

**EFFECTS OF PARENTAL INVOLVEMENT IN PUPILS
PERFORMANCE NAKIFUMA ZONE MUKONO
DISTRICT UGANDA**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL
FULFILLMENT OF THE AWARD OF BACHELOR
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DECLARATION

Undersigned do declare that the work presented here is an original copy and has never been submitted to any institution of higher learning for the award of diploma or degree.

Further declare that all materials cited herein that are not my own have been acknowledged.

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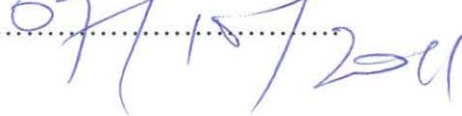
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SUPERVISOR'S APPRAISAL

This work was under supervision of Ms Nankinga Yudaya of Kampala International University and it is ready for submission.

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DATE: 

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The production of this work was made possible by the assistance and support given to me in a variety of ways by various people as follows.

My foremost gratitude goes to the Almighty God for the care He had over me and my family during this period, the provision of resources required and the strength to endure the strenuous study programme at this time and age.

My special thanks goes to my brother Kasongovu Ronald for taking me to school in my early life and therefore laying an academic foundation thus enabling the present progression.

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My very humble gratitude is to Mr. Sempa Godfrey, Nsubuga Samuel and my only mother Namatovu Annet for their activities which are highly valued.

DEDICATION

I humbly dedicate this research project to my beloved brother Kasongovu Ronald, my mother Namatovu Annet, brothers and sisters.

ABSTRACT

The critical issue addressed is the effects of parental involvement in performance amongst school children in Nakifuma Zone.

The researcher will find out how it has impacted on the performance of pupils. The study will target 50% of the fourteen schools in the Zone using purposeful random sampling.

Elements of parenting are many because of the role they play as mentors in a child's life. The target population will be all headteachers of selected schools and five parents from each of the selected schools.

This will constitute respondents from the selected area.

The data collection will be done using questionnaires. This will facilitate faster collection of data, data analysis and presentation using descriptive survey design, data will be analysed and presented in tables, graphs and percentages.

It is hoped that the results of this study will give educators and parents a better understanding on how particular kinds of parental involvement affect children's performance.

ABBREVIATION

MOA:	Ministry of Education
EFA:	Education for All
HIV:	Human Immuno-Deficiency Virus
AIDS:	Acquired Immuno Deficiency Syndrome
MDG's:	Millennium Development Goals
NAEYC:	National Association for the Education of Young Children
TSC:	Teachers Service Commission
PTA:	Parents Teachers Association
SMC:	School Management Committee
FPE:	Free Primary Education
ECD:	Early Childhood Education
UPE:	Universal Primary Education
MVC:	Most Vulnerable Children.

DEFINITIONS OF OPERATIONAL TERMS

PARENTS: is a person who has begotten or born offspring, a father or mother. (2) A person who has adapted a child who holds the position or exercises the functions of a parent (especially at this era of HIV/AIDs).

PARENTING: Is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood.

INVOLVEMENT: To make a person participate or share the experience of a situation that will affect its operations.

PERFORMANCE: Is the act or process of carrying out an activity to fulfillment. It also refers to a person's achievement under a test.

MENTOR: Is someone who provides support, guidance, friendship and respects to a child. It's someone who is looked up to as a role model.

FORMAL EDUCATION: Is a structured kind of learning that has a syllabus, time tabled, carried out in institutions by trained personnel, measured through examinations and certificates awarded.

INFORMAL EDUCATION: Is a non-structured kind of learning that is carried out anywhere by anybody.

GUIDANCE: Is help given to an individual student to enable him, know himself, his abilities and potentialities and develop them fully so that he can usefully and comfortable fit in society.

SOCIALISATION: Is the process by which, we acquire our social identities and internalize the values, norms, statutes and roles of the social world.

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CHAPTER ONE

1.0 Introduction

In the traditional society children belonged to the community and were cared for right from conception. An expectant mother was given nutritious food to enhance the baby's growth but denied anything that could harm the foetus this was a period of calm for the mother who was showered with love, given light work and time to rest because it was believed that the health of the baby depended on her state of health.

As children grew up, they received informal system of education from parents, grandparent's norms and rules of handwork, honesty, obedience, respect, integrity and patriotism to make them grow into useful and respectable members of the society, they were also oriented on gender roles concerning the inheritance of the time-land and cows.

The coming of the missionaries led to the introduction of formal education. Children's learning, therefore became purely a teacher's business as parents took a backstage. As a result schools' experience setbacks like poor performance, absenteeism, dropouts, grade retention and indiscipline.

Teaching experiences bear witness that children have such problems in their learning due to problems that originate from home. This is so, because a home is the place where children are nurtured, first socialization takes place with parents as mentors, life long values, attitudes and habits formed. According to social theorist Kolberg (1969), internalization process stem primarily from parents influence through their parenting practice, disciplinary strategies and parenting styles. It is assured that the primary role of all parents is to influence, teach and

control their children. This implies that to attain any educational success, parents should be brought on board.

Today, we experience global shifts from the former inheritance to education for life. We should therefore be guided by commitments made by our government at international forums where issues like education for All (EFA) and Millennium development Goals (MDG's) are deliberated on with their respective time frames, for example, universal primary education (UPE) that falls under MDG's was to be achieved by 2005 while EFA is 2015. It is time we took stock of our achievements in order to know if we are competing favorably or not.

Therefore, it is upon such a background that the researcher has opted to investigate on the gravity of the problems and find possible solutions.

OBJECTIVES

1.1 General Objectives

To examine the effects of parental involvement in relation to children performance among primary school in Nakifuma Zone, Mukono District.

1.2 Specific Objectives

1. To examine the effects of parental involvement in relation to children's performance among primary school children in Nakifuma Zone, Mukono District.
2. To find out the role of parents in pupils performance
3. To examine different parenting styles and their effect on pupils performance.

1.3 Scope of the Study

The study was conducted in seven selected primary schools among the fourteen in Nakifuma zone in Mukono district of Uganda . The researcher focused mainly on the effect of parental involvement in performance.

1.4 Significance of the Study

The researcher believes that this researcher study will assist educators and parents by creating awareness for change of attitude towards greater parental participation in children's learning. This in turn will boost the teacher's morale who will reciprocate and thus improved learning of pupils and better performance.

1.5 Statement of the problem

The Zone experiences low performance because of poor parenting caused as follows, the parents working away from home and leaving children under the care of maids. This means children miss the vital nurturing at the time lifelong values, attitudes and habits are being formed.

The traditional family unit that had a culture of valuing children and communal living has broken down. So a gap has been created where the relatives would supplement in socializing children into right living.

There are also emerging issues like HIV/AIDS scourge that has left many children traumatized (1999 census showed the location was among the leading in rate of infection hence the MVC programme). This has left the affected children under the care of sickly parents, siblings, old grandparents or relatives who are already burdened. In such circumstances children do not only lack provisions but also role models emotional support, behavioral control and assistance in learning.

The family too is experiencing challenges like divorce that has given rise to single parent or blended families. This further separates parents from their children as they strive to meet their families needs single-handedly.

Due to the unavailability of parents at home greater emphasis has been given to preschool where children are taken from a very tender age. The youth spend more time away from home with peers. The parents' busy schedules have reduced their ability to influence, control and teach their children.

1.6 Purpose of the Study

The purpose of this study is to investigate into the effects of parental involvement in children's among pupils in public and private primary schools.

1.7 Limitations

The research will confine itself to seven schools of which five are public while two are private.

The limitations I expect to encounter comprise working overtime in order to get parents who are on their busy schedules.

The work will take me to places and homes I have never been to before so my being a stranger might be received with suspicion thus less openness.

Lastly, some parents may not have gone through the formal system of education to be able to deal with a questionnaire. So I shall have to conduct an interview for them.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section reviews literature on how performance is affected by parental involvement, children have two main educators- their parents and their teachers. It entails a parent's involvement in the life of the school and in support of the individual child at home and at school.

It further espouses on parental roles in academic socialization whereby parents influence the development of attitudes and motives that are essential for school learning.

Similarly, it looks into parenting styles practiced by parents to the extent of intentionally fostering individually, self regulation and self-assertion by being supportive to children's special needs and demands.

