

**RENTERS PARTICIPATION IN UNIVERSAL SECONDARY SCHOOL EDUCATION AND
STUDENTS ACADEMIC PERFORMANCE IN JINJA DISTRICT
A CASE STUDY OF MAFUBIRA AND NAMURESA SUBCOUNTY**



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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF HUMANITIES
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DECLARATION

I, **NANSUBUGA KAGGWA BSW/39373/123/D** declare that the work contained in this research report is my original work and has never been submitted to any other university or institution for the award of a degree.

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APPROVAL

This is to certify that this research report entitled has been done under my supervision and now ready for submission with my dissertation.

Signature.....*W Kasaija*..... Date.....*20/8/2015*.....

Mr. Kasaija William

DEDICATION

I dedicate my dissertation work to my parents; my father Kaggwa Jamada , My Mother Nanyumba Florence therefore, this dissertation has been designed to illustrate my capability of whatever I have covered during these days at Kampala international University.

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ABSTRACT.

The purpose of this research was to investigate parents' participation in universal secondary school education and students' performance in Jinja district, a case study of Mafubira and Namuresa sub-counties.

The major objective of the study was to find out whether parental participation in universal secondary school education had any effects on students academic performance.

The specific objectives/ research questions centered on the parents participation in Universal Secondary school Education and students academic performance in Jinja district, the role played by parents' in planning and financing in universal secondary school education and students academic performance, and the role of parents in disciplining their children and students' academic performance in Jinja district.

The study was carried out in two sub counties of Mafubira and Namuresa involving 230 respondents of which 120 students were from six secondary schools randomly selected 59 parents randomly selected 6 head teachers and 45 teachers.

A descriptive research design was used both quantitative and qualitative applications were used, results showed that parents were less involved in universal secondary school education which also shows that there was poor students performance. This means there was a relationship between parents participation in universal secondary school education and students' academic performance.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Provision of education is a responsibility of the government worldwide. In Uganda, the Government through the Ministry of Education and Sports (MoES), provides administration and management for the betterment of the national education system. Key policy decisions regarding education and other educational services have always been made by the state at least since the attainment of independence. However, schools whether government aided or private, have stakeholders who undertake various activities. Education therefore is done through the coalition of stakeholders, performing different complementary functions in order to attain school objectives and goals. The quality of management services, determines the survival and progress of organizations such as schools.

Although the planning and management of education has largely been a role of the state, Adongo (2006) reports that, in the mid 1970s, leading economists in universities in Europe and donor agencies began to criticize governments' direct involvement in service delivery. The governments were criticized for mismanagement, inefficiency, corruption, lack of planning and related problems. Consequently, in the 1980s there was a shift to community involvement in service delivery. In Uganda, primary education has been decentralized to ensure community participation and provision of quality education. At secondary level, whether government aided or private, schools rely heavily on parents' financial and managerial contribution. Unless all stakeholders are involved, school achievements including students' performance may not be realized.

The role of parents in Education today is rooted in the Education Policy Review Commission (EPRC 1989) report. Their responsibility revolves around financial mobilization, discipline and monitoring the performance of the school. Parents are said to be partners, clients, consumers and educational assistants in as far as management of schools is concerned (Thomson, 2001). However, in Sub-Saharan Africa, due to extreme poverty and financial constraints, there have been challenges in the provision of education. Many countries reported difficulties in recruiting

and retaining qualified teachers, especially for teaching Mathematics and Sciences, (Bregman and Armstrong, 2003). Due to poverty in the developing world and more so in rural areas, parents may not afford providing school materials or paying tuition fees which fund is used to pay teachers, buy scholastic materials and laboratory equipment, or provide for the welfare of teachers and students in order to contribute towards the achievement of academic success.

Docking (1980) as quoted by Babirye (2006) argues that discipline as a managerial function is important in the process by which children develop and are enabled to perform in society. Although he appreciates the significance of discipline to children's performance, he does not point out parents' roles in ensuring children's discipline yet they are a party in child development and school management. In most rural schools, parents tend to keep aloof and lack knowledge on education affairs as they watch the discipline and academic standards declining. Yet the importance of USE in Education should ultimately be vested in the improvement of academic standards of their children. Unless the roles of parents in disciplinary issues and other managerial areas is strengthened, there may be continued questions regarding satisfactory performance.

In a study carried out by Feyfant and Rey (2006) in Scottish schools, it was concluded that for more than 10 years now, parents' role in school was the main factor responsible for 'school market' in this sense meaning the popularity of the school. From Uganda's experience, the popularity of schools is so much linked to how many first grades (academic performance) a school may achieve in given consecutive years.

This was especially so if it is taken into account that the schools that achieve the best of these results are known to have the parents of their students actively involved in the activities of the schools. Specifically, these schools have powerful Education committees/ boards of governors as well as vibrant Parents and Teachers Associations, through which the partner with the schools and demand accountability from the school managers from time to time.

Implementation of policies at school level is done with the participation of all concerned stakeholders, parents being a party. A case in point is the policy making the study of science subjects compulsory at the ordinary level of education. Sciences have become key determinants

of how many first grades a school may get since they are a priority in the best eight subjects considered. Implementation of such a policy requires the participation of all stakeholders. For instance, during Board of Governors (BOG) and Parents-Teachers Associations (PTAs) meetings, parents need to recommend allocation of a suitable amount of money to equip school libraries and laboratories. Parents and school administrators also need to provide a good reading environment both at school and at home. In rural areas where schools are still unable to provide all academic requirements, parents may have to supplement school supplies and libraries with reading materials like textbooks for their children's home library. Such complementary roles may improve students' academic performance. However, Griffith (2001) reports that socio-economically disadvantaged parents usually lack skills, abilities and interest to help in the school and in their children's education. The researcher hoped to discuss, analyze and recommend how parents, irrespective of their socio-economic status may contribute to the improvement of their children's academic performance in Jinja schools.

Carnie (2003) shows that there is need to offer opportunities to parents in order to participate in decision making processes that focus on the achievement of school objectives. Parents need to participate in matters pertaining to strategic planning, policies, budgeting and cyclical evaluation programmes. After all, quoting Gorton (1983) Kaggwa (2003) observes that no administrator can effectively perform all administrative functions alone. School administrators have always called upon parents to motivate students' academic endeavors. Parents should also offer career guidance especially the choice of subject combinations and directing students in their home works. However, Eccless and Harold (1996) as quoted by Nancy Etal (2004) observe that parents' confidence in their own intellectual abilities is the most salient predictor of their participation in children's schooling. Parents need to be guided on the knowledge and skills of secondary school management.

Academic performance has been defined by Kaggwa (2003) and the World Bank (2002) as the quality and quantity of knowledge, skills, techniques and positive attitudes, behaviors and philosophy that students achieve. This achievement is evaluated by the mark or grade that students attain in tests or examinations done at the end of the topic, term or year or education cycle World Bank (2002). Therefore, the quality of the grades and the number of students that pass in various grades, determine the level of academic performance. In schools, academic

performance is a concern of people who have vested interest in schools. These may include parents, students, the staff, proprietors and the entire society that forms the school as a system or community.

Jinja District is found in mid eastern Uganda. According to Uganda Rural Development Trust (2006) the District is predominantly rural, has low literacy levels and rampant poverty. Jinja District covers approximately 1575 square km. and has a population 412,427 people according to the population survey 2002. The secondary schools available in the area are community founded or church founded or individual founded. However, most of them are government grant aided while the rest are private secondary schools. Whether government aided or not, these schools face the same administrative challenges. They are characterized by poor facilities, poor structures, competition for students, poor academic performance and insufficient provision of school demands from parents (Jinja district D.E.O quarterly report –June 2006). This study is intended to establish the role of parents in solving those challenges and the extent to which their contribution affects students' academic performance.

1.2 Statement of the Problem

The academic performance of Jinja Sub County is below the national average performance (Ahimbisibwe and Businge, 2009). Some schools of Jinja had continuously achieved no first grades and less than 10% second grades although they had qualified teaching staff. Yet, Jinja students whose parents managed to take to Kampala schools or else where in the country tended to excel or compete favorably in academics, a sign of academic potentiality on the side of students. Schools where parents were relatively active in issues of financing, disciplining and follow up of Education related activities seemed to perform relatively better than those where parents were reluctant. However, research had not been conducted on the relationship between the parents' low participation and the schools' academic performance. Yet unless it was clearly understood as to how this has influenced academic performance in the area, parents in the sub county might continue to be reluctant to participate in the management of the schools. Moreover, amidst the introduction of Universal Secondary Education (USE), this was particularly likely, since some parents might erroneously construe the responsibility for the education of their children as resting with the government and schools. This is despite the fact

that many school administrators in the area are already complaining that their efforts to improve the quality of education are being frustrated by lack of infrastructure, scholastic materials poor staff remuneration and they feel that the burden of improving students academic performance lies with them. Therefore the researcher was motivated to investigate the parents participation in universal secondary school Education and students' academic performance.

1.3 Purpose of the Study

The purpose of the study was to find out the parents participation in Universal Secondary school Education and students academic performance in Jinja district.

1.4 Objectives of the Study

The objectives of the study, therefore, were to:

1. Find out the parents participation in Universal Secondary school Education and students academic performance in Jinja district.
2. To investigate the role played by parents' in planning and financing in universal secondary school education and students academic performance.
3. Find out the role of parents in disciplining their children and students academic performance in Jinja district.

