

**PARENTS- TEACHERS CO-OPERATION AND STUDENTS ACADEMIC
PERFORMANCE: A CASE STUDY OF KITGUM TOWN COLLEGE
WESTLAND PARISH,
KITGUM DISTRICT**

BY

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**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF EDUCATION IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF
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UNIVERSITY**

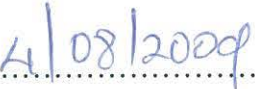
AUGUST, 2009

DECLARATION

I Amony Jennifer Sally declare that this research report is my original work and has never been submitted to any University for any award. Where the work of others has been cited, acknowledgements have been made.

Signature: 

AMONY JENNIFER SALLY

Date: 

APPROVAL

This is to certify that the research of Amony Jennifer Sally has been under my Supervision and is now ready for submission to the faculty of education.

Signature: 

MR. SSEMUGENYI FRED
(SUPERVISOR)

DATE: 

DEDICATION

I dedicate this work to my family members for their financial and moral support as well as great inspiration towards my course. And also to my sisters, like Stella Lonyutta, Sarah, Lonyutta, Latabo Irene and Kerch Alice, my dear friend Olanya Geoffrey for the words of encouragement during my course of study. May God bless them.

ACKNOWLEDGEMENT

I am thankful to the almighty father for seeing and protecting me all through, though life has not been a simple matter but because of his mercy, that's why I have reached this point of submission of this work.

I am grateful to the administration of Kampala international university for honoring by academic success, for awarding me a great sponsorship to undertake my bachelor.

Special and grateful thanks go to my supervisor Mr. Ssemugenyi Fred who opened my career to the world of academic. I thank him for his tireless effort. Support, all special blessings upon him.

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ABSTRACT

This study undertook to identify the number of parents. Teacher's co-operation and students' academic performance in Kitgum Town College, Kitgum District.

Across Sectional survey focusing primarily on sampled students who had performed poorly in the government officials directly involved in the implementation of programs was used. The area of study was Kitgum Town College, Kitgum district, Westland parish. The major methods used were questionnaires, oral interviews, stratified sampling by proportional allocation was employed, and document analysis. 120 respondents were interviewed, questionnaires, and a focused group discussion. Although the district local government and development partners are making a difference to ensure quality academic performance by students through access, retention and computation of the secondary school cycle for students both boys and girls, the study revealed that access to educational opportunities alone do not guarantee survival and enabling family, community and school environment is more paramount. Another finding was correlation between age of entry and length of stay of the students especially the girl child- education in the education system. Late school enrollment is likely to affect a student's ability to complete the cycle, leaving her a student over age for the teaching-learning activities being undertaken by the school. The psychological changes that come with adolescence require learning environment that are more responsive to students' needs. It was evidenced that a girl child needs an enabling environment to be a positive change agent in the community. This study has clearly shown that ensuring girls and boys benefit equally

from the school system requires nothing less than the integration of gender equality concern in the design and implementation of education strategies

Based on the findings, conclusion and recommendation have been made; it is the researchers hope that this information will be useful to the relevant ministries, non-governmental organization, Kitgum Local government and to the community to promote the quality of education in Acholi land.

CHAPTER ONE

1.0 Introduction.

Kitgum Town College is a privately owned secondary school. It is a mixed, day and boarding school for both ordinary and advanced level. The school is located four (4) kilometers to the west of Kitgum town council, Westland parish. The school has a population of about 1000 students all coming from different religious, political, cultural and financial background. It was founded in 1999.

Parents' teachers' co-operation is a body uniting all the three groups of people, that is, the parents, teachers, and students. The body aims to explain that parents and teachers are influential in determining the students' performance. If therefore one body is linked to one another, then academic excellent is likely to be achieved.

The parents' teachers' co-operation came due to the fact that the students' academic performance had started declining on the ground that teachers lack interest in teaching, parents pays school fees late due to poverty, poor political security in the region, poor academic environment and poor student attitudes towards education. All these come due to lack of motivation from both the parents and teachers.

Prior to the formation of educational policy review commission (2001), education was on decline which led to high rate of school dropout. This is because both parents and teachers did cater for the individual differences among the students at school. It is on this background that the researcher wants to investigate the parents and teachers co-operation

and student's academic performance and how to determine the performance of students of Kitgum Town College.