2.1 Parental involvement in pupil's performance

A variety of techniques exist for involving parents in their children's education. These range from turning families to learning environments, socializing children academically to develop achievement attitudes and behaviours parents maintaining frequent contact with the schools, overseeing homework, active in making decisions that focus on the child, being involved in school activities and discipline of their children.

2.1.1 families as leaning environments

There are values and habits that should be encouraged in a child from the first encounter with any type of educational programme. First is to have the child to like school so that positive attitudes begin early. According to Henderson and Berla (1996), one can nurture a life of learning in early childhood education by encouraging curiosity and exploration through partnership with the home for the development of

attitudes, values and lifelong habits. This means values that affect a child's academic performance are better imparted at home.

According to w.w.wparentcentre.gor.uk, the frequency with which the child plays with letters, numbers at home was linked with drawing attention to sounds and letters was linked to literacy skills, early number skills and non-verbal attainment. This means that parents can boost their children's performance by using their home environment for learning, for example, in learning names of objects, people and animals in the home, counting whatever they can see or touch; imitating sounds like those made by dogs, birds; practicing good habits of personal hygiene and courtesy by learning to say thank you, sorry and excuse me.

2.1.2 Academic socialization

Parents attitudes, expectations and beliefs about schooling and learning guide their children and have a causal influence on the children's development of achievement attitudes and behaviours. According to Clark (1983), "high achieving children had parents who stressed the value of education for their future, monitored their academic progress closely and fostered an internal sense of control and responsibility over academic attitudes, expectations and beliefs about schooling as they have adverse effects on the performance of pupils.

2.1.3 Parent/Teacher involvement

According to Henderson (1988), parents who maintain frequent contact with the school have higher achieving children than those have infrequent contact. Those who become involved in their children's teachers. They rate teachers higher in interpersonal and teaching skills, perceive them as wanting to help their children and as very helpful in suggesting ideas for home activities.

This is supported by NAEYC guidelines that have must be some opportunities for cooperation, shared responsibilities and negotiations between parents and teachers. Such meetings will help teachers know their pupil's backgrounds, problems and will; be able to meet their respective needs. Similarly parents will get to know the school's vision, mission and motto; all who work in the school, the school's policies, achievements and challenges. These combined efforts of parents and teachers will ensure close supervision and high support for academic activities that are vital factors in school achievement.

2.1.4 Home work

Research indicates that pupils and parents consider homework and home learning as an important part of school life and the evidence shows positive relationship between time spent on homework and achievement. On the whole, pupils who have positive attitudes towards homework and feel that it is important to help them do well at school. Positive attitudes to homework are associated with positive attitudes to school. Parents play an important role encouraging their children to spend time on homework and eliminating distractions such as watching television (www.parentcentre.gov.nk).

2.1.5 Decision making roles

Parent should be positive in getting involved in their children's education programmes. The ministry of education, science and technology has provision for parents' involvement in the school's governance through such vehicles as SMC, PTA, Community leaders and sponsors.

According to Epstein (1992), the need and interest of families are influx as their children grow and develop, so relationships must accommodate the changes. Families too have diversity and to be effective, partnership practices must be responsive to both common and unique family needs.

The presence of parents in this decision making position is to ensure whatever direction partnership take and whatever activities are planned the focus must be on children- "goals for children are the heart of partnership" Hellen (1992).

2.1.6 Parent involvement in School programmes

According to Epstein and Sheldon (2000), when parents are involved in school activities like trips, projects, being volunteers when need arises like being guest speakers and talking to children about school-related topics helps improve the facts of children's education such as daily attendance and student achievement.

This is true because children's learning has a curriculum to be followed so those who attend school daily complete the syllabus and have maximum contact with the teachers. This involvement also communicates to the children the value of their families and creates pride in them which influences how the child feels about herself. So those who participate have a positive boost on their children's performance.

2.1.7 Discipline of children

According to Christenson (1971), "Discipline is the positive, corrective, means appointed by God to deliver and protect a child from the clutches of his own willfulness". Research and teaching experiences concur that indiscipline disrupt a Childs learning. It is therefore every parent's duty to teach, his or her children: the right kind of behavior, know what is right from wrong and be able to make own decisions.

Discipline can be enforced at school when parents assist teachers whenever their children have problems. Similarly parents can effect the

same at home in ways like natural consequence which allows the child to experience pain like touching fire, another is through logical means which involve denying the child a privilege because of disobedience; also using rewards or appreciation to reinforce good behavior and discouraging bad behavior through reprimanding or giving supportive punishment. Parents should make each time of discipline an opportunity for instruction.

2.2. The Role of parents in pupil's performance

Parents have a primary responsibility of providing basic needs to their children and laying a firm foundation for their future through instilling attitudes, values and habits through mentoring, motivating, teaching, guiding and counseling.

2.2.1 Provision of basic Needs

i). Nutrition

Parents have a responsibility of providing the right kind of food in their correct proportions to their children. According to warren (19973), malnutrition is a contributing factor for mental deficiency in human parenting which prevents the person from realizing his/her full genetic potential.

Parents should care for children right from conception when the body parts are being formed, so an expectant mother should get a balanced diet.

ii) Security

Children should be protected from any fears, threats or abuses. There have been reports in the press of about 50,000 children abducted or abused every year. According to Phyllis (2002), children's learning is inhibited when they are exposed to scary situations.

Insecurity in the home also contributes to poor performance in children's learning. This is so because children listen to issues and challenges faced by families- so parents' constant disagreements affect them emotionally. Ichado (1998) it is therefore a parents' duty to ensure children are safe at home, during play, while carrying out household chores and errands, and on their way to and from school.

According to Maslow's hierarchy of needs, there are five categories of needs which form a sequence-oxygen, food, water, clothing, shelter, safety needs, belongingness needs, esteem needs and self actualization needs. He states that if basic needs are not fulfilled then people give them priority over other needs. This means if a child is starving he/she seeks food which is necessary for survival than education.

2.2.2 Parents as Mentors

Parents relate to their children as mentors. According to Epstein (1990), they set up conditions for their children's learning, provide periodic academic guidance, discuss ideas, encourage the use of language for self expression and set standards for both school related and other learning. When children are young they need some one to give guidance and be emulated. Parents are better placed to assist children's thinking and skill until they can perform independently.

2.2.3 learn about growth and development of children

According to college notes on child growth, development and rearing styles in Africa by Ms Nankinga knowledge about what changes and behaviours during adolescence are normal and can go a long way in helping both teens and adults manage the transition successfully. There are also some specific things adults can do to be supportive.

Kids differ in growth and development during childhood just like adults, some kids are taller or shorter. Generally girls hit puberty earlier than boys, although some girls might lag behind their peers in breast development and the onset of menstruation. All of these are usually normal.

Parents should not criticize or compare their teens to others. Teens are already acutely conscious about the way they look. They don't need you to point it out to them.

Parents should be understanding of their need for physical space. Do not take it personally if your teen is not as physically affectionate as he or she was in the past.

Try to avoid comparing growth among siblings or other children. Drawing attention to height, for example, will only make kids feel self-conscious about their size encourage your kinds to accept their own growth and development. Explain that some kids grow and develop at different rates and late usually catch up eventually.

Children have many questions about growth. Answer questions honestly and even initiate conversation about growth to help kids understand the many changes they are facing. This will help them accept the changes positively.

Parents can also help by supporting their child's self esteem. It is important to try to understand your child's feeling and to keep the lines of communication open.

2.2.4 Parents motivate their Children

Anthropologist Walter Miller (1993), cites family interactions as one of the cases of poor performance. He explained that some children come

from background where education is not visualized as an advisable and effective means of getting a head in life- so “their value of orientation shuns the academic way of life and fails to encourage scholastic excellence”.

This means parents should be sensitive on the kind of values they convey in their every day discussions in the home as they form a basis in the children's lives.

2.2.5 Teach Good Habits

Children's educational success requires congruence between the values that are expressed in the home and those taught at school. Early childhood is an important stage to schedule parental instruction when children are curious and eager to learn.