1.5 Research Questions

The study undertook to respond to the following research questions:

1. What is the role played by parents in the management and planning of Universal Secondary school education in Jinja District?
2. What is the role played by parents in financing in Universal Secondary school Education in Jinja district?
3. What is the role played by parents in disciplining their children in Universal Secondary school Education in Jinja district?

1.6 Scope of the study

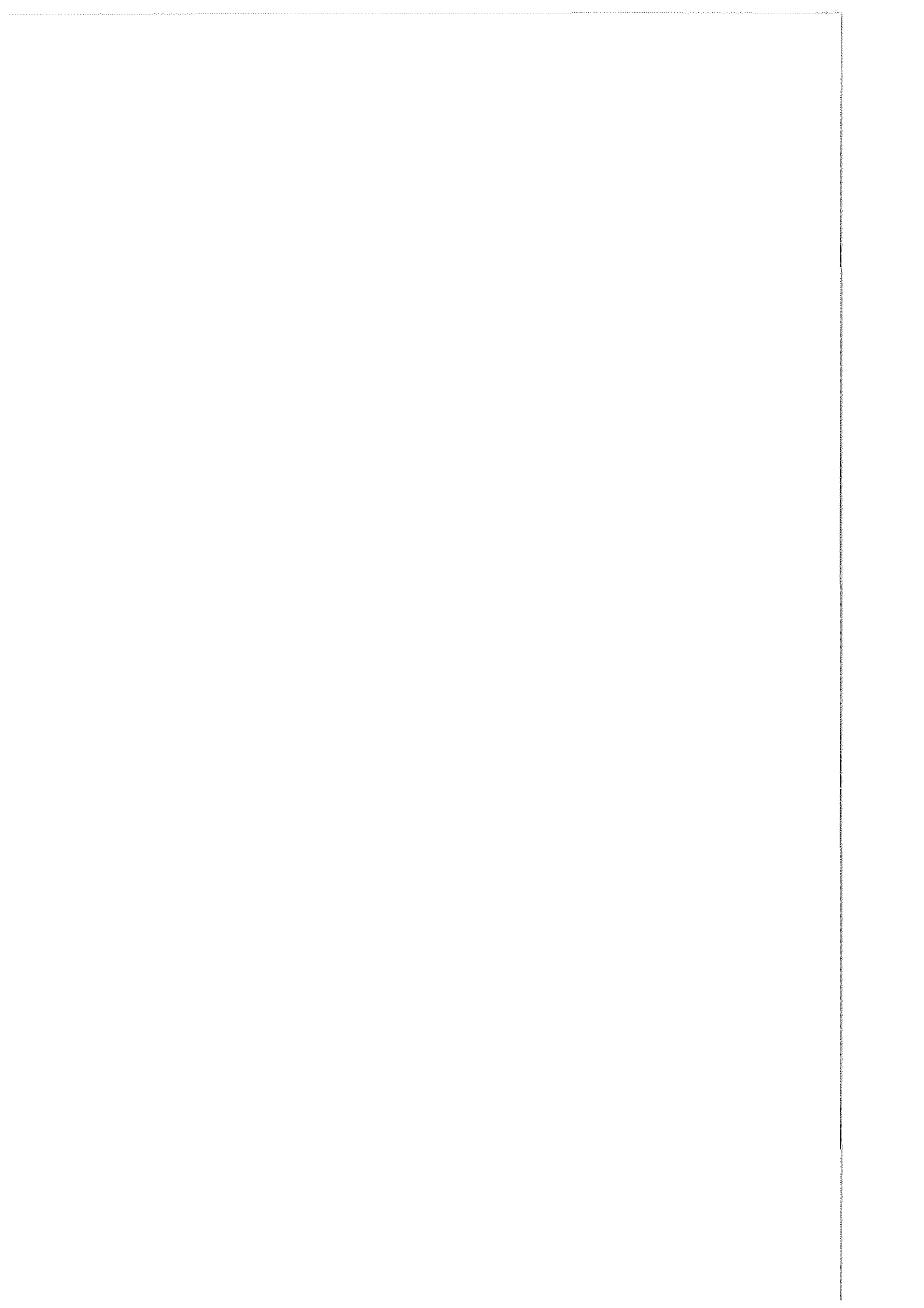
The study was carried out in Jinja District, Mid eastern Uganda. There are nine sub counties in Jinja but two of them were sampled, Mafubira and Namuresa. This is because they had a good representation of both government aided and private secondary schools hence making it possible

for the researcher to get relevant first hand information from respondents. Six secondary schools were chosen for the study. Three were government aided and three privately owned schools.

1.7 Significance of the study

The study is expected to

- Provide an in-depth analysis of parents' participation in secondary school management.
- Offer to stakeholders (including education planners and managers at all levels, parents and students) information on the current level of involvement of parents in management processes and what enhances or hinders effective Education especially in rural schools.
- Motivate other scholars and researchers to carry out research in other areas in order to establish gaps in universal secondary school management.
- Guide education policy makers and education planners about the roles of particular stakeholders in the management of secondary schools.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, literature that is related to the variables that were involved in the study is reviewed. In the first sections, however, a theoretical and conceptual framework is constructed. As such, the chapter is divided into six sections namely, introduction; theoretical framework; conceptual framework; role played by parents in the management of secondary schools in Jinja; influence of Universal Secondary Education in school financing on students' academic performance.

2.1 Theoretical Framework

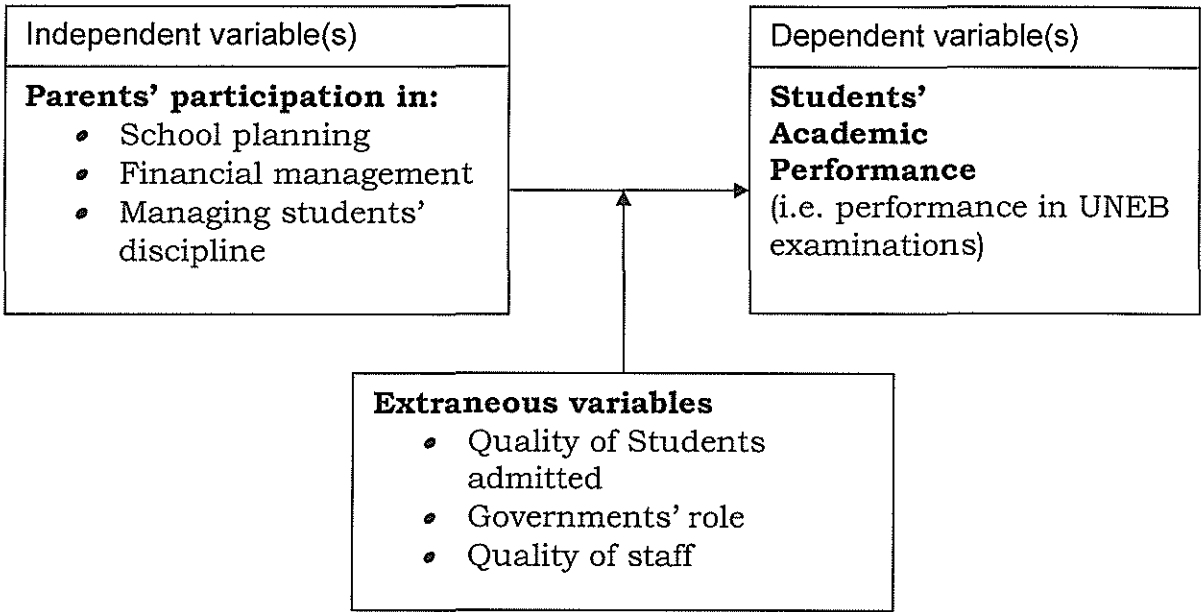
Universal Secondary Education and how it may be related to students' performance will be explained by McGregor's theory X and Y (1960). His argument is based on the classification of how people get actively involved in work. Theory X holds that work is inherently distasteful to most people and that most people are not ambitious, have little desire for responsibility, prefer to be directed and must be coerced if organizational objectives are to be achieved (Hersey , etal 2002). Theory Y on the other hand assumes that people are not lazy; rather, that they can be self directed and creative at work if properly motivated and are creative enough to solve organizational problems. In a school setting, the theory tends to explain how different stakeholders particularly parents will participate towards the achievement of school objectives. Some parents may participate maturely towards the improvement of their children's academic excellence while others may regress in behavior and act irresponsibly in their roles as stakeholders. From this theoretical background, it is apparent that, in a school setting, parents might willingly participate in management activities or regress by declining participation in school management.

Since it is a widely held view that Universal Secondary Education is directly related to school effectiveness and, subsequently, academic performance, these theoretical propositions suggest that the poor academic performance of schools in Jinja could be related to the extent to which parents are involved in Education in this area. This study was undertaken to verify this

possibility and specific attention was placed on the role that parents play in Education and how it has been related to the schools' performance.

