha coefficient, k = number of items, Σ = summation, $SD^2 i$ = squared standard deviation within each item and $SD^2 t$ = total standard deviation squared). The result was 0.733 which was >0.7 , hence the instrument was considered consistent, therefore reliable.

3.9 Procedure of data Collection

First, there was an approval of supervisors to carry out this research. Then the letter of introduction for the institution to where the research carried out research was issued. This was followed by a visit to the school agree on the days of visits. The researcher then wrote a letter to request respondents to respond to the research questions.

3.10 Data analysis

Both the qualitative and quantitative data was used. Qualitative data was from interviews, observation and open-ended questions. The questions were arranged into themes according to the stated objectives, exposed to content analysis and then presented in a narrative form. Descriptive method was used to analyze views from parents. The qualitative data was analyzed using the

statistical package for social scientists (SPSS). Pearson correlation plus simple and multiple regressions was used to measure the degree, direction, extent and strength of relationship between parents' participation and students' academic performance.

Quantitative data was coded and reports were prepared via a mix of summarizing the prevalence of codes, discussing similarities and differences in related codes, or comparing the relationship between one or more codes. Thereafter the data was computed into frequency counts and percentages, described and summarized graphically.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter presents the findings of the study. For clarity and chronology, it is arranged by the three research questions that the study sought to answer. In the first section, however, background information about the respondents is presented, because it might be pertinent in interpreting the data that they provided. Thus, the chapter is divided into three subsections namely, introduction, background information about the respondents and the research questions that the study sought to answer.

4.1 Response Rate

Questionnaires were distributed to students and teaching staff while interviews were conducted with the parents and administrators. From the sample size of 215 there was a response of 158 and a non-response of 57 thus giving a response rate of 73.5% and a non-response rate of 26.5%

Table 2: Response rate for Respondents

Category	Sample size	Tool used	Responses	%
Students	33	Questionnaire	33	100
Teaching staff	10	Questionnaire	9	90
Parents	169	Interview	113	66.9
Administrators	3	Interview	3	100

Source: *Primary data*

4.1 Background Information about the Respondents

Relevant background information about the respondents that participated in the study relates to their gender; jurisdiction; level of educational attainment; and duration of teaching service experience, since they could influence the extent to which the respondents are knowledgeable about the variables that were involved in the study and the extent to which the data that they provided can be generalized to the population. Subsequently, information pertaining to these variables was elicited and the findings are summarized in table 3.

Table 3: Distribution of respondents that participated in the study by Gender and Position

Variable	Categories	Frequency	%
Gender	Male	66	41.8
	Female	92	5.2
	Total	158	100
Position	academic staff (teachers)	9	5.7
	Students	33	20.9
	Parents	113	71.5
	administrators	3	1.9
	Total	158	100

Source: Primary data

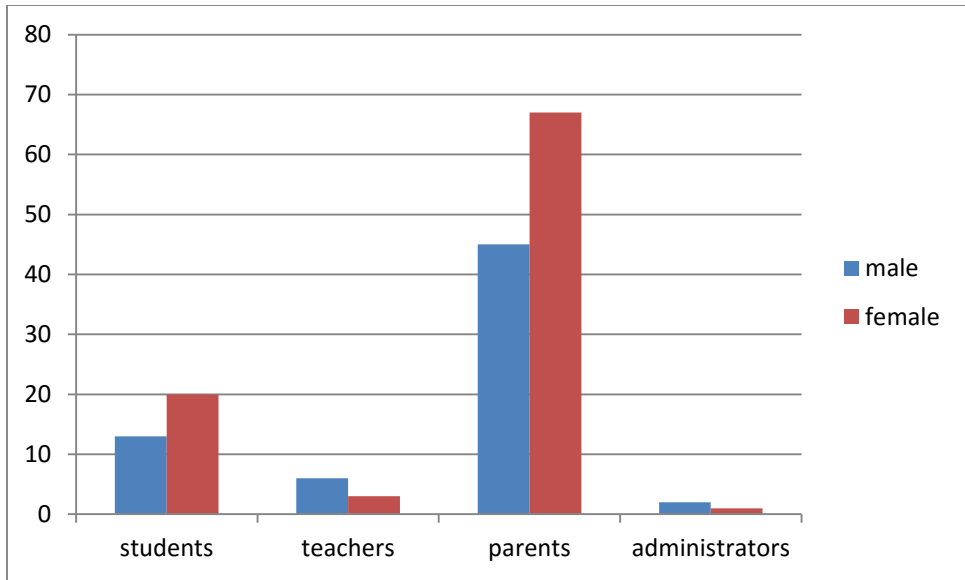


Figure 2: Distribution of respondents by gender and position

Table 4: Distribution of Teachers by Level of Education and Duration of Teaching Experience

Variable	Categories	Frequency	%
Level of educational attainment	Diploma	4	44.4
	Degree	5	55.6
	Total	9	100
Duration of education service experience	One to two years	0	0
	Two to three years	1	11.1
	Over three years	8	88.9
	Total	9	100
Duration of service experience in Target Community College	Less than one year	0	0
	One to two years	0	0
	Two to three years	1	11.1
	Over three years	8	88.9
	Total	9	100

Source: *Primary data*

The student questionnaire also elicited information on their class and age groups because these variables could influence the students' ability to supply credible information about the variables that were involved in the study. The findings on these are summarized in Figure3.

