

Parents' Participation and Students Academic Performance in Selected Universal Secondary Education Schools in Kumi District, Uganda

¹Ajalo Loyce Mary, ²Kenema Mellon, ³Musoke Matthew, ⁴Tukahirwa Ruth

^{1,2,3}School of Graduate Studies and Research (SGSR), Team University, P.O. Box 8128 Mengo, Kabaka A'njagala Road, Kampala, Uganda

⁴Faculty of education, Team University, P.O. Box 8128 Mengo, Kabaka A'njagala Road, Kampala, Uganda

Authors E-mail: ajaloloycemary0@gmail.com; meronashley2401@gmail.com; mattheausm@gmail.com; tukaruth@gmail.com

Abstract - The study investigated the relationship between debt financing and financial performance of SMEs in Masaka City, Uganda. This study was conducted to examine the effect of parents' participation and students' academic performance in selected Universal Secondary Education Schools in Kumi District. The objectives of the study to establish the relationship between the role played by parents in planning of school activities and academic performance in selected Universal Secondary Education Schools in Kumi District, to investigate the relationship between parents' participation in school financing and students' academic performance in selected Universal Secondary Education Schools in Kumi District and to examine the relationship between parents' participation in the management of students' discipline and students' academic performance in selected Universal Secondary Education Schools in Kumi District.. The study adopted a cross section survey design and involved students, teachers, parents and administrators were involved. Both qualitative and quantitative data were collected, analyzed, interpreted and presented. The findings of the study were that parental involvement in school's planning has not been fully realized and have not been adequately involved in the financing of school activities, which has led to financial resources constraints and, consequently, impinged on the students' academic performance. It was also established that parents' involvement in students discipline has had no effect on academic performance in Kumi District. It was, therefore, concluded that parental involvement in the management of school discipline should be complemented with participation in planning/management and financing of the school if good academic performance is to be realized.

The study recommendations that were made included; the need for government to make a policy on the specific roles parents should play in school management, government should increase funding of USE program managers of Kumi District devise non-tuition related

means of financing the school and focus should not be on discipline alone but also on other variables like quality of students at the point of entry in senior one, quality of teaching, internal efficiency of the school and staff motivation.

Keywords: Parents' Participation and Students Academic Performance.

I. INTRODUCTION

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

Academic performance is the quality and quantity of knowledge, skills, techniques, positive attitude, behavior and philosophy that students achieve or acquire in the teaching and learning process. The quality of grades determines the level of performance of a given class or school in a given period of time. This chapter will cover the background to the study, problem statement, purpose of the study and objectives of the study, the research questions, research hypothesis, conceptual framework, significance, justification, the scope of the study and operational definition of terms and concepts.

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

In United States province of California, the Academic Performance Index (API) is a measurement of performance and progress of individual schools in California. API scores

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

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

Although the planning and management of education has largely been a role of the state, (Adongo J.F, 2006) reports that, in the mid-1970s, leading economists in universities in Europe and donor agencies began to criticize governments' direct involvement in service delivery. The governments were criticized for mismanagement, inefficiency, corruption, lack of planning and related problems. Consequently, in the 1980s there was a shift to community involvement in service delivery.

At secondary level, whether USE or private, USE or non-USE schools rely heavily on parents' financial and managerial contribution. It is also noted that, schools running the Universal Secondary Education program have found a lot of setbacks in achievement of academic standards for lack of adequate funds got from the government. (Government pays UGX 41,000/term/student whereas in non-USE schools, minimum fee is about 450,000/term/student). Unless all stakeholders are involved, school achievements including students' academic performance may be delayed.

This study was underpinned by the Epstein's theory of involvement. It recognizes that there are some practices that parents and school conduct separately and some are conducted jointly towards their shared goal of maximizing children's outcomes (Epstein, 1992). While theorists and researchers have moved towards such a conceptualization of parent

involvement, seeking children's education as the shared responsibility of families and schools, there is also evidence that in practice, a deficit approach still pervades in some contexts. (Dauber & Epstein, 1993). Moore and Lasky (2001) argue that deficit approaches to parental involvement are still alive and well when it comes to inclusion of minority, single parent and low socio economic status families. Epstein & Sanders (2006) expressed concern that early work on parental involvement neglected to offer insights about what schools could do to promote more extensive parental involvement. Dietz (1997) argued that when a school limits parental involvement (e.g. fundraising, committee membership), then only a small proportion of parents become involved. As a result, the school neither really involves parents nor reaps the potential benefits from parents' involvement. Instead, a more comprehensive model of parental involvement which elicits a wide variety of parental involvement is advocated (Epstein & Dauber, 1991). Epstein and colleagues (Epstein, 1992) thus developed a typology which aimed to comprehensively categorize the variety of involvement activities in which parents could potentially engage. The relevancy of this theory is that it can explain ways through which parents are involved in the education attainment and progress of their children. It is through this theory that parents are expected to play their roles, responsibilities in conjunction with the school to meet educational attainment of their children.

Uganda is one of the countries in Sub-Saharan Africa which tries to improve not only primary but also secondary school education. The role of parents is rooted in the Education Policy Review Commission (EPRC 1989) report. Their responsibility revolves around, discipline and monitoring the performance of the school. Parents are said to be partners, clients, consumers and educational assistants in as far as management of schools is concerned (Thomson, 2001). However, in Sub-Saharan Africa, due to extreme poverty and financial constraints, there have been challenges in the provision of education. Many countries reported difficulties in recruiting and retaining qualified teachers, especially for teaching Mathematics and Sciences, (Bregman, 2003). Due to poverty in the developing world and more so in rural areas, parents may not afford providing school materials or paying tuition fees, buy scholastic materials and, or provide for the welfare of teachers and students in order to contribute towards the achievement of academic success. The importance of parental participation in school management should ultimately be vested in the improvement of academic standards of their children. Unless the roles of parents in provision of issues and other managerial areas are strengthened, there may be continued questions regarding satisfactory academic performance. Therefore, the study is intended to point out parents' roles and to show how they should carry out their

responsibility in ensuring children's discipline which is a prerequisite for better academic performance of their children.