2.2 Conceptual Framework

The variables involved in the study will be conceptualized using the model delineated in Figure **Figure 1: Model of the conceptual framework for the study of the Parents' participation in Universal Secondary school Education Students' Academic Performance**



Source: Adapted from teachers' education management programme handbook (TEMDEP 1993)

2.3 Explanation of the model of the conceptual framework

From figure 1 above, parents participation in management is essential if schools have to deliver education services effectively and if schools' objectives have to be achieved. The model considers Universal Secondary Education in form of the roles and contributions they make and extent to which their contributions affect goal achievement in this case students' academic performance. The managerial functions considered or in which parents ought to involve themselves in school include financing, disciplining and to some extent, the implementation of education policies. With proper participation of parents in school management, the positive aspects bound to result are: proper payment of school fees, provision of scholastic materials,

facilitation of good teachers, discipline, supervision of students' academic work, less absenteeism and order in school activities. Negative effects may include poor facilitation of teachers, lack of scholastic materials and infrastructure, poor implementation of policies, indiscipline and disorderliness in school activities.

The negative effects may lead to poor academic results while the positive effects are more likely to generate better academic results in schools. Although Becher (1984) recognizes significance in parents' role play and how it may influence educational programmes, the model above indicates that there are extraneous variables that may also affect students' efforts. These are; government's role, the quality of students admitted and the quality of teachers.

2.4 Review of Related Literature

According to a study carried out among Latino students in Chicago, Marschall (2006) observes that although there are many causes of low academic achievement; lack of cooperation among schools, parents and their communities plays a big role.

2.5 Role played by parents in the management and planning of secondary schools in Jinja

According to Epstein and Sanders (2002) families and schools have worked together in striving to give learners quality education since the beginning of formal schooling. Families were responsible for preparing their children with the necessary skills in the early years and schools took over from there with little input from families. However, today in the context of greater accountability and demands for children to achieve peak academic performance, schools and parents have formed partnerships and share responsibilities for children's education in more structured ways. Nancy and Lorraine (2004) show that parental school involvement consists of activities like volunteering at school, communicating with teachers and other school personnel, assisting in academic activities at home and attending school events.

According to Becher (1984), recognition has been given to crucial role play of parents and also on the rights and responsibilities of parents in the management of schools. In Uganda, the Education Act 1969 shows that parents' responsibilities among others include participation in the promotion of discipline, provision of learning materials, teachers welfare, structural development and caring for children. Although the Government white paper (1992) doesn't legalize parent

participation in school management, it does not contradict it either but simply recommends parents' role play. This suggests that USE in Education is desirable and could lead to improved academic performance among other benefits. It is against this background that the researcher was interested in finding out whether parents in Jinja actually participate in their managerial roles and responsibilities and the contribution this participation could be having on students' academic performance.

In a study carried out by Marschall (2006) among Latino students in Chicago, it was discovered that parental school involvement increases parent skills and information which equip them to assist their children in school related activities when they come back home. To this end, Lareau (1996) adds that when parents are involved in their children's schooling, they meet other parents who provide them with information on school policies, and practices. Besides that, when parents and teachers interact, teachers learn about the parents' expectations for their children and their children's teachers. However, both Marschall and Lareau don't explain what may happen to well beings of people if parents' are done away with in school related activities. While agreeing with the two authors, the study intended to discuss what might happen to well beings of people if parents are not considered as partner in academic related activities in schools. This is because the study addressed the case of Jinja where there is a coincidence of poor USE in Education and poor academic performance, meaning that the relationship between parental involvement in Education had to be probed, to empirically establish as to whether parental involvement has been related to the poor academic performance hence the justification for the study.

Epstein and Sanders (2002) discuss parents' diverse ways of participating in Education to also include communicating with teachers, participating in academic-related activities at home, and communicating the positive value of education to the learners, adding that these are each related to school performance. While the propositions advanced by Epstein and Sanders (2002) might be accepted without controversy, in the context of the study, critical consideration of these propositions indicated the need for investigation. First, the authors indicate what USE in Education could influence but they do not indicate why and how it could do so. Second, it is to be noted that, methodologically, Epstein and Sanders (2002) conducted their study in an industrialized setting and where parental levels of education are relatively high, especially when

compared to those of the parents in Jinja . It was, therefore, concluded that their findings were incomplete and that the possibility of their inference to the context of a rural context unknown.

In rural areas, parents' literacy levels have tended to hinder their participation in academic related areas for the good of students. In most Ugandan schools, occasions when school administrators may interact with parents on official days include the BOG and the PTA meeting days. Other schools also have what they call Academic day, visiting day, parents conference and other days as may be arranged by school administrators. The researcher aimed at finding out whether parents in Jinja attend those occasions and what contributions they make during those occasions in relation to their children's academic excellence and the entire management of schools. This was especially on the understanding that many of the parents in this area may not have undergone a similar educational programme (formal education) and that they have varied occupational commitments, which could influence their capacity to participate in the management of the schools in many ways.

Being stakeholders in education, parents qualify to be participants in policy making and implementation in schools. This is because the parents have direct responsibility over the learners that might be affected by the implementation of policies and the parents could themselves be affected by those policies, meaning that they form part of the relevant policy publics (Owolabi, 2006). It is believed that when some stakeholders don't participate in policy implementation in a given system or institution, those policies may fail (Birkland, 2001). In Uganda, policies directly concerned with students' academics have been formed, for example the policy on the vocation orientation of education (MOES No 6 (1963); and policy on science subjects being compulsory (2004). In rural schools like those in Jinja where facilities are still poor (Uganda Rural Development Trust Report, 2006) it takes a lot for school administrators, parents and other stakeholders to provide laboratories, textbooks, equipment and motivate both the students and teachers and, hence, to ensure good academic performance.

The statutory instrument supplement (1991) gives a provision for Boards of school Governors (BOG) to govern schools in accordance with government policy. However, it is the Government through the MoES that is responsible for provision of Education Services. The government

through the National Curriculum Development Centre (NCDC) gives the curriculum to be followed while Uganda National Examinations Board does the evaluation of students among other duties. School administration and parents are expected to prepare students who are evaluated according to national standards at the end of different school cycles. Different schools prepare students using various ways. For instance, whereas some schools teach according to the national time table, others illegally teach during holidays under the cover of coaching. Others set several aptitude tests in a given term and others employ different resource people to prepare examination classes, all of which have resources implications.

In the context of the study, it was noted that, ordinarily, parents have a role to play in the making of these resources available, since they are expected to contribute towards the preparation of their children for academic excellence. For instance they are required to bring students to school on time, provide scholastic materials and may be required to fund services offered to polish their children at school if this is agreed upon. Indeed, this is the relationship hypothesized in Figure 1. In the context of the study, therefore, it was important to find out the extent to which students performance in Jinja has been enhanced or hindered with or without parents said contributions respectively.

2.6 The role of parents in financing in Universal Secondary school Education and students' academic performance.

Parents have for long been noted for their key role in financing schools right from the colonial era especially after the first world war had affected donations for missionaries to run schools in Uganda (SSekamwa, 1997). In their study however, Nancy and Lorraine (2004) found out that impoverished families are less likely to be involved in schooling than wealthier families, and schools in impoverished communities are less likely to promote USE in school management. This conforms to Feyfant and Rey's (2006) argument that there are families who have the right intentions but are powerless especially those from rural backgrounds or those with little in the way of education. However, being wealthy may be one thing and financing schools or providing scholastic materials to students may be another. The study sought to find out whether parents irrespective of their socio-economic status provide school funds scholastic materials and other

requirements for the good of academic improvement and the extent to which availability of these materials improves well beings of people in Jinja.

According to Henderson (1989) parents involvement in schools requires taking up a variety of roles. Becher (1984) on the other hand recognizes significance of parents' role play in influencing educational programmes. There has been need for local communities to support schools materially and financially throughout Africa. In Uganda the Government white paper (1992) makes it clear that PTAs should continue functioning as voluntary organizations that are mainly concerned with students' and teachers' welfare and the overall development of the school. This may be done through paying school fees in time, fundraising for schools, donating, and participating in the planning for the allocation of these resources. In most rural schools the only source of teacher's salaries structural development and scholastic materials is school fees paid by parents. Therefore once schools lack finance, school programmes like teaching and students' welfare will be affected.

Butchet (1994) as quoted by Musisi (1996) reveal that education in the third world countries experienced a state of crisis due to cuts in expenditure in the 1980s. Today the government of Uganda is trying to finance a number of educational programmes including Universal Secondary Education secondary education, (USE). However in Jinja , just like other parts of the Country, U.S.E is functional in a few selected schools, meaning that parents still have to support their children' schools. With or without USE, parents need to let their children go to school on time and provide them with necessary equipment Otherwise students whose parents don't conform to that have always been sent home for lack of school fees hence missing classes and exams.

Universal Secondary Education in financing not only focuses on school fees but may also nclude students' personal requirements that enable them acquire education easily. These may nclude clothing, sanitary pads for girls, note books and proper medication when they fall sick both at home and at school. Even if teachers are very good, such requirements have to be in place n order to help the student study well, yet they all require money. SSONKO, (2001) observes that here are parents who don't value educating their children and have been heard saying "... we lid not go to school yet we are serving better that those who say they are educated". It is likely

that parents with negative attitudes toward education or those who don't have clear perceptions of their roles will let their children miss classes if they don't provide student' requirements hence lagging behind in academic performance. Alternatively such parents may be of low economic status hence affecting their children in the same way.

2.7 The role played by parents in managing discipline of their children and students academic performance.

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

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

Nsubuga (2002) observes that the extreme cases of indiscipline pronounced in schools could include disrespect for teachers and fellow students, drunkardness, smoking, fighting, theft, involvement in violent strikes and the like. Involvement in such activities would automatically deprive a student of time to concentrate on academics, would upset his/her mind, destroy his/her relationship with teachers and definitely affect the student's performance. Since Burden (1995) notes that teachers and parents work together as a group to provide mutually agreed upon obligations and expectations regarding discipline, the results of academic performance as related to discipline should not only be attributed to teachers but to parents as well .

