

**EFFECTS OF COMMUNITY INVOLVEMENT ON ACADEMIC PERFORMANCE OF
PRIMARY SCHOOL PUPILS**

A CASE STUDY OF OMODOI SUBCOUNTY IN KATAKWI DISTRICT

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DEDICATION

This work is dedicated to my beloved parents Mr. Egasu Donald and late Atai Immaculate, family members, brothers and sisters, not forgetting my beloved children Henry, Regina and Milly, and most beloved sister Carolyn, who have contributed towards my academic excellence. My gratitude goes to friends who stood by my side both financially and spiritually throughout the course completion. May almighty God reward you all abundantly.

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ACRONYMS / ABBREVIATIONS

AGMS:	Administration General Meetings
CAOs:	Chief Administrative Officers
MDGs:	Millennium Development Goals
MOES:	Ministry of Education and Sports
NER:	Net Enrolment Rate
PEAP:	Poverty Eradication Action Plan
PTA:	Parents and Teachers Association
SACCOS:	Savings and Credit Cooperative Society
SMC:	School Management Committee
UNESCO:	The United Nations Educational Scientific and Cultural Organization
UPE:	Universal Primary Education

ABSTRACT

The aim of the survey was to establish the effects of community involvement in academic programs in selected primary schools of Katakwi District namely Toroma girls, Toroma boys, Angodingodi, Akisim primary school. The objectives that guided the study included; to examine the extent of community involvement in the learning needs of their children, to find out factors affecting the academic performance of primary school pupils and to analyze the challenges of community involvement in school activities. The methods that were used in gathering new data included a descriptive study design, use of a simple sampling technique, Questionnaire and interviews were used as data collection methods and instruments. Data was analyzed manually with use of statistical bar graphs and charts; the researcher sought consent from the respondents and guaranteed them liberty when participating in the exercise was utmost ethical consideration used.

The findings of the study included; the extent of community involvement in the learning needs of their children is low. However, this limited perspective overlooks the fact that much of a child's life and education occurs outside the classroom. The factors affecting the academic performance of primary school pupils included: Financial Resources and Academic Performance, Human Resource and Academic Performance, among others. Challenges faced included; poverty, unlimited resources, lack of enough awareness of the practice, among others. Major conclusions drawn included; the extent of community involvement in the learning needs of their children is upsetting. The factors affecting the academic performance of primary school pupils are common syndromes and the challenges faced are manageable in nature.

Some of the recommendations included; Ministry of education needs to review some of their education policies especially on community involvement in the learning needs of their children.

CHAPTER ONE

General introduction

1.0 Introduction

The study was about effects of community involvement on academic performance of primary school pupils, a case study of Omodoi Sub County in Katakwi District. This chapter covers the background to the study, statement of the problem, objective of the study, research questions, scope of the study, significance of the study, justification of the study, definition of key words and conceptual framework.

1.1 Background of the study

Training is essential to promoting human capital by enabling individuals to develop their knowledge and accomplishments throughout their lifetimes. Relatively high levels of education are often linked to higher earnings and productivity, better career progression, health, life satisfaction as well as to better investments in education and health of future generations.

Pupils' academic achievement and educational attainment have been studied within different theoretical explanations. Many of them have a focus on parents' education, occupation or home background (like; family income, language of the home, activities of the family and work methods), while other studies looked at it from the teachers' variables (such as teacher's age, experience, education, gender, etc), school variables (such as environment, structures, buildings, location, etc), pupils' variables (such as attitude, self-concept, self-esteem, study habit, interest etc) and parents' support (such as achievement motivation of wards, parental attitudes towards education, the aspiration of parents etc).

But still there is a need to have more look on this issue of pupils academic in different angles. Why do pupils differ in their academic performance as seen in the examination and other academic measurements? This study was designed to address one of the factors hypothesized to behind the differences in performance among pupils in primary school. This is community or parental involvement. Owen and Philip (2013) show that parents have more contribution to pupil performance, but the participation level defers among rural area, boarding school and urban. Also Tableman (2004) pointed out that when parents are enabled to become effective partners in their child's education, performance in schools where kids are failing improves dramatically. This shows the importance of community/ parental involvement in changing academic performance in pupils. Harrison and Hara (2010) also concluded in a research done in North Carolina that family and community involvement can have a powerful and positive impact on pupil outcomes. Those studies agreed to some extent that parents' participation has a positive impact to learners. Rowing from this study the question that this study seeks to answer is whether parental involvement has a similar effect on academic performance of pupils in Matamba Ward, Makete District.

The parent's financial status and education do have an important influence on the personality of the child. Educated parents can interpret the educational demands and their children's aptitude? They can assist their children in their early education which bears on their proficiency in their relative field of cognition. Belonging to strong financial background, parents can provide the latest technologies and facilities in a best possible way to enhance educational capability of their children. Parental education and

socioeconomic factors are of critical importance in effecting pupils' educational achievements as well. They are like backbone in providing financial and mental confidence to pupils can explicit differences can be noted between pupils who belong to different families with different financial status and different parental educational level? Key (1997) argued that education is a primary need in this era of globalization so is a very important tool in the day to day life.

Education not only gives insight, it also grooms the personality, inculcates moral values, add knowledge and gives skill. Education is necessary owing to the atmosphere of competition. In every field, highly qualified people are needed. As (Azhar et al, 2013) cited in Battle and Lewis states that; "In this era of globalization and technological revolution, education is seen as a first step for every human activity. It plays a critical part in the evolution of human capital and is related to an individual's well-being and opportunities for more honest living." Community involvement is also linked with school graduation and academic success (Furrer& Skinner, 2003). This can take many forms, including discussions about school, helping with homework and visiting the school to talk to teachers (Deslandes & Bertrand, 2005; Lavenda, 2011). However, there is little investigation of the mechanisms that explain this association.