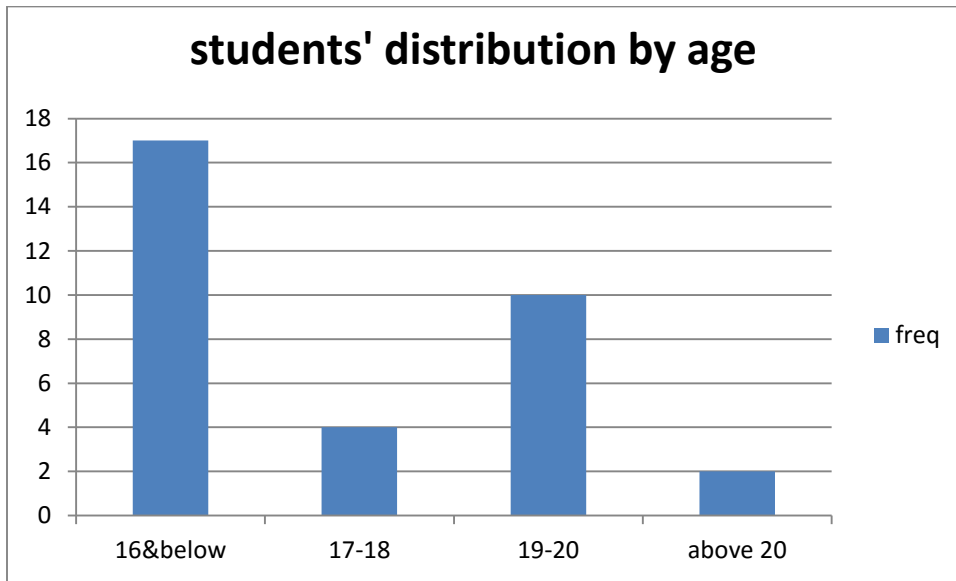


Figure 3: Distribution of Students by age group

4.3 Research Question One: What is the role played by parents in the planning/management of activities at Target Community College? How does this affect students' academic performance?

The research question inquired into the role played by parents in the planning/management of school activities and how this affected students' academic performance. Under the question, therefore, the ways through which the parents of the students attending this school usually participate in the planning/management of the school were of interest. This is because it was necessary to investigate the ways through which the parents participate in the management of this school before investigating the relationship that has existed between this participation and the

academic performance of students. Subsequently, the parents and the academic staff that were involved in the study were asked to specify the various ways through which parents participate in the planning/ management of the school activities. In the next subsections, the responses supplied are summarized according to the category of respondents.

In the questionnaires that were administered to the parents, the latter were asked to specify the role that they (parents) play in the planning/management of their school. In response to the research question, one of the parents said,

“I pay school fees which helps in running the school ”

However, this respondent was hesitant to show whether the contribution would be submitted in time always. Another said that,

“Attending meetings where I discuss on how better the school will be.”

It was also revealed by one of the staff members that the members of the Parents’ Teachers’ Association [PTA] are not active and still very few parents come for Annual General Meeting [AGM], class meetings and career day meetings. They come mostly to complain about why the students have been sent back home. However a few come to genuinely contribute to the issues that arise during the meetings.

The foregoing transcriptions indicate that a dominant view among the staff was that the parents in Target Community College generally don’t participate in planning/management of the school programs. Another striking finding arising out of the interviews is that, when asked to specify as to how parents participate in the planning of their school, the parents indicated the payment of fees and encouraging other parents to bring their children to the school, which, upon critical consideration, is about supporting the school activities rather than participation in school

planning/management. As such, the results indicate that, generally speaking, parents do not actively participate in the planning / management of the school.

The students were asked to specify the extent to which they would agree that their parents participate in school meetings and cooperate with their teachers when they are called upon to do so. The results are summarized in Table 5

Table 5: Students’ rating of their parents’ participation in the planning of their school

Responses	Ratings									
	SA		A		N		D		SD	
	F	%	f	%	f	%	f	%	f	%
My parents/guardians cooperate with my teachers about my schooling requirements	16	30.8	9	21.4	5	25	1	9.1	2	33.3
My parents/guardians discuss with my teachers on which subjects I should offer	11	21.2	8	19	7	35	6	54.5	1	16.7
My parents/guardians participate in improving my academic performance by helping me with my home work	9	17.3	16	38.1	4	20	4	36.4	0	0
My parents/guardians attend school meetings whenever called upon	16	30.8	9	21.4	4	20	0	0	3	50

Source: Primary data

The results in Table 5 show that most of the students expressed the view that their parents cooperate with the teacher about school requirements (30.8%) and that they participate in improving academic performance by helping students with their homework (38.1%). The responses show that parents are involved in supporting their children’s education but do not participate in

planning/management activities. We can also see that the vast majority said that their parents did not attend school meeting whenever called upon.

4.4 Research Question Two: What is the effect of parents' participation in school financing on students' academic performance of T.C.C.

This question delved into the effect of parents' participation in school financing on students' academic performance in Target Community College. To investigate this effect, data were collected on the level of parents' participation in the financing of the school and the academic performance of the school, with the view to compare them and determine if there is any relationship between them. The findings on the level of parental participation in the financing of the school and academic performance of the school are presented in tables 6 and 7.

To gain insight into the degree of participation in the financing of school by parents, questions were raised about their participation in the budgeting and financial contributions of the school. Basing on the findings, the responses were assigned scores. This resulted into an index on participation in school financing, which was recorded into four categories namely, "High level participation"; "Average participation", "Low participation" and "No participation" in the financial management of the school. In table 6, teachers' responses are presented.

Table 6: Teachers’ Rating of Parents’ Participation in Schools’ financing of school activities

Rating	Frequency	Percentage
High level participation	6	14
Average participation	18	41.8
Low participation	19	44.2
No participation	0	0
Total	43	100

Source: *Primary data*

In Table 6, majority (44.2%) of the teachers indicated that the parents of the students in TCC participation in the financing of the school activities is at a low level. However, a 41.8% of the teachers said that the parents averagely participate in the financing the school.