1.1 Background of the Study

The government white paper of 1992 entitled to education for national integration and development, the constitution proposed to adopt the parents-teachers co-operation to suit the needs of the students in regard to their academic performance. It was intended to maintain the school by providing them with the much needed financial support to get involved in the welfare activities rather than in exercise of fund for school and management. The idea therefore was recommended by the board of governors, management committee and their approval to raise fund is upon the majority of parents. Since then, the teachers and parents are working as a voluntary organization concern with the welfare of students and teachers for the overall development of schools.

In this case, the teacher is defined as expert in a particular skill to their respective arts through observation, practice and natural ability of carrying out the act of instruction.

It is believed that there was a time when teachers regarded parents as "necessary evil" (S.K Kochhar 1985). This notion to the school was abandoned and the modern educators seek the active interest of the teachers and co-operation of parents in educating their children. In the new school like Kitgum Town College, it is said that "the new school realizes that home and school provides mutual interest and responsibility in the child total living". Thus without the co-operation between the two, success is not achieved and therefore lowering the academic performance and excellence.

1.2 Statement of the Problem.

Despite the teachers'-parents, co-operation in schools, there is still poor academic performance among students. Most students are indisciplined, they come late to school, most parents pay their children fees late due to poverty, poor students' attitude toward their teachers basing on a given subject for example mathematics and inadequate involvements of parents in their children's' academic performance.

1.3 Purposes of the Study

The research seeks to find out the relationship between the parents'-teachers' co-operation and the students' academic performance in Kitgum Town College, Kitgum district.

1.4 Objectives of the Study

1.4.1. Specific objectives

1. To find out the causes of poor academic performance in Kitgum town college.
2. To find out the effects of poor academic performance of students in Kitgum town college.
3. To assess the relationship between parent-teachers co-operation and students academic performance in Kitgum town college.

1.5. Hypothesis of the Study

There isn't any significant relationship between the parent-teachers co-operation and student academic performance in Kitgum Town College, Kitgum district.

1.6. Definition of key Terms

Parents: these are the immediate group of people or instructors that are responsible in guiding the child/ children especially from home. This makes the saying “charity begins at home”.

Teachers: these are professionals or experts in a given fields of their respective arts through observation, practice and natural ability.

Cooperation: It comes from two words co meaning together and operate meaning to work. Therefore cooperation refers to the bond between two or more people and in this case it is between the teachers and the parents.

Students: is a person who is learning to fulfill his or her power and learning to find ways of using these powers in the service of mankind.

1.7 Scope of the study

The study was conducted among the senior three students of Kitgum Town College Westland Parish, Kitgum district. The study focused on parents-teachers Co-operation and academic excellence. Senior three was chosen for having many numbers of students and because once questionnaire is given, they were able to give reliable information

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

2.1 The concepts of parent-teachers co-operation.

The parent-teachers co-operation refers to the bond between two or more people. In this case it is between the teachers and the parents. The parental teacher's involvement has been found to be the fundamental approach for teaching children and improving on their general condition of living in many countries of the world. (General education studies 2001). Thus parents and teachers plays a significant role in enhancing education since co-operation leads to success and success of students depends on parents and teachers effort.

According to Kwonpek R (1998), the parental teacher's involvement in educating children stipulate that "the success of the children majorly depend on the parents and teachers". This has therefore developed a cordial relationship between parents and teachers.

The origin of the parent-teachers co-operation date back to 1967. This was initiated to develop a healthy relationship between parents and teachers to cater for the welfare of both teachers and students. The management was however left in the hand of the governing body and head teachers. From 1980s up to present, parent-teachers co-operation has become a founding body as one administrator argued "founding through parent-teachers co-operation has not only been used for the welfare of teachers but also

for development of education sectors” (H.Kibuuka; 2001) .this has awakened the government effort to unify fees structure and not to over burden the poor peasant and this has been done through taking control of running the school affairs.

The education policy review commission of 1989 stated that parents and teachers should work as a voluntary organization to cater mainly for the welfare of students and teachers, involvement in the development of school activities of supporting cultural activities, games and sports and working hand in hand with the governing bodies. The co-operation between parents and teachers is influential in promoting academic excellent of students.

