

**PARENTS' CONTRIBUTION ON PUPILS' ACADEMIC PERFORMANCE IN PRIVATE  
PRIMARY SCHOOLS IN  
KYENJOJO DISTRICT: A CASE OF KATOOKE TOWN COUNCIL**

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## DECLARATION

I, KATUSIIME ASMIN AHMED, hereby state that this dissertation entitled *“Parents’ Contribution on Pupil Academic Performance in Private Primary Schools in Uganda; A Case of Katooke Town Council, Kyenjojo District”* is original and from my own effort. It has not been submitted to any institution for any academic award or other purpose either in full or in pieces.

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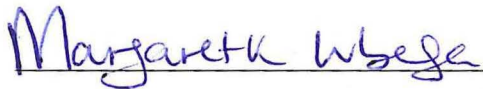
## APPROVAL

We certify that this Dissertation entitled; "Parents' Contribution on Pupils' Academic Performance in Private Primary Schools in Kyenjojo District: A Case of Katooke Town Council" by candidate Katusiime Asmin Ahmed has been carried out under our supervision and is now ready for submission to graduate school.



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Date:.....10<sup>th</sup>/12/2014

## **DEDICATION**

I dedicate this work to my Lovely husband Ahmed Noah, my lovely Mother Kaherebu Adyeeri, Grandmother Abwooli, Aunts, Baina Kulthum, Kirungi Hashim and James Okwir (RIP) and all my brothers , sisters, above all my lovely babies . I love you.

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I thank the almighty Allah for his love and mercy over my life and my family.

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To my friends, the struggle continues!

## TABLE OF CONTENTS

DECLARATION .....	i
APPROVAL .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
LIST OF TABLES .....	ix
LIST OF FIGURES .....	x
ABSTRACT .....	xi
ABBREVIATIONS .....	xii
CHAPTER ONE: INTRODUCTION	
1.0 Introduction.....	1
1.1 Background of the study .....	1
1.2 Statement of the problem .....	4
1.3 Purpose of the study.....	4
1.4 Objectives of the study.....	5
1.5 Research questions.....	5
1.6 Scope of the study .....	6
1.7 Significance of the study.....	6
1.8 Theoretical framework.....	7
1.9 Conceptual framework.....	9
1.10 Definition of operational terms.....	10
CHAPTER TWO: LITERATURE REVIEW	
2.0 Introduction.....	11
2.1 The Concepts of parents' .....	11
2.2 Private primary education in Katooke Town Council .....	12

2.3 Parents' financial contribution.....	13
2.4 Parents' involvement .....	14
2.5 Parents' child disciplinary support.....	17
2.6 Conclusion .....	19

### CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction.....	20
3.1 Research Design.....	20
3.2 Area and population of study .....	20
3.3 Sample size .....	21
3.3 Sample selection .....	22
3.5 Data collection instruments.....	23
3.5.1 Questionnaire .....	23
3.5.2 Interview schedule .....	24
3.6 Procedure for data collection .....	24
3.7 Validity and Reliability of Instruments.....	25
3.7.1 Validity .....	25
3.7.2 Reliability.....	26
3.8 Data processing and analysis .....	26
3.8.1 Processing and analysis of quantitative data.....	26
3.8.2 Processing and analysis of qualitative data.....	27
3.9 Measurement of variables .....	27
3.9.1 Nominal measurement scale .....	27
3.9.2 Ordinal measurement scale .....	28
3.9.3 Interval measurement scale.....	28
3.9.4 Ratio measurement scale.....	28

## CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS OF THE STUDY

4.0 Introduction.....	29
4.1 Background information .....	29
4.1.1 Gender and education qualifications of respondents. ....	30
4.1.3 Pupils age and position in school.....	33
4.2 Parents' financial contribution.....	34
4.2.2 Parents spend enough on child safety needs .....	38
4.2.3 Parental financial contributions .....	39
4.3 Parents' involvement in pupils' .....	43
4.3.1 Ways of parents' involvement .....	44
4.3.2 Parents regularly attend school meetings.....	45
4.3.3 Parents' school commitment.....	49
4.3.4 Parents' involvement in issues.....	51
4.4 Parents' child disciplinary support.....	55
4.4.2 Parents always provide .....	58
4.4.3 Parents exemplary to children.....	59

## CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction.....	67
5.1 Summary .....	67
5.1.1 The influence of parents' financial contribution.....	67
5.1.2 The significance of parents' involvement.....	70
5.2 Conclusions.....	76
5.3 Recommendations.....	77
5.4 Future research.....	78

References.....	79
APPENDIX I (a).....	83
QUESTIONNAIRE .....	83
RESEARCH STUDENT .....	85
APPENDIX I (b).....	86
QUESTIONNAIRE .....	86
RESEARCH STUDENT .....	88
APPENDIX II .....	89
INTERVIEW SCHEDULE .....	89
APPENDIX III.....	92
RESEARCH WORK PLAN .....	92
APPENDIX IV.....	93
RESEARCH BUDGET ESTIMATES .....	93

## LIST OF TABLES

Table 3.1: Summary of the accessible population .....	21
Table 3.2: The process of determining the sample population size .....	22
Table 4.1: Distribution of respondents by gender and education qualification .....	30
Table 4.2: Distribution of Academic staff .....	32
Table 4.3: Distribution of Pupils by age group and position in school.....	33
Table 4.4: Perceptions on Parents' pay .....	35
Table 4.5: Pearson's correlation statistics .....	42
Table 4.6: Perceptions on parents' consistency .....	45
Table 4.7: Pearson's correlation statistics on the implication.....	54
Table 4.8: Perceptions on whether parents always provide proper counselling .....	56
Table 4.9: Perceptions on whether parents regularly provide appropriate learning guidance.....	58
Table 4.10: Pearson's correlation statistics on the relationship between parents' child disciplinary support and the quality of pupils' examination performance .....	65



## LIST OF FIGURES

Figure 1.1: The impact of parents' contribution .....	9
Figure 4.1: The Pie chart showing perceptions.....	38
Figure 4.2: The Bar graph showing perceptions .....	40
Figure 4.3: The Pie chart showing perceptions on parents' commitment .....	49
Figure 4.4: Bar graph showing perceptions on parents.....	51
Figure 4.5: The Pie chart showing perceptions on .....	60

## **ABSTRACT**

The purpose of this study was to assess parents' contribution on pupils' academic performance in Private Primary Schools in Kyenjojo District, Katooke Town council. The study was guided by the following objectives. To assess the influence of parents' financial contribution on pupils' academic performance in Private Primary Schools in Katooke Town Council; to examine the significance of parents' involvement in child learning activities at school; to assess the role of parents' disciplinary support on the pupils' academic performance in private primary schools. Participants were drawn from selected private primary schools and their surrounding communities, which included 7 Head Teachers, 7 Directors of Studies, upper Primary Teachers 56, Pupils 70, and School Management Representatives 7. Data was collected using a combination of instruments, which included questionnaires, interview guide and observation. The cross –sectional design was used which included both qualitative and quantitative methods. The findings show that parents interact with teachers in the child school education than attending school meetings even when invited. The study found out that slightly more than a half of the parents are prompt in clearing their children's school dues and many others are less prompt in that respect. Majority of the parents in the schools where their children study do regularly provide proper counselling. The findings revealed that parents' child guidance on school learning was fifty-fifty. Majority of parents are exemplary to their children in terms of social behaviour. Major conclusion is that, government primary education subsidy should be extended to private primary schools. Private Primary Schools with support of Local Government Education Departments should orient or sensitise parents on child upbringing, counselling and guidance. Future research can be conducted on the determinants of financial sustainability of Private Primary Schools in Katooke Town Council or elsewhere in Kyenjojo District or in the rest of Uganda.

## **ABBREVIATIONS**

DEO:	District Education Officer
EPRC:	Education Policy Review Commission
KYDLG:	Kyenjojo District Local Government
KYED:	Kyenjojo District Education Department
MES:	Ministry of Education and Sports
PLE:	Primary Leaving Examinations
UCC:	Uganda Communications Commission
UNEB:	National Examinations Board
WB:	World Bank

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This study assessed the contribution of parents on pupils' academic performance in private primary schools in Katooke Town Council, Kyenjojo District. This Chapter covers; the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, scope of the study, significance of the study, Theoretical framework, conceptual framework and definition of operational terms.

#### **1.1 Background of the study**

Although the planning and management of education in the developing world has largely been the role of states, Adongo, (2006) reports that, in the mid 1970's, 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. As result, the private sector is increasingly dominating education provision with the role of parents becoming more significant.

Globally, in the 1980s there was a shift to community involvement particularly parents in service delivery. It is fair to note that the provision of education is a responsibility of governments worldwide but the role and consistency of the private sector and beneficiaries has increasingly been advocated for and has become significant for effective child education achievement. Due to social economic development constraints, there have been challenges in the provision of education (Adewumi, Olojo &Falemu, 2012).

Some of the challenges reported in Adewumi, *et al* (2012) are the difficulties in pupils' education financing, learning materials; parents follow up of their children learning at school, pupils' discipline and performance. Apparently, this discrepancy was more perceived in communities of low income class especially in the rural areas and particularly among private primary schools for which most governments only play regulatory roles (Bregman and Armstrong, 2003).

In Uganda, the liberalization of education in the 1990's led to the increase in private primary schools significant for supplementing the constrained government effort for child education. This expected full parents' participation for provision of quality education (Namirembe, 2005). The Government through the Ministry of Education and Sports 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. In private schools management decisions and education practices were undertaken by owners and other stakeholders (MoES, 2005).

All stakeholders including parents should have been involved in education practices because it is significant for school success such as student's performance. Particularly parents' should be consistent and go beyond school fees obligation. Although each citizen has a right to education as prescribed in the Constitution of Uganda 1995 Article 30, achievement of quality academic performance is a challenging task that requires effective collaboration of school partners. According to the Education Policy Review Commission (EPRC, 1989), the responsibility of parents revolves around financial support, child discipline and monitoring the performance of the school.

Nancy and Lorraine, (2004) observe that parent- school relationship do not occur in isolation but in community and cultural contexts. Parents' contribution to child education especially among private primary schools in Katooke Town Council may be a challenge. Katooke is one of the towns in Kyenjojo District but it is dominated by less enabling rural economic characteristics such as peasantry (UCC, 2010). Besides income potentials, the rural districts in Uganda such as Kyenjojo have low literacy rates among communities (Namirembe, 2005). Yet lack of adequate educational skills may limit parents- school collaboration that would otherwise promote good academic performance (Nancy and Loraine, 2004).

Academic performance in primary schools in Kyenjojo District's has not been good. In 2005 the District Education Officer (DEO) was irritated by the poor school performance in the district. She was quoted as considering going back to teach, to improve the academic standards. She wondered how a district with over 150 primary schools could score only 69 first grades in 2004 Primary Leaving Examination (Mubatsi, 2012). The performance discrepancy in the district including Katooke Town Council does exclude private primary schools either which are in fact prone to resource constraints. The DEO asked parents to cooperate with teachers and ensure better education standards in such schools (KYDED, 2012).

Although academic performance in this study is not limited to national final examinations known in Uganda as Primary Leaving Examinations (PLE), reference is made to the recent trend in pupils' performance in similar examinations. This is for the purpose of deducing the quality of child learning, a scenario that underscores the significance of parents contribution as one of the key factors that determine pupils' academic performance in private primary schools in the Town Council. The UNEB, (2012) analysis shows that performance in PLE in Kyenjojo District and Katooke Town Council in particular is poor. Bukenya, (2012) noted that although the district



registered an increase in the number of candidates who obtained Division one (1) in 2011 PLE, there was a decline in the overall performance compared to the recent years. The pass rate in 2011 was 86% compared to 88% in 2010 representing a decline of 1.6%. Besides, private primary schools performed more poorly far below these pass rates compared to public schools. This is an issue of concern which has not been explained.

The study of parent contribution is a cornerstone in child education achievement. This is because parents are not just clients and consumers but are also partners in education. Without parents school short and long term objectives of performance and education development may not be realised (Thomson, 2001). This consistency and implications of specific mechanisms of parents' contribution on academic performance are fully understood (Topor and Keane, 2011), and hence the need for this research taking Katooke Town Council as a case study.

## **1.2 Statement of the problem**

Parent involvement in a pupils' education is consistently found to be positively associated with their academic performance. The dimensions in which parents contribute to child education are well known, but the consistency in which this is done was never given due attention yet it is imperative for sustainable child academic performance in any schools including private primary schools in Katooke Town Council. In that case, the influence of parent involvement in academic success was not only fully examined by researchers, but also among policy makers in Uganda and particularly Kyenjojo District yet they are expected to integrate efforts aimed at increasing parent involvement into broader educational policy initiatives. Thus, this research was sought to assess the extent and consistency of parents' contribution to child education and performance in Katooke Town Council.

### **1.3 Purpose of the study**

The purpose of the study was to find out if parents' contribution influences pupils' academic performance in private primary schools in Katooke Town Council in Kyenjojo District.

### **1.4 Objectives of the study**

This research was guided by the following objectives:

1. To find out the influence of parents' financial contribution on pupils' academic performance in private primary schools in Katooke Town Council.
2. To examine the significance of parents' involvement in learning activities at school on pupils' academic performance in private primary schools in the area.
3. To find out the role of parents' disciplinary support on the pupils' academic performance in private primary schools in the Town Council.

### **1.5 Research questions**

1. What is the influence of parents' financial contribution on pupils' academic performance in private primary schools in Katooke Town Council?
2. How significant is parents' follow up of school learning activities on pupils' academic performance in private primary schools in the area?
3. What is the role parents' disciplinary support on the pupils' academic performance in private primary schools in the Town Council?