Theoretical Review

The term theory can be used to signify an opinion or speculation, not necessarily based on fact nor true description of reality. The function of theory is therefore to guide researchers in understanding and predicting behaviour or phenomenon through study findings. A theory is a hypothesis that has to be proved or disproved. This study is underpinned by Epstein's theory of parental involvement. It recognizes that there are some duties that parents and schools conduct separately and some are conducted jointly towards their shared goal of maximizing children's outcomes (Epstein, 1992). While theorists and researchers have moved towards such a conceptualization of parental involvement, seeking children's education as the shared responsibility of families and schools, there is also evidence that in practice, a deficit approach still pervades in some contexts (Dauber & Epstein, 1993). Moore and Lasky (2001) argue that 'deficit approaches to parental involvement are still alive and well when it comes to inclusion of minority, single parent and low socio economic status families. Epstein & Sanders (2006) expressed concern that early work on parental involvement neglected to offer insights about what schools could do to promote more extensive parental involvement. Dietz (2007) argued that when a school limits parental involvement (for example fundraising, committee membership), then only a small proportion of parents become involved. As a result, the school neither really involves parents nor reaps the potential benefits from parents' involvement. Instead, a more comprehensive model of parental involvement which elicits a wide variety of parental involvement is advocated (Epstein & Dauber, 1991). Epstein and colleagues (Epstein, 1992) thus developed a typology which aimed to comprehensively categorize the variety of involvement activities in which parents could potentially engage.

According to Epstein theory, parental involvement can be categorized into home based involvement, school-based involvement and home-school communication (Fantuzzo, et al., 2000). Parenting refers to parents' basic obligations towards their children, such as providing them with guidance, supervision and materials; communicating refers to sharing knowledge between home and school for example about the child's progress; volunteering means parental involvement in school activities such as helping in the classroom, attending school occasions, meetings, learning at home activities such as helping in homework, talking to the child about school and learning, providing encouragement etc. decision making means involvement in organization or planning in the school, such as on parents' associations or councils, collaborating with

parents within the same community, community working together and exchanging information in the best interests of the children

Parental involvement in the lives of their children is seen as an important factor for the good development of a child and retention in school according to Gutman and McLoyd (2010) and Desforges (2013). They say that involvement of parents affects the shape of a child's environment and can partly determine the development of cognitive skills of children. Education is often part of the life of a child and therefore parental involvement in education is important too. Desforges (2013) highlights that there are many factors influencing the achieved results of children in school and that parental involvement is one of those factors. There are consistent. Outcomes from different researchers of the positive impact of parental involvement on children. This implies that these results are reliable (Heller, 2013). Positive effects concern cognitive, social, emotional and academic growth in children (Graham, 2005; Colombo, 2004; Ferrara & Ferrara, 2005). Cognitive growth is visible through improved school achievements. Social growth is visible through relations with teachers and other pupils; their social competence is improved. Emotional growth is due to increased positive experiences of children, on cognitive and social spheres. Academic growth is visible through higher aspirations in undertaking further education and less truancy behaviour of children.

Academic performance has been defined by (Kaggwa, 2003) and the World Bank (2002) as the quality and quantity of knowledge, skills, techniques and positive attitudes, behaviors and philosophy that students achieve. This achievement is evaluated by the mark or grade that students attain in tests or examinations done at the end of the topic, term or year or education cycle, World Bank (2002). Therefore, the quality of the grades and the number of students that pass in various grades, determine the level of academic performance. In schools, academic performance is a concern of people who have vested interest in schools. These may include parents, students, the staff, proprietors and the entire society that forms the school as a system or community. Management has been defined by Sapre (2002), quoted by (Bush, 2003) as a set of activities directed towards efficient and effective utilization of resources in order to achieve organizational goals. Secondary school management in particular refers to the application of management theory and practice to educational institutions (Okumbe, 1998). Managerial functions include planning, organizing directing, controlling resources, staffing, coordinating reporting and budgeting (P. & O'Donnel, 1986). In this study parents participation in school management was evaluated in relation to financing or organizing resources, disciplining, and implementation of school policies as the major managerial

functions in which parents mainly involve themselves and which aspects may directly affect students' academic performance.

This study was intended to establish the role of parents in solving those challenges and their contribution affects students' academic performance. (Nancy & Lorraine, 2004) observe that parent- school relationship do not occur in isolation but in community. Lack of educational skills may affect parents' role in evaluating and planning for good academic performance with the administrative staff (Nancy & Lorraine, 2004).

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

Parents involvement in School planning and academic performance

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

(Nancy & Lorraine, 2004) show that parental school involvement consists of activities like volunteering at school, communicating with teachers and other school personnel, assisting in academic activities at home and attending school events. According to (Becher, 1984), recognition has been given to crucial role play of parents and also on the rights and responsibilities of parents in the management of schools. In Uganda, the Education Act 1969 shows that parents' responsibilities among others include participation in the promotion of discipline, provision of learning materials, teachers welfare, structural development and caring for children.

Although the Government White paper (1992) does not legalize parent participation in school/planning management, it does not contradict it either but simply recommends parents' role play. This suggests that parental participation in school

planning/management is desirable and could lead to improved academic performance among other benefits. It is against this background that the researcher was interested in finding out whether parents in kumi district actually participate in their managerial roles and responsibilities and the contribution this participation could be having on students' academic performance.