The governing body in this context refers to the organ in the management in the administration of schools which plays an instrumental role in looking after the interest of institutions. So, the parents and the governing bodies uplift student standard by emphasizing on the supervisory role such as enlightening members and the community on the importance of education and how the school operates. “Parents are concerned that their children master effective and social skills, the goals that students have for schooling, cultural tolerant, respect for the environment and developing sets of values as well as certainty in learning and living”(S.Venkataiah 2001) .it is in search expectation that parents have from teachers that they have taken part in the school administration so as to shape the career of their children as the saying goes that “co-operation is a preliquisite to academic excellence”.

The parent-teachers co-operation aims at bringing about the mutual understanding between the parents and the teachers. Thus, “without the mutual co-operation between the school and home, there cannot be success in educating children. The fact that parents meets in small group, large group to discuss their problems, they share in common with their children academic performance” (SK.Kkochar 1985). Therefore parents need to assist teachers in classroom and office work by engaging themselves even in field trips and any other social undertaking in schools.

Parent-teachers co-operation in education is a valuable force in a education in the word of bray. It is hardly possible to overestimate the value of strong, sympathetic links between the homes and school in promotion of talent and quality is one of the main goals of any section of education. Therefore, to develop the fully gift of students, there is a need not only to have a look at students alone but also where they come from. A claver child may not often do well in class because of un healthy home environment so, the researcher need to find out the strategies needed to be used to solved home problems and this is to be done when parents need to be in touch with the teachers at the school.

“For the proper discharge of the responsibility of parents and teachers, it is important for all agencies affecting the child growth and development to joint hand to come up with a common outlook and design a comprehensive program for physical, mental, moral, social and spiritual growth of the children” (SK.Kochhar 1970). This indicates that there is need for effective coordination among the different agencies in order to reflect the school program.

2.1.1. Causes of poor academic performance in Kitgum town collage.

According to M.Georgina Di-Hour (1988), poor academic performance is caused by students' unrest. This is a social or political situation in which students protest and are led to behave violently. Student unrest in the education institutions in Uganda has been a great problem for the school administrators. The rampage involvement of students in willful destruction of school properties, rejection of the authority and high level of examination malpractice led to poor academic performance.

Poor communication between the student population and the school administration. The casual observers may consider that the link communication between the students and the administrators of the school as a living system must have a collateral relationship with the student population so that they can be in position to accept any complete change in the open environment. The input and output of everyone should be appreciated since it is embodied in the holistic system.

UPPAP (2002), political instability and rebel insurgency. Northern Uganda has since mid 1990s experience conflicts and insurgency due to over activity mostly in the sub region of Acholi which include Kitgum, GULU and Pader. These has hindered drastically the academic performance of students as people were forced in to the internally displaced persons camps (IDPCs) where poor infrastructure existed, abduction of children of the school going age, killing of parents and leaving the children as orphans with the burden of responsibilities such as child headed family hence poor academic performance and high level of school dropout.

“Peer pressure and truancy among students. At school, one is likely to be influenced by classmates, other school children’s and the school standard to join the group for instance, a group to do strike. Whether the strike is for a just cause or unfair cause, friends are likely to influence one another. They could also use the mass media such as television, phones and radio stations to gain strength and confident. These mass media in general make a negative impact on the students’ academic performance” (Myra Sadker 1997)

According to clerk and Wawrytko (1990), teacher’s salaries have all along been extremely low as a result of this; many teachers have been forced to seek additional employment to supplement their income. This has adversely affected the quality of instruction in many schools and because of these; the percentage of under qualified and untrained teachers has remained high there by contributing to poor academic performance of students.

Seizer (1989) pointed out clearly that poverty is also another factor contributing to the causes of poor academic performance by students. Parents have been making substantial financial contribution inform of PTA to help in the running of both primary and secondary schools. The money collected however been misused instead for supplementing staff salary, purchasing educational materials, building classrooms and teacher’s houses. Some parents who have been unable to pay PTA money have been forced to withdraw their children from schools. Regions like northern Uganda which is economically backward have been left out by the government compared to other regions

and this has increased perpetuated inequality of educational opportunities and so hindering uniform development which is mainly brought due to poor student academic performance.

“Drugs and substance abuse is another cause of poor academic performance” (UPPAP 2002). Drug abuse means the misuse of drugs. A drug is something that alters the body chemistry of a human being or animals. It can be used for both good and bad purposes. If it is prescribed by qualified doctors and used correctly in order to help deal with a physical or mental health, then it is safe but, if it is incorrectly used in order to provide an escape from reality of life then a drug can be so dangerous to an individual. These dangerous drugs include alcohol, marijuana and cigarettes.