The staff interviewed affirmed that, despite the fact that the many of the parents were uninvolved in the budgeting process but participate in financial contributions to the school; majority of the parents endeavored to pay their students’ fees. In particular, a dominant view was that the parents do pay school fees in terms of PTA fees though majority pay in belated installments.

The students were asked to explain how their parents pay school fees for them, to understand the extent to which the parents support the school financially. They were to respond to questions about the parents’ mode of payment and whether these parents provide scholastic materials and other academic requirements for their children. Students were also to show whether parents’ way of payment had any relationship on their school attendance and their general academic performance.

Table 7 shows the ratings.

Table 7: Students’ views on parents’ participation in school financing

Responses	Ratings									
	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
My parents pay my school fees in installments	9	20.9	9	20.9	1	5.6	7	18.4		
									7	53.8
My parents/guardians pay my school fees late	3	7	3	7	5	27.8	8	21.1	13	15.3
When fees is not paid , I miss classes	5	11.6	7	16.3	2	11.1	6	15.8	12	14.1
Sometimes I don’t go to school in order to help my parents acquire my school fees	1	2.3	3	7	1	5.6	5	13.2	22	25.9
My parents/guardians always provide me with scholastic materials necessary at school in time	15	34.9	9	20.9	4	22.2	4	10.5	1	1.2
I sometimes have to miss lunch because my parents cannot pay for me	7	16.3	6	14	2	11.1	4	10.5	14	16.5
I miss study tours because my parents do not financially support me	3	7	6	14	3	16.7	4	10.5	16	18.8

Source: *Field study*

The views categorized in the table above were corroborated by the students, 20.9 % of whom reported that though their parents pay their schools fees, they do so in installments. This affects the financial health of TCC, since funds may not be available whenever they are necessitated to

carry out academic activities. Students who agreed that their parents provided them with the required scholastic materials were 34.9% against 1.2%. On the other hand, 7% students agreed that they were involved in looking for school fees along with their parents which would affect their school attendance. However of the respondents 13.2% explained that they were not involved in the search for school fees with their parents. .

Parents involved in the study were asked questions about their role in the financing budgeting process of their school. They also gave views about whether their participation in financing had any influence on students' academic performance.

Majority of the parents agreed that it was important for them to make financial contributions to the school. When they were asked what the funds were used for, the parents gave varying responses from contributions for infrastructure development to contributing for staff allowances

One of them said *“the funds I give the school are meant to be used for lunch, construction and staff allowance and exams”*

While another argued that *‘the funds for buying stationery like chalk, pens, balls and staff allowances’* From the above we can discern that parents recognize their role in financing the school though no mention of their role in budgeting process of the school is ever mentioned. The above views express that much as parents would be informed about school programs they actually would be left behind in as far as budgeting for school activities was concerned. Parents hardly make a follow up on how their financial contributions to school or any other funds are to *be used*. *Hence it would be hard to determine on how those finances would be allocated to programs that targeted academic improvement of students.*

Academic Performance of Target Community College over the years

Regarding the academic performance of the school on the other hand, data was collected on the academic performance (in Uganda National Examinations) of the school over the last six years (since 2007). The results of the categorization are summarized in Table 8

Table 8: Target Community College UNEB performance from 2007 -2011

	DIV1	DIV2	DIV3	DIV4	DIV7	DIV9 (U)	TOTAL
2007	01	08	12	31		04	56
2008	01	09	11	15		01	37
2009	03	09	13	08	01		34
2010	06	17	12	31			66
2011	07	21	31	41			100
2012	03	33	42	58	03	02	130

Target Community College academic performance in internal tests

	DIV 1	DIV2	DIV3	DIV4	DIV7	DIV9 (U)	TOTAL
2007	00	05	10	20	11	06	36
2008	00	02	15	10	08	02	37
2009	01	01	12	10	06	04	34
2010	04	15	10	30	02	05	66
2011	07	20	25	40	03	05	100
2012	05	20	30	15	2	8	80

Source: *School records*

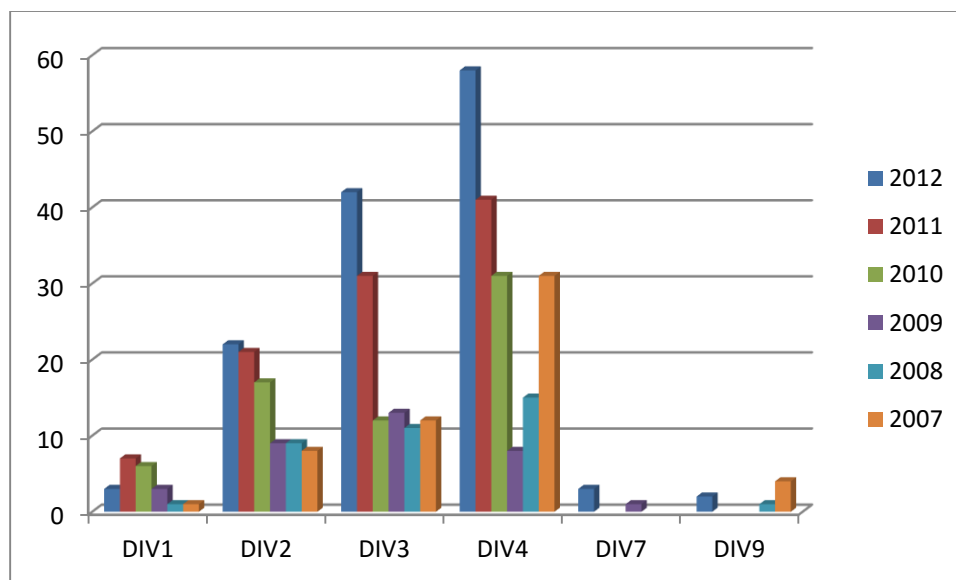


Figure 4: Students' academic performance 2007-201 (UNE)