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

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

In another study carried out by Cotton and Wikelund (2006), parents' involvement in students' schooling created effectiveness in fostering students' achievement. Aspects considered were; helping students in home work, helping students in making post secondary plans, behavioral improvement, home school communication and parent school agreement on reward. However the study shows no clear evidence of a causal relationship between parents' involvement in Education and well beings of people although it holds that some writers believe that such a relationship exists. Hence, the study will focused on establishing the extent to which parents' roles in Education influenced students academic performance.

Social control is also a mechanism that may be related to school achievement. Grolnick and Slowiaczek, (1994) as quoted by Nancy et al (2004) indicate that when families do not agree with each other or with schools about appropriate behavior, the authority and effectiveness of teachers may be undermined. Yet social control helps children to receive messages about the importance of schooling and consequently increase children's competence and motivation to

learn. There was need to establish the degree to which parents' influence on students' social conduct and discipline contributed to students' academic performance.

There are two ideas that may be considered here. Discipline connotes orderliness which is essential if one has to be responsible, diligent, cooperative, and ready to do what is right in a given institution. The other is that parents are indispensable in the development and maintenance of students discipline as observed by Musaaazi (1986) and Babirye (2006). Although concerned people have studied discipline and how it can be maintained, a lot remains about whether students' can perform any better without parents' or guardians' contribution toward their conduct. After a successful study, the researcher hopes to make a contribution towards whether students can actually perform better without their parent'/ guardians contribution to school management. Recommendations to this effect were to be given.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

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

3.1 Research design

Paulin (2007) defines research design as a plan of what data to gather, from whom, how and when to collect data, and how to analyze the data obtained. In order to achieve the objectives of the study, a descriptive cross section survey design based on questionnaire and interviews was used because the study objectives are descriptive in nature and may also require taking care of multiple realities likely to be found in the field (Amin, 2005). According to Mugenda and Mugenda (2003), the method is easy to manage and administer. Quantitative method was used in order to establish the extent and rate of the problem. Emphasis was put on collecting data from participants/stakeholders in school administration. Hence, questionnaires and interviews were used to obtain information from Head teachers, parents, students and teachers. Data was also described and summarized graphically.

3.2 Selection of schools

The sample of schools included both private and government aided schools. In all, six schools were involved in the study, three being government grant aided and three being private ones. From each of the two categories, the specific schools that were involved in the study were randomly selected from the list of schools in the area.

3.3 Population

The population study included the following categories of people:

1. Head teachers
2. Students
3. Academic staff in the selected secondary schools
4. Parents (i.e. the members of the Boards of Governors and Parents Teachers' Associations).

3.4 Sample size and sampling techniques

The table below shows the population and sample of respondents that were involved in the study.

Table 3.1: Populations and Sample

CATEGORY	POPULATION	SAMPLE	RESPONDENTS	SAMPLING TECHNIQUE(S)
Head teachers	13	6	6	Purposive
Teachers	112	48	45	Purposive
Parents	820	72	59	Random/convenience
Students	2434	120	120	Random
Total	3379	249	230	

Source: primary data

Six secondary schools participated in the study. They were selected using purposive sampling in order to ensure equal representation of government aided and private schools in the area. All the head teachers of the six schools participated in the study. This was purposely done because they are the key decision makers and implementers of school programmes. Purposive sampling was also used to select eight teachers from each of the six schools, considering those who hold responsibilities that bring them closer to students and parents in order to relate their ideas and experiences to academic performance. Other key informers were the Parents Teachers Association (PTA) executive members. Twelve of these will be purposely selected for each of the schools, thereby leading to a sample of 72, 59 of whom returned the questionnaires. These were involved in the study because they represented parents and are close to the school administration and student leaders, since they link the student community with other partners/

stakeholders in the entire schools. The parents were randomly selected according to the convenience with which the researcher could contact them with the request to participate in the study. Finally, a random sample of 20 students was selected from each of the schools, which led to a sample of 120 students. Random sampling was used because it gives each of the subjects an equal chance of being selected, thereby ensuring a high degree of representativeness.

3.5 Data Collection Instruments

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

3.5.1 Questionnaires

A questionnaire was used for data collection from the teaching staff and the other for students. Three Interview guides were used; One for the PTA executive members and the other the head teachers. Closed and open ended questions were included in questionnaires to enable respondents give their views. Questionnaires were expected to enable the researcher obtain results within a considerably short time. Amin (2005) and Sarantakos (1988) confirm the usefulness of questionnaires in terms of their simplicity, time used and easiness for a researcher to administer.

3.5.2 Interview guides

The researcher carried out oral interviews to collect data from the head teachers and parents. In order to avoid bias on Universal Secondary Education levels in secondary school management, the researcher used an interview guide. This was also help in maintaining consistency and freedom of expression by respondents. Mugenda and Mugenda (2003) and Amin (2005) observe that interview is useful since they fetch variety of ideas needed for the study.

3.6 Documentary sources

The researcher also used existing records and documents that were related to the study. Such documents will include reports and communications from the MoES, BOG and PTA meeting minutes and the UNEB results of the schools that were involved in the study.

3.7 Data collection procedure

The researcher asked for an introductory letter from the head of department of applied psychology to be used to introduce her to the respective school administrators, seeking to carry out research in their respective schools. With permission, the researcher was allowed to go to the schools within the study areas, accessed documentary sources, carried out interviews and availed copies of questionnaires to respondents. The researcher also recorded the information and using note books.

3.8 Ethical considerations

Jowell (1986) observes that ethical considerations in research involve outlining the content of research and what would be required of participants, how informed consent will be obtained and confidentiality ensured. It concerns protection of respondents' autonomy, maximizing good outcomes while minimizing unnecessary risk to research assistants. In conducting the study, therefore, explanations about its aims were made to the respondents, so as to obtain their informed consent. Anonymity of the respondents will also be assured and the data that they provided treated with utmost confidentiality. As such, the respondents will participate in the study voluntarily and mention of their names was avoided.

3.9 Data Analysis

The responses to the close-ended items in the data collection instrument were assigned codes and labels. Frequency counts of the responses were obtained, to generate descriptive information about the respondents that participated in the study and to illustrate the general trend of findings on the various variables that were under investigation. This involved the use of percentages, tables and charts because, according to Mugenda and Mugenda (2003) and Sarantakos (1998), they help to summarize large quantities of data whilst making the report reader friendly.

The data from the interviews, on the other hand, was carefully read. Thereafter, the responses will slightly be edited for grammatical correctness, coherence, chronology and precision and presented as quotations so as to triangulate the data obtained through the administration of the close ended instruments, which will be quantitative in nature.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

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

4.1 Background Information about the Respondents

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

Table 4.1 Distribution of respondents that participated in the study by Gender and Position

Variable	Categories	Frequency	%
Gender	Male	78	41
	Female	112	59
	Total	190	100
Position	Teachers	45	19
	Students	120	50
	Head teachers	6	3
	Parents	59	25
	Total	230	100

Source: primary data.

Table shows that a cross section of stakeholders (that is, parents, 25%; head teachers, 3%; teachers, 24%; and students, 63%) in the schools were involved in the study. This means that the conclusions based on the data that they provided is trustable as plausible, since it was generated from all the key categories of stakeholders in the schools that were sampled.

Information was also collected in the characteristics of the teachers that were involved in the study. This information pertained to the teachers' level of educational attainment; duration of education service experience; and the duration for which they had stayed in the schools on whose behalf they were responding. The findings are summarized in Table below.

Table 4.2 Distribution of Teachers by Level of Education and Duration of Teaching Experience

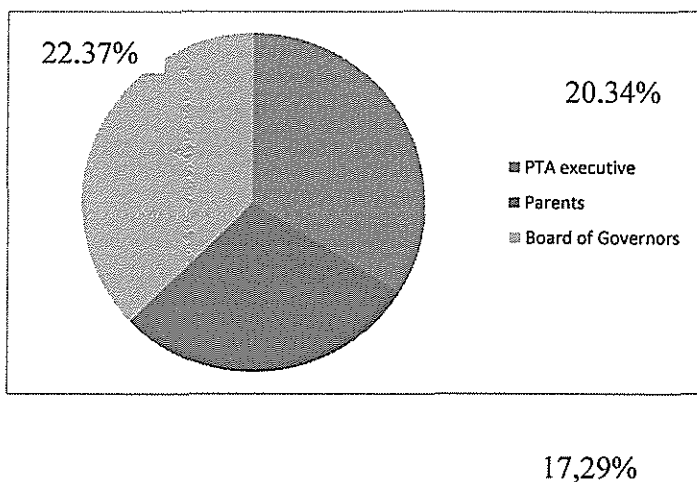
Variable	Categories	Frequency	%
Level of educational attainment	Diploma	30	66
	Degree	15	34
	Total	45	100
Duration of education service experience	One to two years	8	17
	Two to three years	9	21
	Over three years	28	62
	Total	45	100
Duration of service experience in current school	Less than one year	3	6
	One to two years	6	14
	Two to three years	16	35
	Over three years	20	45
	Total	45	100

Source: primary data.