Dictatorship, authoritarian and poor administrative policies of the school. this start from the point that the child is not naturally good, he/she needs to be molded and made to contain to the view of the school .establishing habits that are most efficiently taught by the use of ways that bring about acceptable behaviuors, and punishments and desirable habit and at time rewards to encourage and motivate the desirable characters. Brutal punishments administered in the name of child molding may give rise to all kind of all bad behaviors and trouble like bullying, teasing and torturing of others, extreme timid and truancy therefore leading to poor students’ academic performance.

2.1.2. Effects of poor students academic performance in Kitgum town collage, Kitgum district.

According to seizer (1988), the effect of poor academic performance at schools has led to the formation coalition of essential schools and its associated programs with the education commission of the states. The coalition of essential schools aims at reinstruct ring education though out the world to fight the common poor academic performance among students in high schools. The following are the common principles of the essential schools;

The schools should focus on helping students to learn how to use their mind well.

Schools should stress values of and anxious expectation.

Teachers should perceive themselves as generalist and as displinary specialist.

The school goal should apply to all students and students load should not exceed 80% per teacher and that the cost should not exceed 10% more than the traditional schools.

Another effect of poor academic performance has led to the formation of the parent-teachers co-operation. The education policy review commission of 1989 stated that parents and teachers should work as a voluntary organization to cater mainly for the welfare of students and teachers. Involvement in the development of school activities such as supporting cultural activities, games and sport and working hand in hand with the governing bodies in order to improve on better academic performance.

A development of team work between the parent, teachers and students is another effect of poor academic performance at school. Schools are emphasizing on teamwork although

there are more students than the available staff, Seizer (1988) belief that the professionalization of teaching must result in to much more interaction and sharing of knowledge among school professionals, teachers, parents, students and other community members. "Teachers are also expected to take on multiple obligations such as teacher-counselor-managers at schools. They should also have a sense of commitment to work with the whole schools" (Seizer 1988).

Setting of vision. The parent-teachers co-operation toward good students' academic performance subscribed heavily to a vision of constructively theory of learning. The student as a worker should exemplify the spirit of constructively position as does the empathy of students using their mind well to accomplish important things of education. Although there could be some concern about who decide what, the important thing which is education should be given priority, goal and visions (Seizer 1989).

According to Chion-Kenney (1987), several feature of parent-teacher co-operation in school reflect the inter disciplinary principle of inherent. The notion that less is more than what the teacher should be generalized first and specialized second clearly reflect a movement towards interdisciplinarity. Students are suppose to master the material content and make significant intellectual achievement rather than just grasp the traditional content. They should use properly what is required for an exhibition than the accumulation of a list of subject taken.

The effect of poor student academic performance can lead to the collapse of the school. This can be done by the district education officer on the directive from the ministry of education. In Uganda, many schools have been closed down due to poor administration and failing to function according to the expected standard of the ministry of education. For example, in 2008, the ministry of education closed many schools whose pupils did not perform well in their primary examination.

More so, when the school is performing poorly, parents and community members tend to get stressed since they are investing in their children through education, they would prefer to take their children to good performing schools. They do this because they are trying to shape the future of their children so that these children become responsible members of the society.

2.1.3. Solution to the problem of poor student academic performance in Kitgum town collage, Kitgum district.

Below are some of the possible solutions to the problems of poor academic performance in schools.

Provision of students bursary schemes to the poor, needy and bright students who cannot afford the cost of secondary education. This will enable the talented children to perform better in education and therefore shaping their future as responsible citizens.

Providing good health facilities to the students at schools. The health sectors comprising of government agencies, NGOs, private and community service providers. These should exist to promote better health, hygiene and sanitation through monitoring and providing preventative and curative health service. It is the responsibility that goes not only to the public providers of services but also to the private sectors which provides a very significant proportion of health care worldwide.

Launching of income generating activities in educational institutions. The government should encourage the launching of and support productive activities and self help project in educational institution aimed at raising resources locally for their own development and maintenance. Such activities include tree planting clubs, drummer and music clubs.

The parents teachers co-operations should continue functioning as a voluntary organization mainly concern with the welfare of the students and teachers and for the overall development of the school. However, their recommendation should be approved by the board of governors before any action is taken. Their decision on raising fund for the school should have approval of the majority parents.