1.2 Statement of the problem

Community involvement in a child's early education is presumed to be positively associated with a child's academic performance. Specifically, pupils whose communities are more involved in their education have higher levels of academic performance than pupils whose communities are involved to a lesser degree. While the impact of community involvement

programs does not show a definitive causal link, there is a correlation between programs and outcomes. Nearly all programs are associated with positive pupils' outcomes, including increased pupils achievement. Communities who participate in these programs are said to have more interactions with their pupils in their homes and in some cases, to acquire new skills and more positive attitudes toward teachers and school. Teachers also develop more positive attitudes toward communities, especially as they engaged more often and more directly in the community involvement activities.

In Uganda, communities are expected to play an active role in school management and affairs through the school management committees (SMCs) and Parents Teachers Associations (PTAs). Despite such well stipulated benefits of community involvement in school affairs, In Uganda and Katakwi district in particular, there are marked levels of low community involvement which may be leading to the low academic achievement among school going children. Therefore this study intends to find out what role the community is playing so as to improve the academic performance of children.

1.3 Broad objective

The aim of the survey was to establish the effects of community involvement in academic programs in some selected primary schools in Katakwi District.

1.4 Specific objectives

- a) To examine the extent of community involvement in the learning needs of their children
- b) To find out factors affecting the academic performance of primary school pupils

c) To analyze the challenges of community involvement in school activities

1.5 Research Questions

a) To what extent does the community get involved in the learning needs of their children?

b) What are the factors affecting the academic performance of primary school pupils?

c) What challenges do communities face in involvement in school activities?

1.6 Significance of study

The study will benefit the society by employing the recommendations of the study in the process to improve on community participation in school activities in Katakwi district. The government will definitely benefit from the study by comparing policies formulated and implementation results so as to look for alternatives, basing on school quality output in terms of monitoring for future planning.

The study is also important, especially to parents because the findings will shade more light on the need for parents to be more involved in children's learning. It is expected that good academic performance increases the number of pupils join secondary education, completion rate, enrolment and control the dropout rate at primary stage. The findings might also be useful in encouraging parents to become more involved in their children's work in order to enhance their performance in primary schools.

1.7 Justification of the study

The study needs to be conducted urgently looking at the education quality levels and the promising impact of community involvement to improve standards of education so as

to bring on board necessary stringent measures that can compel all parents to be responsible in areas of education.

1.8 Scope of the study

1.8.1 Content/ subject scope

The study focused on the effects of community involvement on academic performance of primary school pupils, a case of Omodoi Sub County in Katakwi District. However, it examines the extent of community involvement in the learning needs of their children, factors affecting the academic performance of primary school pupils and also analyzes the challenges of community involvement in school activities

1.8.2 Geographical scope

The study was carried out in schools in Katakwi district. Specific attention was given to: Toroma girls primary school, Toroma boys' primary school, Angodingodi primary school and Akisim primary school because it's one of the places with varied pupils and most of them get education services from government aided primary schools and few primary pupils obtain education from private owned schools.

1.8.3 Time scope

The study covered a time scope from 2010 to 2016 right from inception to conclusion. Probable activities included working on the study proposal, data collection and lastly the final compilation of the dissertation.

1.9 Conceptual frameworks

Fig 1: The conceptual framework shows the relationship between, Community involvement and academic performance. The variables will be established as follows:-