In Table above, it is apparent that all the teachers that were involved in the study were qualified teachers, since they were either grade five or graduate teachers. It also indicates that most (35% and 45%) of them had stayed in their respective schools for at least two years. Both these findings reinforce the expectation that the data that they provided is authoritative, since they

were well qualified and had stayed in their respective schools for long enough for plausible information on the study expected of them.

Figure 4.1 shows the distribution of the parents that were involved in the study by designation.

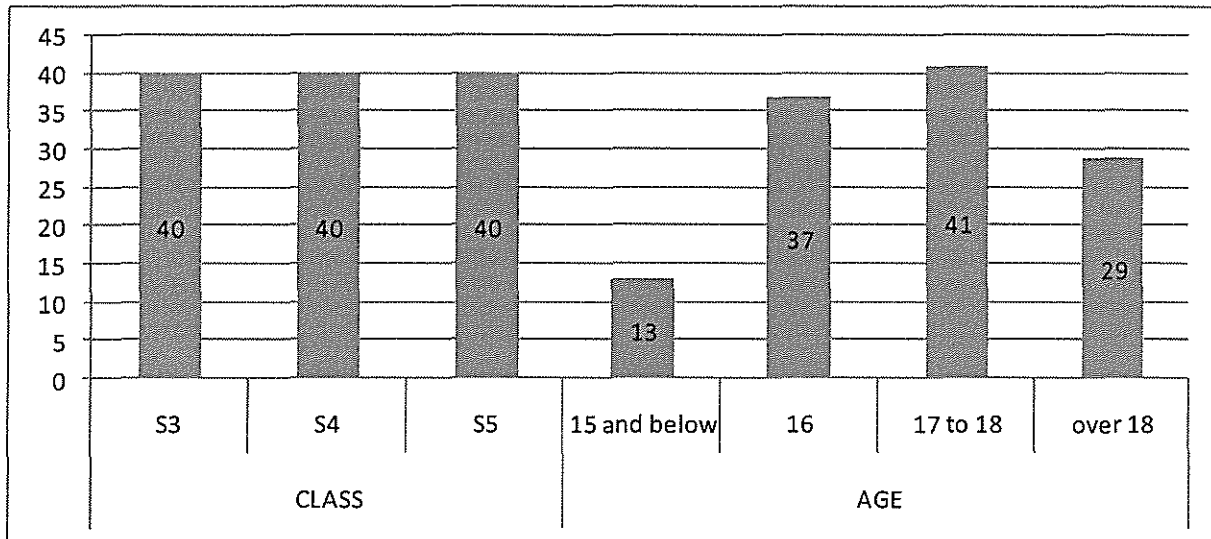


Source: field study.

Figure 4.1 illustrates that, in the category of parents, both school managers and lay parents were involved in the study. This means that the data collected represents a cross section of views, since the three major categories of parents were involved in the study.

The student questionnaire also elicited information on their class and age groups because these variables could influence the students' ability to supply credible information about the variables that were involved in the study. The findings on these are summarized in Figure 4.2.

Figure 4.2: Distribution of Students by Class and Age group



Source: field study.

The findings in Figure 4.2 reveal that the students that participated in the study were in form three or above. They also show that over 41 of them were aged 17 or above. This suggests that the information that they provided is reliable since plausible reasoning can be expected of students of these classes and age. This means that the conclusions of the study are to be trusted.

4.2 Research Question One: What is the role played by parents in the management of secondary schools in Jinja, District?

The research question inquired into the role played by parents in the management of secondary schools in Jinja. Under the question, therefore, the ways through which the parents of the students attending secondary schools in the area have participated in the management of the schools were of interest. This is because it was necessary to investigate the ways through which the parents participate in the management of these schools before investigating the relationship that has existed between this participation and the academic performance of students. Subsequently, the head teachers and parents that were involved in the study were asked to specify the various ways through which parents participate in the management of these schools. In the next subsections, the responses supplied are summarized according to the category of respondents.

In the interviews that were held with the head teachers, the latter were asked to specify the role that the parents play in the management of their schools. In response to the research question, one of the head teachers said,

“[Parents] provide fees and other essential materials and food”

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

“Parents discipline children [the students] and provide moral guidance. They [Parents] follow students’ performance through visiting the school”

It was noted that although children were generally well behaved, their performance was generally still weak. It was also revealed by one of the head teachers that the members of the Parents’ Teachers’ Association [PTA] are not active. Most of them come for Annual General Meeting [AGM] only. They come either to increase fees or complain about what has not been done. But when they come they contribute when issues arise.” However, one of the head teachers acknowledged that,

“Some parents visit their daughters and give them food but some of them do not check on the girls’ performance,”

The other head teacher decried that, PTAs are dormant. He emphasized that these days, due to much involvement of the government in the management of schools [sic] their role is minor.

The foregoing transcriptions indicate that a dominant view among the head teachers was that the parents in their schools are generally uninvolved in as far as the management of the schools is concerned. Another striking finding arising out of the interviews is that, when asked to specify as to how parents participate in the management of their schools, the head teachers indicated the payment of fees, which, upon critical consideration, is about supporting the schools rather than participation in school management. As such, the results indicate that, generally speaking, parents do not actively participate in the management of the schools.

To generate more information, the parents that were involved in the study were also asked to specify the roles that they knew the parents of the pupils in the schools concerned play in the management of the schools. In Table 4.2, the responses of the four parents that provided specific

answers to the question are summarized: 1) “Parents pay fees for their children”; 2) “Members of the board of governors are involved in drawing the school budget; some of these are parents so they represent parents in the budgeting process of the school”; 3) “Parents create home environments that are conducive for their children to undertake academic work while at home”; and 4) “Parents work hand in hand with the schools in ensuring the proper discipline of their children.” The frequency with which these views were raised by the parents is shown in Table 4.2.

Table 4.3 Parents views’ on their role in the management of schools

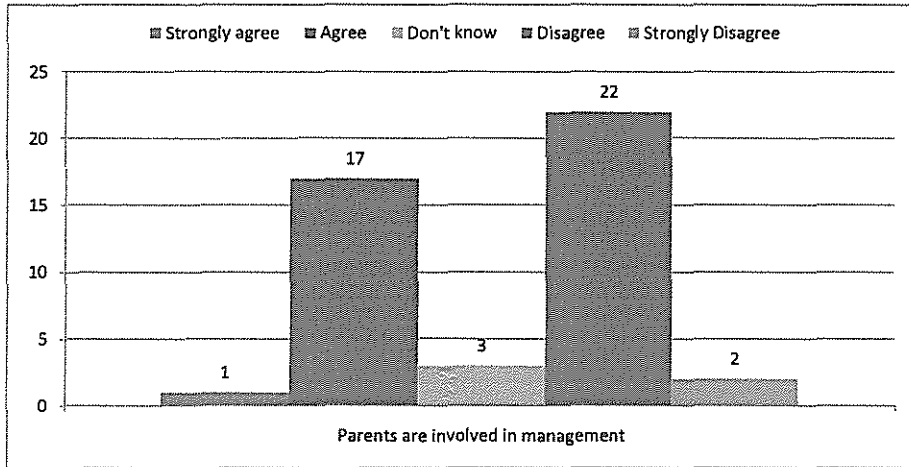
Category	Frequency	Percentage
Parents pay fees for their children	45	76
Members of the BOG are involved in drawing school budgets	18	31
Parents create home environment suitable for academic work while at home	39	66
Parents control children’s discipline in cooperation with their schools	30	51
Parents participate in planning school programmes	33	56

Source: field study.

From the foregoing responses, it is clear that at the most, parents play their role in promoting the education of their children. They do this through the creation of home environments that are conducive for academic work. Nonetheless, they are not directly involved in the management of their schools, as it is clear from the fact that the roles that they reported themselves to be playing are not in the regard of school management. This rhymes well with the information given by the head teachers, which indicated that, by and large, parents do not play any managerial roles in the running of their children’s schools.

The teachers that participated in the study were asked to indicate the extent to which they agreed that parents participate in the management of their schools and the findings are summarized in Figure 4.3.

Figure 4.3: Teachers' level of agreement that parents are involved in school management



Source: field study.

Figure 4.3 affirms that parents are not construed as being involved in the management of their schools. This is because even though most (27 out of 45) of the teachers expressed agreement that the parents attend meetings at the schools, and which was confirmed by 80% of the students, most (22) disagreed that they are involved in the management of schools. This concurs with the view of many of the head teachers interviewed (cited above) who said that many of the parents only come to attend the Annual General Meetings.

The students were asked to specify the extent to which they would agree that their parents participate in school meetings and cooperate with their teachers when they are called upon to do so. The results are summarized in Table 4.3.

Table 4.4: Students' Rating of their Parents Participation in the Management of their Schools

Responses	Ratings								Total	
	SA		A		D		SD			
	F	%	f	%	f	%	f	%	f	%
My Parents/guardians attend school meetings whenever called upon	19	16	63	53	22	18	16	13	120	100
My parents/guardians cooperate with my teachers about my schooling	4	4	76	70	8	26	-	-	108	100

Source: field study.

The results in Table 4.4 show that most of the students expressed the view that their parents attend school meetings when they are called upon to do so (53%) and that they cooperate with their teachers concerning their schooling (70%). The responses show that parents are involved in supporting their children's education but not through management activities

4.3 Research Question Two: whether parents financial participation in Universal Secondary school Education influences students' academic performance.