## **1.6 Scope of the study**

The scope of the study was divided in the geographical scope, the content scope and time scope.

### **1.6.1 Geographical scope**

The study was conducted in Katooke Town Council. Katooke is one of the three Town Councils in Kyenjojo District. The study covered all the seven private primary schools distributed across Katooke Town Council.

### **1.6.2 Content Scope**

The content scope of the study covered the contribution of parents to pupils' academic performance in private primary schools Katooke Town Council. In this respect the study specifically examined the effects of parental financial contribution, participation in child school learning and disciplinary support on pupils' academic performance.

### **Time scope**

The study covered the period of 2005 - 2012. This period was preferred because, since 2005, concern grew over pupils' performance in Primary Leaving Examinations. For example in this period there were perceived sentiments made among technocrats including DEOs regarding pupils' under performance in primary schools in Kyenjojo District in which Katooke is a town council.

## **1.7 Significance of the study**

1. The findings of the study are helpful in the following ways;

2. Parents will be able to realize the need to reliably support schools in terms of finances by paying the school dues promptly so as to facilitate pupils' learning activities and performance.
3. The findings will be able to show the relationship between parents' financing of scholastic materials or safety services and child academic performance. In this regard, parents may improve in this endeavour that can contribute to enabling condition for child education and performance.
4. Private schools will be able to realise the need for involving parents more in school management activities and processes since the study will explain the significance of parents input in school based child education.
5. Pupils will understand the need for discipline socially and academically since the study would show the relevancy of parent's involvement in child disciplinary control on the academic performance.
6. The study will promote understanding of the mechanisms of parent contribution in child education. This will inform further research and policy initiatives and will lead to the development of more effective intervention programs designed to increase children's academic performance.

### **1.8 Theoretical framework**

The study was guided by the Kohl, Lengua, and McMahon's, (2000) model. This model specifies facets of parents' involvement in child education, which in the context of this study; represent parent contribution to pupils' academic performance at primary level. According to Kohl et al, (2000), these facets include parents' support of school related activities; parent-teacher contact and parents' guidance of the child at home. In this model such factors are

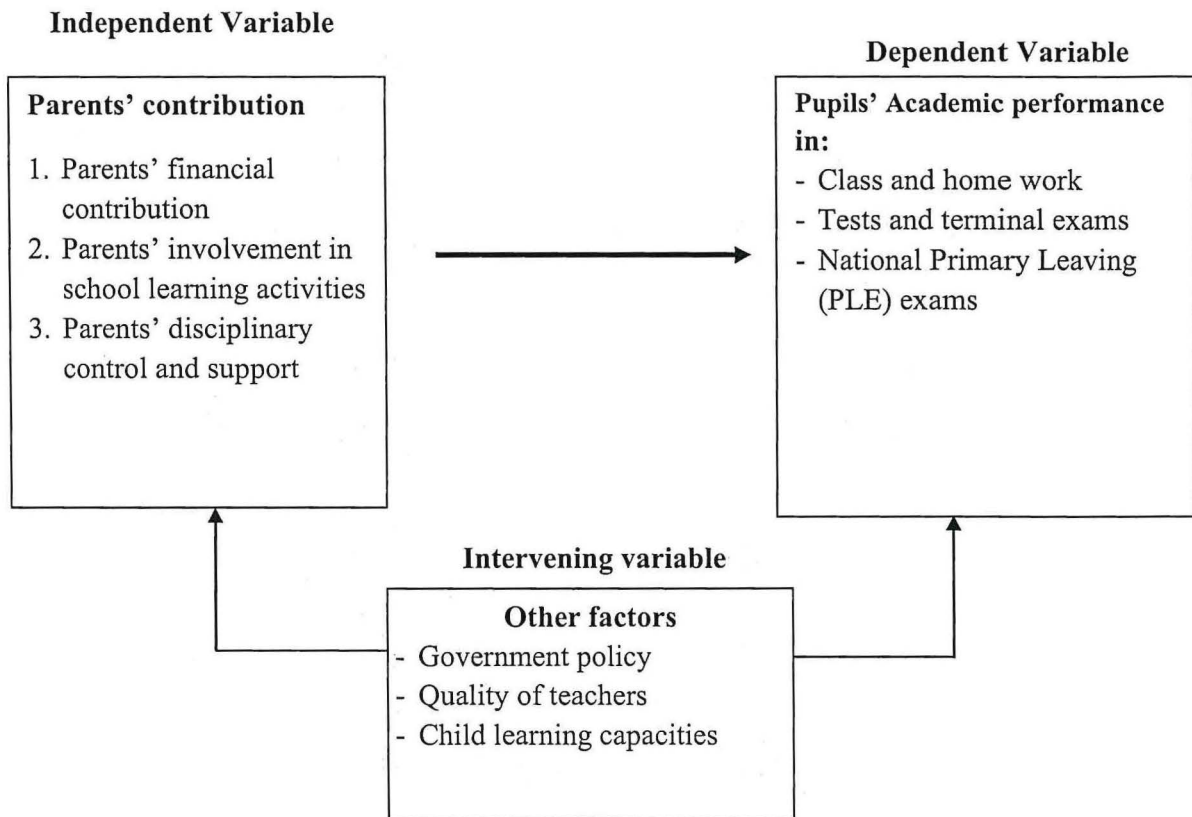
analysed in terms of quantity and quality as the basis for explaining the consistency of parents' contribution to child schooling. This exposition presents two separate perspectives of quantity and quality analysis.

Quantity analysis, according to Kohl et al (2000) rates parents' contribution to child education along the three facets. The first rating covers the incidence parents' support of school-related activities. Support includes, among others, financing of school practices such as child education. The second rating is the regularity of parent teacher contact, through communication. This communication has the dual goals of facilitating the parent's understanding of the child's school progress and providing the parent with skills to help his or her child complete homework. The third rating is about the sufficiency of parent activities at home related to school readiness of the child. These activities include parents counselling and guidance of the child which in the context of this study yields to disciplinary support (Kohl et al, 2000).

Another perspective about quality of parents' involvement (Kohl et al, 2000) also helps to analyse the related facets. The first quality facet analysis is about the parents' value of and investment in their children education. The second facet analyses the quality of the parent-teacher relationship. Finally, the third quality facet is about the parents' preparation of the child at home for school. All these perspectives are relevant and were used to support this study.

### 1.9 Conceptual framework

Figure 1.1: The impact of parents' contribution on pupils' academic performance.



Source: Adapted from *Kohl, Lengua, and McMahon's model (2000)*.

### **1.10 Definition of operational terms**

**Parents' contribution.** Parents' contribution was conceptualized based on parental participation in child education. Financial contribution, learning activities, and disciplinary support of pupils for desired pupils academic performance.

**Academic performance.** It is child education achievement in the learning process that include child performance in class and homework, internal and continuing school assessment i.e., tests and examinations which are proceeded by the national PLE examinations.

**School.** School is a formal community set-up in which teachers in a classroom environment pass formal education to learners.

**Private primary school.** An elementary school in which child education costs and requirements are expected to be covered by parents or sponsors.

**Financial contribution.** This covers parents fiscal and material resources for child education which are of expected for the parents by schools.

**Parents' involvement in child learning.** Includes parents' involvement and contribution in school learning activities geared for improved child performance at school.

**Parent-child disciplinary support.** This relates to parents' home responsibility of counselling and guidance of the child on behavioural issues and education discipline.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter covers the review of related literature. The review was researched based on the research objectives from which respective variable form themes of the main literature were raised. These themes include parents' financial contribution, follow-up of school learning and child disciplinary support viz-a-viz pupils' academic performance. These are however preceded by the conceptual and theoretical review which is equally relevant for a comprehensive analysis of the subject of study. Information gaps were highlighted and a summary of the main review was also given justifying the need for this study.

#### **2.1 The Concepts of parents' contribution and academic performance**

In this study, parents' contribution to child education is perceived to take place through relevant participation mechanisms for which the notion of participation should be explained. Benveniste, (1977) defines participation as sharing of power or the exercise of 'voice' in the affairs of the organisation. According to Nkata, (1998) participation is sharing of power or the exercise of 'voice' in the affairs of the organisation. For purpose of this research, participation can be viewed as contribution of resources and material, involvement in decision making processes and in service delivery (Shaeffer, 1991). In relation, Kay, (2013) summarizes this contribution as to the amount of resources and time a parent commits when it comes to child schooling and social development life.



According to Meador, (2013), many parents are involved in volunteering to help in their children's classroom, communicating well with their child's school, and assisting with homework, thus improving their child's individual academic strengths and weaknesses. There are also many parents who are not directly involved in their child's education. In view of that, schools are expected to help in increasing parental involvement. In this research parents' contribution was measured by their involvement, collaboration and influence on academic performance in the schools of study.

Academic performance was defined as the quantity and quality of knowledge, skills, behaviours and philosophy that learners achieve. 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. In Uganda's context, academic performance in primary schools is so much linked to how many first grades a school may achieve in the given consecutive years (Kaggwa, 2003). Enhancing quality academic performance is the major objective of schools for which parents as key stakeholders should comprehensively be involved as presuppose in this study.

## **2.2 Private primary education in Katooke Town Council**

Katooke town council was established in 2011. Private primary education began before universal primary education was established in the region. The schools of Katooke are characterised by "typical schools" in category B,C, and D (Educamate, 2006): Category B; these are school mostly found in urban areas and placed where missionaries operated, the classes are large and crowded, usually they are more than 100 pupils per class and each desk shared by four to five pupils. Category C; these are found in semi-rural setting, children go without meals during day

time, and infrastructure is semi-permanent and inadequate. Category D school; these are found in remote parts of the country where parents are very poor and mostly illiterate, poor infrastructure, children sit on stones or floor, lessons are conducted under the trees, schooling is not priority and children go to school without food.

Education in primary private schools of Katooke Town Council is still poor, characterised with poor learning environment, inadequate teaching-learning materials, high pupil-teacher ratio, illiterate peasantry population, poor involvement of parents in the education of the pupils, high pupil-teacher absenteeism and poor pay for teachers. All the mentioned challenges have to be looked into; to enhance quality and productive education since it's the major objective of schools for which parents as key stakeholders should comprehensively be involved in order to improve on the academic performance thus the need to 'assess parents' contribution on primary pupil academic performance'

### **2.3 Parents' financial contribution**

This financial support is conceptualised in this study as parent's contribution to child education financial requirements such as fees and scholastic resources. . These include clothing, sanitary pads for girls and proper medication when a child falls 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 pupils learn. All these require money which is vital for parent-school resource complementary roles that may promote students' academic performance.

Throughout Africa, there is need for local communities to support schools materially and financially. In Uganda the Government White Paper, (1992) makes it clear that Parents Teachers Associations (PTAs) should continue functioning as voluntary organizations that are mainly



concerned with pupils' and teachers' welfare and the overall development of the school. This is done through paying school fees in time, fundraising for schools, donating, and participating in the planning for the allocation of these resources. 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. This matches with Feyfant and Rey, (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.

This study investigated parents' ability and promptness to pay fees and buy study materials necessary for consistent and learning and academic performance of their children. It should be appreciated that being wealthy does not mean obvious financing of scholastic materials for child education. The study also assessed whether parents attach importance on their children's education expenditure irrespective of their socio-economic status.

#### **2.4 Parents' involvement in pupils' learning activities at school**

Parents' involvement in pupils' learning activities at school in this research is understood as parents' discussion with the school, teachers in particular and activeness regarding pupils' academic related practices at school. All these are part of child education management at school. Management has been defined by Sapre (2002), and Bush, (2003) as a set of activities directed towards efficient and effective utilization of resources in order to achieve targeted goals. School education management in particular refers to the application of management theory and practice to educational institutions (Okumbe 1998). Managerial functions in this respect include planning, budgeting, and allocation of resources, organizing and implementation, coordinating and reporting (Koontz and O'Donnell 1986).

Nancy and Lorraine, (2004) says that parental school involvement consists of activities like; planning, communicating with teachers and other school personnel, and attending school events related to child education at school. In support of this Epstein and Sanders, (2002) discuss parents' diverse ways of participating in school management to also include communicating with teachers, and participating in academic-related activities at school. While the propositions advanced by Epstein and Sanders, (2002) and others above might have been accepted without controversy, in the context of this study, critical consideration of the consistency in these propositions required investigation.

The significance of parents' input in child education management at school cannot be understated. In a study carried out by Feyfant and Rey, (2006) in Scottish schools, it was concluded that for more than 10 years, parents' role in child school education management was the main factor responsible for 'school market' in this sense meaning the popularity of the school. 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, Lareau, (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. When parents and teachers interact, teachers learn about the parents' expectations for their children and their children's teachers respectively. Both Marschall and Lareau don't explain what may happen to pupils' academic performance if parents are done away with school related activities. While agreeing with the two authors, this study intended to discuss what happens to students' academic performance if parents are not considered as partners in academic related activities in schools.

In another study carried out by Cotton and Wiklund, (2006), parents' involvement in students' schooling created effectiveness in fostering students' achievement. Aspects considered were; helping students in home work, helping students in making post primary plans, home school communication and parent school agreement on reward. The study showed no clear evidence of a causal relationship between parents' involvement in school learning activities and students' academic performance although it holds that such a relationship exists.

Carnie, (2003) shows that there is need to offer opportunities to parents in order to participate in processes that focus on the achievement of school objectives. Parents need to participate in matters pertaining to strategic planning, policies, budgeting and cyclical evaluation programmes. Kaggwa, (2003) observes that no manager can effectively perform all administrative functions alone. School managers have always called upon parents to motivate students' academic endeavours. Parents should also offer career guidance especially the choice of subject combinations and directing students in their home works. Nancy, (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 primary school child education.