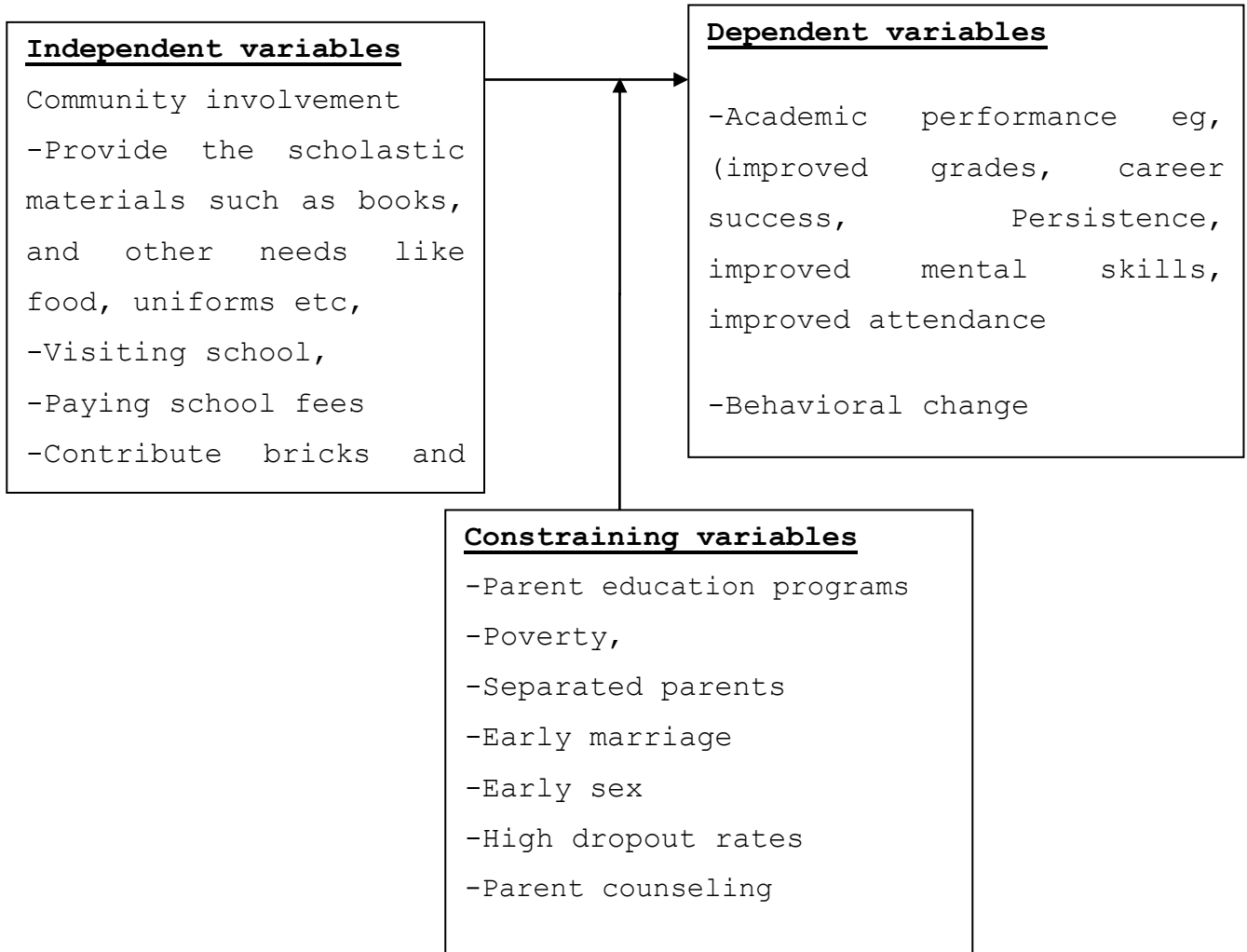


Figure 1. Adopted from Hoover-Dempsey and Sandler's model of parental involvement (Griffin & Galassi, 2010; Walker, Shenker, & Hoover-Oempseys, 2010).

1.9.1 Theoretical Description of the model

This model will be used to examine community involvement and how to increase it in schools. This model discusses why parents become involved, what involvement looks like, and how involvement influences pupil achievement by looking at how school can be the connection between home and school (Walker,

Shenker, & Hoover-Oempsey, 2010). The following are the five levels of the model in order starting with level one: parent perceptions of involvement, types of parental involvement, pupil perception of the learning methods utilized by parents during involvement, and the fourth and fifth have to do with outcome measures surrounding pupil achievement (Griffin & Galassi, 2010). Level one of the Hoover-Dempsey and Sandler's parent involvement model discusses why parents become involved and what motivates them to do so. Walker, Shenker, and Hoover Oempsey (2010) explained that there are a variety of reasons why parents may become involved with their children's education, such as invitations sent to parents from the school. This is why it is important for school leaders to help school staff see the importance of making connections with parents so they feel welcome. Parents may also be influenced by what they feel their role is in helping, how much they feel they can help their children, their time, energy, knowledge, skills, and family culture regarding involvement in the schools.

Other factors that may shape parent involvement include socioeconomic status, resources, and parent level of education. Overall, Walker, Shenker, and Hoover-Oempsey (2010) stressed that the relationships between schools, parents, and pupils are imperative if parents are to become more involved in the school setting. It is also important that parents feel welcome and that they feel they are needed and helpful when they do become involved (Griffin & Galassi, 2010).

Level two of the model discusses the various types of parental involvement and skills utilized by parents during involvement. For example, the degree to which parents offer encouragement, reinforcement, instruction, or modeling while

they are involved would be explored (Griffin & Galassi, 2010). The different ways in which parents can be involved are at school, by parent communication with the school, and helping children with homework at home (Walker, Shenker, & Hoover-Oempsey, 2010). Also intertwined into the various ways parents can be involved are the parents' expectation of pupil achievement and the goals parents have set for their children. These expectations for their children are often predictors of the pupil outcomes in the higher four and five levels of the model, and therefore parent expectations for their children are important (Walker, Shenker, & Hoover-Oempsey, 2010). Levels one and two of this model will be beneficial for school leaders as it helps them understand why parents must get involved and how they do so. While it may not be possible for school leaders to change parental expectations for their children, school leaders will use this information to intervene and help parents become more involved. A parent who is involved at home may lack the confidence to become involved with activities at the school until they are encouraged, invited, and made to feel welcomed. School leaders could help the parent in this example to get involved not only at home, but also in school, to help the pupil have better educational outcomes.

In another example, a parent may feel he or she does not need to help their child at home and therefore the pupil may be struggling. If the school staff could help the parent see the benefit of becoming more involved at home, perhaps the pupil would do better academically. In addition, if the parent is more involved at home, the child may have a different sense of what is expected by his or her parent, and may do much better because the child feels more is expected. Overall, this model helps school leaders get a picture of why certain

parents may not be involved and help them brainstorm how to get parents, especially low-income parents, more involved to help children succeed and achieve in school (Walker, Shenker, & Hoover-Oempsey, 2010).

In summary, parents generally want to attend school events. Perceive barriers to making it a priority include work situations, money or public transportation, missed time at work may indicate missed income, cultural misunderstandings, language barriers to understand in responsibilities and a feeling of being judged by educators. Previous experience with their own school settings when they were younger may also cast a shadow of doubt on their ability to handle school situations as parents. When educators and leaders talk down or blame parents, it can make a return visit a challenge for the belittled parent. School leaders can work with other community leaders like LCs, church leaders, elders and opinion leaders to help remove barriers by informing staff about ways to reach out to parents and help them realize that everyone wants the best for the children. When all parties work together, children may feel supported at home and at school by the partners in education who can help them find success in school and in the community.

CHAPTER TWO

Literature review

2.0 Introduction

This chapter presents information on the history of primary education in Uganda, the Structure of the Education System in Uganda, Universal Enrollment, Implementation of UPE, the extent of community involvement in the learning needs of their children, Factors affecting the academic performance of primary school pupils, challenges of community involvement in school activities and strategies for solution.

2.1 History of primary education in Uganda

Primary Education sometimes called elementary education refers to educational programmes that are normally designed on a unit or project basis to give pupils a sound basic education. The entry age for primary education usually varies between five and seven years. In Uganda this level covers seven years of full-time schooling.