To gain insight into the degree of participation in the financing of schools by parents, questions were raised about their involvement in the budgeting and fundraising processes of the schools. Basing on the findings, the responses were assigned scores. This resulted into an index on participation in school financing, which was recorded into four categories namely, "Highly involved"; "Involved", "Uninvolved" and "Completely uninvolved" in the financial management of the school. In table 4.4, teachers' responses are presented.

Table 4.5 Teachers' Rating of parents involvement in financing Universal Secondary school Education.

Rating	Frequency	Percentage
Highly involved	3	7
Involved	12	27
Uninvolved	20	44
Completely uninvolved	10	22
Total	45	100

Source: field study.

In Table 4.5, majority (44%) of the teachers indicated that the parents of the students in their schools are “uninvolved” in the financial management of their schools. In addition, 22% of the parents said that the parents are “completely uninvolved (22%)” in the financial management of their schools.

The head teachers interviewed affirmed that, let alone being uninvolved in the budgeting process and fundraising activities of the schools, some parents do not even pay their students' fees. In particular, a dominant view was that the parents either do not pay at all or they pay in belated installments.

The students were asked to explain how their parents pay school fees for them, to understand the extent to which the parents support the schools financially. They were to respond to questions about the parents' mode of payment and whether these parents provided scholastic materials and other academic requirements for their children. Students were also to show whether parents' way of payment had any relationship on their school attendance and their general academic performance. Table 4.5 shows the ratings.

Table 4.6 Students' views on parents financing on Universal Secondary school Education.

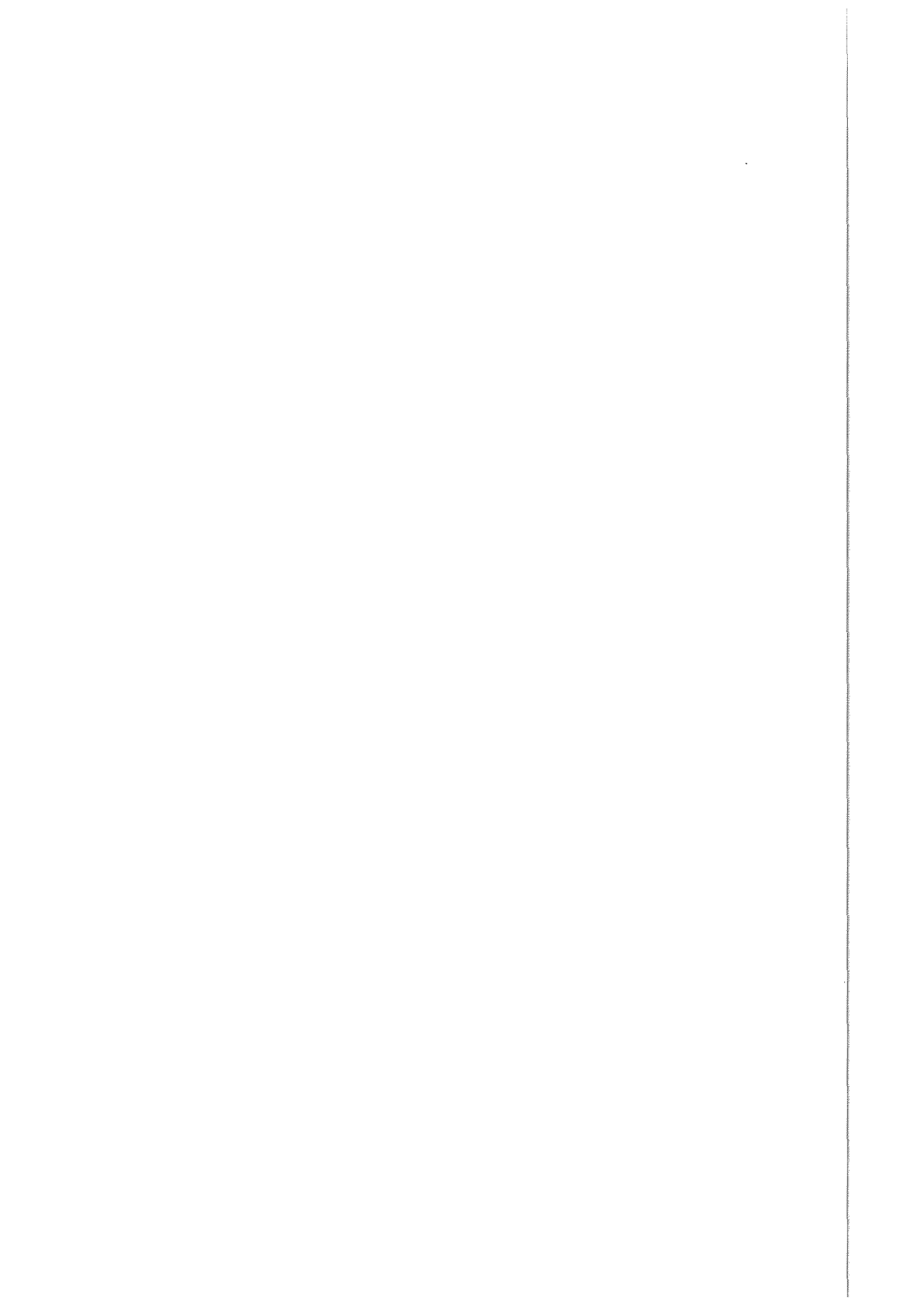
Responses	Ratings							
	SA		A		D		SD	
	F	%	F	%	F	%	F	%
The government pay my school fees late	27	22.5	48	24.2	21	17.5	19	15.8
The government pay my school fees in installments	29	24.2	62	51.6	12	14.2	12	10
My parents/ guardians provide me with scholastic materials necessary for academics	31	25.8	49	40.8	26	21.7	14	11.7
Sometimes I miss lessons while helping The government to acquire my school fees	22	18.3	47	22.5	38	31.7	33	27.5

Source: Field study

The views categorized in the table above were corroborated by the students, 76% of whom reported that their parents pay their schools fees, they do so in installments. This could affect the financial health of the schools, since funds may not be available whenever they are necessitated. Students who agreed that their parents provided them with the required scholastic materials were 88 (66.6%) against 33.3%. On the other hand 49 students (40.8%) agreed that they were involved in looking for school fees along with their parents which would affect their school attendance. However 77 of the respondents (59%) explained that they were not involved in the search for school fees with their parents. This was possible since respondents were from both day and boarding schools.

Parents who participated in the study were those on the executive committee and members of Parents Teachers Associations (PTA) of those schools that were involved in the study. PTA members were regarded as the best choice to represent views from parents of all schools that





were involved in the study. They answered questions about parents' role in the budgeting process of their schools. They also gave views about the role parents played in raising funds for their respective schools and whether their participation in financing had any influence on students' academic performance. Table 4.6 below shows parents views.

Table 4.7: Parents' views on their participation in the management of secondary school finance

Responses	Frequency	Percentage
Parents are involved in the budgeting process of their schools	12	20
Parents hold fundraising functions for the school	18	31
Parents plan for the implementation of programmes funded at school	9	15
Parents are usually informed about school programmes	54	92

Source: Field study

From table 4.6 above, majority of parents (92%) agreed that they would be informed by school administrators about the school programmes at hand. Parents who agreed that they participated in fundraising functions at their schools were 31%. On the other hand, those who agreed that parents participated in the budgeting process at their respective schools were represented by 20% as compared to 15% who showed that they were involved in the implementation of programs at their respective schools.

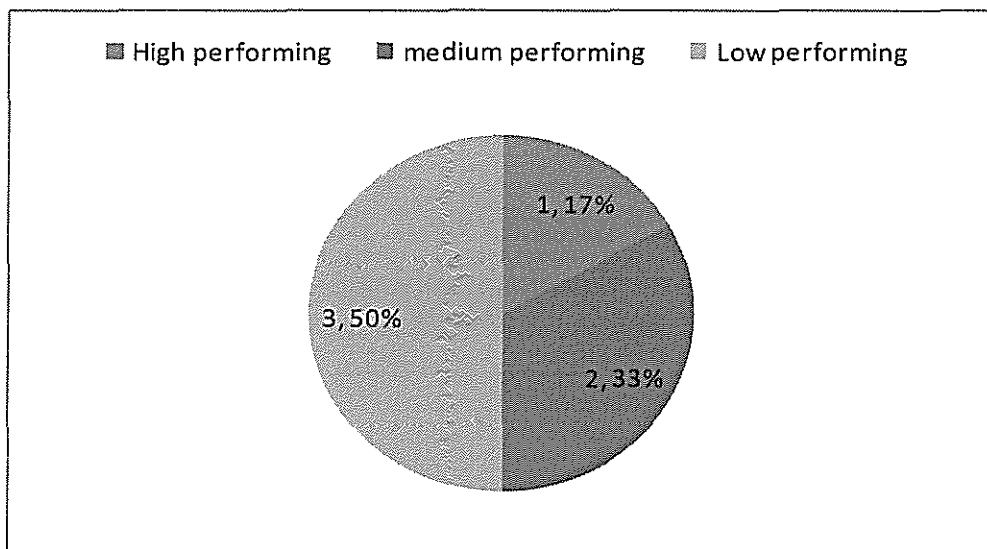
The above views express that much as parents would be informed about school programmes they actually would be left behind in as far as management of schools was concerned. Parents would hardly make a follow up on how their financial contributions to schools or any other funds would be used. Hence it would be hard to determine on how those finances would be allocated to programmes that targeted academic improvement of students.