To tap into the effect of the degree of parental involvement in the financial management of secondary schools and students' academic performance, the teachers' views on the degree of parental involvement in school financial management were cross tabulated with the categories of schools in a chi-square test for association. The results are shown in Table 9

Table 9: Teachers' ranking of the extent of parents' participation in the financial management of the school and the school's academic performance

		Academic performance of the school					Total	
		2007	2008	2009	2010	2011		2012
Participation in the financial management	Highly level participation	5			1		6	
	Average participation		4	4	2	4	4	18
	Low participation		2	3	4	5	5	19
	Completely no participation							0

Source: Primary data

To establish the significance of the relationship between the level of parental involvement in school financing (as it was ranked by the teachers) and the schools' academic performance (as was determined from their UNEB results), the results in Table 9 were subjected to a chi-square test for association. The results are shown in Table 10

Table 10a: Chi-Square Test for Relationship between Teachers' ranking of the extent of parents' involvement in the financial management and the schools' academic performance

Chi square	0.667
Degrees of freedom	3
Asymp sig	0.881

4 cells (100%) have expected frequency less than the minimum expected cell frequency is 1.5

Table 10b: Model summary

Model	R	R sq	Adjusted square	R	Standard error of estimate
1	0.302	0.091	-0.136		77.701

Predictors: (*constant*), *financial management*

Table 10 shows that the Pearson Chi-square value for the relationship between the teachers' ranking of the extent of parents' participation in the financial management of the school and the school's academic performance is 0.667. At the respective degrees of freedom (3), this result is statistically insignificant, given that the asymptotic level of sig. (.881) is greater than the predetermined level of confidence (.05). This leads to the conclusion that there is no significant relationship between the teachers' ranking of the extent of parents' participation in the financial management of Target Community College and the school's academic performance.

4.5 Research Question Three: What is the influence of parents' participation in the management of students' discipline on the students' academic performance?

This question inquired into the influence of parents' participation in the management of students' discipline on the students' academic performance. The question was raised because it is generally recognised that students' discipline is a correlate of their academic performance. The responsibility of ensuring that students are well disciplined is shared between school managers and the parents of the students. To this end, the respondents that participated in the study were asked to specify the ways through which parents participate in the management of their children's discipline and how this influences academic performance. The findings are presented in Table 11.

Table 11: Students' views on parents' participation in management of school discipline

Responses	Ratings									
	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
My parents know the school rules and regulations	16	25.8	7	18.4	5	26.3	2	28.6	3	8.1
My parents are always invited to school to solve discipline issues	11	17.7	6	15.8	3	15.8	2	28.6	10	27.2
My parents always punish me when I misbehave	17	27.4	8	21.1	3	15.8	0	0	5	13.5
Disciplined students always perform well academically	11	11.3	7	18.4	6	31.6	2	28.6	7	18.9

Source: *Primary data*

Table 11 indicates that 27.4% of the students said that their parents participate in the management of their discipline through punishing them when they misbehave. The results also show that 25.8%

know the school rules and regulations. Finally, 26.3% of the students agreed that disciplined students performed well academically. This suggests that the parents are participating in the management of the students' discipline.

This is in concurrence with the views of the teachers interviewed. One of them said that:

“They [the parents] instil the ethics of discipline in their children before even sending them to us [the schools] so I would say that they have contributed [to promoting the discipline]”

Another teacher had a related view and said

“Many of the students are well disciplined. We cannot say we do it all; surely the parents make a contribution, especially when we are not with the students during the holidays and over the weekends”

This was an indicator that teachers looked at good students' discipline as a result of combined effort from both parents and school administration. Another teacher said that:

“I should say they [the parents] are involved and participate. When there is a disciplinary problem and we invite them, they come and help us in punishing and counselling the concerned student”.

The said teacher however noted that there were a few exceptional parents who did contrary to this.

Generally, these findings indicate that most of the respondents were of the view that parents of the school are involved and participate in the management of the discipline of their children.

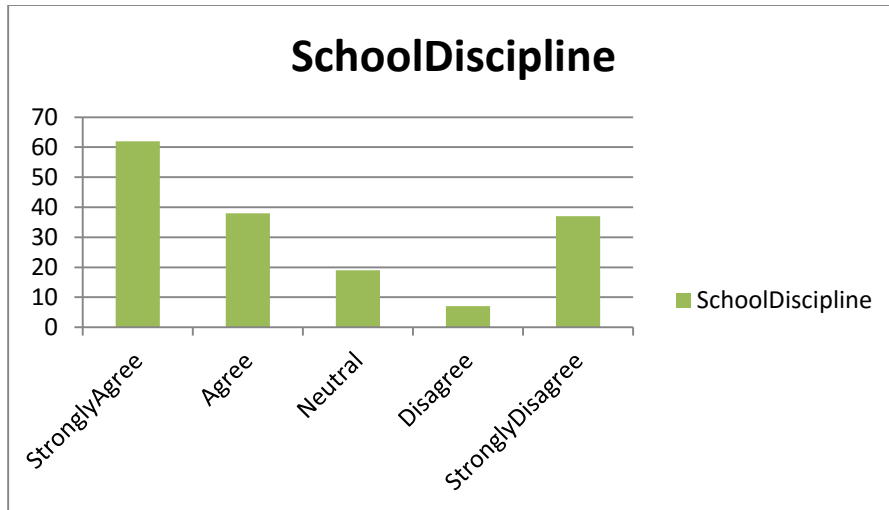


Figure 5A summary of the students’ perception of their parents’ involvement in school discipline

Fig.5 shows that students strongly agreed that their parents were actively involved in disciplining them.