2.1.1 The Structure of the Education System in Uganda

Uganda has a 7-4-2 formal education structure that has been in place since 1992. Primary school has an official entry age of six and duration of seven classes. Primary is divided into 'lower primary' (classes 1-3), a 'transition year' (classes 4), and 'upper primary' (classes 5-7). Secondary school is divided into two cycles: lower secondary consists of classes 8 - 11 and upper secondary consists of classes 12 - 13. In principle, primary school is free and compulsory. Pupils sit for the Primary Leaving Certificate Examination at the end of classes 7, the Uganda Certificate of Education at the end of classes 11, and the Uganda Advanced Certificate of Education at the end of classes 13 (UNESCO,

2010).

2.1.2 Universal Enrollment:

Uganda is one of the countries that embraced the EFA movement in 1990 and continues to uphold its ideals. Since 2000 Uganda has expanded access to primary education by 27.7% (male 23.1%, female 32.6%). This has raised the Net Enrolment Rate (NER) at primary level to 96.0% (male 95.6%, female 96.4%). The rapid increase witnessed in primary education enrolment was as a result of the adoption of Universal Primary Education in 1997. UPE remains Uganda's flagship program and has for the past 15 years consistently received over 55% of the total annual discretionary budget allocated to the Education and Sports Sector (Ministry of Education and Sports 2003)

When the implementation of UPE started in January 1997, the registration limit of four children per family proved problematic, particularly regarding the exact definition of a family. Eventually, the Government removed this restriction, and allowed all people that wanted primary education under the UPE programme to do so.

Under the UPE programme, the Government of Uganda abolished tuition fees and Parents and Teachers Association (PTA) charges for primary education. (PTA charges were introduced during the 1970s to complement the low salaries of teachers. Collections from PTA charges were used as an incentive for teachers and also for the general running of a school. Parents and teachers of respective schools would agree on the amount, which varied from school to school. Despite the abolition of tuition and PTA charges, primary education was not made compulsory. Neither was it made entirely free, since parents were still expected to contribute pens, exercise

books, clothing, and even bricks and labour for classroom construction through community work.

During the implementation stage however, the Government realized that parents were not willing to contribute large amounts of bricks and labour, partly because of the many other demands on their time. The Government has therefore since provided cash for construction of more classrooms, paying of plans, approve and manage school budgets, monitor school finances, and ensure transparency especially in use of UPE grants. Head-teachers of primary schools report to the District Education Officers, but also work closely with the communities as in school management Committees in running UPE primary schools. They are accountable for all money disbursed to schools and for school property. Parents also play an oversight role in monitoring daily school operations.

2.1.3 Implementation of UPE

Key partners in the implementation of the UPE policy include the Ministry of Education and Sports, local authorities, and the school management committees elected by parents. Each of these has clear roles, which are further elaborated below Ministry of Education and Sports (1998)

a) Ministry of Education and Sports

The main roles of the Ministry of Education and Sports (MOES) in the implementation of UPE, as specified in the guidelines of 1998, are as follows:

- Training and retraining of teachers;
- providing instructional materials in the form of textbooks and teachers' guides;
- contributing to the construction of basic school facilities (e.g. classrooms, libraries);

- supervising, monitoring and evaluating the implementation of UPE;
- Providing curriculum, monitoring and assessment standards.

b) Local authorities

Under the leadership of the Chief Administrative Officers (CAOs), local authorities are responsible for ensuring that all UPE funds released to them by the MoES reach schools and are not retained for any other purposes. UPE funds are therefore conditional grants, over which district authorities have little power of reallocation to other uses. The CAOs are also responsible for ensuring prompt disbursement of UPE grants to schools, proper accountability of UPE grants, the formulation of the education budget and its successful fulfillment, and adequate briefing of District Councils on the implementation of UPE. Sub-county chiefs represent the CAOs at the sub-county level make regular visits to schools, implement local government byelaws on UPE, keep a record of both pupils and teachers in the sub county, submit regular reports on education to the CAOs, ensure safe water and sanitation in schools, and in schools under their jurisdiction, enforce proper use and accountability for UPE grants and public funds.

c) School management committees

School management committees are statutory organs at the school level representing the government. They give overall direction to the operation of the school, ensure that schools have development.

2.2 The extent of community Involvement in the learning needs of their children

Schools are institutions designed for the teaching of pupils under the direction of teachers. The names for these schools vary by country but generally include primary schools for young children and secondary schools for teenagers who have completed primary education. A Safe school environment means a school atmosphere where children both boys and girls feel protected. A school climate that does not tolerate bullying, intimidation, segregation, fostering positive relationships between boys and girls staff and pupils, and encouraging parental and community involvement preventing violence.

According to Epstein, J.L., et al. (2009), involvement of communities and families in their children's education is critical to pupils' academic success. They look at the following practices, and organize them under six categories, based on Joyce L. Epstein's Framework of Community Involvement. These best practices include:

1. Creating a welcoming school climate

This can be done by the Staff providing a personal greeting and welcome packet for all communities visiting the school, important school contact information, school calendar and coupons to local businesses by having teachers make personal contacts with families through e-mail, phone calls or home visits. Schools can also hold an open visitation day, in school opening, at which families can meet their children's teachers, tour the school building and meet other communities.

2. Establish effective school-to-home and home-to-school communication

Schools can provide printed information for communities on homework policies and on monitoring and supporting pupil work at home by sending home folders of pupil work weekly or monthly for parent review and comment. Developing class records / booklets so families can frequently monitor their children's progress is another effective way of improving communication. It can also be through establishing formal mechanisms for families to communicate to leaders and teachers as needed (e.g., direct phone numbers, e-mail addresses, weekly hours for families to call or meet).

3. Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.