In a study carried out by (Marschall, 2006) among Latino students in Chicago, it was discovered that parental school involvement increases parent skills and information which equip them to assist their children in school related activities when they come back home. To this end, (Lariau, 1996) adds that when parents are involved in their children's schooling, they meet other parents who provide them with information on school policies, and practices. Besides that, when parents and teachers interact, teachers learn about the parents' expectations for their children and their children's teachers. However, both Marschall and Lareau don't explain what may happen to students' academic performance if parents are done away with in school related activities. Jordan, Orozco and Averett (2001), Sanders and Epstein (2000) contend that "the effectiveness of parents, schools and communities working together has been documented in several studies." To promote these comprehensive partnerships, the schools must provide opportunity for school, families and the community to work together (Rutherford & Billing, 1995).

Influence of Parents' participation in School Financing on 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 (J.C, History and Development of Education in Uganda, 1997). In their study however, (Nancy & Lorraine, 2004) found out that impoverished families are less likely to be involved in schooling than wealthier families, and schools in impoverished communities are less likely to promote parental participation in school management. This conforms to (Feyant, 2006) argument that there are families who have the right intentions but are powerless especially those from rural backgrounds or those with little in the way of education. However, being wealthy may be one thing and financing schools or providing scholastic materials to students may be another. The study found out parents, irrespective of their socio-economic status, contribute school funds, and other requirements for the good of academic improvement and the extent to which this has affected students' academic performance in Kumi district.

There has been need for local communities to support schools materially and financially throughout Africa. In

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

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

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

Influence of Parents' Participation in the Management of Students' discipline on the 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 a school. In a school setting, the conduct of students is always a concern of teachers, parents and school administrators.

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

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

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

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

Summary

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

II. MATERIALS AND METHODS

Location of the Study area

This study was carried out in Kumi district located in the Eastern Region of Uganda. The District is bordered by Katakwi District to the north, Nakapiripirit District to the northeast, Bukedea District to the east, Pallisa District to the south, and Ngora District to the west. The government pays tuition fee of UGX 41,000 per term per student, has provided text books of compulsory 'O' level subjects for instance. English Language, Mathematics, Biology, Physics, Chemistry, History and Geography, and also supplies basic science equipment and chemicals. Government has also constructed classrooms and science rooms. Furthermore, the government pays salaries to the dully appointed and posted teachers plus support staff. The parents are supposed to provide lunch, uniform, stationary, housing, love and guidance to their children. They are also supposed to support developmental projects to uplift the school standards and status.

It is expected that as a USE school, the government provides adequate staff, capitation grants and infrastructure as parents provide the rest and that school follows the set curriculum by National Curriculum Development Centre (NCDC) and all candidates sit for UNEB examinations, and that there is continuous assessment of all students. Particularly notable, are the facts that: parents in Kumi district are reluctant to participate in the management of their children's education since the school is under USE program; the schools' academic performance is consistently poor, , the school is under USE program where tuition payment is by government and some parents still hold the fact that the school is still a faith-based school and so no activity should take place on Saturdays. It is against this background that the researcher under took to find out whether parents' participation in the management of Kumi district is related to students' academic performance. Specific attention is placed on the parents' participation in the planning and management, financial contribution and discipline management; and their influence on the schools' academic performance.

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

Sketch Map of Showing the Location of Kumi District (Study Area)



Research Design: In order to achieve the objectives of the study, adopted a descriptive cross section survey design based on questionnaire and interviews was used because the study objectives are descriptive in nature and may also require taking care of multiple realities likely to be found in the field (Amin, Social Science Research: Conception, Methodology and Analysis, 2005). This type of study utilizes different groups of people who differ in the variable of interest and in this case, students, teachers, parents and administrators were involved. Cross-sectional studies are observational in nature and are known as descriptive research. According to (O.M & A.G, 2003) the method is easy to manage and administer. Quantitative methods were used in order to establish the extent and rate of the problem. Emphasis was put on collecting data from participants/stakeholders in school administration. Hence, questionnaires and interviews through which both qualitative and quantitative data was collected were used to

obtain information from the head teacher, deputy head teacher, director of studies, parents, students and teachers. This design enables a wide selection of the population in the study and enriches the research work at a given point in time (Amin 2005).

Study Population

The target population was 364 respondents from the Selected USE schools including student leaders, teaching staff, PTA members, head teachers, Deputy head teacher and Director of studies. Given a population of 364 respondents the sample size will be 186 respondents determined using Krejcie & Morgan table.

Table 1: population and Sample selection

Category	Target Population	Sample size	Selection method
Students leaders	105	54	Simple Random Sampling
Teaching staff	175	89	Simple Random Sampling
PTA members/BOG	63	32	Simple Random Sampling
Administrators	21	11	Purposive
Total	364	186	

Source: Primary Data 2025.

Sample Size and Selection

Given a population of 364 respondents the sample size will be 186 respondents determined using Krejcie & Morgan table.

Sampling Techniques

A probability method like simple random sampling was used to select respondents among parents. Purposive selection method was used to select other respondents of students, heads of departments and administrators. According to Sekaran (2003), when desirable information is required from specific target group, purposive sampling is appropriate. This method will help to get multiple realities relevant to be inquiry Qualitative data obtained by a questionnaire survey with open-ended questions was used and face to face interviews. According to Sekaran (2003) and (O.M & A.G, 2003) qualitative research is exploratory, and it is used when one does not know what to expect, to define the problem or develop an approach to the problem. It is also used to go deeper into issues of interest and explore nuances related to the problem at hand. The quantitative data obtained by the use of questionnaire surveys with close-ended questions. Quantitative research is conclusive in its purpose as it tries to quantify the problem and understand how prevalent it is by looking for projectable results to a larger population.