Table 12: Teachers’ rating of parents’ participation in disciplining of their children

Rating	Frequency	Percentage
Highly level participation	6	15.8
Average participation	20	52.6
Low participation	12	31.6
Completely no participation	0	0
Total	38	100

In Table 12, majority (68.4%) of the teachers indicated that the parents of the students in TCC participate in the discipline management of their children. however, a 31.6% of the teachers said that the parents participation in the discipline management of the students is at low level.

To understand how parents’ participation in the management of discipline has influenced the academic performance of the learners, the teachers’ views on the extent to which the parents of

their students were cross tabulated with the categorisations of the school by academic performance.

The results are shown in Table 13.

Table 13: Relationship between parents’ involvement in the management of their children’s discipline and the schools’ academic performance

		Academic performance of schools					
		2007	2008	2009	2010	2011	2012
Level of parental participation in the management of discipline	High level participation	5			1		
	Average participation		6	4	2	4	4
	Low participation			3	4	5	
	Completely no participation						
Total		5	6	7	7	9	4

Source: *Primary data*

The results in Table 13 indicate that, in general, parents were involved and participate in the management of their children’s discipline. To verify the possibility of relationship between the teachers’ ranking of the involvement and participation of parents in the management of student discipline and the school’ academic performance, these results were subjected to a Chi-square test for association. The results are shown in Table 14.

Table 14: Chi-Square Test for Relationship between Teachers’ ranking of the extent of parents’ participation in the management of their students’ discipline and the schools’ academic performance

Chi square	0.667
Degrees of freedom (df)	4
Asymp.sig	0.955

5 cells (100.0%) have expected frequencies less than 5. The minimum expected cell frequency is 1.2

Model summary

Model	R	Rsqu	Adjusted Rsquare	Standard error of the estimate
1	0.221	0.049	-0.189	79.500

a) Predictors: (constant), discipline

Table 14 shows that the Pearson Chi-square value for the relationship between the teachers’ ranking of the extent of parents’ participation in the discipline management of the school and the school’s academic performance is 0.667. At the respective degrees of freedom (4), this result shows that there is no statistical significance, given that the asymptotic level of sig. (.995) is greater than the predetermined level of confidence (.05). This leads to the conclusion that there is a no significant relationship between the teachers’ ranking of the extent of parents’ participation in the discipline management of Target Community College and the school’s academic performance.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the findings of the study are discussed after which conclusions and recommendations are drawn. For clarity and chronology, it is arranged by these contents and then

by the three research questions that the study sought to answer. Thus, the chapter is divided into three subsections namely, discussion, conclusions and recommendations.

5.1 Summary of findings

Overall, the study indicates that although parents in Target Community College support the education of their children's education in some ways, this has not been in the area of the planning/management of the school activities. This is in line with McGregor theory which assumes that people are not lazy; rather, that they can be self-directed and creative at work if properly motivated and are creative enough to solve organizational problems. Parents try to facilitate the children to attend school and, in some instances attend to the children's discipline, and pay a small fee levied by PTA, but they are generally detached from the way the school activities are planned / managed because they are not properly motivated and guided by the school managers. Consequently, the benefits of parental involvement in school planning have not been realized in T.C.C. This has been with the result that the students' academic performance is poor. However, the tendency for parents not be actively involved in the planning of their children's school has been due to the parents' incapacity to play active roles in school management. In particular, the parents do not actively participate in the financing of the school activities, which is why the school's financial resources are constrained. This supports McGregor Theory X which holds that work is inherently distasteful to most people and that most people are not ambitious, have little desire for responsibility, prefer to be directed and must be coerced if organizational objectives are to be achieved (Hersey , etal 2002). This means that, among other things, efforts to promote good academic performance in the school should focus on improving parents' capacity to participate in the planning of the school activities and financing such activities of the school.

5.2 Discussions

The discussion is arranged according to the three objectives of the study. Therefore, the section is subdivided into the following subsections: role played by parents in the school planning management at Target Community College; effect of parents' participation in school financing on students' academic performance in Target Community College; and influence of parents' participation in the management of students' discipline on the students' academic performance.

5.2.1 Role played by parents in the school planning at Target Community College

The findings of the study revealed that parents participate in supporting school related activities through paying school fees, encouraging other parents to bring their children to school and attending meetings. In this way, the study concurs with (Epistein & Sanders, 2002), (Marschall, 2006) and (Lariau, 1996) in their observations that the parents complement the work of schools through providing their children (in schools) with the materials and support that they need to learn well.

Besides the issue of parents supporting their children in school per se, however, is the issue of parental participation in the planning of the school activities that their child attend. It is in this regard that the findings of the study depart from the findings of earlier researchers into parental participation in schools and its implications for school effectiveness. Specifically, critical consideration of the findings of the study indicates that although the parents involved in participate in their children's school education in some ways, generally speaking, they are not involved in the management/planning of these schools (see Table 5). At the least, some of the data collected indicated that parents are represented in the school management committees like Parents' Teachers' Associations (PTA) and Boards of Governors but even then, the school managers prominently deemphasized the contribution of the parents that are appointed to these

committees, which further brings to question the role of parents in the planning/management of their children's school activities.

As such, the study established that although parents in Target Community College have participated in supporting the education of their children, they have not done so in ways that are similar to those enumerated by (Nancy & Lorraine, 2004). This emphasizes volunteering at school, communicating with teachers and other school personnel, assisting in academic activities at home and attending school events, with which they associate reciprocal benefits for the schools and for the parents and, ultimately, good academic performance. This means that, in discussing parental involvement in planning/ management of Target Community College and the students' academic performance, focus should be shifted from asking whether parents have been participating in supporting school activities to asking as to how they have been involved and, ultimately, why they have not been participating in the planning/ management of the school.. Specifically, on top of affirming relationship between the participation of parents in supporting T.C.C. and the school's academic performance , the findings of the study are moving the foci of the discussion from sheer participation to giving attention to the ways in which parents are involved and why.