Parents' input is very paramount although the Government White Paper (1992) doesn't legalize parent participation in child school education management. Nonetheless it does not contradict it either; indeed it simply recommends parents' role play. This suggests that parental participation in school learning activities is desirable and could lead to improved academic performance among other benefits. In this study parent involvement will be analysed in regard to their contribution to child learning at school through regular school meeting attendance and teacher interaction and their school commitment t are significant for pupils' academic performance.

## **2.5 Parents' child disciplinary support**

Parents' disciplinary support to the child can also be understood as psychosocial support of pupils which is a precursor of pupil discipline. Discipline has been defined by Webster, (1993) as the training or experience that corrects, moulds, 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 school. According to Babirye, (2006), discipline as a managerial function is important in the process by which children develop and are enabled to perform in society. In a school setting, the conduct of students is always a concern of teachers, parents and school administrators. School discipline is an important aspect for an orderly and ideal learning situation (Docking, 1980). According to Okumbe (1998), the significance of maintaining discipline in a school or organisation 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.

Watenburger, (1994) relates discipline to the teaching of students the rules people live by and socialization in a lifelong process. It is clear that student's behaviour is formed from childhood, which is a role of parents. Besides this, when learners behaviour 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. Discipline is an important factor contributing to what a learner achieves at the end of the academic programme. Although he appreciates the significance of discipline to children's performance.

Nsubuga, (2002) observes that extreme cases of indiscipline pronounced in schools could include disrespect for teachers and fellow students, drunkardness, smoking, fighting, theft and involvement in violent strikes. 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 performance. Since Burden, (1995) noted 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. Social control is also a mechanism that may be related to school achievement. Grolnick and Slowiaczek, (1994) indicate that when families do not agree with each other or with schools about appropriate behaviour, 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. Thus, there was need to establish the degree to which parents' influence on students' social conduct and discipline contribute to pupil academic performance.

In most rural schools, parents tend to keep aloof and lack knowledge on education affairs as they watch the discipline and academic standards declining (Adongo, 2006). Unless the roles of parents in disciplinary issues and other managerial areas are strengthened, there may be continued questions regarding satisfactory performance. Therefore, the study 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 pupil academic performance.

## **2.6 Conclusion**

The literature review made above covered the conceptual explanations of parental involvement in child education and academic performance. It highlighted the relevant experiences about private primary school development in Katooke and particularly covered the main literature directly related to the research objectives. Thus, the main literature was reviewed under themes related to the dimensions of parent contribution reflected in the research objectives and specified in the Kohl, Lengua, and McMahon's model.

Along this line, this study sought to assess the impact of parents' contribution on pupils' academic performance in Katooke Town Council bearing in mind the social and cultural dynamics that are characterised by low social economic status common among the predominantly peasantry local communities.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter included the research design, area and population of study, the sample size, sample selection techniques, data collection methods, research procedure, validity, reliability and data analysis.

#### **3.1 Research Design**

This study is both quantitative and qualitative and was based on the cross-sectional survey design. According to Linda, (2002), a cross-sectional survey is a design used to collect data at one point in time from a sample selected to represent a larger population. The combination of qualitative and quantitative approaches increase the quality of research because the results from each method reinforce each other for consistency. Qualitative techniques helped the researcher to come up with conclusions on variables that could not be quantified while quantitative techniques helped in establishing numerical values attached to variables.

#### **3.2 Area and population of study**

The study was carried out in Katooke, one of the three Town Councils in Kyenjojo District. Katooke is found in Mwenge North which is one of the political Constituencies in Kyenjojo District. The Town Council is divided in four wards; Katembe Ward, Katooke Ward, Mwaro Ward and Katara Ward (Kyenjojo District Local Government, 2011). The population of study included, the school administration comprising the Head teachers and Directors of studies, upper

primary teachers (P5- P7), P.7 pupils and lead parents representatives on the School Management Committee (SMC). Such categories acted as the population sampling frames. The specific numbers of people in each of these frames in the seven schools altogether are presented in Table 3.1.

**Table 3.1: Summary of the accessible population**

Category	Accessible population	Sample size
Head teachers	7	7
Director of Studies	7	7
Upper Primary teachers	185	56
P.7 Pupils	232	70
Parents representatives SMC	7	7
<b>Total</b>	<b>438</b>	<b>147</b>

Source: School Records, 2013

### 3.3 Sample size

The sample size of 147 people was selected from the accessible population as research respondents. The sample size was determined basing on the guiding arguments of research methodology experts such as Gay, (1983); Krejcie and Morgan, (1970). Gay, (1983) suggests that for a correlation research, 30% of the accessible population or more is required while for descriptive studies, 20% is enough. As for Krejcie and Morgan, (1970), cases must be included in the study if the research population is ranging from 0-10.

In the case of this study whose research design embodies both descriptive and correlation characteristics, the 30% scale was used to determine the sub sample from the population frames



that exceed 10 people. These include P.7 pupils and upper primary teachers. For the rest of the frames with less than 11 subjects all the people were included in the total sample. These include head teachers and director of studies. This process cuts across all the seven private primary schools in Katooke Town Council as summarized in Table 3.2 below.

**Table 3.2: The process of determining the sample population size**

Category	Accessible population	Percentage	Sample population
Head teachers	7	-	7
Director of Studies	7	-	7
Upper Primary teachers	185	30	56
P.7 Pupils	232	30	70
Parents representatives, S	7	-	7
<b>Total</b>	<b>438</b>		<b>147</b>

Source: Gay, (1983); Krejcie and Morgan, (1970).

### 3.3 Sample selection

The researcher used both purposive and stratified random sampling techniques. Purposive sampling was employed for choosing the head teacher, director of studies and lead parent representative on the school management committee from each of the seven private primary schools. For the parent SMC representatives, three women were selected and the rest were male.

Such subjects that were purposively selected added up to 21 respondents who in this research were regarded as key informants and asked to fill interview schedules.

Stratified random sampling was used for selection of P.7 Pupils and Upper primary teachers. This sampling method involved dividing members of the population into homogeneous subgroups from which specifically required numbers were indiscriminately chosen respectively, to raise the sample population. This process often improves the representativeness of the sample by reducing sampling error. It minimizes the variability of the sample from the population (Hunt and Tyrrell, 2001). With this method, teachers and pupils were identified separately and respective numbers specified in Table 3.2 above were randomly selected; 70 pupils and 56 teachers were randomly selected. These were asked to fill questionnaires. Altogether the sample population of 147 selected.

### **3.5 Data collection instruments**

The study used the questionnaire and interview schedules for collection of the required data.

#### **3.5.1 Questionnaire**

The questionnaires were used to collect data from teachers and pupils, preferably identified as general respondents. Appendix I illustrate a sample questionnaires designed mainly according to the objectives of the study. At least 126 questionnaires altogether were prepared and administered. The pupils' questionnaires were self-administered by the researcher while teachers were asked to fill theirs independently. The questionnaires contained both closed and open questions. Close-ended questions were used to collect quantifiable data relevant for precise and effective correlation of research variables.

The closed ended questions were used because they were easy to fill, saved time and kept respondents on the subject. The Likert scale was used for some of the closed ended questions, such as; strongly agree, agree, disagree or strongly disagree. Open-ended questions were used to enable respondents add more in –depth relevant information and experiences.

### **3.5.2 Interview schedule**

Interviews were semi structured schedules. Appendix II provides a sample of the interview schedule. Twenty one interview schedules were distributed and administered among 21 key informants including; head teachers, directors of studies and lead parent representatives on the SMC. The interview schedule is composed of open and some closed questions. Open ended questions were intended to enable informants substantiate their perceptions and provide detailed data on certain research variables.

### **3.6 Procedure for data collection**

The researcher collected the introductory letter from the Dean Graduate Studies of Kyambogo University to enable her to conduct this study. With this letter she proceeded to Kyenjojo District Headquarters where she sought permission from the District Education officer to conduct a field survey in Katooke Private Primary Schools. While in the respective schools of study, she first sought per permission in the head teachers' offices to engage the target respondents including the head teachers themselves, directors of studies, teachers, pupils and parents SMC representatives respectively. After, questionnaires and interview schedules were distributed among the selected respondents and key informants in the target schools. Particularly the researcher adopted a self-administered questionnaire method for pupils that could not effectively fill questionnaires by

themselves considering their younger age and perhaps the language proficiency barrier. As other participants filled questionnaires and interview schedules, the researcher checked on each of the respective schools to address raised queries. Informed consent was first obtained from participants after explaining the reason of the study to them. After a specified time scale amicably agreed with participants, the researcher collected the filled instrument drafts. The collected data was set for analysis and interpretation.

### **3.7 Validity and Reliability of Instruments**

#### **3.7.1 Validity**

The validity of the research instruments was determined by discussing several drafts of the questionnaires and interview schedules (Appendices I and II) with colleagues doing Master of Education Policy, Planning and Management (MEPPM). The drafts were also discussed with the researcher's supervisors. Necessary adjustments were made and the instruments were then set for a pilot-run conducted in different area. In this case, the instruments were administered with a number of respondents selected from the respective population frames similar to those that were later selected for the main study; 1 head teacher, 2 directors of studies, 4 teachers, and 10 pupils of any of the upper primary classes and 2 parents SMC representatives. This was done in two Private Primary Schools. The findings of the pilot run were analysed and discussed with the researcher's supervisor. After discussion, the content validity of the instruments was determined before the main field survey.

### **3.7.2 Reliability**

The reliability of the research instruments was established using the SPSS Cronbach Alpha Coefficient test. Specifically, this test covered the research items systematically arranged in the questionnaire (Appendices I) and interview schedule (Appendix II) according to the research questions. All the variables reflected in these grouped research items of the questionnaire and the interview schedule were particularly tested using the SPSS Cronbach's Alpha Coefficient. As a result, this SPSS Reliability test yielded a Cronbach's Alpha Coefficient of 0.76. Given this statistical output the research instruments were proved reliable. This is because according to Reynaldo (1999), a research instrument is reliable within the range of 0.7- 1.0.

Content validity of questioners was determined by expert judgement of 3 raters who confirmed that the instrument contained the adequate content.

## **3.8 Data processing and analysis**

### **3.8.1 Processing and analysis of quantitative data**

For purpose of processing data, questioners were sorted, numbered and data entered accordingly. Data was categorised according to the target population, identified and assembled. It was edited to reduce it from detailed to summarized form. Then for effective analysis, this data was then coded and entered into the computer using the Statistical Package for Social Scientists (SPSS) programme. This programme was used to produce the relevant descriptive frequencies and variable correlations coefficients of the Pearson's Correlation Test. Afterwards frequency and percentage tables were derived from SPSS frequencies and levels of significance between variable relationships were deduced from the Correlation co-efficient output. Where necessary

charts and diagrams were derived from the same data frequencies using the micro excel computer programme. These quantitative statistical methods were used to interpret variable relationships for simple and meaningful information.

### **3.8.2 Processing and analysis of qualitative data**

Qualitative data included interview data. For effective processing, this data was continually edited even during data collection. My colleagues and data analysis expert checked for uniformity, accuracy, consistency, legibility and comprehensiveness of the data. During this process, irrelevant data was eliminated and the relevant one was organised according to the study objectives. Then data was analysed using the interpretive analysis. This included descriptive or explanatory methods used for data presentation and analysis. This was done to interpret relationships between variables into meaningful and simple information.

## **3.9 Measurement of variables**

The study was based on different scales of variable measurements deemed appropriate for data management in view of the concept of study, the research design and nature of data. These include the nominal, ordinal, in some cases interval and the particularly the ratio measurement scales.

### **3.9.1 Nominal measurement scale**

The nominal scale was used for coding of responses to research items (questions) in the questionnaires and interview schedules. This was particularly meant for identification purposes and was therefore useful for categorisation of responses into sameness and/or difference.

### **3.9.2 Ordinal measurement scale**

The ordinal level of measurement was used for establishing rank orders of the nominally categorised responses into comparable response frequencies. This was useful for categorisation and comparing statistical values of different response frequencies in order to show which is greater or less than the other or equal with each other.

### **3.9.3 Interval measurement scale**

The interval scale was used for variable measurement of research items that required response coding and comparison along interval ranks. This particularly covered response items categorised in intervals such as age groups, experience of service, and number of children cared.

### **3.9.4 Ratio measurement scale**

The ratio scale was used more particularly for specifying proportionalities of difference or sameness between data variables. This was vital for interpreting the significance levels of the relationships between data variables in order to draw simple and meaningful information from the questionnaires and interview data.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS OF THE STUDY**

#### **4.0 Introduction**

This chapter covers the data presentation, discussion and interpretation of the study findings about the impact of parents' contribution on pupils' academic performance in private primary schools in Katooke Town Council. For precision purposes, the main findings are systematically presented in themes that answer the three research questions and reflect the respective research objectives, which the study sought to address. The themes include: Parents' financial contribution; Parents' involvement in pupils' school learning activities, and Parents' child disciplinary support. These are however preceded by the background information about respondents' profile that is pertinent in interpreting the findings. For purpose of identity, clarity and logical explanation in this chapter, respondents that filled questionnaires included teachers as general respondents and pupils, while those that filled interview schedules were school managers as key informants.

#### **4.1 Background information**

This section covers the profile of respondents that participated in this study. Their profile is pertinent for justifying and interpretation of their perception reliability in response to questions related to respective research objectives. The profile variables include:

- i) gender ;
- ii) Education qualifications;



- iii) teaching experience;
- iv) tenure in the school, and
- v) Pupil's age and position in the school.