According to JOY Kesler, Ron Beers and Lavanne Neff (1986), early childhood is the period when children are endowed with that God-given curiosity of asking questions which help their minds to grow. Therefore, they suggested that this period should be used to teach the good habits of listening – purposeful listening. This can be developed by parents' willingness to engage their children in conversations through answering their questions and asking them what they were told and giving them a list of activities to effect.

Parents too use this opportunity to instill values like hard work, honesty, obedience, and integrity; develop family daily routines which will help control and regulate children's behavior and prepare them to fit into the school system.

2.2.6 Guide and counsel children.

According to the Newsletter. Elimu policy (2007), parents should be aware of the new education policy based on the principle that children need a holistic approach to life to be able to realize their full potential. So children should be helped to develop mentally, physically, socially, spiritually and economically.

Parents can use guidance as it's concerned with the optimal development of the individual for his own satisfaction and for the benefit of society.

This involves helping them gather substantive knowledge for the development of characteristics of a biosocial being, developing in his freedom to a level where you can make right choices; having knowledge of others and his environment and be able to discover his needs, assess his potentialities and gradually develop life goals.

Similarly, guidance can be employed to help children reach their full potential in academic achievement through: development of proper study skills-where, what and how to study; management of time by encouraging them to make personal time tables and adhering to it; effective use of available resources like books and men power; skills on preparation for and sitting for examination and finally trusting God to reduce anxiety and stress which affect learning.

2.3. Parenting styles and their effect on pupils' performance.

Parenting styles reflects different naturally occurring patterns of parental values, practice and behaviors. Baumrind (1991) and a distinct balance of responsiveness and demandingness. This method of categorizing parents creates a typology of four parenting styles namely: permissive, authoritarian, authoritative and uninvolved.

2.3.1 Permissive parents (also referred to as nondirective, indulgent needs than demanding from them; do not restrain their children as they accept their impulses and actions; do not put any effort to shape their children's behavior and therefore children do as they want.

This type of parenting style breeds children with a negative personality as they become rebellious, self indulgent, aggressive, impulsive and socially inept. These are children who cannot be controlled in school because they know no rules to be followed nor authority to be obeyed- so they are always in conflict with school discipline.

These children get exposed to other activities outside the school like watching adult films, playing games like pool (often played in bars) and have pre-marital relationships. All these lead them to develop negative or indifferent attitudes towards school and will be reflected in academic performance. They also face peer rejection due to lack of discipline.

2.3.2 Authoritarian parents

These are highly demanding and directive but not responsive parents. "They are obedience and status-oriented and expect their orders to be obeyed without explanation" Baumrind (1991). This means they use force to curb children's self-will, restrict autonomy and agreement. They also use harsh discipline and provide well-ordered and structured environments with clearly stated rules.

This type of parenting can be further sub-divided into non authoritarian – directive, who are highly intrusive. This kind of intrusion raises the kind of control to one called psychological control which is attained through the use of parenting practices such as guilt induction, withdrawal of love or shamming (Barber 1996).

The results of this kind of parenting is that children grow up with fear that exhibit traits as follows:

Withdrawn, generally inept and unassertive, hostile, overly aggressive.

According to Balwin (1945), the treatment of the child at home both before and during the school years has marked effects on his personality and response to school. In general parental responsiveness predicts social competence and psychosocial functioning, while parental demandingness is associated with instrumental competence and behavioral control (for example, academic performance and behavioral control example, academic performance and deviance).

This means children from authoritarian families (high in demandingness, but low in responsiveness) tend to perform moderately well in school and be uninvolved in problem behaviour, but they have poorer social skills, lower self-esteem and higher levels of depression.

2.3.3 Authoritative parents

These parents are both demanding and responsive who “monitor and impart clear standards for their children’s conduct. They are assertive but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, self-regulated and co-operative. Baumrind (1991).

These kinds of parents are more open to give and take with their children and make greater use of explanations. Although they are high in behavioural control they tend to be low in psychological control.

The implication of this kind of parenting style is that there seems to be a balance between the parents' demands with their respect for their individuality. The children from such home environments appears to be able to balance the claims of external conformity and achievement demands with their need for individualism and autonomy Baumrind further explains that children and adolescents whose parents are authoritative rate themselves and are rated by objective measures as more socially and instrumentally competent than those whose parents are non authoritative.

2.3.4 Uninvolved parents

Baumrind (1991) further mentions that uninvolved parents are low in both responsiveness and demandingness in extreme cases, this parenting style might encompass both rejecting- neglecting and neglectful parents.

These are the kind of parents whose presence is not felt in the home as they leave their children to grow like mushroom right from early childhood through to adolescent.

The implication of this type of parenting is that children perform poorly in all domains- have poor social skills, low self esteem, unassertive, aggressive and low in academic achievement.

Therefore, the power of the home environment in forming academic attitudes and determining the scholastic success of the young seems strong enough for researchers to conclude that the quality of the school has little to do with how well students learn

Harvard sociologist Christopher Jencks basing his conclusion on a survey of 4000 public schools, including 645,000 students believes that

the quality of the school's output depends largely on a single input "the quality of the entering children". Everything else- the characteristics of teachers, the schools policies it's budget-were found to be either secondary or entirely irrelevant. The most important factors in the lives of the young are heredity and home environment which cannot be controlled by schools. He said the school is merely a limited receptacle of children whose prime socialisation takes place elsewhere.

CHAPTER THREE

3.0 Research Methodology

3.1 Introduction

In this section the researcher will highlight various sections and subsections geared towards describing the research approach. The research will contain, the location of the study, research design, target population, sample population and sampling procedure, research instrument, data collection and data analysis procedure.

This study will aim at assessing the effects of parental involvement in pupils' academic performance in Nakifuma Zone.

3.2 Location of the Study

The researcher will carry out a study in Nakifuma Zone situated in Mukono district, of Uganda. The zone has a total of fourteen primary schools of which twelve are public and two are private.

3.3 Research Design

In this study the researcher will use descriptive survey research to produce statistical information required during the research study. This will address the problem of the study, to ensure that the issue of parenting is given due attention

3.4 Target Population

The researcher targets headteachers of the selected primary schools of Nakifuma zone and five parents from each of the schools.

3.5 Sample Size

The sample size is seven headteachers of the seven selected primary schools in Nakifuma zone. These schools will be selected from different sub-locations of the Zone so as to get a clearer picture of the same.

3.6 Sampling Techniques

The researcher will use purposeful sampling. This technique will increase the utility of the findings due to the diverse activities in the zone.

3.7 Research Instrumentation

The researcher will use questionnaires which will be distributed to headteachers and parents of selected schools. Each respondent will be given a typed questionnaire with a foreword requesting them to complete it. Interviews and both open and closed ended questionnaires will be used.

3.8 Data Collection Procedure

When the questionnaires will be ready, the researcher will seek permission from the school's administrator to deliver the questionnaires. The researcher will give a time frame of two weeks to the respondents to return the questionnaires thank them in advance. Motorbikes will be used to deliver and collect questionnaires.

3.9 Data Analysis

Collected data will be checked for completion and coding. The data will be analyzed using descriptive statistics thus tables, graphs, pie charts and percentages.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

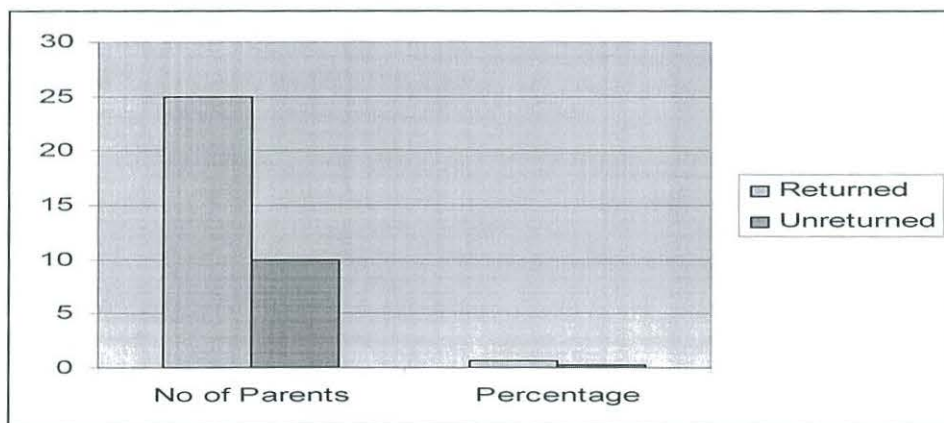
4.0 Introduction

Data analysis and presentation was achieved through the formulated questionnaires which comprised of interviews, both open and closed ended questions.