Performance of Schools

Regarding the academic performance of the schools on the other hand, data were collected on the academic performance (in Uganda National Examinations) of the schools over the last five years (since 2003). On the basis of the pass rates, the schools were categorized as either "high

performing”, “medium performing” or “low performing”. The results of the categorization are summarized in Figure 4.4.

Figure 4.4: Distribution of schools that participated in the study by category of academic performance



Source: Field study

To tap into the effect of the degree of parental involvement in the financial management of secondary schools and students’ academic performance, the teachers’ views on the degree of parental involvement in school financial management were cross tabulated with the categories of schools in a chi-square test for association. The results are shown in table 4.7

Table 4.8 Teachers' ranking of the extent of parents' involvement in the financial management of their schools and the schools' academic performance

		Academic performance of schools			Total
		High performing	Medium performing	Low performing	
Involvement in the financial management	Highly involved	3			3
	Involved	3	9		12
	Uninvolved		8	12	20
	Completely uninvolved			10	10
Total		6	17	22	45

Source: Field study

Table 4.8, indicates that most of the schools are low performing, since most (22) of the teachers were under this category. It also indicates that many of the teachers were of the view that the parents of the students in their schools are uninvolved or completely uninvolved in the financial management of their schools. It is to be noted from the table that the teachers who indicated that their parents were involved in the financial management of their schools were also positive about the academic performance of their schools, indicating that they are high or medium performing, while those that said that their parents are “uninvolved” or “completely uninvolved” in the financial management of their schools also indicated that their schools are “low performing”. As such, it is to be concluded that there is a relationship between parental involvement in school financial management and the academic performance of the schools. In particular, the findings in Table 4.8 indicate that the low or entire lack of parental involvement in the financial management of their children’s schools has led to their low academic performance.

To establish the significance of the relationship between the level of parental involvement in Education(as it was ranked by the teachers) and the schools' academic performance (as was

determined from their UNEB results), the results in Table 4.8 were subjected to a chi-square test for association. The results are shown in Table 4.8.

4.4 Research Question Three: whether parents participation on disciplining their children the influences students' academic performance.

This question inquired into the influence of Universal Secondary Education in the management of students' discipline on the students' academic performance. The question was raised because it is generally recognised that students' discipline is a correlate of their academic performance. The responsibility of ensuring that students are well disciplined is shared between school managers and the parents of the students. To this end, the respondents that participated in the study were asked to specify the ways through which parents are involved in the management of their children's discipline and how they influence academic performance. The findings are presented in Table 4.9.

Table 4.9 Distribution of students by means of parental involvement in the management of students' discipline

Means of involvement in the management of students' discipline	Frequency	Percentage
Counseling	102	85
Follow-up to discuss discipline related issues	28	23
Giving punishments	34	28

Source: Field study

Table 4.9 indicates that 85% of the students said that their parents contribute to the management of their discipline through counselling them. The results also show that 23% follow them up, to discuss their discipline with their teachers and school administrators. Finally, 28% participate in the administering of punishments to students that are involved in unacceptable behaviour. This suggests that the parents are helping with the management of the students' discipline.

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

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

Another head teacher had a related view and said

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

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

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

The said head teacher however noted that there were a few exceptional parents who did contrary to this. Generally, these findings indicate that most of the respondents were of the view that parents in the area are involved in the management of the discipline of their children.

Table 4.10 Parents’ perceptions on their participation in the management of students discipline in secondary schools.

	Frequency	Percentage
Parents make a follow-up of their children’s discipline both at home and at school.	27	46
Parents guide and counsel their children	51	86
Schools involve parents in career guidance	9	15

Source: Field study

The results in table 4.10 show that parents were highly concerned about their children’s conduct both at school and at home. Those who agreed that they would make a follow-up of children’s discipline constituted 46% while those who carried out guidance and counselling for their school children were represented by 86% However it was clear that schools almost had no programmes arranged to involve parents in career guidance. This was shown by the fact that only 15% of parents agreed that schools involved them in career guidance for their children. Parents from both poor performing and better performing schools confessed that students generally had good discipline.

The above responses indicate that Universal Secondary Education in the discipline of their children was not related to students' performance. This is because both poor and better schools in terms of performance participated in the study and agreed that they participated in the management of their children's discipline. To this end therefore, the study observed that students discipline had little or no effect on their academic performance.

To understand how Universal Secondary Education in the management of discipline has influenced the academic performance of the learners, the teachers' views on the extent to which the parents of their students were cross tabulated with the categorisations of the schools by academic performance. The results are shown in Table 4.11

Table 4.11: Relationship between parents' involvement in the management of their children's discipline and the schools' academic performance

		Academic performance of schools			Total
		High performing	Medium performing	Low performing	
Level of parental involvement in the management of discipline	Highly involved	3	5	5	13
	Involved	5	10	11	26
	Uninvolved		2	3	5
	Completely uninvolved		1		1
Total		8	18	19	45

Source: Field study

The results in Table 4.11 indicate that, in general, parents were equally involved in the management of their children's discipline across all the categories of schools. However this has no relationship with students' academic performance.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the findings of the study are discussed after which conclusions and recommendations are drawn. For clarity and chronology, it is arranged by these contents and then by the three research questions that the study sought to answer. Thus, the chapter is divided into three subsections namely, discussion, conclusions and recommendations.

5.1 Discussions

The discussion is arranged according to the three objectives of the study. Therefore, the section is subdivided into the following subsections: role played by parents in the management of secondary schools in Jinja; effect of Universal Secondary Education in school financing on well beings of people in Jinja; and influence of Universal Secondary Education in the management of students' discipline on the students' academic performance.

5.2 Role played by parents in the management of secondary schools in Jinja

The findings of the study revealed that parents are involved in supporting school related activities through proving school fees and scholastic materials; disciplining their children and providing them with moral support. In this way, the study concurs with Epstein and Sanders (2002), Marschall (2006) and Lareau (1996) in their observations that the parents complement the work of schools through providing their children (in schools) with the materials and support that they need to learn well.

Besides the issue of parents supporting their children in school per se, however, is the issue of USE in the management of the schools that their children attend. It is in this regard that the findings of the study depart from the findings of earlier researchers into USE in schools and its implications for school effectiveness. Specifically, critical consideration of the findings of the study indicates that although the parents are involved in supporting their children's school education in some ways, generally speaking, they are not involved in the management of these schools (see Figure 4.3 and Table 4.3). At the least, some of the data collected indicated that

parents are represented in the Education committees like Parents' Teachers' Associations and Boards of Governors but even then, the school managers prominently deemphasized the contribution of the parents that are appointed to these committees, which further brings to question the role of parents in the management of their children's schools.

As such, the study established that although parents in Jinja district, have been involved in supporting the education of their children, they have not done so in ways that are similar to those enumerated by Nancy and Lorraine (2004). This emphasizes volunteering at school, communicating with teachers and other school personnel, assisting in academic activities at home and attending school events, with which they associate reciprocal benefits for the schools and for the parents and, ultimately, good academic performance. This means that, in discussing parental involvement in schools and their performance in Jinja Sub county, focus should be shifted from asking as to whether parents have been involved in supporting school activities to asking as to how they have been involved and, ultimately, why they have not been involved in the management of these schools. To this end, the findings of the study are extending the discussion on parental involvement in schools and the schools' performance. Specifically, on top of affirming relationship between the involvement of parents in supporting schools and the schools' academic performance (Table 4.7a), the findings of the study are moving the foci of the discussion from sheer involvement to giving attention to the ways in which parents are involved and why.

Looked at broadly, and in the context of the study, which was concerned with the effect of parental involvement in school activities and its relationship with the academic performance of these schools, the findings of the study introduce a new dimension to the debate on parental involvement in schools in Jinja Sub county. Hitherto, the focus has been on the parents and why they are not fully involved in Education despite the fact that such involvement could enhance school effectiveness and, subsequently, academic performance (see, for example, Adongo, 2006; and Babirye, 2006). Nevertheless, the study has highlighted the need for the schools to also examine themselves, specifically looking at what they could do to enhance parental involvement in their management.

Moreover, in settings where many parents may not have undergone formal education themselves like Jinja Sub County, the parents may need special encouragement to be able to take up explicit roles in school management. In particular, the finding that parents in Jinja Sub County are playing some roles in support of their children's education but are not as active in the management of the schools points to the chance that they are willing but unable to participate when it comes to the management of the schools. This means that rather than castigate parents for noninvolvement in the management of their children's schools, it should be understood as to why the parents are not involved in school management.

5.3 Parental involvement in the finance of universal secondary school education in Jinja district.

The question pertaining to the effect of Universal Secondary Education in the financing of schools on the schools' academic performance was raised because the availability of financial resources is usually key to school effectiveness yet several issues were not known about parents' involvement in the financing and academic performance of schools in Jinja. This was despite the fact that Ssekamwa (1997) had already observed that since the second world war, parents have been the most important source of school finances, meaning that in settings where academic performance is unimpressive, it is important to understand the contribution of the degree of the relevant parents' support to this unimpressive performance.