Variables form sub sections of the related findings as presented below. More than one variable are included in a sub section for concise presentation.

#### 4.1.1 Gender and education qualifications of respondents.

The gender variable covers all the respondents; school managers, teacher and pupils while education qualification excludes pupils. The relevant findings are summarised in Table 4.1.

**Table 4.1: Distribution of respondents by gender and education qualification**

Variable item	Response Category	Response			Frequency	%
		School Managers	Teachers	Pupils		
Gender	Male	12	33	41	87	58.9
	Female	9	23	29	60	41.1
	Total	21	56	70	147	100.0
Level of educational attainment	Certificate	6	15	-	21	26.8
	Diploma	11	30	-	41	53.6
	Degree	4	11	-	15	19.6
	Total	21	56	-	77	100.0

Source: Field Survey

Table 4.1 shows that the respondents participated in the study were balanced in terms of gender whereby 58.9% of them were male and 41.1% were female altogether. This gender balance implies that the data given by respondents was also balanced covering the experiences of both male and female stakeholders regarding the contribution of parents in pupils' education and performance in private primary schools in Katooke Town Council. The table also exhibits that all the teachers and school managers involved in the study were qualified enough to administer child primary education. 26.8% of these respondents are certificate holders (grade III for teachers), 53.6% had Diplomas (Grade V) and 19.6% were degree holders implying that all of them could reliably articulate pupils learning needs from parents and the likely implications on pupil academic performance.

#### **4.1.2 Teaching experience and school tenure of respondents**

This sub-section covers only the academic staff including Head Teachers, Directors of Studies and Teachers as employees of the private primary schools of study. The findings on their teaching experience and tenure in these schools are presented in Table 4.2.

**Table 4.2: Distribution of Academic staff by teaching experience and tenure in private primary schools of study**

Variable item	Response Category (Years)	Response			Frequency	%
		Head Teachers	Director of Studies	Teachers		
Teaching experience	0-2	0	0	11	11	15.7
	3-4	0	0	15	15	21.4
	5-6	2	3	20	25	35.7
	Over 6	5	4	10	19	27.1
	Total	7	7	56	70	100.0
Tenure in the present school of work	0-2	0	2	13	15	21.4
	3-4	1	2	18	21	30.0
	5-6	4	2	18	24	34.3
	Over 6	2	1	7	10	14.3
	Total	7	7	56	70	100.0

Source: Field Survey

The findings in the table above shows that all the academic staff involved in the study had some teaching experience of at least over a year. 15.7% of them had an experience of 0-2 years, 21.4% had taught for 3-4 years, 35.7% were 5-6 years experienced in teaching, while the rest 27.1% had over 6 years experience. This indicates that all of them had witnessed parents' child support in primary education for some time, which ideally was enough for informed comments in this study. In addition, these respondents had served in their current schools of work for sometime enough to give realistic responses. 21.4% of them had served in their respective school for 0-2 years, 30% had served in theirs for 3-4 years, 34.3% had the school tenure of 5-6 years and

14.3% others had worked in their current schools for over 6 years. Of these staff, head teachers and Directors of studies had the more extensive experience in their schools and that is why they were regarded key informants in this study. Generally, the school tenures of all the academic staff were enough to rightly comment on parents' contribution on pupil academic performance.

#### 4.1.3 Pupils age and position in school

The study also sought data on pupils' age groups and position because these variables influence their ability to give credible information in response to the research question variables of study. The relevant findings on these are summarised in Table 4.3.

**Table 4.3: Distribution of Pupils by age group and position in school**

Variable item	Response Category	Frequency	%
Pupils' age	9 Years and less	21	29.7
	10-14 Years	39	56.0
	Over 15 Years	10	14.3
	Total	70	100.0
Pupil position in school	Common Pupil	9	12.9
	School club member	11	15.7
	Athlete	14	20.0
	Class Monitor	13	18.6
	Prefect	23	32.9
	Total	70	100.0

Source: Field survey

The above table illustrates that all the pupils involved in the study were old enough for mature responses to the research questions. 29.7% of them were aged 9 years, 56.7% were 10-14 years

old and 14.3% were 15 years and above old. Regarding their positions in school, most of these pupils were children of responsibility besides being learners in a candidate class (P.7). Only 12.7% were merely common pupils, the rest 15.7% were school club members, 20% were school athletes, 18.6% were class monitors and 32.9% others had been prefects. Extra responsibility provided opportunity for more interaction and sharing of experiences with more fellow pupils in their respective schools. Even the common pupils had enough experience of parents- child commitment in their school as candidate class pupils and due to their 7 years stay in a school. Thus, the age and school positions of pupils were enabling for them to reliably comment on issues about parents' role on child academic performance

#### **4.2 Parents' financial contribution**

This theme entails the study findings that answered research question one. These findings also address research objective one, from which the question was drawn. The findings cover the following variable items

- i) parents pay school dues promptly;
- ii) parents provide enough scholastic materials for children;
- iii) parents spend enough on child safety needs;
- iv) parental financial contribution enough for child good performance in class and home work, and
- v) parental financial contributions are enough for good child performance in examinations

For field survey, these items were used in the research questionnaires and interview guides for collection of data on research question one. In this theme, the items formed sections of the

related findings. More than one of the items are jointly presented in a single section where possible.

#### 4.2.1 Parents pay school dues promptly and provide enough scholastic materials for children

The findings in this section cover respondents' responses about whether parents in the private primary schools of study in Katooke Town Council pay school dues promptly and provide enough scholastic materials for their children. Teachers and pupils' questionnaire responses are summarised in Table 4.6.

**Table 4.4: Perceptions on Parents' pay of school dues and provision of scholastic materials for children**

Variable item	Response Category	Response		Frequency	%
		Teachers	Pupils		
Parents pay school dues promptly	Strongly agree	12	15	27	21.4
	Agree	20	25	45	35.7
	Disagree	18	23	41	32.1
	Strongly Disagree	6	8	14	10.7
	Total	56	70	126	100.0
Parents provide enough scholastic materials for children	Strongly agree	8	10	18	14.3
	Agree	21	26	47	37.5
	Disagree	19	24	43	33.9
	Strongly Disagree	8	10	18	14.3
	Total	56	70	126	100.0

Source: Field survey

The table above shows respondents' varying perceptions on parents' promptness in paying their children's school dues. 21.4% of the questionnaire respondents strongly agreed and 35.7% others agreed that parents are prompt but 32.1% of these respondents disagreed and the rest 10.7% strongly disagreed with that. This means that parents known to 57.1% of the teachers and pupils involved in the study are prompt in clearing their children's school dues while those known to 42.9% of these respondents are not prompt in that respect. This perception is reflected in the interview responses about whether parents' pay school dues promptly as summarised below.

Informant per	Interview response
<b>Response</b>	<i>How consistent are parents in paying school fees for their children?</i>
09;	- There is consistence since fees / money paid once in the bank before the term starts.
12;	- Some parents that pay at beginning of term; 60% pay school fees on time
06;	- Some pay midterm.
05;	- Other parents pay towards examinations.
04;	- Some parents fail to pay all the fees and clear the balance in the next term.
	- Some of the parents failing to pay have been given bursaries.
03;	- Some children have full bursaries footed by the school

Source: Field survey

From the analysis above, not all parents in all the seven schools of study pay the school dues promptly although most of them are cleared before the end of term examination. It is only in one to two schools that majority of the parent pay at the beginning of the term. Many others especially in the rest of the schools clear the school dues after pupils are sent back home.



Concerning the provision of scholastic materials, 14.3% of these questionnaire respondents strongly agreed and 37.5% others agreed that parents provide enough for their children while 33.7% disagreed and the 14.3% strongly disagreed with that. Likewise, parents known or associated to 51.8% of the teachers and pupils of study provide enough scholastic materials for their children whereas those known to 48.2% of these respondents do not. This observation matched the interview findings as specified below.

Informant	Interview response
per	<i>How sufficient do parents provide scholastic materials for their children?</i>
Response	

- 03; - Some provide enough scholastics because they are rich and are responsible.
- 09; - Scholastic materials are brought at the beginning of the term so, all parents bring them in time.
- In most cases parents respond positively towards scholastic materials.
- 06; - 60%. of the parents provide scholastic materials in time.
- 12; - Parents are not so prompt but they try, they relatively provide such materials.
- 06; - Others would wish but they do not have the capacity due to poverty.
- 06; - Some parents provide books and pens or pencils but not all.

Source: Field survey

The response summary above connotes that majority of the parents in the schools of study sufficiently provide the necessary scholastic materials but apparently many others do not do as expected. This is further reflected in concerns of some of the interview informants such as the Head teachers who expressed dismay noting that;

“.....parents adequately provide the most common scholastic materials like books, pencils, pens and school uniform but not others such as mathematical sets, artistry requirements and reading materials yet they are equally essential for child academic learning”.

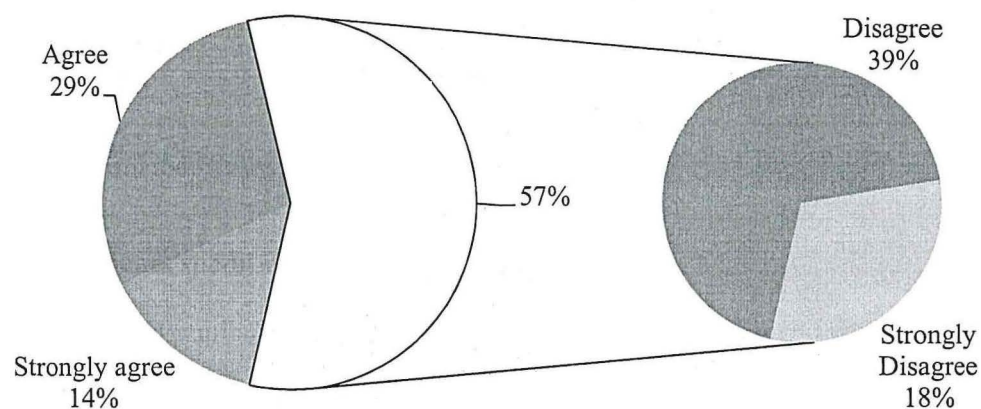
In relation, a Director of studies said; “parents are so insufficient in providing scholastic materials for their children because, when you ask for the rare scholastic needs like students calculators and mathematical sets, they don’t provide”.

According to the analysis above, apparently only three out of the seven primary schools of study have parents that are consistent in providing requisite scholastic materials. In the rest of the schools, majority are inconsistent but those who are not are substantially many and cannot be underestimated.

#### 4.2.2 Parents spend enough on child safety needs

Teachers and pupils were asked whether their school parents spend enough on child safety needs such as health and feeding. The responses given are analysed in Figure 4.1 of the Pie chart.

**Figure 4.1: The Pie chart showing perceptions on parents’ expenditure on child safety needs.**



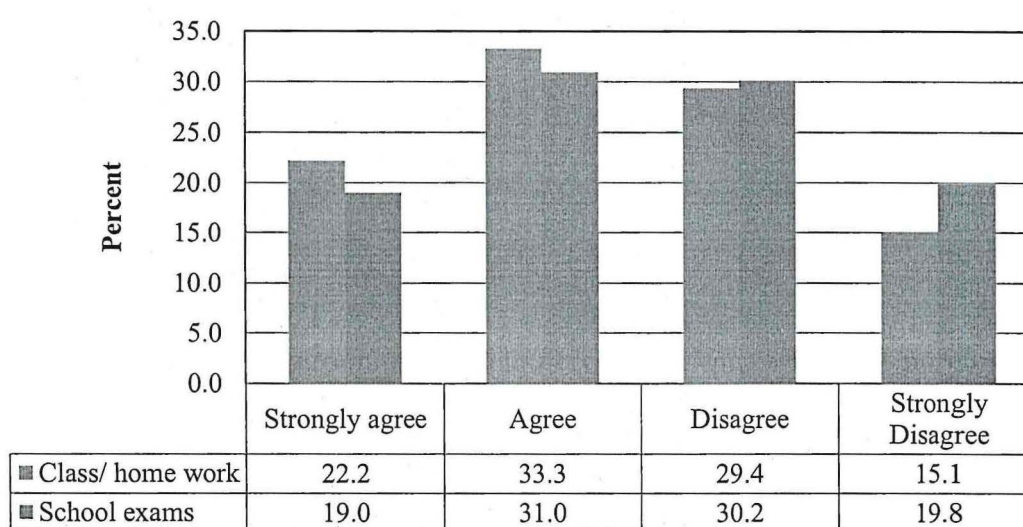
Source: Field survey

The chart above illustrates that more than half of the teachers and pupils studied felt that parents do not spend enough on safety needs of their children. Only 14% of these respondents strongly agreed and 29% others agreed that parents' expenditure on such needs is enough while majority 39% disagreed and the rest 18% strongly disagreed with that. In this case, parents known to 54% of the teachers and pupils of study do less and only those known to 46% of these respondents spend enough for child safety needs of health and feeding at home and at school, respectively. Although many of the parents are supportive, the majority among the schools of study do not provide enough for their children safety needs such as health and feeding.

#### **4.2.3 Parental financial contributions enough for child performance in class/home work and school examinations**

This section includes findings and binding interpretations about respondents' perceptions on the effect of parents' financial contributions on child performance in class assignments and school examinations. Herein, the descriptive data are complemented by the inferential statistics from the Pearson's Correlation Coefficient test used for deductions from the sample findings. The descriptive perceptions of teachers and pupils on the effect specified above are summarized in Figure 4.2 of the Bar graph.