The government should end the long term political instability in northern Uganda. While the government is recognizing that dialogue should be used to offer the most desirable option to ending the insurgency, it has the obligation to protect its citizen, their properties and to resist external aggression. "The government of Uganda therefore mounted the military campaign to compliment other effort to end the war. This involved counter

insurgency operation that have made it possible for the army to clean up civilian areas of rebel infestation and making peace talk agreement” (Myra Sadker 1997).

There should be put in place a flexible school program drawn by educationalist, managers and educational consultants who have a wealth experience in school management. These programs must be followed by the school example regular tests both practical and theoretical and evaluation by the teachers to assess the progress of their students in class.

There should also be a desired level of interaction between the school administrators with parents and students. This will help to solve the problems of strike and thus improving the students’ academic performance and moral behavior.

Students must learn the importance of discipline and respect for authority. They should speak to adult with respect, putting on school uniform because sloppy dresses and poor manners lead to poor attitude towards studies, hence poor performance.

The school is supposed to teach students fundamental skills and sex education, human relation and moral. It is also a high time that schools gets back to teaching basic skills to students because it is a high time parent and teachers impart morality and ethics through education.

According to George Elbright sir (2000), the education institution should provide career programs to students. This should be design to create different levels of teaching by

creating a “ladder” that one can climb to reach his or her future goal through working responsibly and studying hard. Here, students would be motivated by the presentation of other old model available and helping students make informed personal decision for their future.

2.1.4. The relationship between the teachers-parents co-operation and students’ academic performance in Kitgum Town College

Ishumi (1976) pointed out that as a universal phenomenon, education has been held as mankind assets which uphold and perpetuate his time-honored virtue. It has also been viewed as a conserving machinery for societies, institutions and values.

Nyerere (1967) pointed out that schools must become communities and communities that practice the concepts of self reliance. Teachers, parents and students must be members of social units and in the same way, parents, relatives and children must relate well with the school communities as this is the only right process to support development.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

This chapter discusses the research design, population, sampling procedure, instruments, data collection procedure, data type and source and treatment of data.

3.1 research design.

This study deployed different research design as follows;

The study employed descriptive survey method to assess the relationship between the parent-teachers co-operation and students' academic performance in Kitgum Town College, Kitgum district. The design was preferred because it would collect the original data from the population which is too large to be observed and because of limited time and recourses.

Simple random sampling was also used to choose the respondent who would include both male and female from senior three, four and five, teaching staff and parents representatives because they were able to give accurate information which could help in the data collection.

The use of questioners was to be employed. The information was got in the sense that students, teachers and some parents were able to answer the question by filling in the

form and this was treated strictly with confidentiality. This method was chosen because both the teachers and parents representatives found it easier to answer the questionnaire.

3.1. Population.

The study sought to be carried out in Kitgum Town College, Kitgum district. It picked a sample population of 150 and this involved using a simple random sampling because it was more appropriate and simple to manage by the researcher. Out of 150 samples, the researcher used 120 respondents (sample) in the research. The numbers of respondents interviewed were got from the schools' and class register books, parents representatives were got from PTA and its board and the numbers of the teaching staff were got from director academic affairs registration books and daily attendance books.

3.1.1: Time frame

The study observed from 2001 to 2009. Because of the poor student academic performance, that was why the researcher wanted to do more research to find possible solution to the problems.

3.2. Instruments.

The instruments that were used in collecting data were questioners because it was much assured with confidentiality, it was easy for students, teachers and parent representative to answer the questions because they could read and understand the given instructions and they were given enough time to answer the questioners.

Oral interview was conducted so as to obtain the original source of information from both the parents, teachers and students. Oral interview had been chosen because it involved the whole school communities to fully participate and give their view during the research. It also encouraged free interaction between the researcher and the participant.

Personal observation was used as a method of data collection. This was done through evaluating the students' performance both in internal and external examination from 2000 to 2008.

3.3. Procedures of collecting data.

Permission to conduct the research was obtained from the university and the researcher respected the school administration in order to conduct the study in that school.

Questioner was given to the students, teachers, director of studies and parents were interviewed orally and assured of confidentiality.