The data is presented inform of tables, graphs, pie charts and percentages. The data presentation is conducted under the effects of parental involvement in pupil's academic performance in relation to schooling in Nakifuma Zone.

A total of 42 questionnaires were distributed to 7 headteachers and 35 parents of the selected schools. There was a good response as all the headteachers and twenty five parents returned the questionnaires for analysis while ten failed. Five of the parents were interviewed and counted among those who returned questionnaires. The returned questionnaires accumulated to 76.19% while 23.81% failed.

Fig 1. Showing return of questionnaires



On the outlined questions headteachers and parents were given questions geared to meeting various objectives of the study. The headteachers questions target a brief on the background of the school, schools performance, pupils behaviour and parental participation in pupils learning while the parents questions deal with their involvement in pupils learning both at home and in school, how they play their roles as parents as well as parenting styles practiced in the homes.

4.1 Gender Distribution of the Respondents

The respondents of the study were both males and female. The headteachers were one (1) female and six (6) males while the parents were nine (9) males and sixteen (16) female.

Table 1. Frequency table showing gender distribution among respondent

Head teachers			Parents	
Gender	Frequency	Percentage	Frequency	Percentage
Male	6	83.71%	9	36%
Female	1	14.29%	16	64%
Total	7	100%	25	100%

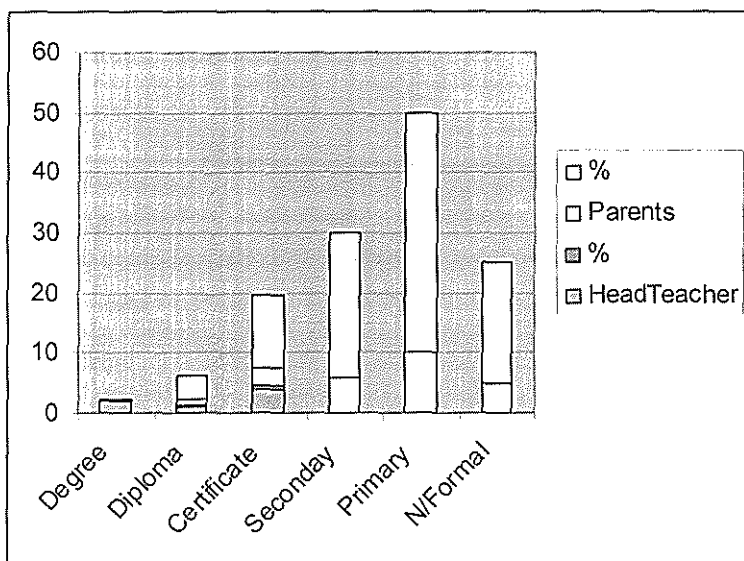
It can be deduced from the above table that males dominate school leadership as compared to females on the other hand the female parents responded more to the questionnaires than their male counterparts. Thus the males overall response is 46.87% while the females is 53.13%.

4. 2. Qualification of Respondents

The responses showed that 2 head teachers are degree holders, 1 has diploma and 4 are certificate holders. The parents' side had 1 diploma

holder, 3 with college certificates 6 attained secondary educations 10 have primary education and 5 never went through any formal education. These show that most of the respondents amongst head teachers are certificate holders with the highest qualification being degree. Among the parent respondents the highest levels is diploma with the majority being primary school leavers.

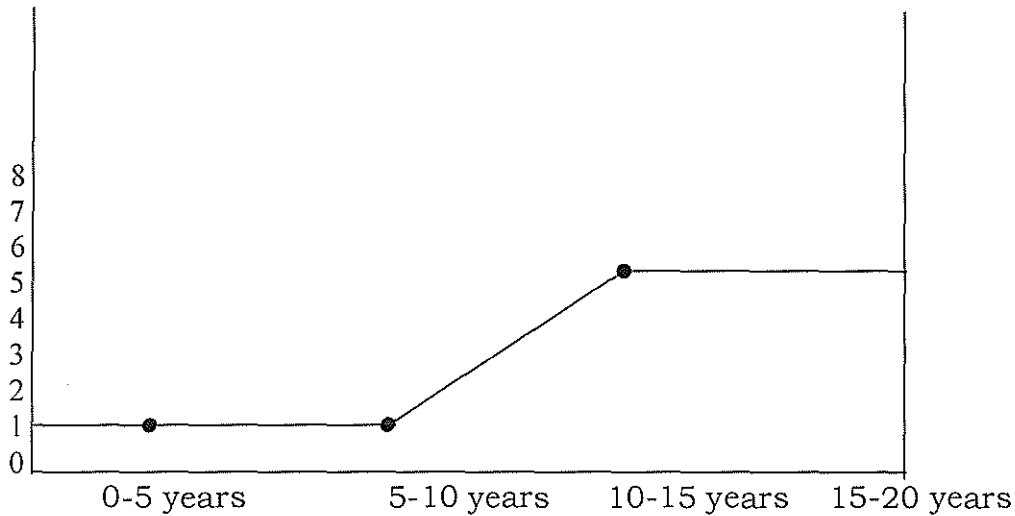
Fig 2. Is a component graph showing the qualification of teachers and parents.



4.3 Work Experience of the respondents

The results of the questionnaires reflected that the majority (5) five of head teachers have an experience of 10- 15 years in office, one (1) with 5-10 years and one (1) under 5 years. It also indicates that the one with least experience is the only female holding the office in the Zone.

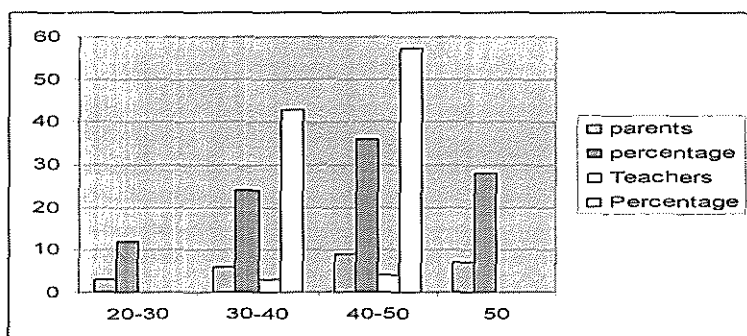
Figure 3 is a frequency polygon showing distribution of headship experience of the respondents.



4.4 Age of Respondents

The responses from the head teachers showed that 14.29% were 30 – 35 years, 28.57% were 35 – 40 and 57.14% were over 40 years. The parents responses showed the following; 12% were 20-30 years, 24% were 30-40 years, 36% were 40-50 years and 28% were over 50 years.

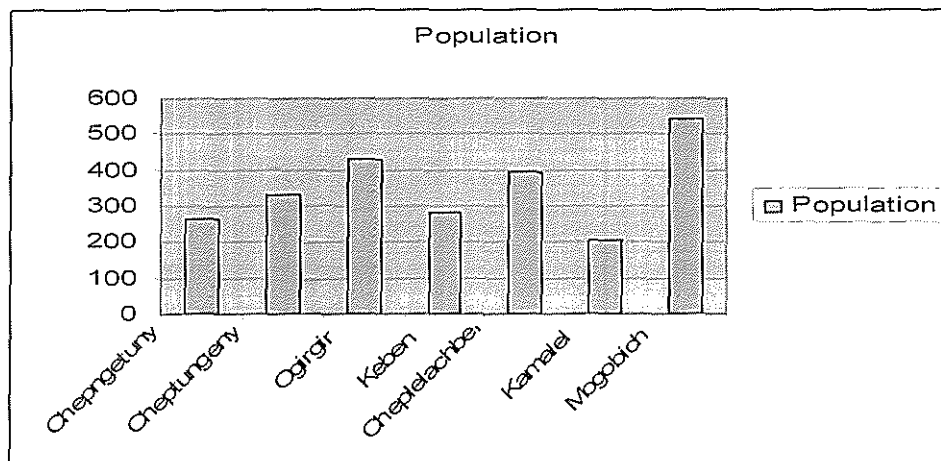
Fig 4. Is a multiple bar graph showing ages of respondents both teachers and parents.