Self-administered questionnaire was used to gather information from both teachers and students. The questions for study were close-ended while those for the teachers were open ended. Questionnaires are the most convenient way of collecting information from respondents because they are easy to fill. They ensure confidentiality of respondents and are

appropriate for a big number of respondents. Open-ended questions were used so that respondents gave their views independently and freely and this is an instrument that reduced time wastage. Questionnaires enabled the researcher to obtain results within a considerably short time. Amin (2005) and (Sarantakos, 1997) confirm the usefulness of questionnaires in terms of their simplicity, time used and easiness for a researcher to administer.

Interviews were used to interview parents, and the administrators on a face to face basis and responses were recorded personally. This instrument enabled in-depth collection of information and increases the accuracy of information. Mugenda and Mugenda (2003) and Amin (2005) observe that interview is useful since they fetch variety of ideas needed for the study. Observation on the school’s internal and external environment, the school activities and available teaching staff, instructional materials and infrastructure were done in order to support logic information and interpretation.

III. DATA ANALYSIS

The term analysis (processing for some researchers) involves a number of closely related operations, which are performed with the purpose of summarizing the data and organizing these in such a manner that they answer the research question(s) or hypotheses if they exist (Amin, 2005). Thus in the process of analysis, relationships or differences supporting or conflicting with original or new hypotheses should be subjected to statistical tests of significance to determine if real differences exist.

Quantitative data was analyzed using mean, Pearson Correlation product moment and regression with the help of

the SPSS computer package. Mean was used to show the level of agreement and disagreement among responses, Pearson Correlation product moment was used to establish the relationship between two variables and regression was used to ascertain the overall relationship between the independent and dependent variables.

The researcher analyzed the work basing on descriptions made by the respondents. Qualitative data analysis was presented in a narrative form on the different questions posed

to the respondents. The data from interviews of key informants and from openended questions were analyzed by listing down all respondents' views under each question or category. The tally mark method was then used to group similar views expressed by more than one respondent. Tables were constructed from the totals of tally marks. Then the researcher organized statements and responses to generate useful conclusions and interpretations on the research objectives (Sekaran, 2003).

IV. RESULTS

Response Rate

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

Table 1: Response rate for Respondents

Category	Sample size	Tool used	Responses	Percentage (%)
Students	54	Questionnaire	54	100
Teaching staff	89	Questionnaire	74	83
PTA members	32	Interview	20	63
Administrators	11	Interview	10	91

Source: Primary data (2025)

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 2.

Table 2: Distribution of respondents that participated in the study by Gender and Position

Variable	Categories	Frequency	Percentage (%)
Gender	Male	66	41.8
	Female	92	5.2
	Total	158	100
Position	academic staff (teachers)	74	46
	Students	54	34
	PTA	20	13
	Administrators	10	7
	Total	158	100

Source: Primary data (2025)

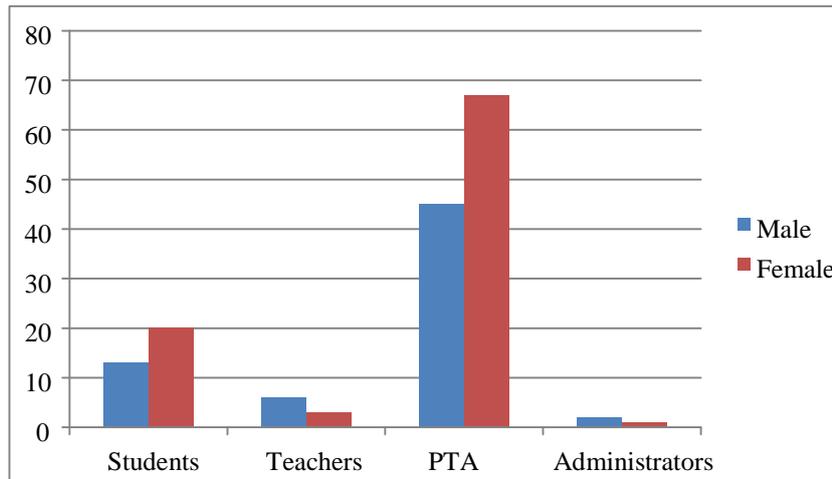


Figure 2: Distribution of respondents by gender and position

Table 3: Distribution of Teachers by Level of Education and Duration of Teaching Experience

Variable	Categories	Frequency	%
Level of educational attainment	Diploma	12	16
	Degree	62	84
	Total	74	100
Duration of education service experience	One to two years	8	10
	Two to three years	10	14
	Over three years	56	76
	Total	74	100
	One to two years	13	18
	Two to three years	18	24
	Over three years	43	58
	Total	74	100

Source: Primary data (2025)

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 3.