This can be done through providing talking compound in form of posters and materials to communities on how to improve children's study skills or learning in various academic subjects. Also by making regular homework assignments that require pupils to discuss with their families what they are learning in class. Finally it can be by engaging families in opportunities to work with their children in setting their annual academic, college and career goals.

A, Engage families in school planning, leadership and meaningful volunteer opportunities

Create roles for communities on all decision-making and advisory committees, properly training them for the areas in which they will serve (SMC, PTA). This provides equal representation for communities on school governing bodies. Conduct a survey of communities to identify volunteer interests, talents and availability, matching these resources to school programs and staff-support needs. Another way is

by creating volunteer recognition activities such as events, certificates and thank-you cards. Also a school can establish a community telephone tree to provide school information and encourage interaction among communities. Structure a network that links every family with a designated community representative

B, Connect pupils and families to community resources that strengthen and support pupils' learning and well-being

Through school-community partnerships, facilitate families' access to community-based programs (e.g., health care and human services) can be done to ensure that families have resources to be involved in their children's education. Establish school-business partnerships such as SACCOs can be helpful to provide pupils mentoring, internships and onsite, experiential learning opportunities. It also requires connecting pupils and families to service-learning projects in the community, by inviting community partners to share resources at AGMs or community-teacher conferences.

2.3 Why community involvement is important to school academic performance

Community involvement encourages pupils' engagement in school activities and improves their learning (Hong & Ho, 2005; You & Sharkey, 2009). Also, community involvement enhanced pupils' feeling of academic self-efficacy and self-esteem. Rasinki and Fredricks (1988) asserted that communities play a vital role in pupils learning. When pupils have a great deal of attention and caring from their communities, their school life becomes more efficiently. Cotton and Wikelund (2005) similarly found that when communities involve intensively in their pupils' learning; the more beneficial are the achievement effects.

Khajehpour (2011) contends that when communities monitor pupils 'homework, encourage them to participate in extracurricular activities, are active in communities - teacher associations, and help pupils develop plans for their future; pupils are more likely to respond and do well in school. On the other hand, pupils from poor or single-community households, or whose communities did not complete upper school, are more likely to perform poorly and dropout from school than pupils from families without these risk factors.

Community involvement in early educational process results in more powerful effects. When communities are involved in full partnerships (decision making), pupils achievement for disadvantaged pupils not only improves, it can reach levels that are standard for middle-class pupils; the pupils who are farthest behind make the greatest gains. While collaboration with families is an essential component of a school reform strategy, it is not a substitute for upper-quality education programs or comprehensive school improvement.

2.4 Factors affecting the academic performance of primary school pupils

Epstein (2005) contends that when parents become involved, children do better in school, and they go to better schools. Involving communities in the education of their pupils has been found to be associated not only with pupils but also with teachers, school, and districts (Epstein, J.L., et al. (2005). In general, communities can be powerful contributors to their pupils' education, both stimulating and reinforcing their pupils' learning.

Various studies done on effect of school environment on academic performance attest to the fact that school

environment that is not conducive for learning may lead to under performance (Chimombe, 2011).

Provision of adequate learning facilities at all levels including equipment and human resources enhances the quality and relevance of imparted skills of learners (Lumuli, 2009). Learning involves interaction of students with the environment. Teaching and learning resources include classrooms, laboratories, libraries, playing fields, textbooks among others. Indeed physical resources go a long way in creating conducive environment that promote effective teaching and learning. It is with this in mind that the Draft Report on Cost and Financing of Education in Kenya that (RoK, 1995) identifies textbook ratio and school facilities as some yard sticks to be used to gauge the quality of secondary school education. Juma(2011) links performance in examinations to state of teaching and learning resources in schools. He notes that students from poor backgrounds perform poorly in the examinations because the poor are often in areas where schools are seriously deprived of vital facilities, an attitude of helplessness may be inculcated early into children making them feel that being in school is a waste of time.

Physical materials in terms of adequacy and quality have been noted to have a great impact on performance of students in the examination (Husen, Saha, & Noonan, 1978). A school that has adequate instructional materials is likely to post better quality grades than a school which has poor quality physical resources. A school with inadequate classrooms will be forced to accommodate more students than recommended. This will exert a lot of pressure on resources such as teachers who may compromise their methodology as part of adaptive mechanism (Nafukho, 1991; Pscharapolous & Woodhall, 1985). The lack of

basic facilities like laboratories has compromised the teaching of science subjects. Topics that are meant to be taught practically are taught theoretically as part of adaptive mechanism by teachers due to inadequate resources to enable effective teaching of the same. This ends up affecting negatively students' performance reducing their competitiveness for opportunities whose placement is pegged on performance in such subjects (Mayama 2012; Lumuli, 2009). This study proposes to establish the state of physical facilities in public secondary school in Teso South District in order to evaluate how it is impacting on academic performance of learners.

2.4.1 Financial Resources and Academic Performance

Financial resource is a key element among educational resources. Financial resources are used for acquisition of other resource such as physical facilities, textbooks and human resources (Lumuli, 2009). Availability or adequacy of financial resources will enable a school acquire other facilities. Despite the importance of financial in promoting acquisition of other resources Draft Report on Cost and Financing of education (RoK, 1995) notes that schools have a narrow revenue base which consist of mainly school fees. School fees make up over 90% of total revenue collected by the schools (Selina, 2012). Even if government has been making contribution in form of subsidized secondary Education (SSE), the contribution may be inadequate unless well managed. Collection of fees still varies from school to school. Where collections are inadequate, the state of infrastructure will be poorly developed compromising content delivery. This ends up putting a lot of strain on existing resources which end up compromising academic performance of the school (Eshiwani, 1993)

Various schools have adopted various techniques of financial management among them being investing in income generating Activities (IGAs) to supplement school budgets. Funds earned through IGAs are used to put up school infrastructure or acquisition of stationery to support learning activity (Kiveu and Mayo, 2009). Study done by Selina (2012) on the impact of IGAs on students Retention Rates in Public Secondary Schools Vihiga District indicate that schools that had IGAs generated income that was used in promotion of motivational Programmes for teachers. Such schools ended up posting better performance in examination compared to schools that did not have such arrangements (Ibid). This study therefore proposes to find out factors that have led to variation in recorded performance among Public Secondary Schools in Teso South District by addressing the variation that exists among schools that have led to differences in performance.