4.5 Population of Schools

The seven schools were reported as having enrolled as follows: 265, 330, 429, 280, 395, 205, and 540.

Figure 5 Hectograph showing the number of children in the seven schools.



4.6 Schools' Catchments Area

The respondents showed that one (1) drew its pupils from the tea estate. These are children whose parents are employed there, 2 schools had pupils who are a blend of those drawn from the local villages and local trading centers while 4 indicated drawing pupils from the local villages only.

Table 2. Frequency table to show the various schools' catchments area.

Area	No. Of Schools	Percentage
Village	4	57.14%
Estate	1	14.28%
Shopping centre	2	28.57%
Total	7	100%

4. 7 Schools' Target

This question required the respondents to state their frequency of attaining their schools' targets 2 said they sometimes attain while 4 said rarely and 1 said not at all. These showed that indeed there is a performance problem in the zone as those who rarely plus those who do not attain amount to 71.43%. The only hope lies with the inconsistent 28.57% who sometimes succeed.

The respondents cited a variety of problems as follows, first is truancy as a result of the home as children are involved in child labour especially in picking tea and high rate of drop-outs. The absence of self-drive was also mentioned as some pupils have to be really pushed to work hard. Others cited parents as being unsupportive in monitoring their children's work, paying money for PTA teachers, relating very poorly with teachers and some are poor role models.

4. 8 Pupils' Enthusiasm to Learning

The question required the respondents to rate their pupils' enthusiasm to learning. Two said it's high four said average and one cited low. The ones who said its high recounted having encouraged parents to attend school function and teaching them their roles through guest speakers.

Those who cited average said enthusiasm varies with individual children depending on their readiness to learn which is subject to having their basic needs fulfilled their attitudes towards education and having someone who ensures class work is monitored.

Table 3. Frequency table showing enthusiasm to learning

Options	No of schools	Percentage
Very high	-	-
High	2	28.57%
Average	4	57.14%
Low	1	14.28%
Very low	-	-
Total	7	100%

4.9 Pupils' School Attendance

The responses displayed that 2 schools rated their pupil's attendance as good which is 28.57%, 4 said its average which amounts to 57.14% and one said its low which is 14.28%.this means there must be problems that hinder maximum school attendance. Epstein (2000) says its lack of parents' involvement. The respondents said some pupils are held up to help in herding, baby sitting or working to earn some income. It was further revealed those seasons rampant to absenteeism are weeding and harvesting, and when there is shortage of food like in July to September.

This implies that children who have a problem in attending school certainly do not complete the syllabus required to be able to compete favourably with others

4.10 “All Parents Stress the Value of education”

The question required the respondents to comment whether all parents stress the value of education for their children’s future. The responses showed that 6 (85.71%) of them strongly disagree and one disagrees (14.28%). The respondents said some of the children required guiding and counseling, encouragement, motivation and sometimes coerced to work hard. This is a clear sign that they do not have prior preparation on the value of education. This lack of stress by all parents leads to poor performance and is supported by Clark (1983).

4. 11 Indiscipline in the School

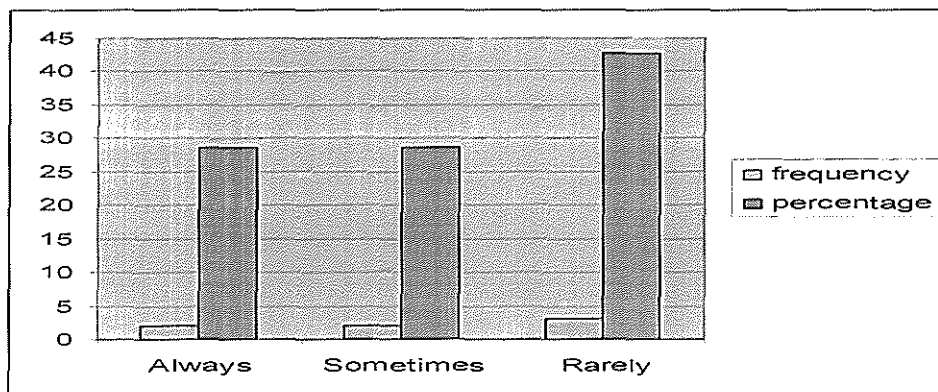
Respondents affirmed instances of indiscipline that range from minor cases like lateness, laxity in doing school work to rudeness especially in boys after initiation rites that some of those children find it hard to fit into the regulated school system and end up dropping out. One respondent confided having a pupil who has been involved in indiscipline to an extent of being a juvenile delinquent.

Research has shown that behaviour problems stem from parenting practices applied by the parents and are bound to affect performance. Baumrind (1991).

4. 12 Parental Involvement in Pupils’ Learning

A variety responses showed that 2 always, 2 sometimes and 3 rarely, communicate.

Figure 6 Histogram showing parents/teachers communication



High achievement is associated with intense educational socialization, including close supervision of school progress. Bempechat (1989). The response showed at 28.57% always communicate with teachers which is commendable and worth emulating. However, another 28.57% sometimes while the large group of 42.85% rarely communicate. This is the group that pulls down pupil’s performance due to their infrequent contact and this is supported by Henderson (1988).

4. 13. The child is the centre of focus during policy making.

The response showed that one which amounts to 14.28% always, 2 or 28.57% sometimes and 4 which gives 57.14% rarely make the child the centre of focus. It was revealed that most parents keep off from decision making roles deemed as time wasting. When electing parents representatives they base it on who is more confrontational to the teachers and shrewd in protecting parents interests like unnecessary levies. An example was cited in a certain school where the SMC was given a proposal to vote FPE funds to be used exclusively to purchase textbooks and parents to buy exercise books for their children. To the teachers dismay the proposal was shot down as exercise books were given priority to save the parents their penny.

The information received showed that the child is not the centre of focus as other things take precedence. This is a breach of what Epstein (1992) teaches on changes in needs and interests of families. Their performance will therefore be affected.

4.14 Homework given is completed

The responses depict that always, 2 sometimes 3rarely and 1 never complete homework.

Table 4. Is a frequency table showing homework completion.

Options	Frequency	Percentage
Always	1	14.28%
Sometimes	2	28.57%
Rarely	3	42.85%
Never	1	14.28%
	7	100%

Homework is part of school life and research has shown that time spent on it positively or negatively impact on performance. The results on the table show that 14.28% complete their homework with an equal percentage who never. Positive attitude to homework correlate with positive attitude to school. The respondents pinpointed a number of destructors. To completion of homework as watching of television in the homes, child labour takes most of the evening time and leaves children tired to do their homework. For some children lack facilities like lighting and a conducive study environment in the home. It's therefore true to say that pupils response to homework corresponds to their performance and it's supported by <www.parentcentre.gov.OKT. Teachers in some schools have introduced a system that requires children to do their homework in school before going home.

4.15 There are similarities between the values taught at home and at school.

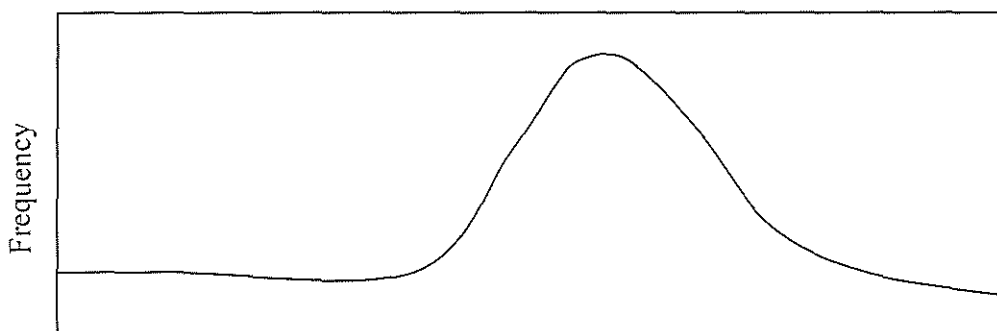
The respondents indicated that 2 always, 3 sometimes and 2 rarely have similar values with school. This question intended to find out how parents can foster their children's achievement through influencing the development of attitude and motives that are essential for school learning as taught by Epstein (1986).