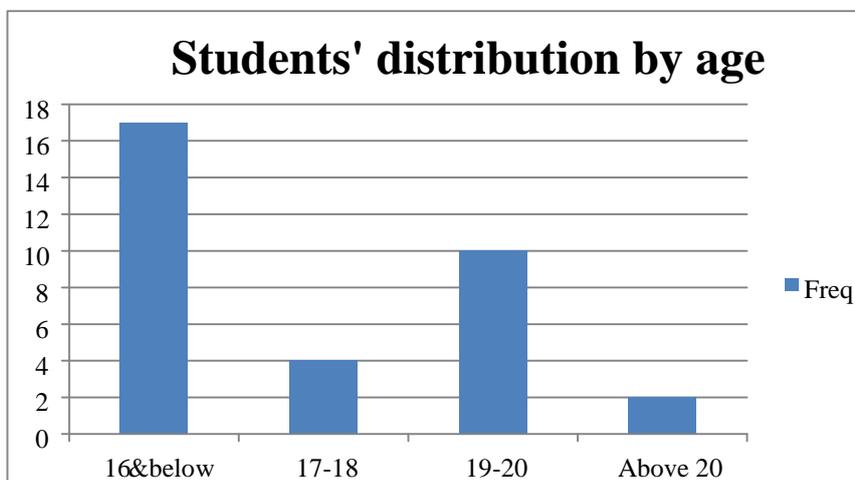


Figure 3: Distribution of Students by age group

Research Question One: What is the role played by parents in the planning/management of activities in Kumi District? How does this affect students’ academic performance?

The research question inquired into the role played by parents in the planning/management of school activities and how this affected students’ academic performance. Under the question, therefore, the ways through which the parents of the students attending this school usually participate in the planning/management of the school were of interest. This is because it was necessary to investigate the ways through which the parents participate in the management of this school before investigating the relationship that has existed between this participation and the academic performance of students. Subsequently, the parents and the academic staff that were involved in the study were asked to specify the various ways through which parents participate in the planning/ management of the school activities. In the next subsections, the responses supplied are summarized according to the category of respondents.

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

“I pay school fees which helps in running the school ” However, this respondent was hesitant to show whether the contribution would be submitted in time always. Another said that, *“Attending meetings where I discuss on how better the school will be.”* It was also revealed by one of the staff members that the members of the Parents’ Teachers’

Association [PTA] are not active and still very few parents come for Annual General Meeting [AGM], class meetings and career day meetings. They come mostly to complain about why the students have been sent back home. However a few come to genuinely contribute to the issues that arise during the meetings.

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

The students were asked to specify the extent to which they would agree that their parents participate in school meetings and cooperate with their teachers when they are called upon to do so. The results are summarized in Table 4.4.

Table 4.4: Students’ rating of their parents’ participation in the planning of their school

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

Source: Primary data (2025)

The results in Table 4.4 show that most of the students expressed the view that their parents cooperate with the teacher about school requirements (30.8%) and that they participate in improving academic performance by helping students with their

homework (38.1%). The responses show that parents are involved in supporting their children’s education but do not participate in planning/management activities. We can also see that the vast majority said that their parents did not attend school meeting whenever called upon.

Research Question Two: What is the effect of parents’ participation in school financing on students’ academic performance in Kumi District?

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

To gain insight into the degree of participation in the financing of school by parents, questions were raised about their participation in the budgeting and financial contributions of the school. Basing on the findings, the responses were assigned scores. This resulted into an index on participation in school financing, which was recorded into four categories namely, “High level participation”; “Average participation”, “Low participation” and” No participation” in the financial management of the school. In table 5, teachers’ responses are presented.

Table 4.5: Teachers’ Rating of Parents’ Participation in Schools’ financing of school activities

Rating	Frequency	Percentage (%)
High level participation	06	14
Average participation	18	41.8
Low participation	19	44.2
No participation	0.0	0.0
Total	43	100

Source: Primary data (2025)

In Table 4.5, majority (44.2%) of the teachers indicated that the parents of the students in TCC participation in the financing of the school activities is at a low level. However, a 41.8% of the teachers said that the parents averagely participate in the financing the school.

The staff interviewed affirmed that, despite the fact that the many of the parents were uninvolved in the budgeting process but participate in financial contributions to the school; majority of the parents endeavored to pay their students’ fees. In particular, a dominant view was that the parents do pay school fees in terms of PTA fees though majority pay in belated installments. The students were asked to explain how their parents pay school fees for them, to understand the extent to which the parents support the school financially. They were to respond to questions about the parents’ mode of payment and whether these parents provide scholastic materials and other academic requirements for their children. Students were also to show whether parents’ way of payment had any relationship on their school attendance and their general academic performance.

Table 4.6: Students’ views on parents’ participation in school financing

Responses	Ratings									
	SA		A		N		D		D	
	F	%	F	%	F	%	F	%	F	%
My parents pay my school fees in installments	9	20.9	9	20.9	1	5.6	7	18.4	7	53.8
My parents/guardians pay my school fees late	3	7	3	7	5	27.8	8	21.1	13	15.3
When fees is not paid , I miss classes	5	11.6	7	16.3	2	11.1	6	15.8	12	14.1

Sometimes I don't go to school in order to help my parents acquire my school fees	1	2.3	3	7	1	5.6	5	13.2	22	25.9
My parents/guardians always provide me with scholastic materials necessary at school in time	15	34.9	9	20.9	4	22.2	4	10.5	1	1.2
I sometimes have to miss lunch because my parents cannot pay for me	7	16.3	6	14	2	11.1	4	10.5	14	16.5
I miss study tours because my parents do not financially support me	3	7	6	14	3	16.7	4	10.5	16	18.8

Source: Field study (2025)

The views categorized in the table above were corroborated by the students, 20.9 % of whom reported that though their parents pay their schools fees, they do so in installments. This affects the financial health of USE schools, since funds may not be available whenever they are necessitated to carry out academic activities. Students who agreed that their parents provided them with the required scholastic materials were 34.9% against 1.2%. On the other hand, 7% students agreed that they were involved in looking for school fees along with their parents which would affect their school attendance. However of the respondents 13.2% explained that they were not involved in the search for school fees with their parents. .