2.4.2 Human Resource and Academic Performance

Human resource in school includes teachers, support staff and students. Human resource as a factor of production is affected by adequacy and quality as reflected by level of training and level of motivation (Juma, 2011). According to behavioral scientists, effective worker performance requires motivation ability and reward system that encourages quality work (Ivancerich et al, 1994). Performance of teachers as reflected by level of training and teaching experience will determine the quality of grades attained in an examination (Harbison and Mayer, 1964; Husen et al, 1978 and Heinemann; 1981). A trained teacher will have necessary pedagogical skills which will promote students' understanding, motivating a student to learn, thereby promoting academic performance. Adequacy of teachers is reflected by student teacher ratio. Student teacher ratio reflects the number of student that is

handled by one teacher in a stream during a lesson (Lumuli, 2009). Low student teacher ratio means that a teacher will be able to handle fewer students, implying high attention level. High student ratio implies that a teacher will be able to handle many students at ago. This will make a teacher to employ teaching methods which are deductive rendering students passive (Michelowa, 2003; Dembele & Miaro, 2003). However, there is need to strike balance as extremely low student teacher ratio leads to underutilization of teachers while high student teacher ratio compromises academic performances affecting quality of education.

2.5 Challenges of community involvement in school activities

The following challenges attest community involvement in school activities as discussed below;

2.5.1 Barriers to School Involvement

Living in poverty can be difficult and challenging not only for children, but also for parents. There are many benefits of parents staying involved with their children's education, but parents living in poverty are less likely to participate with school events or their children's education than those living out of poverty (Van Velsor & Orozco, 2007). Some parents may willingly not participate, or have no wish to be involved, while others may want to be involved, but unable. For example, a family struggling to make ends meet, or one were one or both parents may have to work long hours at one or more jobs, with an inconsistent and irregular schedule that makes it difficult for them to find time to be involved. In their free time, these parents may need to catch up on sleep, run errands, pay bills, or care for small children or others at home such as elderly parents (Van Velsor & Orozco, 2007). If money is tight, parents may not have the funds to be involved in certain school functions. It often costs

additional money to purchase equipment to participate in sports, such as soccer shoes, team uniforms.

If parents have limited resources, it may limit opportunities for pupils to participate in extracurricular activities. Parents may miss out opportunities and chances to meet and connect with other parents who could provide encouragement and emotional support to the family. If school personnel don't know about the parent's financial limitations, they are often unable to offer scholarship for extra-curricular activities or waive fees for the family.

Due to their upbringing and possible lack of education, some parents living in poverty may doubt their abilities and feel because they did not obtain a certain level of education when they attended school, that they are not suited to assist their children with their academics (Van Velsor & sOrozco, 2007). Due to the inferior feelings, parents may refrain from becoming involved with the school, athletic events, or helping their children with schoolwork at home. Still other parents may have a sense of pride and may not want to ask for a hand-out. They keep their personal business and finances to themselves and do not wish to disclose to others their limited budgets that may present as a barrier to becoming more involved in school.

Those living in poverty are often at a greater risk for mental health diagnosis, and unfortunately, also have limited access to mental health services (Amatea & West-Olatunji, 2007). Depression is often linked with poverty which not only may put children at risk, but also parents who may be dealing with their own mental health issues and unable to exert a great deal of energy into their children's education (Van

Velsor & Orozco, 2007). In addition to depression and lower participation at school, children living in poverty are at an increased risk to have anxiety and behavioral difficulties. Once in school, children living in poverty may fail, develop educational delays, not graduate, may have lower standardized test scores, high incidences of tardiness and absenteeism, and dropping out of school than their peers who are not from low income families (Amatea & West-Olatunji, 2007).

Not only are children living in poverty at risk of development of depression, anxiety, and distress, but adolescents in general are at an increased risk because of the emotional, physical, and intellectual changes they are going through as they are developing (Griffin & Galassi, 2010). Once children mingle with others, they tend to notice the "have and have not", in the homes they live in, and in the clothes they wear. Some pupils may feel embarrassed to wear clothes, low-income housing and limited gadgets to entertain themselves. This may create a feeling of inferiority. They could be embarrassed to have their families come to school. Therefore, adolescents living in poverty are at an even upper risk of struggling in school (Griffin & Galassi, 2010).

Children living in poverty are not only at risk for mental health disorders, but also abuse, neglect, and deviant behaviors such as increased incidences of violent crimes, drug use, and pregnancy (Bennett-Johnson, 2004; Russel, Harris, & Gockel, 2008). As described earlier, families living in poverty may be chaotic, dysfunctional, and even lack support for one another. Parents may not be present as much as needed to parent their children appropriately. Parents may also have lower expectations for their children,

and be poor role-models, exposing their children to some of their own poor habits, such as drug use and prostitution (Bennett-Johnson, 2004).

Children living with parents who use and abuse drugs or alcohol are not only being exposed to an environment of drug use, but also may struggle at school. It was estimated that 15% of children under the age of 18 years old were living with at least one person diagnosed or dependent on alcohol (Lambie & Sias, 2005). Lambie and Sias (2005) stated that these children often go unidentified at school, putting them at risk for lower academic achievement and delinquent behaviors. Living in an environment in which a parent abuses alcohol can be very chaotic and it may be difficult for children to get appropriate rest or help from parents; therefore, children may be unable to finish their homework, putting them at even greater risk. Lambie and Sias (2005) further went on to say that parents who abuse alcohol may seem uninterested in their children's education to school staff. They may be hard to reach, may not keep appointments, and sometimes even show up to school under the influence of alcohol.