**Figure 4.2: The Bar graph showing perceptions on whether parents' financial contributions are enough for child performance in class/home assignments and examinations**



Source: Field Survey

In the case of class/homework, the Bar graph above illustrates that 22.2% of the respondents (teachers and pupils) strongly agreed and 33.3% others agreed that parents' financial contribution is enough for good child performance while 29.4% disagreed and the rest 15.1% strongly disagreed with that. About school examinations 19% of the respondents strongly agreed and 31% of them agreed that parents' financial contributions are enough for good child exam performance whereas 30.2% disagreed and 19.8% strongly disagreed with this. These findings show that parents' financial contributions were perceived by only 55.5% of the respondents as enough for good child performance in class/home work, and just 50% of them as enough for performance in school examinations. They also indicate that such financial contributions were

less enabling in school examinations compared to class/home work. This observation is explained in the following summary of the interview responses.

Informant per	Interview response
<b>Response</b>	<i>How parental financial contributions affect pupils' academic performance?</i>
15;	- Parents who are consistently prompt in fees payment enable their children to consistently attend school and class
15;	- Parents who provide enough scholastic materials enable their children to accomplish class tasks and assignments at school and at home
12;	- Parents that are relative in school fees payment fairly enhance their children school and class attendance
09;	- Parents providing financial facilitation for child education tours enhance child academic class and examination performance

Source: Field survey

The findings above mean that pupils of parents that are sufficiently consistent in school dues payment and providing scholastic materials mostly improve in academic performance as compared to those who are inconsistent. One of the Parents' Representatives on the SMC asserted that; ".....when school fees is paid on time teachers are paid in time whereby they spend most of their time teaching pupils hence their academic improvements and excellence. Amidst this, pupils whose parents don't pay in time do not benefit a lot from such teacher commitment and their performance is affected as the school keeps on sending them back home for fees".

Using the SPSS Pearson's correlation co-efficiencies, the inferential statistical significance of the effect of parents' consistency in school fees payment and providing scholastic materials on the quality of pupils' examination performance was determined. The relevant results are presented in the Table 4.5.

**Table 4.5: Pearson's correlation statistics on the effect of parents' consistency in school fees payment and providing scholastic materials on the quality of pupils' exam performance**

		Parents pay school dues promptly	Parents provide enough scholastic materials for their children	Parental financial contributions enough for good child performance in examinations
Parents pay school dues promptly	Pearson Correlation	1		.873**
	Sig. (2-tailed)			.000
	N	126		126
Parents provide enough scholastic materials for their children	Pearson Correlation	.666**	1	.831**
	Sig. (2-tailed)	.000		.000
	N	126	126	126

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

Source: Field survey

In the Correlations table above, the first correlation coefficient ( $r$ ) = 0.873, indicating a strong positive relationship between parents' consistency in fees payment and pupils' examination performance. The level of significance ( $p$ - value) of this correlation =  $p < 0.001$ , implying that this relationship between the two variables is statistically significant.

The second correlation co-efficient,  $r = 0.831$  also indicates that there is a strong positive relationship between parents' provision of scholastic materials and pupils' examination



performance. With the  $p$ - value =  $p < 0.001$ , the relationship between the variables is statically significant.

By implication, the more consistent parents are in school fees payment ( $r = 0.873, p < 0.001$ ) and in the provision of scholastic materials ( $r = 0.831, p < 0.001$ ), the better is pupils' performance in the end of term examinations.

In view of this comprehension relative to research objective one, parents' financial contributions influence child academic performance in the private primary schools of study in Katooke Town Council. Such contributions are enabling in schools where parents make enough effort to pay school dues and provide scholastic materials on time and compromising in others where such parents' effort is less.

#### **4.3 Parents' involvement in pupils' learning activities at school**

This theme includes findings of the study that answer research question two. The findings cover the following variable items:

- i) How are parents involved in the child learning activities at school
- ii) parents regularly attend school meetings when invited;
- iii) parents regularly interact with teachers about child learning at school;
- iv) parents show commitment towards school;
- v) parental involvement in issues of child education at school is sufficient for good child performance in class and home work, and

vi) parental involvement in issues of child education at school is sufficient for good child performance in examinations

These items were used for data collection in the research questionnaires and interview guides and in this theme; they form sections of the related study findings. More than one of the items are jointly presented in a section where possible.

#### 4.3.1 Ways of parents' involvement in the child learning activities at school

School managers including head teachers, directors of studies and parents representatives on SMCs were asked to specify how parents are involved in the child learning activities at school. The responses provided are summarised below.

Informant per Response	Interview response
	<i>Parents are involved through:</i>
17;	General teachers- parents meetings.
20;	Visitation days.
15;	Individual parent invitation at school.
	Pupils home work.

Source: Field survey

The presentation above shows that there are several ways parents can get involved in pupils' learning process at school and apparently these have been used in each of the private primary schools of study. However, one of the head teachers of these schools lamented that, 'parents are supposed to keep on monitoring their children's academic activities at schools, and discuss with



teachers about their performance but many do not do as expected'. Therefore, there are avenues parents can participate in and follow up pupils' school learning but this does not guarantee their involvement; not all parents of such schools do exhaust such avenues.

#### **4.3.2 Parents regularly attend school meetings when invited and interact with teachers about child learning at school**

This section covers findings on respondents' perceptions on the consistency of parents in attending school meetings when invited, and their interaction with teachers on child education at school. The teachers and pupils' responses from the questionnaires are summarized in Table 4.4 altogether.

**Table 4.6: Perceptions on parents' consistency in attending school meetings when invited, and interaction with teachers on child education at school**

Variable item	Response Category	Response		Frequency	%
		Teachers	Pupils		
Parents regularly attend school meetings when invited	Strongly agree	9	11	20	16.1
	Agree	19	24	43	33.9
	Disagree	21	26	47	37.5
	Strongly Disagree	7	9	16	12.5
	Total	56	70	126	100.0
Parents interact with teachers about child learning at school	Strongly agree	12	15	27	21.4
	Agree	25	31	56	44.6
	Disagree	15	19	34	26.8
	Strongly Disagree	4	5	9	7.1
	Total	56	70	126	100.0

Source: Field Survey.

The table above shows various perceptions of respondents' on parents' consistency in attending school meetings when invited; 16.1% of the questionnaire respondents (teachers and pupils) strongly agreed and 32.9% others agreed that parents regularly attend such meetings but 37.5% of these respondents disagreed and the rest 12.5% strongly disagreed with that. Only 50% of these respondents felt that their school parents are consistent in attending school meetings and another 50% of the respondents did not. This connotes that parents known to a half of the teachers and pupils involved in the study are consistent in attending school meeting while those known to others of these respondents are not consistent in that respect. This realisation is mirrored in the feedback from the interview respondents below.

#### **Informant per Response**

#### **Interview response**

*How regularly do parents attend school meetings when invited?*

03; Twice a term.

03; Once a term

06; Twice a year.

09; Once a year.

06; Always when invited Parent attend without fail.

Source: Field survey

According to findings above parents in private primary schools in Katooke Town Council attend school meetings in different schedules when invited. In one of the schools of study, parents attend such meetings twice a term, which according to the school Director of Studies; it is at the

beginning and end of term. In another school, the Head teacher revealed that parents are invited and attend once, usually at the beginning of term, while two other schools parents are invited twice a year. And the rest of the three schools they attend only once, at the end of the academic year.

Nonetheless, parents' attendance of school meetings is not automatic because they are invited; well in two of the schools of study parents always attend without fail when invited but in six of these schools mainly female parents attend. In four of the schools they irregularly attend and in one school some parents do not attend at all. The analysis above implies that there are scores of parents in each of the schools of study that are inconsistent though the majority are consistent in attending school meetings, which according to one of the parents' representatives interviewed, are essential for parents to discuss their children education with school management.

Regarding the parents' interaction with teachers on child education at school, 16.1% of the respondents strongly agreed and 44.6% others agreed that parents regularly do attend while 16.8% disagreed and the rest 7.1% strongly disagreed with that. More of the respondents (60.7%) felt that parents are consistent in interacting with teachers over their children education at school but the apparent discontent of others (39.3%) cannot be ignored because they are quite many. Parents known or associated to more than half of the respondents consistently interact with teachers over child education at school. However the revelations of the rest (more than a quarter) of the respondents equally count; proportionally, quite many other parents are not consistent in that responsibility.

This insight is reflected in the interview findings below which specifies responses of the informants involved in the study.

Informant per	Interview response
Response	<i>How sufficiently parents interact with teachers at school?</i>
03;	Very sufficient; at least 80% of the parents interact with teachers.
09;	Sufficient; 60% of parents interact with teachers.
06;	Less Sufficient; they interact with teachers only on school days.
03;	Rarely; some of the parents interact with teachers once in a term.

Source: Field survey

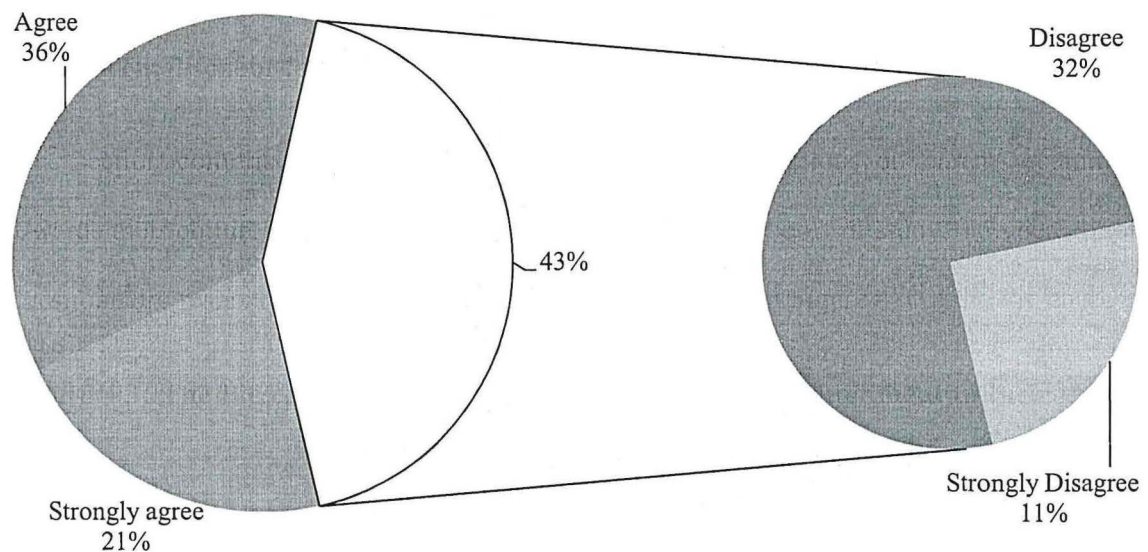
According to the interviews, parent- teacher interaction is sufficient only in three of the schools of study. Yet such interactions, according to some of the school managers are crucial for parents' assessment and support of the children school learning. One of the Head Teachers interviewed stressed that, 'parents often interact with teachers about child learning particularly to discuss the strength and weaknesses of their children'. A Director of Studies explained that parents in their school interact with teachers to verify pupils' class attendance and performance and that some provide extra money for child coaching. Such useful practices are however apparently rare or missed out in schools where parent- teacher interaction is rare or does not exist as indicated in the response summary above.

This notwithstanding, the findings above imply that parents interact with teachers in child school education than they attend school meetings even when invited. Nonetheless, those inconsistent in attending such meetings are less informed about school policies and progress and their interaction with teachers is less guided by the school policy.

#### 4.3.3 Parents' school commitment

This section comprises of findings about respondents' perceptions on parents' commitment towards their children's schools among the private primary schools of study. The perceptions of questionnaire respondents (teachers and pupils) are presented in Figure 4.3 of the Pie chart.

**Figure 4.3: The Pie chart showing perceptions on parents' commitment to their children's schools**



Source: Field survey

The above chart shows that 21% of the respondents strongly agreed and 36% others agreed that parents are committed to their children's schools while 32% disagreed and the rest 11% strongly disagreed with that. As such, more than a half of the respondents (teachers and pupils) altogether felt that parents have positive attitude and are committed but the discontent of other respondents is equally substantial — almost half (43%) of all respondents indicated the contrary. This



revelation matches perceptions of the interview informants specified in the following response summary.

Informant per Response	Interview response
	<i>How committed are parents towards this school?</i>
06;	Very committed; 100%
09;	Committed
04;	Less committed

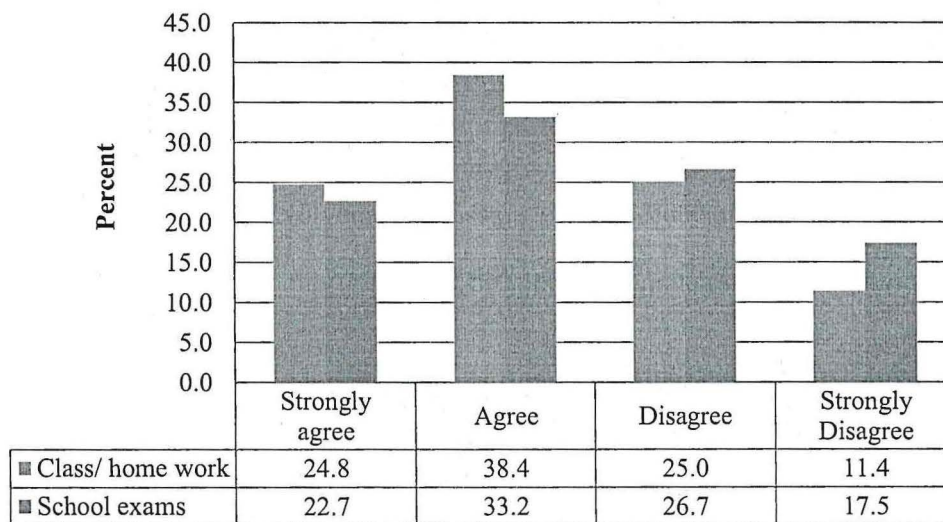
Source: Field survey

Reading from the summary above, most of the interview informants felt that parents in their schools are committed with positive attitude. In support of this, a Head Teacher of one of the schools expressed satisfaction saying that, ‘parents are committed in almost every activity in my school. They know what can hinder the pupils’ performance’. In relation, a parents’ representative of a school noted that, ‘.....on the side of development, parents in my school respond whenever they are called upon especially regarding school construction work’, and a Director of Studies added that, ‘.....ours are committed in that most of them are very inquisitive about school programmes’. Nevertheless, there are two of the schools in which parents are not that committed to school business despite taking their children there for schooling. And there was more evidence that all parents each of the seven primary schools study are equally committed.