The results depict that 28.57% always portrayed similar values which is very good as it will subsequently be reflected in performance. However, the second group of 28.57% who rarely neutralizes the first effect and worsened by the inconsistent group of 42.85%. These results imply that the socialization of achievement has not attained a relative match with the children's learning skills, attitudes, motives and demands of the school.

4. 16 Parents participation in school activities

Responses showed that 2 sometimes, 3 rarely and 2 never. This means 28.57% sometimes, 42.85 rarely and 28.57% never participated.

Figure 7 is a skewed curve showing parents participation in school activities.



The left tail is longer than the right therefore it's negatively skewed. Research has shown that parent involvement in school activities helps

improve children's daily attendance and achievement. Epstein (2000) it's further noted that parent involvement communicates to the child the value of their families and raises their self-esteem which has a positive boost on their performance.

This implies that the poor participation of parents in the school's activities is detrimental to the children's achievement. This is so because absenteeism will be higher which reduces the frequency of teacher-pupil contact.

4.17 Parents cooperate with teachers incase of indiscipline

Response showed that 1 always, 3, sometimes 2 never and 1 simply ignores.

Table 5. Frequency table showing parent/teacher cooperation incase of indiscipline.

OPTIONS	FREQUENCE	PERCENTAGE
Always	1	14.28%
Sometimes	2	42.85%
Rarely	-	-
Never	2	28.57%
Sit on fence	1	14.28%
	7	100%

The table shows that 14.28% always cooperate with teachers, 42.85% sometimes, 28.57% never and the last group of 14.28% who ignore what their children have done.

The respondents said parents behave differently when their children are involved in indiscipline cases. Some have trained their children to behave well, so when a problem crops up they come in quickly to lend a hand in moulding them. Others protect their errant children and even accuse teachers of having failed in their work. Some are too harsh that when called the child concerned will seek refuge amongst the teachers. In most cases, the children of such parents prefer to settle with the teachers without their parents. Others come in to plead for leniency for their children while others simply ignore.

Teaching experiences and research concur that indiscipline disrupts a child's learning. Christenson (1971) so among parents in the zone only 14.28% can be relied upon to nurture children who can be counted on performance.

SECTION B

How parents help children to learn effectively

Parents were required to give how they help their children to learn effectively.

4. 18 a). Provide textbooks

The responses showed that five of the respondents provide textbooks for their children to read. This means 20% of them do while 80% do not. Those who do not gave various reasons as follows: the government has given free primary education so schools get enough funds to purchase textbooks. Others saw no point as they have enough others admitted that there was no point of buying books when there was hardly enough food for them.

Pupils who aren't provided with books to read at home lack parental boost necessary for academic achievement.

4. 18 b), Create a conducive home environment

Most of the responses showed that they do provide a study room, lighting for their children. Others admitted not having enough room so children have to wait for others to sleep in order to get a quiet place for study. Among the respondents six of them included creating a peaceful co-existence in the home to make children have a happy home. This 24% of respondents scored as they protect their children's emotions. Research has shown that parents constant disagreements affect children emotionally and could lead to poor performance. Ichado (1998). This is so because when a child's mind is pre-occupied with worry he/she cannot concentrate in academic work. This research showed that most parents work hard to provide physical facilities but forget the state of the child.

4.18 c. Motivate by rewarding good performance

Respondents revealed that the majority do appreciate good performance. Some respondents said they just congratulate them when they do well in class examinations. Others said they would buy them gifts if they did well in national examination. Among them four showed that they always rewarded through praise or small tokens no matter how small the improvement. It was further reported that they use the chance to promise major rewards that handwork would bring to their lives. So these 16% of parents always make their children strive to excel, as something rewarded will be repeated.

4.18 d. Help Them with School Assignments

Responses showed that many parents would wish to assist their children but do not have time due to their busy schedules. Others admitted children should work on their own to prove to the teachers that they have understood the concept taught. Some request other family members-mainly elder siblings to aid where necessary while others said

they lacked basic skills and wished assignments could be done in school under the supervision of teachers. Another group of four parents which is 16% said it is their responsibility to oversee their children when doing their assignments. Research evidence clearly states that children's progress can be hindered by lack of parents' interest and support.

4.18 e). Maintain frequent contact with the school.

Responses indicated that only two which amounts to 8% have frequent contacts with school. Many parents said they would wish to, but have no time due to competing demands in their lives- work, demands of other children. Research has discovered that parents who maintain frequent contact with the school have higher achieving children than those who have infrequent contact. Henderson (1988).

4.18 f). Make policies that focus on children.

Responses to this showed that most parents avoid being members of policy making bodies because they are quite involving. Further revelations were that mothers always attend these meetings but the decisions made are subject to the approval of the fathers. Most of them then said it is the duty of the school to make policies according to the children's needs. So only one parent said he subscribes to this group that makes policies that focus on children. So, this implies that if only 4% approve of making policies that focus on children the partnership with the school is lacking. This will in turn affect performance as children's interest will not be catered for.

4.18 g). Being a good role model

Responses showed 3 parents acknowledge using modeling as a way of helping their children learn. One respondent said children are very cunning as they watch what one does as compared to what he preaches. Some felt being a role model is irrelevant to them because they are not

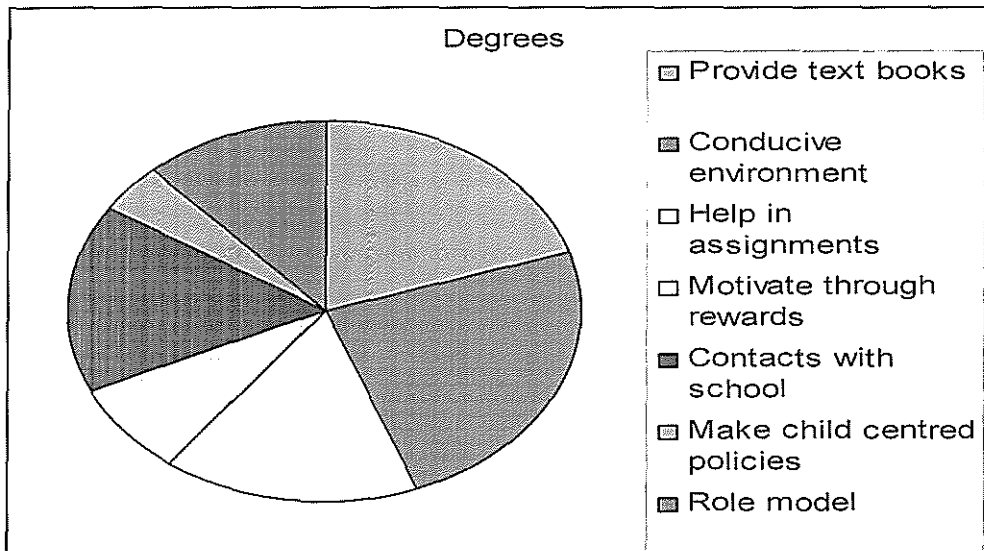
students to be looked up to demonstrate achievement processes to children. The 12% respondents knew that children need someone to be emulated in setting standards for both school related and other learning. Eptein (1990).

Research has evidence that children need a holistic approach to life to be able to realize their full potential. Newsletter-elimu policy (2007), so children need parents to live what they teach-practice honesty, handwork and time keeping.

Table 6. Show how parents help their children to learn.

Option	Frequency	Degree
Provide text book	5	72°
Conducive environment	6	86.4°
Help in assignments	4	57.4°
Motivate through rewards	2	28.8°
Contact with school	4	57.4°
Make child centered policies	3	14.4°
Role model	3	42.3°

Figure 8 A pie chart show how parents help their children to learn.



Regarding what the respondents do and discuss with their children most of them said they work together and discuss development, political and social issues.

So going by the responses it's clear that respondents rarely interact with their children. This has an impact on children who do not only miss their parents but also their influence and control that is attained through interaction. It is further noted that the limited time that comes by is not fully utilized to enhance children's learning.

WHAT DO YOU DO TO ENHANCE YOUR CHILDREN'S PERFORMANCE?