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

Majority of the parents agreed that it was important for them to make financial contributions to the school. When they were asked what the funds were used for, the parents gave varying responses from contributions for infrastructure development to contributing for staff allowances. One of them said *"the funds I give the school are meant to be used for lunch, construction and staff allowance and exams"*

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

Table 7: Pearson product moment correlation between parents' participation in school financing and students' academic performance

		Parents' participation in financing Students academic performance	
Parents' participation in financing	Pearson Correlation Sig. (2-tailed)	1	.967** .007
	N	152	152
Student academic performance	Pearson Correlation	.967**	1
	Sig. (2-tailed)	.007	
	N	152	152

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

Source: Primary data (2025)

As in Table 4.7 above, the Pearson product moment correlation was applied to establish the relationship between parents' participation in school financing and students' academic performance in Universal secondary education schools in Kumi District.

The results above showed a positive and significant relationship between parents’ participation in school financing and students’ academic performance ($r=0.967^{**}$, $Sig=0.007$). The relationship is statistically significant because the calculated p- value is less than 0.05 criterions thus a p-value less than 0.05 leads us to conclude that there is evidence.

Academic Performance of selected USE schools over the years

Regarding the academic performance of the school on the other hand, data was collected on the academic performance (in Uganda National Examinations) of the school over the last three years (since 2021). The results of the categorization are summarized in Table 4.8.

Table 4.8: USE schools UNEB performance from 2021 -2023

	DIV1	DIV2	DIV3	DIV4	DIV7	DIV9 (U)	TOTAL
2021	06	17	12	31			66
2022	07	21	31	41			100
2023	03	33	42	58	03	02	130

USE schools academic performance in internal tests

	DIV 1	DIV2	DIV3	DIV4	DIV7	DIV9 (U)	TOTAL
2021	04	15	10	30	02	05	66
2022	07	20	25	40	03	05	100
2023	05	20	30	15	2	8	80

Source: School records (2025)

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

Table 9: Teachers’ ranking of the extent of parents’ participation in the financial management of the school and the USE Schools academic performance

		Total			
		2021	2022	2023	
Participation in the financial management	Highly level participation	1	5		6
	Average participation	8	4	6	18
	Low participation	9	5	5	19
	Completely no participation				0

Source: Primary data (2025)

To establish the significance of the relationship between the level of parental involvement in school financing (as it was ranked by the teachers) and the schools’ academic performance (as was determined from their UNEB results), the results in Table 4.8 were subjected to a chi-square test for association. The results are shown in Table 10.

Table 10: Pearson product moment correlation between of parents’ involvement in the financial management and the schools’ academic performance

Pearson Correlation	1	-0.116
Parents’ payment of Financial management		0.750
		Sig. (2-tailed)

N	152	152
Pearson Correlation	-0.116	1
Students' academic performance Sig. (2-tailed)	0.750	
N	152	152

Source: Primary data (2025)

As in Table 12 above, the Pearson product moment correlation was applied to establish the relationship between parents' involvement in financial management and students' academic performance in Universal secondary education schools in Kumi District. The results above showed a negative and insignificant relationship between parents' involvement in financial management and students' academic performance ($r=-0.116$, $Sig=0.750$). The relationship is statistically insignificant because the calculated p- value is greater than 0.05 criterion thus rejecting the alternative hypothesis. The implication of the findings is that parents' involvement in financial management has nothing to do with students' academic performance. From the findings it should be noted that although very important, parents' involvement in financial management has no significant relationship with students' academic performance. It means there are other factors beyond the scope of the current study, which are essential in influencing students' retention rate.

Responses from BOGs and PTAs representatives were in agreement with teachers, head teachers and student leaders. The responses from interviews were presented, analyzed and interpreted as follows:

During interviews one of the BOG representatives said that:

“When parents are requested to pay PTA fee which can be used to motivate teachers, it’s just few who positively respond, and this affects school routine activities and might force teachers not to teach, hence creating room for students to dodge classes and eventually leave school”.

In an interview with one of the PTAs representative, he noted that:

Parents delay to pay developmental fees, hence leading to a negative relationship with student retention rate”

Also, one of the BOG representative remarked: *“The parents pay a supplementary fee of shs. 60,000 in addition to the government fees of shs. 40,000 per child. However, some parents delay to pay and this affects the smooth running of the school activities”*

Another key informant said:

“Parents pay additional fees as developmental fees, though it’s paid slowly and in instalments. Some parents more so in senior one pay supplementary fees in time because it’s their first time; meaning that as their children go ahead, they tend to deteriorate”

Another B.O.G representative was of the view that:

“Parents are involved in their children`s education in that they provide their children with pocket money and this keep them going and continuing with their studies. This in turns help students to be settled at school”

In accordance with the interview findings from the BOGs and PTAs representatives, they seem to suggest that though parents pay supplementary fees for their children, payment is done late. So when supplementary fees is not paid on time, children are likely not to be in school fulltime and their concentration can easily deteriorate because of increased worries of being chased away from school due to delayed payments.

What is the influence of parents’ participation in the management of students’ discipline on the students’ academic performance?

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

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

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

Source: Primary data (2025)

Table 4.10 indicates that 27.4% of the students said that their parents participate in the management of their discipline through punishing them when they misbehave. The results also show that 25.8% know the school rules and regulations. Finally, 26.3% of the students agreed that disciplined students performed well academically. This suggests that the parents are participating in the management of the students’ discipline.

This is in concurrence with the views of the teachers interviewed. One of them said that: *“They [the parents] instil the ethics of discipline in their children before even sending them to us [the schools] so I would say that they have contributed [to promoting the discipline]”*

Another teacher had a related view and said

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

This was an indicator that teachers looked at good students’ discipline as a result of combined effort from both parents and school administration. Another teacher said that: *“I should say they [the parents] are involved and participate. When there is a disciplinary problem and we invite them, they come and help us in punishing and counselling the concerned student”*.