3.4 Data analysis.

After collecting data, the researcher intended to analyze the data collected, check for errors, omissions, clarity and spelling in the data collected. The researcher intended to analyze the data so as to relate it with objectives of the study, the statement of the problem and the research questions. Data analysis took the thematic approach where there was the use of percentage, tables and to analyze and interpret data.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND INTERPRETATION

In this chapter, the results of the study are presented, analyzed and interpreted in the context of the purpose, objectives and research findings formulated at the beginning as they were formulated at the beginning of the study. The study was to investigate the causes of poor student's academic performance and parents-teacher Co-operation in Kitgum Town College Kitgum district.

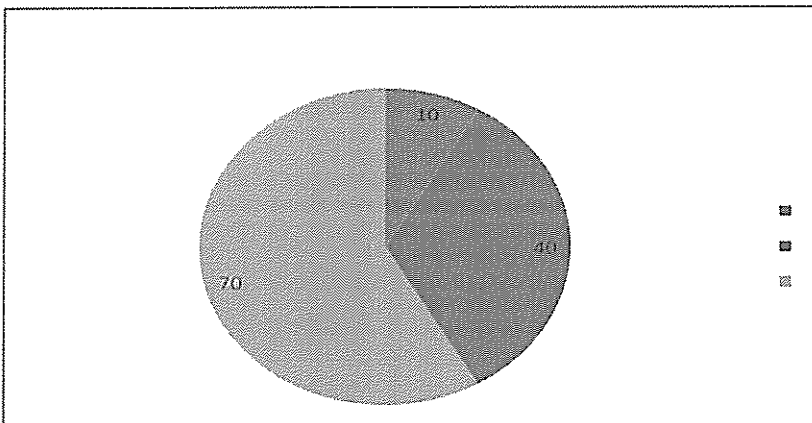
Age structure of the respondents

Table 4.1 table showing age structure of respondents.

Age	Frequency	Percentage
13-15	10	8.3
16-18	40	33.3
19-above	70	58.3
Total	120	100

Source: Field data.

Figure 4.1 Pie Chart Showing the Age Structure of Respondents.



Source: Field data.

Findings showed that the majority of the respondents were of the age category of 19 and above and was presented by 58.3%, while 33.3% of respondents were the age of 16-18 and 8.3% were of the age 13-15 years old. This made the questionnaire to be filled easily because the students were eager and ambitious to learn and participate.

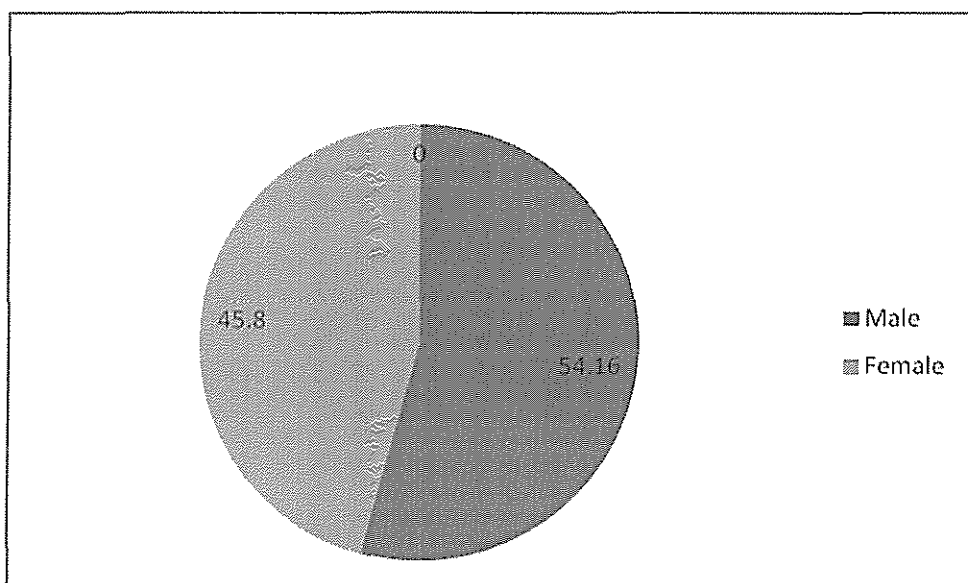
4.2 Gender of respondents

Table 4.2 showing gender of respondents.

Gender	Frequency	Percentage
Male	65	54.16
Female	55	45.8
Total	120	100

Source: field data.

Figure 4.2 Showing Gender of Respondents.



Source: Field data.

The research established that 54.16% of respondents were male students and 45.8% were female. This showed those males are more active in decision making.