Looked at broadly, and in the context of the study, which was concerned with the effect of parental participation in planning/ management of Target Community College and its relationship with the academic performance of Target Community College, the findings of the study introduce a new dimension to the debate on parental involvement in Target Community College. Hitherto, the focus has been on the parents and why they don't fully participate in school

planning/management despite the fact that such participation could enhance school effectiveness and, subsequently, academic performance (see, for example, Adongo, 2006; and Babirye, 2006). Nevertheless, the study has highlighted the need for the school managers to also examine itself, specifically looking at what they could do to enhance parental involvement in their planning and management.

Moreover, in settings where many parents may not have undergone formal education themselves like in Luweero district, the parents may need special encouragement to be able to take up explicit roles in school management. In particular, the finding those parents in Katikamu South Sub County, Luweero District, are playing some roles in support of their children's education but are not as active in the planning/ management of the school points to the chance that they are willing but unable to participate when it comes to the planning and managing of the school. This means that rather than castigate parents for non -partipation in the management of their children's school, it should be understood as to why the parents do not participate in school planning and management.

5.2.2 Effect of parents' participation in school financing on students' academic performance in Target Community College

The question pertaining to the effect of parents' participation in the financing of the school on the school's academic performance was raised because the availability of financial resources is usually a key to school effectiveness yet several issues were not known about parents' participation in the financing and academic performance of Target Community College. This was despite the fact that (J.C, History of Education in East Africa, 1995) had already observed that since the Second World War, parents have been the most important source of school finances,

meaning that in settings where academic performance is unimpressive, it is important to understand the contribution of the degree of the relevant parents' support to this unimpressive performance.

The findings of the study established that parental participation in school financing is unsatisfactory (Tables 6 and 7). This is why the school is inadequately facilitated to run academic programs hence its poor academic performance. In particular, the study established that besides non-participation in the various financial activities of their school, many of the parents do not even meet their children's financial obligations. They also do not provide them with the scholastic materials that they need to learn effectively. In this regard, the findings of the study are in concurrence with the observation of (Musisi B., 1996) that educational institutions in the third world countries experience a state of crisis due to the unavailability of the financial resources that are necessitated for them to be run effectively.

In this way, the study brings to question the presumption by the Government Education White Paper (1992) that continued parental involvement in school planning/management would reduce the schools' financial impoverishment. Specifically, the study indicates that, in Target Community College, not much funding has been raised by parents in the area of financial resources. This has had consequences on the academic performance of the school (see Table 8 and Fig.4), which is in concurrence with Ssonko (2001), who notes that even if the teachers and students are very good, the absence of financial resources and subsequent inadequacies of scholastic materials could impinge on academic performance. In this way, the study suggests that in the case of Target Community College, PTA do not play the role of financing the school as they have done in many other settings (Mayanja, 1996).

When interpreted broadly, in the context of the socioeconomic characteristics of Luweero district, and upon thoughtful consideration of all the findings of the study, however, the study leads to conclusions that have implications for the role of school and the government in the financing of Target Community College. First, it is to be noted that, generally speaking, Luweero district is underdeveloped and poverty is widespread (among the parents of secondary school students) since the war in 1980s. Secondly, the findings of the study were that some of the parents provide the facilitation that their children need albeit in installments, which appears to connote a commitment to supporting the children's school education but that is constrained by the lack of sufficient capacity to do so. Against these considerations, the findings of the study differ from (Ssonko, 2001) in his contention that some parents have the means to support their children's education but refuse to do so. Rather, the study concurs with Feyfant and Rey's (2006) in their argument that there are families who have the right intentions but are powerless especially those from rural backgrounds or those with little in the way of education. It is also in consonance with Nancy and Lorraine (2004) who rightly observe that impoverished families are less likely to be involved in financing their children's schooling than wealthier families, and schools in impoverished communities are less likely to promote parental participation in school financing, which is in agreement with (Argawal, 1984) who notes that the education is a mirror of society and the educational institution is society in miniature.

Nevertheless, the goodwill of the parents to support the school financially notwithstanding, it cannot support the school unless it translates into the availability of financial resources for the school to meet their requirements. In the context of the study, this implies that alternative means

of financing Target Community College should be devised by the school and the governments, since the parents, who are usually the key financiers of education (J.C, History and Development of Education in Uganda, 1997) are without much capacity to do so even though they may be willing to do so. To this end, the study suggests that there is need for the school to undertake alternative means of school financing and for the government to extend sufficient and timely support to the school through such measures as increase of grants of Universal Secondary Education

5.2.3 Influence of parents' participation in the management of students' discipline on the students' academic performance

The study addressed itself to the participation of parents in the management of students' discipline and its effect on the students' academic performance because discipline is an important aspect for an orderly and ideal learning situation. Specifically, the question of whether parents participate in the management of the students' discipline and whether this has influenced the school's academic performance in any way arose. The study established that parents participate in the disciplining of the students, as is reflected in the findings that the parents are involved in the management of the students' discipline both at home and when they are invited at school over discipline related matters (Table12.) This suggests that most of the parents take the discipline of their children as seriously as is advocated for (Okumbe, 1998); (Cotton & Wiklund, 1989)and (Grolnick & Slowiaczek, 1994)cited by (Nancy & Lorraine, 2004). Indeed, many of the teachers and school administrators who participated in the study were positive about the discipline of their students.