#### 4.3.4 Parents' involvement in issues of child education at school sufficient for good child performance in class/ home work, and school examinations

This section presents respondents' perceptions on two research variable items about the quality of child performance in class/home work, and school examinations respectively vis-à-vis the sufficiency of parents' involvement in issues of child education at school. The perceptions of teachers and pupils in the questionnaires are jointly illustrated in Figure 4.4 of the Bar graph.

**Figure 4.4: Bar graph showing perceptions on whether parents' involvement in child education at school is sufficient for good pupil performance in class/home and school examinations**



Source: Field survey

Regarding class/homework, the above Bar graph indicates that 24.8% of the questionnaire respondents strongly agreed and 38.4% others agreed that parents' involvement in issues of their children's education at school is sufficient for good child performance in such academic work, while 25% disagreed and the rest the 11.4% strongly disagreed with that. In respect of school

examinations, 22.7% of these respondents strongly agreed and 33.2% of them agreed that such parents' involvement is sufficient for good child examination performance whereas 26.7% disagreed and 19.5% strongly disagreed with this. Majority 65.2% of the respondents felt that parents' involvement in child education at school is sufficient for better performance in class/home work but the discontent of the rest 34.8% significant to underestimate.

Likewise more than a half (55.9%) of these respondent believed that parents' involvement in child academic work at school enhances performance in school examinations but the others that disputed this are equally many to ignore; their discontent counts significantly. Besides this, the findings in the graph also signify that such parents' involvement is more enabling to child performance in class/home work compared to performance in school examinations and vice versa. This correlation is explained in the interview findings as specified in the following response summary.



Informant	Interview response
per Response	<i>How parents' involvement at school affects pupils' academic performance?</i>
6;	- Children whose parents interact with teachers regularly attract more teacher attention and learning.
06;	- More parents' involvement leads to effective child education follow-up and improved academic performance.
06;	- Parent child follow up at school leads to more responsibility and improved academic performance of pupils.
05;	- Parents' attendance of general school meetings leads to teachers' accountability for child learning and academic performance
07;	- Parent- teacher interaction motivates teachers for improved service delivery.

Source: Field survey

The revelations in the response summary above are supported by observations from individual interview respondents like the Parents' Representative from one of the schools of study who said, "Children perform very well because they know their parents are ever at school and know how they perform in learning". A similar informant in another school noted.".....it has helped teachers in understanding the pupils more from a family point of view and as such family related learning problems are identified and solutions got". On the other hand, the Director of studies of a given school among those of study lamented that, 'parents don't guide pupils with homework and as a result pupils at times come to school when they have not done the home work and this dents their

progress in class and performance in end of term examinations'. A head teacher of one of the schools inferred that, 'some parents who help their children with homework and follow up their education activity at school contribute to children's good performance compared to some parents that don't do enough monitoring of child's school work'. Thus, this implies that parents who are more involved in child learning at school in various dimensions of pupil learning activities is stimulate and induce better performance of the children compared to parents that are less involved.

For purpose of inferential deductions, the effect of parents' involvement in school meetings and teacher interaction on the quality of pupils' exam performance was also further analysed using SPSS Pearson's correlations co-efficient test. The outcomes are specified in Table 4

**Table 4.7: Pearson's correlation statistics on the implication of parents' involvement in school meetings and teacher interaction on the quality of pupils' examination performance**

		Parents regularly attend school meetings when invited	Parents regularly interact with teachers at school	Parents' involvement in child learning at school enhances child performance in examinations.
Parents regularly attend school meetings when invited	Pearson Correlation	1	.360**	.634**
	Sig. (2-tailed)		.000	.000
	N	126	26	126
Parents regularly interact with teachers about child learning at school	Pearson Correlation	.360**	1	.524**
	Sig. (2-tailed)	.000		.000
	N	126	126	126

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

Source: Field survey

The analysis in the correlation table above implies that there is statistically moderate and significant relationship of parents' consistency in attending school meeting ( $r = 0.634, p < 0.001$ ) and in interacting with teachers ( $r = 0.524, p < 0.001$ ) with pupils' examination performance. The more parents get involved in meetings when invited and interact with teachers at school the more pupils improve in examinations performance.

Based on the study findings above and relative to research objective two, parents' involvement in children's academic issues at school is enabling in schools where parents are consistent and less or not enabling in others where they are less or not consistent among the private primary schools of study in Katooke Town Council.

#### **4.4 Parents' child disciplinary support**

This theme covers findings about the role of parents' disciplinary support on pupils' academic performance in private primary schools in Katooke Town Council. This is in response to research question three. The findings includes the following variable items

- i) parents always provide proper counselling for child behavioural development;
- ii) Parents always provide appropriate learning guidance for child education discipline;
- iii) parents are exemplary to children in terms of social behaviours;
- iv) parental involvement in the management of child discipline is enough for good pupils' performance in class and home work, and
- v) Parental involvement in the management of child discipline is enough for good pupils' performance in examinations.

These items were used in the questionnaire and the interview guides to collect the relevant data and so, in this theme they form sections of data analysis and interpretation. Some of the items are jointly presented in a single section.

#### 4.4.1 Parents always provide proper counselling for child behavioural development

The findings in this section covers perceptions of the extent parents provide proper counselling for behavioural development of their children. The perceptions of questionnaire respondents (teachers and pupils) are summarised in Table 4.6.

**Table 4.8: Perceptions on whether parents always provide proper counselling for child behavioural development**

Variable item	Response Category	Response		Frequency	%
		Teachers	Pupils		
Parents always provide proper counselling for child behavioural development	Strongly agree	12	15	27	21.4
	Agree	25	31	56	44.6
	Disagree	15	19	34	26.8
	Strongly Disagree	4	5	9	7.1
	Total	56	70	126	100.0

Source: Field survey

This table shows that 21.4% of the respondents involved strongly agreed and 44.6% agreed that parents always provide proper counselling of their children for behavioural development.

However, 26.8% others disagreed and the rest 7.1% strongly disagreed with that. The majority (66%) of the respondents could have felt that parents' child behavioural guidance was enough but the dissatisfaction of others (34%) not negligible, they were many! This is also depicted in the interview findings spelled-out the following response summary.

Informant per	Interview response
<b>Response</b>	<i>How often do parents provide proper counselling for child behavioural development?</i>
03;	Very regularly
12;	Regularly
06;	Irregularly
05;	Never
09;	They have not played their part

Source: Field survey

Considering the interview response summary above, majority of the parents in the schools of study do regularly provide proper counselling but still, those who don't are many and cannot be negligible. In fact some of the interview informants were not pleased with the effort of some of their parents in this regard. The Head Teacher of one the schools was concerned that, '.....they rarely provide proper counselling for their children's behavioural development since they are always busy with their jobs and have little time for them'. In relation, the Director of Studies of a given school noted, 'parents do not have particular counselling days at school. ....maybe it is done at their respective homes'.

#### 4.4.2 Parents always provide appropriate learning guidance for child education discipline

This section presents respondents' perceptions on whether parents regularly provide appropriate learning guidance to their children for good education discipline. The perceptions of teachers and pupils (from questionnaire) are illustrated in Table 4.7.

**Table 4.9: Perceptions on whether parents regularly provide appropriate learning guidance to their children for good education discipline**

Variable item	Response	Response		Frequency	%
		Teachers	Pupils		
Parents always provide appropriate learning guidance for child education discipline	Strongly agree	10	13	23	17.9
	Agree	18	23	41	32.1
	Disagree	18	23	41	32.1
	Strongly Disagree	10	13	23	17.9
	Total	56	70	126	100.0

Source: Field survey

The table above indicates that half (50%) of the respondents felt that parents always provide appropriate learning guidance to their children for good education discipline and another half (50%) of them didn't believe so. Specifically, 17.9% of the respondents strongly agreed and 32.1% others agreed that such parents' guidance was enough while the rest 32.1% disagreed and 17.9% strongly disagreed to that. The satisfaction of respondents from parents' child guidance on school leaning was fifty-fifty, implying that while some of the parents in their schools provide



the right guidance to their children, equally some others do not give such guidance appropriate enough for good child education discipline. This perception matches the revelations of interview informants specified in the following response summary.

Informant per	Interview response
Response	<i>Do parents provide appropriate guidance for child education discipline?</i>
03;	Great Extent; most children know the value of education right from home.
09;	Relative extent; parents are always following up their children in school work.
06;	Less extent; some parents provide, other don't

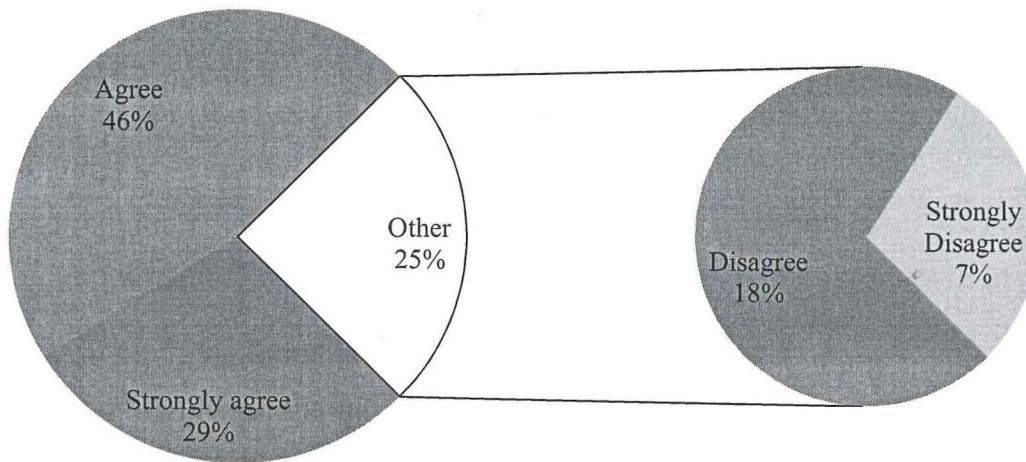
Source: Field survey

Similarly, the interview findings also imply that almost half of the parents hardly provide the necessary parental guidance on child education discipline. At individual school level it is only one of the schools of study where more parents were supportive, in three others the support could be relative with some parents being active and others inactive to this effect and the rest of the three schools there almost nothing like focussed parental guidance. In fact one of the Directors of studies of such schools was concerned noting that, ‘.....most of the guidance is done by teachers at school. Parents do not create time for their children to carry out the guidance required of them as most of them tend to be busy’.

#### 4.4.3 Parents exemplary to children in terms of social behaviours

The findings in this section cover perceptions on whether parents are exemplary to their children in social behaviour. The perceptions of teachers and pupils are illustrated in Figure 4.5 of the Pie chart.

**Figure 4.5: The Pie chart showing perceptions on whether parents are exemplary to their children in terms of social behaviours**



Source: Field survey

In the figure above, 29% of the respondents strongly agreed and 46% others agreed that parents are exemplary to their children in social behaviour while 7% disagreed and the rest 18% strongly disagreed with that. The majority (75%) of the respondents felt that parents are exemplary in that regard but there were others of considerable proportion of 25% not contented with parents' social behaviour and this can't be underrated. Parents known or associated to the majority of the respondents are exemplary to their children in terms of social behaviour. However the revelations of the rest as many as a quarter of the respondents equally count; proportionally, many other parents are not good ideal parents for child behavioural development pertinent for their education success. The interview findings explain the extent to which parents are exemplary to inspire their children as depicted in the following response summary.