When parents are uninvolved in their children's education, make poor decisions, have irregular employment or are unemployed, the children are also impacted as the parents are modeling these behavior patterns to their children, who are likely to see their parents as role models (Bennett-Johnson, 2004). This is why intervention at any level, such as a school senior man and woman trying to help parents become more active in their children's education, may not only be beneficial for children at the time, but for their future children as well, who are likely to develop the same behavior

patterns if nothing changes. Not only are children's future behaviors influenced by modeling from their parents, but pupil success in school can actually be impacted by parental involvement in school.

Parent involvement is thought to be a powerful predictor of academic achievement, along with a sense of well-being, school attendance, classes, and aspirations for the future (Benner & Mistry, 2007; Holcomb-McCoy, 2010). In a meta-analysis of studies, Van Velsor and Orozco (2007) showed a significant relationship between the academic achievement of children and community involvement in school activities. Despite the benefits of parental involvement in school, low income parents participate much less than their counterparts who are not from a low-income status (VanVelsor & Orozco, 2007).

2.5.2 Challenges for Parents

If children do better in school when parents are involved, then what prevents parents from becoming involved in school activities? The answer to this question is not an easy one, as parents themselves may be unsure of what is preventing them from being involved or may not give school staff an accurate perception of why they choose not to be involved. Perhaps, as discussed above, parents really do want to be involved, but just are unable to do so.

Some parents, especially those living in poverty, may have long, frequent, and unpredictable work hours and multiple responsibilities at home that prevent them from being involved as much as they would like. In many cases, school activities or events are held at times that are convenient for the school and not always convenient for the families

(Amatea & West-Olatunji, 2007). When school programs or recitals are held during the school day, parents may be at work and unable to attend all events. If parents are needed to supervise fieldtrips, some workers may find that they lose money in tips or hourly wages that keep the family afloat.

In addition, other issues may complicate the ability for parents to be involved. Lack of transportation or money for bus fare, arranging longer child care, knowledge of school rules or policies, and communication from the school about events or meetings that are taking place are just a few of the complicating issues according to Griffin and Galassi (2010). Parents may also feel that school staff does not trust them or that there is a judgmental attitude toward them by staff (Griffin & Galassi, 2010). If teachers think the parents don't care, but in reality, they can't take time off work or may jeopardize the scheduling of others, parents may decline to get involved in order to keep their jobs and please the boss.

While some parents may be unable to be involved, others may be unsure when to become involved, and are reluctant based on how the school has treated them in the past. They may also feel the school will treat them unfavorably if they become involved. When parents only receive negative feedback, a parent may feel intimidated to come to school in fear of being lectured on parenting. School staff may seem to have a common understanding of what they expect from parents, but this may not be understood by parents or communicated to them. Parents may be unsure about what their role is in their children's education, how they should help, or when they should step in and assist (Griffin & Galassi, 2010).

While some parent involvement naturally decreases around the time children enter middle or upper school, some parents are less involved because they feel like they know less about the curriculum and how to help their children (Griffin & Galassi, 2010). Parents may be unsure how to help with homework and may not engage in helping their children or become involved with the school because they feel they lack the communication, confidence, knowledge, and skills that are utilized by school staff (Amatea & West-Olatunji, 2007). These types of parents may be seen by school staff as not caring about their children or hard to reach, when in reality the parents doubt their own abilities.

Other parents may avoid schools because of negative experiences they had in the past, as former pupils themselves or with their own children. Parents may feel when they are contacted by the school it is usually just to deal with some sort of problem or when something is wrong.

When they are contacted, they are sometimes talked down to or blamed for incidences and spoken to by school staff in a business-like fashion (Amatea & West-Olatunji, 2007). If parents avoid the school system because they feel they are not treated respectfully and only contacted when something is wrong, perhaps school staff should consider making regular phone calls to parents to let them know their children have done well, while also communicating in a tone of genuine care and respect.

Griffin and Galassi (2010) reported that sometimes parents are not informed until two or three days have passed since an incident at school has taken place, which then makes it difficult for parents to discipline their children in a timely manner. Parents suggested that teachers be proactive

about responding in a timely manner, especially in regard to misbehavior. Parents can't always "drop everything" and show up on the step of the school to deal with issues in a minutes' notice.

2.6 Strategies to increase community Involvement

School leaders have many responsibilities within the school, ranging from working with individual pupils, providing classroom lessons to participating on pupils' teams and collaborating with parents and others. The American School of Counseling Association(2011)national model states, "National standards offer an opportunity for school leaders , school leaders, faculty, parents, businesses and the community to engage in conversations about expectations for pupils' academic success and the role of counseling program in enhancing pupil learning" (p.4). Therefore, school leaders may be responsible for working with school staff, families, and the community to create the best possible learning environment for pupils.

First of all, it is important to work with school staff, such as teachers, to get them on board. Some teachers may want parent involvement, but may subtly discourage it or hold negative views toward parent involvement and teachers who see parents as uninvolved may actually come to expect less from those children in the classroom (Amatea & West-Olatunji, 2007).School staff may also view low-income parents and pupils as inferior or think that they are in their financial position due to poor attitudes, behaviors, lack of motivation and work values (Amatea & West-Olatunji, 2007). School leaders can help teachers and school staff not only see the importance of parental involvement, but how it benefits children, by sharing the truths about those living in

poverty, and also giving some suggestions to teachers and other school staff about reaching out in a welcoming manner to others.