The findings of the study established that parental involvement in school financing is unsatisfactory (Table 4.7a). This is why the schools are inadequately facilitated hence their poor academic performance. In particular, the study established that besides being uninvolved in the various fundraising activities of their schools, many of the parents do not even meet their children's financial obligations. They also do not provide them with the scholastic materials that they need to learn effectively. In this regard, the findings of the study are in concurrence with the observation of Musisi (1996) that educational institutions in the third world countries experienced a state of crisis due to the unavailability of the financial resources that are necessitated for them to be run effectively.

In this way, the study brings to question the presumption by the Government Education White Paper (1992) that continued parental involvement in Education would reduce the schools' financial impoverishment. Specifically, the study indicates that, in Jinja, not much funding has been raised by schools from the parents in the area of financial resources. This has had consequences for the academic performance of the schools (see Table 4.7a), which is in concurrence with Ssonko (2001), who notes that even if the teachers and students are very good, the absence of financial resources and subsequent inadequacies of scholastic materials could impinge on academic performance. In this way, the study suggests that in the case of Jinja, Parents' Teachers' Associations may not play the role of financing schools as they have done in many other settings (Mayanja, 1996).

When interpreted broadly, in the context of the socioeconomic characteristics of Jinja, and upon thoughtful consideration of all the findings of the study, however, the study leads to conclusions that have implications for the role of schools and the government in the financing of schools in Jinja. First, it is to be noted that, generally speaking, Jinja is underdeveloped and poverty is widespread (among the parents of secondary school students). Second, the findings of the study were that some of the parents provide the facilitation that their children need albeit in installments, which appears to connote a commitment to supporting the children's school education but that is constrained by the lack of sufficient capacity to do so. Against these considerations, the findings of the study differ from Ssonko (2001) in his contention that some parents have the means to support their children's education but refuse to do so. Rather, the study concurs with Feyfant and Rey's (2006) in their argument that there are families who have the right intentions but are powerless especially those from rural backgrounds or those with little in the way of education. It is also in consonance with Nancy and Lorraine (2004) who rightly observe that impoverished families are less likely to be involved in financing their children's schooling than wealthier families, and schools in impoverished communities are less likely to promote USE in school management, which is in agreement with Argawal (1985) who notes that the education is a mirror of society and the educational institution is society in miniature.

Nevertheless, the goodwill of the parents to support the schools financially notwithstanding, it cannot support the schools unless it translates into the availability of financial resources for the schools to meet their requirements. In the context of the study, this implies that alternative means of financing the schools in Jinja should be devised by the schools and the government, since the parents, who are usually the key financiers of education (Ssekamwa, 1997) are without much capacity to do so even though they may be willing to do so. To this end, the study suggests that there is need for the schools to undertake alternative means of school financing and for the government to extend support to the schools through such measures as the extension of Universal Secondary Education Secondary Education to more schools in the area.

5.4 Parental involvement in management of disciplining of their children and students academic performance in Jinja district.

The study addressed itself to the involvement of parents in the management of students' discipline and its effect on the well beings of people because discipline is an important aspect for an orderly and ideal learning situation. Specifically, the question of whether parents are involved in the management of the students' discipline and whether this has influenced the schools' performance in any way arose. The study established that parents are involved in the disciplining of the students, as is reflected in the finding that the parents are involved in the management of the students' discipline both at home and when they are invited at school over discipline related matters (Table 4.8.) This suggests that most of the parents take the discipline of their children as seriously as is advocated for by Okumbe (1998); Cotton and Wikelund (2006) and Grolnick and Slowiaczek, (1994) cited by Nancy et al (2004). Indeed, many of the teachers and school administrators that participated in the study were positive about the discipline of their students.

However, relationship was not found to exist between parental involvement in the management of students' discipline and the students' academic performance. Though this could suggest that, in this regard, the findings of the study do not confirm the applicability of the finding by Grolnick and Slowiaczek, (1994) as quoted by Nancy et al (2004) that parental involvement in the management of students' discipline leads to good academic performance, critical consideration of the results of the study indicates that this is not the case. This is especially

when the methodology that was followed in conducting the study is taken into account. Specifically, the finding that there is no relationship between parental involvement in the management of students' discipline and their academic performance is apparently attributable to the fact that both in the poor and better performing schools parents were involved in the management of students' discipline and, indeed, student discipline was reported to be good.

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

5.5 Conclusions

The study made the following conclusions:

- 1 a)** Although parents in Jinja have been involved in supporting their children's education in some ways, they have not necessarily been involved in Education related activities.
- b)** The benefits of parental involvement in Education have not been realized in many of the schools, which has been with the effect of impinging on academic performance.
- c)** The lack of parental involvement in Education has been due to the parents' incapacity to play active roles in school management.

2a) Parents in Jinja are not actively, let alone satisfactorily, involved in the financial management of their children's schools, which is why the schools are resources constrained as a result of which they are not well prepared for the attainment of good academic performance.

b) The low involvement of parents in the financial management of their children's schools has been due to the inability of the parents to offer commendable financial support to the schools and their children, which is, in turn, due to the socioeconomic underdevelopment of Jinja.

3 a) Parents are involved in the management of students' discipline.

b) Nevertheless, student discipline, let alone USE in its management, is not enough to bring about good academic performance.

c) On top of good student discipline and parental involvement in the management of this discipline, good academic performance necessitates other inputs of which financial resources are enumerated.

5.6 Recommendations

The study made the following recommendations

Government should make a policy directing parents to participate in the management of these schools (on top of supporting the children in the ways that they were found to be supporting them). On the other hand parents should make it possible for them to do so. This could be done through encouraging the parents to take up specific roles in Education and indicating the values of their involvement in Education later alone making it possible for them to participate in school managerial activities through conducting the managerial functions in which they are involved in ways and in modes of communication that the parents comfortably understand.

Since the parents are not in a good position to offer satisfactory financial support to the schools, the Ministry of Education and Sports could extend Universal Secondary Education Secondary Education to more schools so as to ensure that more schools in Jinja are supported by the subsidy that the programme offers. It is also recommended that the managers of the schools in

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

On top of focusing on ensuring good student discipline, the managers of the secondary schools in Jinja, as well as the parents of their students, also pay attention to the other variables that could influence the academic performance of the students.

5.7 Area of Further Research

Further research should be conducted to find out why most of the parents are not involved in supporting university secondary school education in Jinja district despite the efforts of then government.

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APPENDIX I
QUESTIONNAIRE FOR TEACHERS

Dear respondent,

The researcher is a student of Kampala International University, carrying out a research on the influence of parents'/guardians' participation in secondary Education on well beings of people in Jinja district. The information you provide will be treated with confidentiality and entirely used for purposes of this study.

Section A: Background Information

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

1. Gender:

Male Female

2. Highest qualification

Grade V Graduate Others (specify) -----

3. Time spent in education service school

0-2 years 2-4 years 4-6 years 6 years and above

4. Time spent in current school

0-2 years 2-4 years 4-6 years 6 years and above

5. Post

Teacher Head of Department Class teacher Director of studies

Section B: Parental Involvement in School Management

6. To what extent would you agree that the parents of your students participate in the management of this school?

Strongly agree Agree Disagree Strongly disagree

7. How would you rank the level of parental involvement in the budgeting process of this school?

Highly involved Involved Uninvolved Completely uninvolved

8. How would you rank the level parental involvement in raising funds for this school?

Highly involved Involved Uninvolved Completely uninvolved

9. How would you rank the level parental involvement in the management of students' discipline this school?

Highly involved Involved Uninvolved Completely uninvolved

Thank you for your cooperation.

APPENDIX II
QUESTIONNAIRE FOR STUDENTS

Dear respondent,

The researcher is a student of Kampala International University carrying out a study on the influence of parents'/ guardians' participation in secondary Education on well beings of people in Jinja. You have been selected to participate in this study. The information you provide will be treated with confidentiality and entirely used for the purpose of this study.

Section A: Background information

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

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

Section B: Parental Involvement in School Management

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

4. My Parents/guardians attend school meetings whenever called upon 1 2 3 4
5. My parents/guardians cooperate with my teachers about my schooling 1 2 3 4
6. My parents/ guardians advise me on which subject combination to take 1 2 3 4

Section C: Parental Involvement in School Financing

7. Sometimes I don't go to school in order to help The government acquire my school fees.
1 2 3 4

8. My parents/ guardians pay my fees in instalments 1 2 3 4
9. My parents/ guardians pay my school fees late 1 2 3 4
10. My parents/guardians always provide me with scholastic materials necessary at school 1
2 3 4

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

11. The government/guardians know the school rules and regulations of my school.
1 2 3 4
12. The government/guardians regularly check my school work both at home and at school 1
2 3 4
13. How best may parents participate in improving students academic performance In your
school?

Thank you for your cooperation.

APPENDIX III
INTERVIEW GUIDE FOR HEAD TEACHERS AND PARENTS

Dear respondent,

The researcher is a student of Kampala International University, carrying out a research on the effect of Universal Secondary Education in secondary Education on well beings of people in Jinja District. You are kindly requested to answer the following questions as honestly as possible. The information you provide will be treated with confidentiality and used for purposes of this study. Thank you in advance for your cooperation.

1. Could you please tell me about the role played by parents in the management of this school?
2. Could you please tell me about the role that is played by parents in the budgeting process of the school?
3. Could you please tell me about the role played by parents in raising funds for this school?
4. Could you please tell me about the role played by parents in the management of students' discipline?
5. What additional information do you think was left out of this interview and can help educational planners, parent, school administrators and policy makers to improve students' academic performance?

Thank you.