4.3 causes of poor academic performance in Kitgum Town College

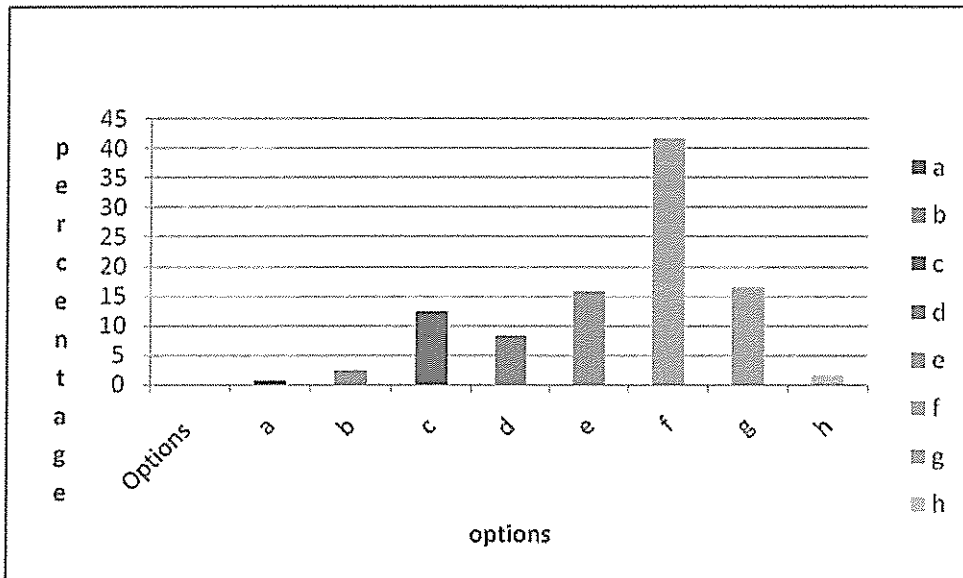
The research established that 54.16% of the respondents were male students and 45.8% were female. This showed that most of the respondents were male. This showed that male is more active in decision making.

Table 4.3 showing the causes of poor academic performance in Kitgum Town College.

Options	Frequency	Percentage
a	1	0.8
b	3	2.5
c	15	12.5
d	10	8.3
e	19	15.8
f	50	41.6
g	20	16.6
h	2	1.6
Total	120	100

Source: field data.

Figure 4.3: showing the causes of poor academic performance in Kitgum Town College.



Source: Field data.

Key

- a- Students unrest
- b- Poor communication between students and teachers
- c- Political instability
- d- Peer pressure
- e- Teachers little salaries
- f- Poverty
- g- Drug and substance abuse
- h- Dictatorship and poor administrative policies of school

The students' responses indicate that 41.6% being the majority strongly agreed that poverty is the major cause of poor academic performance in Kitgum Town college, 16.6% agreed drug and substance abuse being the second cause of poor academic

performance, 12.6% blamed political instability in the northern region to be another cause of poor academic performance in Kitgum Town, 8.3% agreed on peer pressure as a source of poor academic performance, 2.5% poor communication between students and teachers, 1.6% dictatorship and poor administrative policies of the school and the least being students' unrest with 0.8%. This therefore, calls upon the different stake holders like government, nongovernmental organization, parents, teachers and the students' community to work hard and find possible strategies to eradicate poverty in order to improve on the academic performance of students in Kitgum Town College.

CHAPTER FIVE

5.0 DISCUSSIONS, CONCLUSIONS AND RECOMMENDATION

The main research objective of this study was to establish the causes of poor student's academic performance in Kitgum Town college Kitgum district. The findings have clearly showed that discipline plays a vital role in academic excellence both students, teachers, parents and the school head teacher acknowledges that discipline was an important aspect.

The researcher will discuss the importance of these findings to school parents, students and future researchers

In order to maintain good discipline, head teacher, parents and teachers to administer punishments regularly and it's from such punishments that students have violated more and more rules. This idea of punishing students in the name of molding them is actually misleading. Docking (1989), Love (1968) and Anderson (1971). The researcher agrees with scholars like Onyango (1961) that punishment is not the best way to inculcate discipline in students punishment leads to hostility and that punishment in Africa is based on authoritarianism and aims at executing confirmatory rather than developing a sense of responsibility. It emphasizes which it favours beating rather than verbal and rational discipline and this leads to inconsistency.