Informant per	Interview response
Response	<i>How parents 'involvement at school affects pupils' academic performance?</i>
06;	Some parents are religious
15;	Some parents adopt good code of conduct while at school
12;	Some parents dress decently
15;	Some parents are transparent
15;	Some parents are hard working
18;	Some parents are peaceful
09;	Some parents are good at sharing
06;	A few parents are respectful of teachers

Source: Field survey

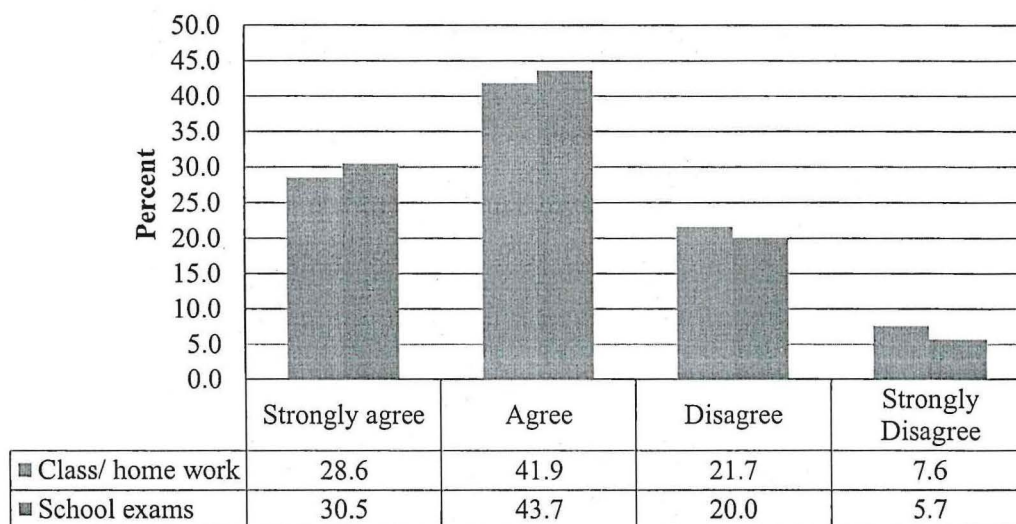
The summary above includes several parents' traits that can be replicated in the children and potentially impact child academic performance. Most outstanding and common of these among the parents in the private primary schools of study are; parents good code of conduct while at school, being peaceful, transparent, and decent in dressing and hard working. On the negative side they include; being poor at time management, less religious, and more particularly, being disrespectful of teachers. To sum up all these revelations, 5 of the Head teachers interviewed observed that while majority of their parents are exemplary equally many others are not. In relation, one of the parents' representatives showed concern that;

“.....even when parents present acceptable character in the interest of child discipline, in modern times most children are however always interested in what they watch on television or hear on radio and copy those not so good manners, instead of following their parents’ ways of life”.

#### 4.4.4 Parents’ involvement in the management of child discipline enough for good pupils’ performance in class/ home work, and school examinations

This section entails findings on two pupil academic performance variables of class/ home work and school examinations vis-à-vis parents’ involvement in the management of child discipline. The perceptions of teachers and pupils on parents’ contribution in that respect are illustrated in Figure 4.6 of the Bar graph.

**Figure 4.6: The Bar graph showing perceptions on whether parents’ involvement in the management of child discipline is enough for good pupils’ performance in class/ home work, and school examinations**



Source: Filed survey

With respect to class/homework, Figure 4.6 shows that 28.6% of the respondents strongly agreed and 41.9% others agreed that parents' involvement in the management of child discipline is enough for good child performance, while 21% disagreed and the rest 7.6% strongly disagreed with that. In the case of school examinations, 30.5% of these respondents strongly agreed and 43.7% of them agreed that such parents' involvement is sufficient for good child exam performance whereas 20% disagreed and 5.7% strongly disagreed with this.

Majority 70.5% of the respondents felt that parents' involvement in child discipline issues is sufficient for better performance in class/home work but the discontent of the rest 29.5% is large to underrate. Likewise 74.2% these respondents were contented with the contribution of parents' child discipline control on pupil performance in school examinations, but this discontent of the rest (25.7%) cannot be overlooked. In addition, the graph also indicates that this parents' involvement is more enhancing to child performance in school examinations compared to performance in class/home work. This impact of parents' disciplinary support is explained in the interview findings as depicted in the response summary below.

Informant per Response	Interview response
	<i>How parents' disciplinary support affects pupils' academic performance?</i>
06;	- Parents' child counselling promotes pupils love for school and education
06;	- Parents' child counselling promotes pupils education discipline and improved performance
12;	- Parents' disciplinary guidance translates into pupil good conduct which induces better performance
15;	- Parents' hard work is replicated by pupils at school
12;	- Parents guidance enhances child independence in learning
09;	- Proper time management of parents leads to pupils' punctuality in school activities and better academic performance

Source: Field survey

The summary above indicates that pupils' performance in both class or homework and examinations is equally affected by parents input in child disciplinary support, just like their financial facilitations and involvement in child school learning. Positive parents' discipline related variables such as child regular child counselling, proper child learning guidance and good personal character enhance pupils' academic performance and vice versa.

The inferential statistical significance of the relationship between parents' child disciplinary support and the quality of pupils' exam performance was also determined based on SPSS

Pearson's correlation co-efficient test. This support covers the variables of consistency in child counselling and suitability of child education guidance by parents. The results are illustrated in Table 4.10.

**Table 4.10: Pearson's correlation statistics on the relationship between parents' child disciplinary support and the quality of pupils' exam performance**

		Parents always provide proper counselling for child behavioural development	Parents always provide appropriate learning guidance for child education discipline	Parental involvement in the management of child discipline enough for good pupils' performance in examinations
Parents always provide proper counselling for child behavioural development	Pearson Correlation	1	.585**	.751**
	Sig. (2-tailed)		.000	.000
	N	126	126	126
Parents always provide appropriate learning guidance for child education discipline	Pearson Correlation	.585**	1	.647**
	Sig. (2-tailed)	.000		.000
	N	126	126	126

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

Source: Field survey

The correlation table above shows strong relationship of parents' consistency in child counselling at  $r = 0.751$  and a moderate relationship of the suitability in their child education guidance at  $r = 0.647$  with pupils' academic performance. For both dimensions of parents' child disciplinary support the relationships are statistically significant at  $p < 0.001$ . This means that the more consistently parents are involved child counselling and provide the right child education guidance the more pupils improve in exam performance.

The findings above and relative to research objective three, imply that parents' child disciplinary support is significant for pupils' academic performance in more of the private primary schools of study in Katooke Town Council. Such involvement is enabling for pupils whose parents always provide regular counselling and proper guidance and exhibit exemplary character for child behavioural development and education discipline.

Of the three main study variables analysed above, parents are more supportive in child discipline development, followed by provision of scholastic dues and materials and then participation in child learning activities at school. However all in all, parents who are more supportive in these roles of child support significantly enhance academic performance of their children in class-home work and school examination and vice versa in the private primary schools of study in Katooke Town Council and most likely in similar schools elsewhere including the rest of Kyenjojo District.

## **CHAPTER FIVE**

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

#### **5.0 Introduction**

This chapter presents the summary, conclusions and recommendations of the study.

#### **5.1 Summary**

In this section the summary was made under three subsections derived from the study objectives specified in chapter one. The subsections include; the influence of parents' financial contribution, the significance of parents' involvement in child learning activities at school, and role of parents' disciplinary support vis-à-vis pupils' academic performance in private primary schools in Katooke Town Council.

##### **5.1.1 The influence of parents' financial contribution**

Parents' financial contribution was assessed because there was less and unspecific attention in previous scholarly work about the effect of parents' consistency in school fees payment and provision for scholastic materials, child health needs and feeding on pupils' performance particularly in Private Primary schools. Unlike most of the existing research, the pupils' performance focused on in this study specifically covers pupils' performance in class including home work and in any examinations both internal external examinations.

The study findings partially validate the Education White Paper, (1992) presumption that continued parental involvement in school management would reduce the schools' financial impoverishment. This is because the presumption makes sense in schools where parents ably and



consistently provide financial resources for child education needs but not where parents fail to fulfil their financial obligations as learnt from the field survey. Specifically the study found out that slightly more than a half of the parents are prompt in clearing their children's school dues and many others are less prompt in that respect. Similarly, it was found out that apparently only three out of the seven primary schools of study have parents that are consistent in providing the requisite scholastic materials. In the rest of the schools, majority are consistent but those who are not are substantially many and cannot be underestimated. However, regarding child safety needs, majority of the parents in all schools of study do less despite many others that spend enough on child health and feeding at home and school.

The compliance of some parents' in child education financial requirements investigated in this study corroborates expectations reflected in Epstein and Sanders (2002), Marschall, (2006) and Lareau, (1996) observations that the parents should complement the work of schools through providing their children (in schools) with the requisite sponsorship, materials and support that they need to learn well. Then what about the less compliant parents? Are they not responsible or they are just financially constrained? These are some of the questions that are addressed in the study findings. Some of the parents may be positively cooperative in the above parental obligations because they are responsible but the bottom line is the parents' economic abilities; the availability of personal finances to cater for their children's needs. This is consistent with Musisi, (1996) who noted that educational institutions in the third world countries like Uganda experience a constraint of financial resources among stakeholders including parents that are necessitated for them to support and promote quality child education. Against this perspective, 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.

The study findings, on rural town private primary schools of Katooke, rather concur 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. The study in this context 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 engage and compel parents to comply, which is in agreement with Argawal, (1985) who notes that education is a mirror of society and the educational institution is society in miniature. In fact the Uganda Education White Paper, (1992) presumption is to some extent baseless if parents cannot have sustainable financial sources to manage their parental role of sponsoring child education.

Despite differences in parents' financial abilities their consistency in fulfilling their financial obligations in child education presents un-comprisable impact; it is determines pupils' academic performance ranging from class related work to examinations. The study findings show that 55.5% of the parents of the private primary schools of study are consistent enough in meeting their financial obligations to enhance pupils' performance in class/home work, and just 50% of them provide what is enough for pupils' performance in school examinations. As such financial contributions were less enabling in school examinations compared to class/home work. The findings mean that pupils of parents that are sufficiently consistent in school dues payment, providing scholastic materials and meeting health and feeding needs mostly improve in academic performance compared to those whose are inconsistent. This 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.

That is why, according to the study findings, some parents in the schools of study are inspiring than others. The inspiration of pupils' academic performance is proportionate with parents' effort and consistency in all in such obligations as fees payments, provision of scholastic materials, health support and feeding all of which require commitment of finances. This is consistent with Ssekamwa's, (1997) assertion of how parents' financial contributions are usually key to school effectiveness. According to Ssekamwa, (1997) parents are the most important source of school finances that determine the quality of school academic performance.

Thus, the goodwill of the parents to support the schools financially notwithstanding, it cannot support the schools unless it translates into the availability of financial resources for the schools to meet their requirements. In the context of the study, this implies that alternative means of financing the private primary schools in Katooke should be devised by the schools and the government to fill the gap, since parents, who are supposed to be key financiers of education (Ssekamwa, 1997) are without much capacity to do so despite their willingness.

#### **5.1.2 The significance of parents' involvement in learning activities at school**

Besides parents' financing of their children' schooling is the issue of parental follow up of child learning at schools their children attend. This study examined the implication of parents' close involvement in child school learning and academic activities. As such the study findings specifically highlight the consistency of parents' participation in school meetings, interaction with teachers and commitment (moral support) to the school and the implication for pupil for

pupils' academic performance. It is in this regard that the study departs from researchers who generally cover school performance implications of parental participation in school management.

Specifically, the study findings indicate that although most of the parents are consistently involved in school meetings and teacher interaction as follow-up of their children's school education in some ways, many others in the schools of study are not. This further brings to question the role of parents in the supporting their children's learning and success. Otherwise the parents' inconsistency in this child follow-up and support disregards their responsibility as equal stakeholders in a framework specified by Nancy and Lorraine, (2004). This framework emphasizes, attending school events, communicating with teachers and other school personnel, assisting in academic activities at home. These, according to Nancy and Lorraine, (2004) present associate reciprocal benefits for the schools and for the parents and, ultimately, good pupils academic performance. However, they further point out that such benefits would be sustainable if parental involvement is consistent.

This means that, in discussing parental involvement in schools and pupils' performance in Katooke Town Council, focus should be shifted from asking as to whether parents have been involved in child school learning activities to asking as to how consistent they have been involved and, ultimately, why are some not been consistent. To this end, the findings of the study specifically reveal varying consistencies parents in the preferably investigated dimension parental involvement. According to the study there are avenues the schools of study parents can participate in and follow up pupils' school learning but this does not guarantee their involvement; not all parents of such schools do exhaust such avenues. These are part of those identified by Nancy and Lorraine, (2004). Particularly, half of the parents are consistent in attending school meeting while another half is not consistent in that respect. This implies that there are scores of parents in



each of the schools of study that are inconsistent though the majority are consistent in attending school meetings, which are essential for parents to discuss their children education with school management. This contrasts with Cotton and Wikelund, (2006), who in their study parents' involvement in school meeting is obligation for it paves the way for discussing, follow-up and fostering child school achievement.

It was also found out that more than half of Parents of the schools of study consistently interact with teachers over child education at school. However, proportionally quite many other parents are not consistent in that responsibility. Accordingly, parent- teacher interaction is sufficient only in three of the schools of study. Yet such interactions, according to some of the school managers are crucial for parents' assessment and support of the children school learning. Such useful practices are however apparently rare or missed out in schools where parent- teacher interaction is rare or does not exist as reflected in the study findings. This is reflected in Lareau, (1996) who explained that when parents and teachers interact, teachers learn about the parents' expectations for their children and their children's teachers respectively.

The findings show that parents interact with teachers in child school education than they attend school meetings even when invited. Nonetheless, those inconsistent in attending such meetings are less informed about school policies and progress and their interaction with teachers is less guided by the school policy. This matches with Lareau, (1996) who explained that when parents are involved in their children's school events, they meet school managers and other parents who provide them with information on school policies, and practices.

Besides this, the findings also show that such parents' involvement is more enabling to child performance in class/homework compared to performance in school examinations and vice

versa. This reflects in a study carried out by Marschall, (2006) among Latino students in Chicago. In this study it was discovered that parental school involvement increases parental skills and information which make them more useful to their children in school related activities when they come back home than in final examinations. This does not down play the influence of such parental child follow-up on pupils' examination performance; rather the difference in the magnitude of the effect. Parents according to Marschall, (2006) are more involved in home work as class assignment than in end of term examinations. Nonetheless, examinations exhibit the ultimate impact of pupils' progress in such class work.

That is why it was deduced that parents who are more involved in child learning at school in various dimensions of pupil learning activities stimulate and induce better performance of their children in class work and ultimately in examinations compared to parents that are less involved among the private primary schools of study in Katooke Town Council. This is in agreement with Adongo, (2006) and Babirye, (2006), who appreciate that such parental involvement could enhance school effectiveness and, subsequently, academic performance depending on parents' reliability.

