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PARENTS' PARTICIPATION AND ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN KAKIRI, WAKISO DISTRICT

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ABSTRACT

This study was conducted to examine the effect of parents' participation and academic performance in selected secondary schools in Kakiri, Wakiso District. And the purpose was to investigate the relationship between parents' participation and students' academic performance in selected secondary schools in Kakiri. McGregor's theory X and Y was used which explains how different stakeholders, will participate towards the achievement of school set objectives. Relevant literature and documents on academic performance were reviewed. A cross section survey design was used. A section of students, teachers, parents and head teachers were involved. A sample of 33 students, 36 teachers, 61parents and 6 head teachers were selected out of which 33 students, 31 teachers, 60 parents and 6 head teachers participated hence making a response rate of 95.6%. Both qualitative and quantitative data were collected, analyzed, interpreted and presented.

The findings of the study were; parental involvement in school's planning has not been realized, that the parents in Kakiri secondary schools 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 was not there. 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.

Key words: Secondary Education, Academic performance, Parents' participation, financing, planning and school discipline.

INTRODUCTION:

In today's networked world, a student to perform better, it is becoming both increasingly important for the parent to involve in school activities like participating in planning and management, financing school in time and participating in managing students' discipline. 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.

In Uganda, the Ministry of Education and Sports (MoES), provides administration and management for the betterment of the national education system. 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).

Problem statement

Parents participation in school planning, financing and management of discipline in secondary schools still remains a critical factor in determining students' academic performance (Wakiso District Education report, 2023). Parents are encouraged to participate in school activities so as to boost students in performance by attending parents' meetings, payment of school fees on time, making a follow up of students' discipline among others. Despite all these interventions poor academic performance is still persistent especially in secondary schools in Kakiri. Wakiso It is against this back ground that the researcher was motivated to investigate the influence of parental participation in school management on students' academic performance.

Objectives of the study were; To establish the relationship between the role played by parents in planning of school activities and academic performance in secondary schools. To investigate the relationship between parents' participation in school financing and students' academic performance in secondary schools. To investigate the relationship between parents' participation in the management of students' discipline and students' academic performance in secondary schools.

Research questions were; What is the relationship between the role played by parents in planning of school activities and academic performance in secondary schools? What is the relationship between parents' participation in school financing and students' academic performance in secondary schools? What is the relationship between parents' participation in the management of students' discipline and students' academic performance in secondary schools?

LITERATURE REVIEW

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.

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.

Some of the literature gaps are; Government white paper 1992, does not legalize parents' participation in school planning management and it does not contradict it either but simply recommends parents' role play. 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 yet the Education Act 1969, shows that parents' responsibility among others include participation in the promotion of discipline, provision of learning materials, teachers' welfare, structure development and caring for children. From the literature reviewed, there were no models that were applied in some studies in the shorter period of the study and limited sample size. Therefore, that literature gap is addressed

METHODOLOGY

The study used a cross sectional quantitative and qualitative survey design. Population was 136, teaching staff, students, parents and Head teachers. Using the Krejcie & Morgan formula, a sample size of 130 respondents was determined comprising of 33 students, 31 teaching staff, 60 parents and 6 Head teachers at operational level. The sample size was proportionately allocated to the respondents in the selected departments. Simple random sampling was used to select the respondents from different departments. The research tools that were utilized included a questionnaire to enable the researcher cover the respondents quickly and an interview guided for qualitative data. Data was edited, coded and entered into SPSS and summarized using simple frequency table and percentage distributions.

FINDINGS

Generally, the study indicates that although parents in Kakiri secondary schools support their children's education in some ways, this has not been in the area of the planning/management of the school activities.

This is in line with McGregor theory which 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. Parents try to facilitate the children to attend school and, in some instances attend to the children's discipline, and pay a small fee levied by PTA, but they are generally detached from the way the school activities are planned / managed because they are not properly motivated and guided by the school managers.

Consequently, the benefits of parental involvement in school planning have not been realized in secondary schools. This has been with the result that the students' academic performance is poor. However, the tendency for parents not to be actively involved in the planning of their children's school activities, has been due to the parents' incapacity to play active roles in the school management. In particular, the parents do not actively participate in the financing of the school activities, which is why the school's financial resources are constrained. This supports McGregor Theory X which 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). This means that, among other things, efforts to promote good academic performance in the school should focus on improving parents' capacity to participate in the planning of the school activities, financing and participation in students' discipline.

DISCUSSION

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

CONCLUSION

Parents' participation in school planning, school financing and management of students' discipline influence academic performance in secondary schools. If parents are not involved in the above, students' academic performance will remain low. Their frustration will be resolved if the above proposal is taken by the secondary schools in Uganda. This is because information regarding the causes of poor performance in secondary schools will be randomly available in the Ugandan society.

Areas for further research can be conducted as follows; The influence of the parent's social – economic status on the academic performance of students in secondary schools. The influence of teachers' motivation on academic performance of students in secondary schools. The relationship between the student's family background on the academic performance in secondary schools.

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BLENDED TEACHING METHODOLOGY AND STUDENTS' PERFORMANCE AT
ORDINARY LEVEL IN RURAL SECONDARY SCHOOLS IN KIKANDWA SUB COUNTY,
MITYANA DISTRICT, UGANDA

ABSTRACT

The study set out to investigate to investigate the relationship between blended teaching methodology and students' performance at Ordinary level in Kikandwa sub county, Mityana District. The objectives of the study were; to examine the relationship between face-to-face teaching methodology and students' performance at ordinary level in rural secondary schools in Kikandwa Sub County, Mityana district. The study involved 70 participants selected from 3 schools in Kikandwa sub county, Mityana District. These were selected using simple random and purposive sampling techniques. The study employed both qualitative and quantitative research methodology.