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

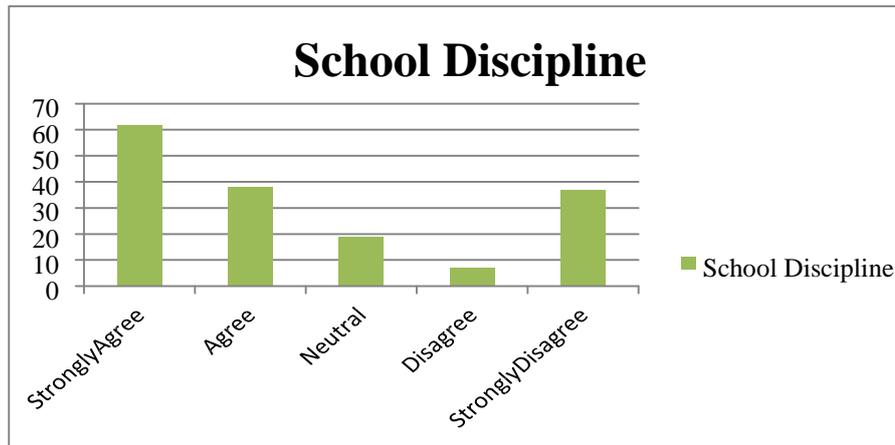


Figure 4: Summary of the students’ perception of their parents’ involvement in school discipline

Fig.4 shows that students strongly agreed that their parents were actively involved in disciplining them.

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

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

In Table 4.11, majority (68.4%) of the teachers indicated that the parents of the students in TCC participate in the discipline management of their children. however, a 31.6% of the teachers said that the parents participation in the discipline management of the students is at low level.

To understand how parents’ participation in the management of discipline has influenced the academic performance of the learners, the teachers’ views on the extent to which the parents of their students were cross tabulated with the categorisations of the school by academic performance.

The results are shown in Table 4.13.

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

		2021	2022	2023
Level of parental participation in the management of discipline	High level participation	1		
	Average participation	2	4	4
	Low participation	4	5	
	Completely no participation			
Total		7	9	4

Source: Primary data (2025)

The results in Table 4.12 indicate that, in general, parents were involved and participate in the management of their children’s discipline. To verify the possibility of relationship between the teachers’ ranking of the involvement and participation of parents in the management of student discipline and the school’ academic performance, these results were subjected to a Pearson product moment correlation test for association. The results are shown in Table 12.

Table 14: Pearson product moment correlation between parents’ involvement in the management of their children’s discipline and students’ academic performance

Variables	Computed index	Parents’ participation in school meetings	Students’ retention rate
Pearson Correlation		1	.886
Parents’ participation in Management of discipline	Sig. (2-tailed)		.000
N		152	152
Pearson Correlation		.886	1
Students’ academic performance	Sig. (2-tailed)	.000	
N		152	152

Source: Primary data (2025)

As Table 14 above shows, the Pearson product moment correlation was applied to establish the relationship between participation of parents in the management of student discipline and the students’ academic performance in selected Universal secondary education schools in Kumi District. The results above showed a strong positive and significant relationship between participation of parents in the management of student discipline and the school’ academic performance rate ($r=0.886$, $Sig=0.000$). The relationship is statistically significant because the calculated p- value is less than the 0.05 criterion thus a p-value less than 0.05 leads us to conclude that there is evidence against the null hypothesis. The implication of the findings is that participation of parents in the management of student discipline and the school’ academic performance. From the findings it should be noted that although very important, participation of parents in the management of student discipline and the school’ academic performance . It means that participation of parents in the management of student discipline and the school’ academic performance. Some responses from BOGs and PTAs representatives were in disagreement with teachers, head teachers and student leaders. The responses from interviews were presented, analyzed and interpreted as follows:

During interviews one of the BOG representatives said that:

“Parents have an I don’t care attitude. So, if parents continue shying away or ignoring management of discipline then the students’ performance will dwindle and this might force them quit school”.

In an interview with one of the PTAs representative, he noted that: “Parents physically attend the school disciplinary committee meetings but few of them participate.”

However, one of the BOG representatives remarked:

“Parents attend disciplinary meetings and by so doing they get to know what is happening at school and they are enabled to monitor their children’s performance”

In line with the above, another key informant was of the view that:

“Students whose parents respond to disciplinary meetings develop a close relationship with the teachers and this boosts their performance in class, with this, the students also put in more effort not to disappoint the parents as well as teachers who are working tirelessly to retain them in school and above all improve their performance”

V. DISCUSSIONS

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

Role played by parents in the school planning at USE schools

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

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

As such, the study established that although parents in USE schools have participated in supporting the education of their children, they have not done so in ways that are similar to those enumerated by (Nancy & Lorraine, 2004). This emphasizes volunteering at school, communicating with teachers and other school personnel, assisting in academic activities at home and attending school events, with which they associate reciprocal benefits for the schools and for the parents and, ultimately, good academic performance. This means that, in discussing parental involvement in planning/management of USE schools and the students' academic

performance, focus should be shifted from asking whether parents have been participating in supporting school activities to asking as to how they have been involved and, ultimately, why they have not been participating in the planning/management of the school. Specifically, on top of affirming relationship between the participation of parents in supporting USE Schools and the school's academic performance, the findings of the study are moving the foci of the discussion from sheer participation to giving attention to the ways in which parents are involved and why.