### **5.1.3 The role of parents' disciplinary support**

The study addressed itself to the involvement 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. The study established that parents are involved in the disciplining of the students, both at home and when they are invited at school over discipline related matters. This suggests that most of the parents take the discipline of their

children as seriously as is advocated for by Okumbe, (1998); Cotton and Wiklund, (2006) and Grolnick and Slowiaczek, (1994) cited by Nancy et al (2004).

Particularly the study analysed the parents' consistency in child behavioural counselling, provision of suitable child education guidance and personality that can influence pupils' behavioural change and academic performance. Specifically, findings indicate that majority of the parents in the schools of study do regularly provide proper counselling but still, those who don't are many and cannot be negligible. In fact some of the interview informants were not pleased with the effort of some of their parents in this regard. Parents' that comply with their child disciplinary counselling needs are responsible and fulfil their psychosocial child support obligation recommended in Babirye, (2006) who perceive discipline as a managerial function that require parental counselling. This is an important process with which a person develops behaviour enabling enough for acceptable and cherished individual performance in society. Parents that less consistent miss-out of this benefit that would have motivated learning and performance of their children at school.

According to Okumbe, (1998), the significance of maintaining discipline in a school or organisation 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.

The findings reveal that parents' child guidance on school learning was fifty-fifty, implying that while half of the parents in the schools study provide the right guidance to their children, equally some others do not give such guidance appropriate enough for good child education discipline



which in a school setting (Docking, 1980), equally requires guidance from parents and should not be left to teachers and school administrators.

According to the study findings, majority of parents exhibit character that is exemplary to their children in terms of social behaviour. However the character weaknesses others apparently as many as a quarter of the parents equally count; proportionally, many other parents are not ideal parents for child behavioural development pertinent for their education success. Otherwise Nsubuga (2002) notes that cases of indiscipline observed in parents at schools are sometimes transmitted to their children, parents are expected to be enabling idols. Common among the indiscipline children copy from parents include disrespect for teachers and discrimination on fellow pupils.

Parents' consistency in child behavioural development and their personal motivation of the expected pupils' behavioural pattern were discovered in this study to have a significant effect of pupil's academic performance. This is in an agreement with Docking (1980) pointed out that school discipline is an important aspect for an orderly and ideal learning situation. This is further reflected in the related study findings. The study indicates that pupils' performance in both class or homework and examinations is equally affected by parents input in child disciplinary support, just like their financial facilitations and involvement in child school learning. Positive parents' discipline related variables such as regular child counselling, proper child learning guidance and good personal character enhance pupils' academic performance and vice versa. Thus, parents' child disciplinary support is significant for pupils' academic performance in more of the private primary schools of study in Katooke Town Council.

## 5.2 Conclusions

In summary, parents' contribution to pupil academic performance in private primary schools in Katooke Town Council is significant according to more than half of the respondents. This is evident for all the three main research variables of i) parents' financial contribution, ii) participation in child education at school, and iii) child disciplinary support. Nonetheless, there are objections from a handful of other respondents on all these three roles expected from parents. This implies that much as majority of the parents were consistent in scholastic finances, active in pupil learning at school and supportive in discipline management of their children, many others of more than a quarter were not in these respects, respectively.

Parents who are more supportive in child scholastic financial needs, learning activities at school and disciplinary control significantly enhance academic performance of the children in class or home work and school examinations. The reverse is correct. Of the three parental obligations of study, parents were more supportive in child discipline development. This is followed by their participation in child learning activities at school and then provision of scholastic material and fees in that order.

In this case, pupils with enough parents' contribution and support in child scholarship and discipline perform better academically than with less of this support. Thus, parents are required to not only pay school fees and provide scholastic materials but also equally participate in child learning activities at school and disciplinary control. This is not limited to the private primary schools of study in Katooke Town Council but it is most likely the same in other schools elsewhere including the rest of Kyenjojo District.

### 5.3 Recommendations

Given the study findings, the following recommendations were made:

**Government primary education subsidy in private primary schools.** As many parents are not in able position to offer satisfactory financial support for their children's scholarship needs, the Ministry of Education and Sports can extend Universal Primary Education to more private schools so as to ensure that such schools are supported by the subsidy that the programme offers.

**Supplementary school incomes.** Managers of private primary schools should devise non-tuition related sources of financing their schools, since many parents do not have sufficient capacity to support their children's education satisfactorily. This could be done through the undertaking of income generating projects and attraction of donations, which could ensure that the managers of the schools are able to top up the fees collected from the parents and be in a better position to achieve good results.

**Improved parents' participation.** Government should make a policy directing parents to participate in the management of private primary schools. In response parents should make it possible for them to do so. This could be done through encouraging the parents to take up specific roles in school management and indicating the values of their involvement in school management.

**Parents' training on child disciplinary support.** Private Primary Schools with support of local government education departments should orientate or sensitise parents on child upbringing, counselling and guidance. This can be done through school organised conferences or seminars and workshops for purpose of improving parental efficiency in child care and handling in the interest of the child school performance.

### **Future research**

Future research can be conducted on the determinants of financial sustainability of private primary schools in Katooke Town Council or elsewhere in Kyenjojo District or in the rest of Uganda

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## APPENDIX I (a)

### QUESTIONNAIRE

(To be filled Teachers)

Dear Sir/Madam I am Katusiime Asmin Ahmed, a student at Kyambogo University. You are requested to fill this questionnaire of the study about “the contribution of Parents to pupils’ Academic Performance in private primary school of Katooke Town Council”. This research adds to my partial fulfilment of the requirements for the Award of a Master’s degree in Education Policy Planning and Management. The information you give will be used for academic purposes and shall be kept confidential. Please assist and give the right information that applies to your experiences in your school; Kindly tick in the brackets and /or fill in the blank spaces provided for each of the items.

#### Background Information

vi) Gender:

Male (    )      Female (    )

vii) Highest qualification

Grade III (    )    Grade V (    )      Degree (    )

Others (specify).....

viii) Teaching experience (in years)

0-2 (    )    2-4 (    )      4-6 (    )      6+ (    )

ix) Tenure with in this school (years):

0-2 ( ) 2-4 ( ) 4-6 ( ) 6+ ( )

x) Position in this school.....

For the following items please use the scores below and fill in the spaces before each item.

Score	Response Mode	Description
4	Strongly Agree	You agree with no doubt at all
3	Agree	You agree with some doubt
2	Disagree	You disagree with some doubt
1	Strongly Disagree	You disagree with no doubt at all

---

**Parents' financial contribution**

1. \_\_\_\_\_ Parents pay school dues promptly.
2. \_\_\_\_\_ Parents provide enough scholastic materials for children.
3. \_\_\_\_\_ Parents spend enough on child safety needs such as health and feeding.
4. \_\_\_\_\_ Parental financial contributions are enough for child good performance in class and home work
5. \_\_\_\_\_ Parental financial contributions are enough for good child performance in examinations

### **Parents' follow up of child school learning**

1. \_\_\_\_\_ Parents regularly attend school meetings when invited.
2. \_\_\_\_\_ Parents regularly interact with teachers about child learning at school.
3. \_\_\_\_\_ All parents show commitment towards this school.
4. \_\_\_\_\_ Parents' involvement in issues of child education at school is sufficient for good child performance in class and home work
5. \_\_\_\_\_ Parents' involvement in issues of child education at school is sufficient for good child performance in examinations.

### **Parents' psychosocial support**

1. \_\_\_\_\_ Parents always provide proper counselling for child behavioural development.
2. \_\_\_\_\_ Parents always provide appropriate learning guidance for child education discipline.
3. \_\_\_\_\_ Parents exemplary to children in terms of social behaviours
4. \_\_\_\_\_ Parental involvement in the management of child discipline is enough for good pupils' performance in class and home work
5. \_\_\_\_\_ Parental involvement in the management of child discipline is enough for good pupils' performance in examinations

**Thank you a lot**

**Signed:** \_\_\_\_\_

**RESEARCH STUDENT**

## APPENDIX I (b)

### QUESTIONNAIRE

(To be filled by Pupils)

Dear pupil, I am Katusiime Asmin Ahmed, a student at Kyambogo University. You are requested to fill this questionnaire of the study about “the contribution of parents to pupils ‘Academic Performance in private primary schools of Katooke Town Council” This research adds to my partial fulfilment of the requirement for the Award of a master’s degree in Education, Policy, Planning and Management The information you give will be used for academic purposes and shall be kept confidential; Kindly tick in the brackets and /or fill in the blank spaces provided for each of the items.

#### Background information

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

For the following items please use the scores below and fill in the spaces before each item.

Score	Response Mode	Description
4	Strongly Agree	You agree with no doubt at all
3	Agree	You agree with some doubt
2	Disagree	You disagree with some doubt
1	Strongly Disagree	You disagree with no doubt at all

---

### **Parents' financial contribution**

1. \_\_\_\_\_ Your parent pays your school fees promptly.
2. \_\_\_\_\_ Your parent provides you with enough scholastic materials for learning at school.
3. \_\_\_\_\_ Your parent spends enough on your child safety needs such as health and feeding.
4. \_\_\_\_\_ Your parent's financial contributions are enough for your performance in class and home work
5. \_\_\_\_\_ Your parent financial contributions are enough for your performance in examinations

### **Parents' follow up of child school learning**

1. \_\_\_\_\_ Your parent regularly attends school meetings when invited.
2. \_\_\_\_\_ Your parent regularly interact with teachers about your learning at school.
3. \_\_\_\_\_ Your parent are committed towards your school.
4. \_\_\_\_\_ Your parent's involvement in issues of your education at school is sufficient for your good performance in class and home work
5. \_\_\_\_\_ Your parent's involvement in issues of your education at school is sufficient for your good performance in examinations.

### **Parents' psychosocial support**

1. \_\_\_\_\_ Your parent always provides you with proper counselling for your behavioural development.

2. \_\_\_\_\_ Your parent always provide you with appropriate learning guidance for your education discipline.
3. \_\_\_\_\_ Your parent is exemplary to you in terms of social behaviours.
4. \_\_\_\_\_ Your parent's involvement in controlling of your discipline is enough for you perform better in class and home work
5. \_\_\_\_\_ Your parent's involvement in controlling of your discipline is enough for you perform better in examinations

**Thank you a lot**

**Signed:** \_\_\_\_\_

**RESEARCH STUDENT**



## APPENDIX II

### INTERVIEW SCHEDULE

(To be filled by School Managers)

Dear Sir/Madam, I am Katusiime Asmin Ahmed, a student at Kyambogo University. You are requested to fill this interview schedule of the study about “the Contribution of Parents to Pupils’ Academic performance in Katooke Town Council”. This research adds to my partial fulfilment of the requirements for the Award of a Master’s Degree in Education Policy Planning and Management. The information you give will be used for academic purposes and shall be kept confidential. Please assist and give the right information that applies to your experiences in your school. For your profile information kindly tick in the brackets and /or fill in the blank spaces provided for each of the items.

#### Background information

1. Gender:

Male ( )      Female ( )

2. Highest qualification

Grade III ( )    Grade V ( )      Degree ( )

Others (specify).....

3. Teaching experience (in years)

0-2 ( )    2-4 ( )      4-6 ( )      6+ ( )

4. Tenure with in this school (years):

0-2 ( ) 2-4 ( ) 4-6 ( ) 6+ ( )

**Objective oriented information**

1. How consistent are parents in paying school fees?

.....

2. How sufficient do parents provide scholastic materials for their children?

.....

3. How have parental financial contributions affected pupils' performance in your school?

.....

.....

4. How parents involved in the child learning activities at school?

.....

.....

5. How regularly do parents attend school meetings when invited?

.....

6. How sufficient do parents interact with teachers about child learning at school?

.....

7. How committed are parents towards this school?

.....

8. How has parents' involvement in child learning activities at school affected pupils' academic performance?

.....

.....

9. How regularly do parents provide proper counselling for child behavioural development?

.....

10. Do parents provide appropriate learning guidance for child education discipline?

.....

11. How exemplary are parents to children in terms of personality?

.....

12. How has parental involvement in the management of child discipline affected pupils' performance in this school?

.....

.....

**Thank you for your cooperation**

**Signed:** \_\_\_\_\_

**RESEARCH STUDENT**

### APPENDIX III

#### RESEARCH WORK PLAN

Task	Time frame												Person
	J	F	M	A	M	J	J	A	S	O	N	D	
Writing Research proposal	xx	xx	X										Researcher
Supervision		xx	Xx										Supervisor
Correction – Research Proposal		xx	Xx										Researcher
Submission of 1 <sup>st</sup> Proposal draft				xx									Researcher
Proposal Defence					xx								Panellists & Researcher
Field work						xx							Researcher & Assistants
Data Analysis							xx						Researcher
Report writing							xx						Researcher
Supervision of Report							xx	xx					Supervisor
Correction – Research report								xx					Researcher
Submission of report draft								xx					Researcher
Viva Voce									xx				Panel
Revision									xx				Researcher
Final Book Bound										xx			Researcher
Clearance										xx			Researcher
Graduation											xx		University

## APPENDIX IV

### RESEARCH BUDGET ESTIMATES

No	Item	Qty	Unit cost	Total
1	Stationary	10 reams	15,000/-	150,000/-
2	Scholastic		30,000/-	30,000/-
3	Travel and feeding		1,000,000/-	1,000,000/-
4	Assistant	2	200,0000/-	200,000/-
4	Typing and printing	2	70,000/-	140,000/-
5	Airtime	2 lines	50,000/-	50,000/-
7	Miscellaneous		300,000/-	300,000/-
<b>Total</b>				<b>1,870,000</b>