4.19. Provide children's needs adequately

The respondents were required to show how they play their parental roles that in turn enhance their children's performance. Regarding provision of children's needs adequately the responses showed as follows.

Table 7. Showing provision of children's needs

Option	Frequency	Percentage
Always	5	20%
Sometimes	11	44%
Rarely	9	36%
Not at all	-	0%
	25	100%

The first impressive thing was that all respondents do their best to provide for their children. It further showed that 20% always provide adequately which is very positive to children's performance.

The other two groups of 52% and 36% said its quite difficult to provide adequately. Some said they depended on part time jobs which weren't forthcoming sometimes, while others had large families that depended on them. One complained of nursing a sick member whereby medication drained the families' resources and to another age had weakened them.

Research has evidence that if children needs are not fulfilled then their genetic potential is hindered. Warren (1973).

4.20 Set standards that direct children to perform

Responses showed that 24% always, 36% sometimes, 20% rarely and another 20% who do not set standards at all. Regarding the 24% who always did, confided that every worthwhile venture had a target that those involved strive to achieve. Others said that they tell their children to work hard without setting any standards to be attained. To some, its common sense and children are expected to know or why else are they taken to school? Some parents said that teachers are responsible for setting standards.

The second groups of 20% who rarely and 20% who do not set standards spell doom for academic performance as children do not have a goal to strive for.

4.21 Relate warmly with the children

The results showed that 20% always, 28% sometimes, 52% rarely relate warmly with their children. There were no respondents who do not relate warmly with their children at all.

The 20% respondents who always relate with their children warmly said they wanted to be close to them so as to understand their needs, problems and be able to assist at the right time. They further confided children learn a lot from them at a closer proximity as they can freely ask questions.

The next group of 28% who sometimes said warm relationship with the children is subject to good behaviour.

The last group of 52% who rarely relate warmly with children argued that there was no love lost between them and their children. Some said they were brought up that way and there was nothing bad. To some, children take warm relationships to mean equality and soon demand rights to that effect- participating in adult talk, watching television programmes even beyond their age and freedom to do as they wish. According to them children are kept at bay as a way of protecting them from matters that would affect their learning.

Research has shown that poor parent-child relations lead to low self-esteem and a feeling of hopelessness in children which lead to poor performance.

4.22 Acquire knowledge on their growth and development

The response showed that four sometimes and twenty one do not at all. The four said they came across this information in church. The remaining were not aware of its importance. This shows that most parents do not have knowledge of how children grow and develop their challenges and how they should be handled. It implies children have problems which are not understood and it will lead to poor performance.

Table 8. Frequency table showing parental acquisition of knowledge on children growth and development.

Option	Frequency	Percentage
Always	-	%
Sometimes	4	16%
Rarely	21	%
Not at all		84%
	25	100%

4.23 Teach what's expected of them

Respondents were required to tell if they teach their children what they expect of them. The responses were eight (32%) always twelve (48%) sometimes, three (12%) rarely and one (4%) did not at all.

The respondents who always taught their children, found it easier to mould them when they are young. They equated children with tender shoots which are easy to straighten without breaking.

The next group of 48% said they sometimes do when they get time or when a mistake arises. The 12% who rarely said their children had been behaving well and had not seen a reason to. This showed that a small

percentage of children are taught the good values that help to control and regulate behaviour thus making them fit into the school system.

4.24 Ensure their security

Respondents were required to tell whether they ensure the security of their children. The results showed twelve 48% sometimes, seven 28% always, six 24% rarely.

The 48% respondents said they don't ensure as they would wish because they aren't always at homes.

The 28% said they always ensured their security because there have been, reports of cases of defilement or murder within or outside homes. So they ensure children are not left alone at home and monitored as they go to school as well as limiting unnecessary errands.

Those who sometimes, concurred with 24% who rarely in admitting failure to guarantee security. They said they tried their best and left the rest to God.

Research has shown that when children are exposed to circumstances that develop fears their learning is inhibited. Phyllis (2000).

4.25 Guides and Counsel them.

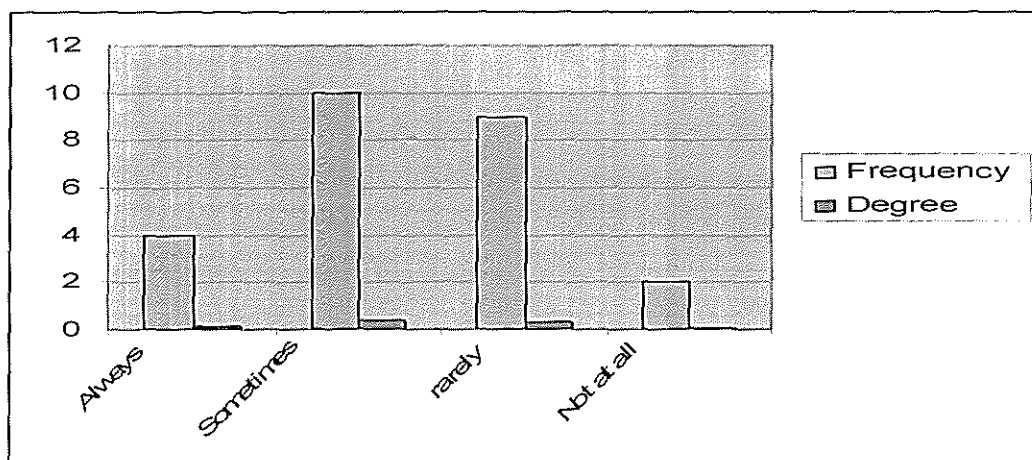
Responses showed that two (16%) always, ten (40%) sometimes, of nine 36% rarely and two 8% do not at all. The 16% said they always do to rid children off ignorance and learn how to: relate with others, choose friends and make choices. The 40% who sometimes guide and counsel said the frequency depended on the children's conduct showing its necessity.

Those who rarely and those who do not admitted they lacked the skills of carrying out guiding and counseling.

There is evidence that children who lack guiding and counseling cannot reach their full potential.

Newsletter- Elimu policy (2007).

Figure 9. Hectograph showing the frequency of parental guidance and counseling for their children.



HOW PARENTS TREAT CHILDREN AT HOME:

Children are given chance to make decisions.

Responses showed 3 of them rarely, 16 very rarely 4 common and 2 are very commonly involved children.

Table 9. Frequency table showing children are given a chance to make decision.

Option	Frequency	Percentage
Rarely	3	12%
Very rare	16	64%
Common	4	16%
Very common	2	8%
	25	100%

The table shows that 64% of the parents do not involve their children in decision making. The respondents argued that children are too young to make informed decisions and were supported by another group of 12% who rarely involved them too. Others contradicted the first group comprised of 8% and 16% who commonly. These two groups said children are part and parcel of their families and have every right to be involved in decision making. This implies that when children are not involved in decision making then they are denied an opportunity that could develop them into assertive, socially responsible, self-regulated and co-operative children.

4.26 Children are given strict rules without explanation.

Responses indicate that 3 which give 8% rarely, 9 or 28% very rarely, 2 which amounts to 8% and 12 giving 48% commonly give strict rules without explanation.

The results showed that most of the parents 48% very commonly operate by giving strict rules. Under such circumstances children are expected to adhere without questions. The situation depicts a hostile relationship between parent and child. The respondents argued that they give strict rules to help direct children to do right especially when they are alone.

Another group of 8% rarely and 28% very rarely give strict rules without explanation. They explained that children need explanation to understand the rules otherwise they can take it negatively

Research has evidence that the treatment of the child at home both before and during the school years has marked effects on his personality and response to school.