However, relationship was not found to exist between parental participation in the management of students' discipline and the students' academic performance. Though this could suggest that, in this regard, the findings of the study do not confirm the applicability of the finding by (Grolnick & Slowiaczek, 1994) as quoted by (Nancy & Lorraine, 2004) that parental participation in the management of students' discipline leads to good academic performance, critical consideration of the results of the study indicates that this is not the case. This is especially when the methodology that was followed in conducting the study is taken into account. Specifically, the finding that there is no relationship between parental participation in the management of students' discipline and their academic performance is apparently attributable to the fact that both in the poor and better performing schools, parents participate in the management of students' discipline and, indeed, student discipline was reported to be good.

It was, therefore, concluded from the study that students' discipline, let alone parental participation and involvement in its management, are not enough in the enhancement of good academic performance, since, as the findings of the study indicate, it is possible to have good student discipline and yet a school fails to achieve impressive academic performance. This means that even though focus on student discipline is important just as suggested by (Okumbe, 1998); Cotton and Wikelund (2006) among others, educationists should also focus on the other factors that could underlie the students' academic performance. Among such factors, this study finds the availability of sufficient financial resources to the schools and parental participation in the schools' financing as is discussed in the foregoing subsection. And in the context of the study, which was concerned with Target Community College, the study indicates that the problem with regard to parental participation in school planning/management does not relate to the

management of students' discipline but to the availability of the resources necessitated in the pursuit of good academic performance.

5.3 Conclusions

The study made the following conclusions:

Parents' participation in school planning influence academic performance at Target Community College.

Although parents in Target Community College have been participating in supporting their children's education in some ways, they have not necessarily been involved in school planning of related activities. Hence the benefits of parental participation in school planning and management have not been realized in Target Community College, which has been impinging on academic performance. The lack of parental in school planning and management has been due to the parents' incapacity to play active roles in school management.

Parents' participation in school financing influence academic performance at Target Community College

Parents in Target Community College are not actively, let alone satisfactorily, participating in the financing of the school, which is why the school's resources are constrained as a result of which the school is not well prepared for the attainment of good academic performance. The low participation of parents in the financing of the school has been due to the inability of the parents to offer commendable financial support to the school and their children, which is, in turn, due to the socio-economic underdevelopment of Luweero district and the notion that USE schools are provided for by the government.

Parents' participation in management of students' discipline influences academic performance at Target Community College

Parents participate in the management of students' discipline. Nevertheless, students' discipline, let alone parental participation in its management, is not enough to bring about good academic performance. On top of good student discipline and parental involvement and participation in the management of this discipline, good academic performance necessitates other inputs of which financial resources are enumerated.

5.4 Limitations of the study

During the study, the following limitations were observed. First of all, there was neither language problem where by some of the parents understood neither English nor Luganda. This was minimized by giving clarity as much as possible and to a certain extent, making appointment for another day when a child could be got at home to act as an interpreter. The impact of this to the research was time wastage and not very sure if the interpreter was doing a good job i.e. giving the right information to both parties.

Secondly, some parents don't stay within Wobulenzi or even in Luweero district. They rent for their children. There was also an issue of students' population fluctuations caused by dropout rates and this affects the number of parents –which also fluctuates. The school does not have a well-documented list of the number of parents they have. They depend on the latest list of parents' attendance at the Annual General Meeting of the PTA. So this affected the research by reducing the number of respondents identified in the sample study.

Thirdly, some parents were reluctant to give information. They had fear that they could be punished if they are not supporting their children in school. The most point of fear was the issue of providing lunch, which many of them are defaulting in. This was minimized by assuring parents that there will not be punished and instead were encouraged to pack food for the child to

eat while at school. This could affect the research data in a way of whether the answers given were correctly answered or not.

Lastly, there was a financial constraint, since research assistants were involved; transport, allowances, typing and printing plus binding, all were costly.

5.5 Recommendations

The study made the following recommendations

Finding out the role played by parents in the school planning of Target Community College

Government should make a policy directing parents to participate in the planning and management of schools (on top of supporting the children in the ways that they were found to be supporting them). On the other hand school managers should make it possible for them (parents) to do so. This could be done through encouraging the parents to take up specific roles in school management at classroom level. Each class should have parent representatives who will closely plan monitor and termly evaluate set programs with the guidance of staff of the school. Administrators should clearly indicate the values of the parents involvement in school management and make it possible for them to participate in school managerial activities through conducting the managerial functions in which they are involved in ways and in modes of communication that the parents comfortably understand.

On investigating the influence of parents' participation in school financing on students' academic performance

Since the parents are not in a good position to offer satisfactory financial support to the school, the Government of Uganda should increase grants extended to Universal Secondary Education schools so as to ensure that the schools have a good financial base to run activities. It is also recommended that such funds be availed to schools in time i.e. at the onset of each school term.

Secondly, the managers of the Target Community College should devise non-tuition related means of financing the school. This could be done through the undertaking of income generating projects and attraction of donations, which could supplement PTA fees collected from the students and be in a better position to carry out school programs in order to achieve good results. Local government should also be involved in financing the school.

On the influence of parents' participation in the management of students' discipline on the students' academic performance in Target Community College.

On top of focusing on ensuring good student discipline, the managers of Target Community College, as well as the parents, should pay attention to the other variables (like quality of students at the point of entry, quality of teaching, availability of teaching materials) that could influence the academic performance of the students.

5.5 Contribution of the study.

The study has offered empirical evidence which shows how parents' participation in terms of planning, financing of school activities and discipline management of students affects academic performance in T.C.C. It has added on the body of knowledge that parents can influence academic performance if they are fully integrated in the school management system.

5.6 Area of Further Research

Research may, therefore, be carried out to find the effect of grades at the point of entry into Senior One and its effect on academic performance. Furthermore, the issue of teaching quality (with emphasis on either teachers' motivation or absenteeism) and its impact on academic performance could also be researched upon.

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APPENDECIES

This questionnaire intends to gather information for the Master’s degree in Institutional management and leadership of UMI on the Topic “PARENTS’ PARTICIPATION AND ACADEMIC PERFORMANCE IN TARGET COMMUNITY COLLEGE”

APPENDIX 1.