Looked at broadly, and in the context of the study, which was concerned with the effect of parental participation in planning/ management of USE schools and its relationship with the academic performance of USE schools, the findings of the study introduce a new dimension to the debate on parental involvement in USE Schools. Hitherto, the focus has been on the parents and why they don't fully participate in school planning/management despite the fact that such participation could enhance school effectiveness and, subsequently, academic performance (see, for example, Adongo, 2006; and Babirye, 2006). Nevertheless, the study has highlighted the need for the school managers to also examine itself, specifically looking at what they could do to enhance parental involvement in their planning and management.

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

Effect of parents' participation in school financing on students' academic performance in USE schools

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

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

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

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

When interpreted broadly, in the context of the socioeconomic characteristics of Luweero district, and upon thoughtful consideration of all the findings of the study, however, the study leads to conclusions that have implications for the role of school and the government in the financing of USE schools. First, it is to be noted that, generally speaking, Luweero district is underdeveloped and poverty is widespread (among the parents of secondary school students) since the war in 1980s. Secondly, the findings of the study were that some of the parents provide the facilitation that their children need albeit in installments, which appears to connote a commitment to supporting the children's school education but that is constrained by the lack of sufficient capacity to do so. Against these considerations, the findings of the study differ from (Ssonko, 2001) in his contention that some parents have the means to support their children's education but refuse to do so. Rather, the study concurs with Feyfant and Rey's

(2006) in their argument that there are families who have the right intentions but are powerless especially those from rural backgrounds or those with little in the way of education. It is also in consonance with Nancy and Lorraine (2004) who rightly observe that impoverished families are less likely to be involved in financing their children's schooling than wealthier families, and schools in impoverished communities are less likely to promote parental participation in school financing, which is in agreement with (Argawal, 1984) who notes that the education is a mirror of society and the educational institution is society in miniature.

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

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

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

However, relationship was not found to exist between parental participation in the management of students'

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

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

VI. CONCLUSIONS

Parents' participation in school planning influence academic performance at USE schools

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

Parents' participation in school financing influence academic performance in USE Schools in Kumi

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

Parents' participation in management of students' discipline influences academic performance at USE schools

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

Finding out the role played by parents in the school planning of USE schools

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

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

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

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

On the influence of parents' participation in the management of students' discipline on the students' academic performance in USE schools

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

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AUTHORS BIOGRAPHY



Ajalo Loyce Mary Holds a Degree of Master of Educational Planning and management, a Degree in Education Planning and management, a post graduate diploma in Education Planning and management, a degree in literature in English double main. A diploma in Primary specializing in English and Social Studies. She is a Grade III Certificate in Primary Education. She has served as a primary school Head teacher in Kumi district local government from 2009 to 2025.

She has worked as assistant coordinator for Head teachers centre school in Atatur primary school (2020-2022). Since 1996-1998 she was Assistant Head girl at Kapchorwa Primary Teachers College. Spiritual leader during morning devotions (2021-2022) at NTC Ngetta in Lira. 1998-2000, she was In-charge of girl child in school (SWT) in Kogil Primary school. Since 1991-1994 she has worked as a Chairperson scripture union at Mbale High school. 1991 to-date. Also served as a God's minister in various entities like schools, prisons and hospitals.



Kenema Mellon holder a Postgraduate diploma in finance, Degree of Bachelor of Accounting and finance from Team University, currently pursuing a Master of Science in Finance. She is a Ugandan renowned Author and Assistant Admin of school of graduate studies and research (SGSR) of Team University, along Kababa A'njagala Road Mengo Kampala-Uganda. She has remarkable experience, authored international journals in disciplines of business, finance, Education, psychology, sociology and humanities.



Musoke Matthew, hold a Degree of Master in Business Administration-Finance and Banking, a Degree of Bachelor in Business Administration-Finance and Banking, and a Higher Diploma in Secretarial Studies and Office Management, Certificate in communication skills, and Certificate in financial management, he has served as a Manager Innovation and Creativity (2022) to-date, Lecturer at the School of Graduate studies and Research at Team University and Faculty of Business and Management respectively, Assistant Head of Department-Faculty of Business and management of Team University, Executive Assistant-DVC-Academic Affairs (2014), Administration manager at Wonderful Hotel and Restaurant (2017), Assistant Lecturer at the College of Economic and Management at Kampala International University as well as

AML-Control Officer at Midwest Forex Bureau Limited and Bulsho Express Forex Bureau Limited-Kampala. He has a vast knowledge at postgraduate and undergraduate in areas of Anti-money Laundering, Counter Terrorism Financing, Proliferations, Project Evaluation and management, Corporate Finance, Corporate Governance, Investment and treasury management, Financial Reporting, Financial management, international Financial Management, Document processing, Real life project, office Secretarial and Skills, Investment Banking, Public sector Financial Management, Production and operations management, advanced accounting, Business Finance, financial intermediaries, managerial communications, project information organisation and behavior.



Tukahirwa Ruth is a holder of Masters in Development Studies, MED, Bachelor of Education, Post graduate Certificate in Data base Technology, Certificate in Law, Certificate in Counseling Psychology, Certificate in Curriculum Development and Design, TOT Certificate in Alcohol and drug abuse counseling. Currently she is pursuing her PhD-Education and serving as a Lecturer and Dean Faculty of Education at Team University, She also worked as a head of Department Foundations at Team University.

She worked as a consultant at Management Training and Advisory Centre. She has worked as a Programs coordinator - Gender, Community Development, Orphans and Vulnerable Children at FOCAGIFO, Skills Development Programs Coordinator at FOCAGIFO, Gender Specialist at LIPRO Uganda, Lecturer Ndejje University, Community Development Officer, Mbarara Development Agency, Research Assistant, Makerere Institute of Social Research and Graduate Assistant at Makerere University.

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