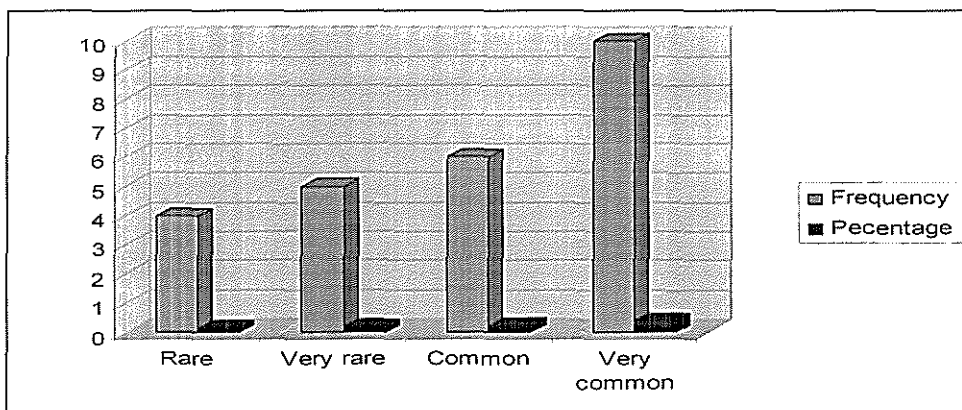
4.27 Children can watch television, go to anytime they wish.

Responses showed that 5 very rarely 4 rarely 6 said common and 10 admitted that children can watch television as they wish.

The results showed that 16% very rarely watch television. The respondents are always at home to ensure children do the right thing. They confided that they allow children to watch only the necessary programmes, if they are left alone they watch what is beyond their age. They were supported by another group of 20%.

The second group of 25% said Television watching is common. While 40% admitted it's very common. The respondents attributed this to their busy schedules that gives children a leeway to do as they wish. Some said they lacked total control because they live at the shopping centre where children can access television outside the home. Others felt that television watching has many education programmes therefore children should not be denied.

Figure 10. A histogram showing children frequency of watching television.



Research has evidence that there is a strong relationship between frequent viewing of violent programs with frequent physical aggression. While viewing of educational programmes was found to be socially

acceptable. Frank (1994). So it's up to the parent to regulate to ensure children watch only the positive programmes.

4.28 Children are given harsh discipline

Responses show five rarely, six very rarely five are common and nine are very common.

Table 10. Frequency table showing tendency of giving harsh discipline.

Option	Frequency	Percentage
Rarely	5	20%
Very rare	6	24%
Common	5	20%
Very common	9	36%
	25	100%

The table shows that 36% of the respondents very often give harsh discipline while 24% very rarely. The respondents said harsh discipline is used to prevent children from getting into self-destructive ways and serves as a deterrent to others.

Research has evidence that harsh discipline administered like burning a child's hands for stealing amounts to psychological intrusion as it shows lack of love. Barber (1996). This level of punishment makes a child experience learning difficulties like lisping talk and reading problems up to primary five.

Children who delay in learning to read always lag behind as compared to their age mates in performance.

4. 29 Children's special needs are responded to.

Responses showed three rarely, fifteen very rarely, two common and five were very common. This means 60% very rarely respond to their children's special needs. The reasons received where that children have diverse and unrealistic needs so trying to satisfy them is like catching a wild goose. Others felt responding to these special needs amounts to pampering children which they feared would spoil their character. To others, it would be good if they had enough finances. This group was supported by 12% of the respondents as they rarely.

The other 20% said that the responding is very common and 12% common. These groups argued that children are individuals and should be helped to grow up so.

Research has shown that parental responsiveness predicts social competence and psychosocial functioning. It is an intentional way of fostering individuality, self-regulation and self-assertion in children which is positive to academic performance.

4.30 Children are responsible for their academic outcomes

Responses showed one rarely, thirteen very rarely, three common and eight very common.

These results show that 4% rarely and 52% very rarely hold their children responsible for academic outcomes. Some respondents argued that teachers hold the key to academic success in the way they teach, discipline and complete syllabus on time - so children should not be victimized.

The second group had 12% responses for common and 32% for very common in holding children responsible for academic outcomes. They

were categorical in saying that children have been granted the opportunity to learn and it was their business to produce good results.

Research has proved that parental demandingness is associated with instrumental competence and behavioural control. For our case, the 32% respondent are positive to performance while the 52% who very rarely hold their children responsible impact negatively on their performance.

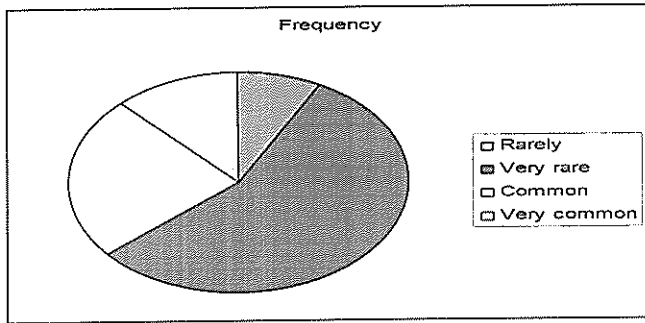
4.31 Parents interact with children

Results showed two respondents rarely, fourteen very rarely, six common and three very common. It was 8% rarely, 56% very rarely, 24% common and 12% very common. Most respondents admitted not having enough time to interact with their children. One of them said he leaves home very early to work and arrives late when children are in bed. Another said she was the only bread winner and had an obligation to work extra hard to meet their needs.

Table 11. Showing parents interaction with their children,

Options	Frequency	Degrees
Rare	2	28.8°
Very rare	14	201.6°
Common	6	86.4°
Very common	3	43.2°
Total	25	360°

Figure 11. A pie chart showing parents interaction with their children,



CHAPTER FIVE

5.0 Summary, conclusion and recommendation

5.1 Summary

This research was carried out in Nakifuma Zone in Mukono District, of Uganda .

The research was based on the effects of parenting in relation to pupils' academic performance in selected schools in Nakifuma Zone. The research delved into how parents are involved in their children's learning, how they play their roles and the parenting styles applied.

Trends from the study clearly show that parenting has effects on pupils' performance.

5.2 Conclusion

The research revealed that parenting has challenges as follows. Time came up as one of the limitations that hinder parents from being involved in their children's school learning nor capable of supporting them at home. As a result children miss that vital nurturing, guidance, monitoring and control.

Similarly, some parents displayed ignorance of their responsibilities that would otherwise improve pupil's performance.

5.3 Recommendations

In view of these findings I propose creation of awareness in parents concerning ways that foster their children's' school achievement. The ministry of education should formulate a comprehensive programme to give guidance in;

1. Techniques to help them create home environments conducive to learning
2. Parent/teacher partnership with the child as the centre of focus.

It would be appreciated if parents adopted an attitude of understanding the purpose of achieving the projected goal- the success of the child and hence the school. In so doing individual and collective efforts are called upon towards this success.

Further research

Parenting as a unit has a wider perspective and was not exhausted by involvement in pupil's performance. For further work I suggest that more research is carried out on.

- The role of a father in pupil's academic performance.
- The impact of parental economic status on pupils performance

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Explain.....

5. How do you rate your pupil's enthusiasm to learning?

Very high High Average
Low Very low

6. How do you rate pupils' school attendance all the year round? Very good Good Average

Poor Very poor

Please comment briefly.....

.....

7. Are there instances of indiscipline in the school?

Yes/No.

Please explain briefly.....

.....

8. Give your comment on this statement "all parents stress the value of education for their children's future"

Strongly agree Disagree Agree

Strongly Disagree

Why the answer above

.....

9. How is parental involvement in pupils' learning?

Please use the table for your rating.

	Option	Always	Sometimes	Rarely	Never
1.	Teachers communicate with parents				
2.	Home work given is completed				
3.	There are similarities between the values taught at home and in school				
4.	Parents participate in school's				

	activities like trips, education days				
5.	The child is the centre of focus during policy making and planning meetings				
6.	Parents cooperate with teachers in case of indiscipline				

	Option	1	2	2	4
1.	Provide children's needs adequately				
2.	Set standards that direct children to perform				
3.	Relate warmly with children				
4.	Acquire knowledge on their growth and development				
5.	Teach what's expected of them				
6.	Ensure their security				
7.	Guide and counsel them				

Please briefly comment on each of your options

3. How do you treat children at home?

Please use the ratings below

1. Rare 2. Very rare 3. Common 4. Very Common

	Option	1	2	2	4
1.	Children are given chance to make decisions				
2.	Children are given strict rules without explanation				
3.	Children can watch T.V, go to bed anytime they wish				
4.	Children are given harsh discipline				
5.	Children's special needs are responded to				
6.	Parents interact with children				

Please comment on each of the option brief.

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Thank you for participating in this research to make it a success.