Questionnaire for students

Section A: Background information

Instruction; please circle the appropriate choice or write in the space provided

- 1. Gender: (a) Male (b) Female
- 2. Age
- 3. Class.....

Section B: Parental Involvement in School Planning

Using the key provided, please circle the alternative that you think most suits your opinion. 5= Strongly agree 4= Agree (3 =neutral 2= Disagree 1= Strongly disagree

		5	4	3	2	1
1	My parents/guardians cooperate with my teachers about my schooling					
2	My parents/ guardians advise me on which subject combination to take					
3	My parents/guardians participate in improving the academic performance of the school					
4	My Parents/guardians attend school meetings whenever called upon					

Section C: Parental Involvement in School Financing

		5	4	3	2	1

5	My parents/ guardians pay my fees in instalments					
6	My parents/ guardians pay my school fees late					
7	When fees is not paid, I miss classes					
8	Sometimes I don't go to school in order to help my parents acquire my school fees					
9	My parents/guardians always provide me with scholastic materials necessary at school in time					
10	I sometimes have to miss lunch because my parents cannot pay for me					
11	I miss study tours because my parents don't financially support me					

Section D: Parental Involvement in the management of students' discipline

		5	4	3	2	1
12	My parents know the school rules/regulations					
14	My parents are always invited to school to solve discipline issues					
15	My parents always punish me when I misbehave					
16	Some parents don't want to punish their children					
17	Disciplined students always perform well academically					

Thank you for your cooperation.

APPENDIX 2

Questionnaire for teachers

Greetings Sir/Madam,

Kindly answer the questions below to the best of your knowledge. All information given will be treated with utmost confidentiality. Thank you

Section A: Background Information

Instruction: Please tick against your most appropriate answer and fill the spaces provided.

MALE FEMALE.....

In the following table please tick where appropriate.

Variable	Categories	Tick here
Highest level of educational attainment	Diploma	
	Degree	
	certificate	
Duration of education service experience	One to two years	
	Two to three years	
	Over three years	
	Less than a year	
Duration of service experience in Target Community College	Less than one year	
	One to two years	
	Two to three years	
	Over three years	
	Less than a year	

Section B: Parental Involvement in School Planning

- 1).In which way(s) do parents participate in the planning of this school?
- 2) Does the school involve parents in budgeting process of this school?

If yes, how are they involved?

.....

3) Do parents actively participate in academic meetings of their children (e.g. class/career days)?

4) What is the effect of participating or not participating on the academic performance?.....

.....

5) In what ways do parents contribute ideas in setting programs to foster the academic progress of the school?.....

6) Do they monitor such programs?

Section c: To what extent are parents involved in the financial management of the school?

		2007	2008	2009	2010	2011
Involvement in the financial management	Highly involved					
	Involved					
	Uninvolved					
	Completely uninvolved					

7) What type of developmental projects does the school have?.....

.....

8) Who finances such programs?.....

.....

9) Since this is a USE school, is there any other fee levied to the parents?.....

If yes what is this fee for and how does it contribute to the academic performance of the school?.....

.....

10) What happens if a parent cannot pay such a fee?.....

.....

11) Parents are supposed to support their children in order to attend academic tours, what happens when the parent does not pay for such tours?.....

.....

12)What is your opinion in relation to parents' involvement in finances and academic performance of the school?.....

.....

Section D: Parental Involvement in the management of students' discipline

13) Are parents aware of the school rules and regulations?.....

.....

14) How does the school handle indiscipline cases?.....

.....

15) In your opinion, what is the relationship between discipline and academic performance?.....

.....

16) What are the general causes of indiscipline at school?.....
.....

Thank you for your cooperation.

APPENDIX 3. Interview guide for parents

Gender

Male	
Female	

Age

>50	
40-50	
30-40	
<30	

Formal education

Graduate/diploma	
certificate	
none	
others	

1. What is your role in educating your child/children?.....
.....
2. What roles do you play in school management and planning?.....
.....
3. How often do you visit the school?.....
4. When you visit the school, what is your area of interest?.....
.....
5. Are there any developmental projects at school?.....
.....

6. Who funds such projects, if any?.....

.....

7. How do you solve discipline issues at school?.....

.....

8. How often do you visit the school to meet teachers?.....

APPENDIX 4

Interview Guide for administrators

1. Could you please tell me about the role played by parents in the planning of this school?.....

.....

2. What role do parents in the budgeting process of the school?.....

.....

3. What role do parents play in raising funds for this school?.....

.....

4. Could you please tell me the role played by parents in the management of students' discipline?.....

.....

5. In your opinion and experience, what is your comment regarding academic performance and parents' participation in the education process?.....

.....

Thank you.

Appendix 5

Validity and Reliability of Students' Questionnaire

Validity

This was established through a Content Validity Index (CVI) computed as

$$CVI = \frac{\text{Sum of agreement on every relevant judgement}}{\text{Total number of items in instrument}} \times 100 \text{ basing on the suggestions of experts—}$$

who reviewed and judged the questionnaire items as either relevant or irrelevant to the study— that were cross tabulated as shown below.

		EXPERT ONE		Total
		Relevant	Not relevant	
EXPERT TWO	Relevant	12	2	14
	Not relevant	2	1	3
Total		14	3	17

$CVI = (14/17) \times 100 = 82.4 \%$. It was therefore concluded that the instrument was highly valid for the study.

Reliability

Cronbach's alpha coefficient was computed as $\alpha = \frac{17}{17-1} \left(1 - \frac{1.86}{5.99} \right) = 0.733$. It was,

therefore, concluded that the instrument was internally consistent and, therefore, reliable.