The academic success of students should not be a one man's responsibility but for every individual in the world of academics and from those schools in Kitgum and Uganda as a whole will live to be role models to the rest of schools in the world because of

commendable discipline hence academic achievements. But if teachers, parents and Board of governors and other concerned individuals, the discipline matters in their hands with “I do not care attitude” then indiscipline and discipline in academic performance will always put the government at stake.

5.1 Conclusion

The conclusions drawn are judged from the research questions and research findings. The research questions were used to derive at the actual relationship between parents and teachers co-operation and student’s academic performance therefore the findings obtained confirmed the relationship between the two variables. The results confirmed that when students, teachers and parents are not co-operative its absolute that the academic performance will be low.

5.2 Recommendations

The following recommendations are made on the basis of the conclusions.

1. An empowerment program to enable the students cope up with the pressure of life early enough is needed. Life skills such as self awareness, having resistance and discussion making should be incorporated in the school curriculum right from the belongings and these skills should be introduced right from primary level.
2. Parents’ positive participation in child upbringing and education would be enhanced through their economic empowerment. Provision of credit and their

involvement in income generating activities would complement the efforts to provide a meaningful life to the children.

3. The ministry of education should develop programs for students who drop out of school both boys and girls because they need functional skills, they need functional skills, this training should aim at instilling in them moral skills and values. Introducing moral upbringing in the curriculum would probably discourage girls from becoming pregnant
4. The need of a role model in the life of the students; should be over emphasized. Government institutions need to provide opportunities where young boys and girls regularly interact with men and women and men of distinction will influence these young ones of the community at large to play a crucial role in the education of their children, areas for further research.

The researcher recommended the following areas for further research

1. Other researchers should look at academic standards of teachers in private secondary schools compared to those in public secondary schools
2. There is need for interest tied researchers to carry out a study on the relationship between students' social background and academic performance. This was because this factor was identified by the researcher as one of the factors that affect the academic performance of the students in Kitgum District
3. Further researchers should also pay attention to why girls do not perform better compared to boys in Kitgum district

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APPENDIX A.

QUESTIONNAIRE FOR THE STUDENTS OF KITGUM TOWN COLLEGE.

I humbly request you to complete this questionnaire. The information collected from you will be confidential and used for research purpose only.

Please cooperate.

Instructions: Tick from the choice below which best describe the statement

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

1. The students will tick the box for the correct alternative and the questions will be as follows .

No.	Statement	Response				
		1	2	3	4	5
	Section A causes of poor academic performance	strongly disagree	Disagree	Not sure	Agree	strongly Agree
1	Some students failed to go to school for fear of being abducted.					
2	Students are not allowed to attend classes without paying school fees.					
3	Students are allowed to come to					

	school without school uniform					
4	The school gives students enough food					
5	Teachers attend lessons on time					
6	Students attend lessons on time					
7	Students miss classes because of other activities from home					
8	The school time table is clear and well followed					
SECTION B: EFFECTS OF POOR ACADEMIC PERFORMANCE						
9	Students are promoted to next class even if they perform poorly					
10	Students are given corporal punishments for poor academic performance					
11	Students in this school are dismissed when they perform poorly					
12	Some parents refuse to pay school fees when their children fail exams					
SECTION C: WAYS OF OVERCOMING THE PROBLEM OF POOR PERFORMANCE						
13	The school should establish a boarding section for students					

14	The school should provide bursary scheme for bright students from poor family background.					
15	School rules and regulations should strongly be implemented to stop bullying and teasing					
16	Students should be involved in time table setting and implementing.					
17	Lessons attendants register should be introduced to monitor the teachers.					

APPENDIX B

Apart from questioners, oral interview will be conducted and as a researcher, I will approach a sample of parents and interview them orally about the existing relationship between parents and teachers, and I will compare with the knowledge from the questioner.

The following questions will be orally interviewed to parents.

1. Why is it that some parents are less concern in supporting their children's at school?
2. What has inspired you to get in touch with teachers in your school?
3. What has been the situation of this school before you came up with the idea of forming parent-teachers co-operation?
4. Why is it that some teachers' loose morale and interest in teaching?

As a researcher, I will go ahead and exercise observation. This will be done by looking at the termly report. I will do this by consulting the head teacher, director of studies, head of department and class teachers. This will at the end of the day shape my research having witness the performance.