Teachers should understand that when parents are blamed for their children's down falls, or when they feel that they are, that parents often become defensive and this often disrupts the ability for teachers to work with the parents (Amatea & West-Olatunji, 2007). Also, when parents feel there may be conflict between them and the school they, like most individuals, may automatically react by deflecting or avoiding the situation to avoid a sense of humiliation, guilt, shame, or embarrassment on their part (Clark, 1995). Knowing how to approach parents and communicate in a way to avoid conflict or any potential defensiveness that will only push parents further away from the school, is helpful not only for teachers, but also for increasing the likelihood for pupil success.

Creating an atmosphere in which parents feel valued and respected is very important. School leaders can help staff see that it is important to communicate with and include parents through many forms of communication, and that parent involvement is important and more likely to happen when parents feel welcomed (Griffin & Galassi, 2010). There are many ways that parents can feel involved and since they know their children well, they can often be of assistance to teachers in learning more about his or her pupils. For example, a teacher could ask parents to share information about their children during the first week of school, which could in turn be helpful to teachers as they assist children with learning opportunities in the classroom (Griffin & Galassi, 2010; Walker, Shenker, & HooverOempsey, 2010).

School leaders can also encourage teachers to have some sort of homework or family centered projects to work on together at home (Walker, Shenker, & Hoover-Oempsey, 2010). Homework that requires pupils and their families to work together, not only creates an opportunity for positive interactions at home, but is also a small way for parents to feel involved if they are unable to come to the school. Amatea and West-Olatunji (2007) suggested that parents can also help their children reach goals. For example, if a parent has a goal for their child to increase literacy, instead of working on the goal only in the classroom, a teacher could invite the parent to the school one night a week to make story books that assist with reading or have them work on a family-related project to help the child with reading. This way the parents are involved, able to celebrate their family culture with their child, and can be present to help the child succeed in school with established goals.

School leaders can also collaborate with school staff to discuss the benefits of parent involvement, any potential barriers, and how teachers may hold misperceptions about why parents sometimes are not involved and inform them about differences in values and culture that may exist between families and the school (Walker, Shenker, & Hoover-Oempsey, 2010). If necessary, a survey could be given to school staff to identify if staff needs to learn more about this topic and if there is a need, school leaders could talk with staff further about parental inclusion with training to review the barriers and importance of parental involvement (Walker, Shenker, & Hoover-Oempsey, 2010).

The downfall of implementing interventions, such as those previously described, with teachers are the perceptions teachers sometimes hold against school leaders. Some teachers

may feel that the role of a school senior man and woman is solely to work with pupils and not with staff (Amatea & West-Olatunji, 2007). If teachers are willing to work with school leaders, and it may only be with those who are interested, teachers and school leaders could learn more about pupils, families, and how children learn in the home by visiting some families and conducting surveys (Amatea & West-Olatunji, 2007).

Information about how parents interact with their children and how children learn at home could then be useful in incorporating some of it into the classroom. It may be time consuming, may not be seen as beneficial to some, and there may be some school districts that do not feel comfortable with school staff reaching into the homes of families out of respect of privacy. School staff could also collaborate to put together workshops or professional development events that were focused on working with culturally diverse families, redesigning curriculum, and using effective classroom management with all pupils, with the goal of helping teachers identify pupil and family interests and strengths (Amatea & West-Olatunji, 2007).

School leaders can also give advice to school staff about how to appropriately communicate with parents. Walker, Shenker, and Hoover-Oempsey (2010) suggested that staff could learn more about how to use interpersonal communication, such as using open-ended questions, building rapport, and using appropriate eye contact or word encouragers; all reinforce the importance of becoming effective active listeners. By using open-ended questions, parents are encouraged to share more than just a yes or no response. When listening to parents, reflecting and paraphrasing what the parent has said is also helpful. For example, a teacher could say "I hear you

saying ..." so that the parent feels heard, understood, and trusted. If the parent does not feel understood by the teacher, the way in which this question was originally phrased gives parents the opportunity to clarify and explain further.

Walker, et al. (2010) also suggested using non-threatening questions so parents do not become defensive. If a teacher would like more information about a pupil, a way to ask this is,

"To help me get a better understanding of your son, tell me more about him." It is also important for teachers to understand that when parents do not feel involved and communicated with, that their involvement with the school is likely to decrease (Griffin & Galassi, 2010). School leaders are often a central point of communication for families and school staff; therefore, they should be approachable, friendly, and helpful. Some of the first communications families have with schools could very well be with the school leaders.

Creating an open, warm and inviting environment with two-way communication for parents can be accomplished by school staff contacting parents for both positive and negative situations, asking for parents' input, finding opportunities to get parents involved in the school, and teachers sending welcome letters or messages that require parents to reply (Amatea & WestOlatunji, 2007). School leaders hold an important role in helping teachers and other staff members see the importance in working together to get families involved and also being the connecting piece between not only the school and families, but also the community to encourage families

involvement (Amatea & West-Olatunji, 2007; Van Velsor & Orozco, 2007; Walker, Shenker, & Hoover-Oempsey, 2010).

Team meetings for pupils are often held at school and present another opportunity for school leaders to promote parent involvement. School leaders can ultimately model how to involve parents, set the tone for cooperation from all, as well as the importance of not blaming parents, for their children's performance in school (Walker, Shenker, & Hoover-Oempsey, 2010). It is also important to help the team brainstorm how to get low-income parents involved with their children's education, whether they are physically able to come to the school or not (Amatea & West-Olatunji, 2007).

During meetings, parents and pupils should be invited to participate and encouraged to share their viewpoints. If the meeting is all negative, the likelihood that parents will want to attend on a regular basis will be lower than if strengths, as well as areas for improvement, are discussed. Staff can be encouraged to pull all this information together in the meeting to provide an action plan to move forward in a way that expresses everyone is working together as a team (Amatea & West-Olatunji, 2007).

One of the first things that can be done is to get parents in contact with other parents, especially those who may be in similar situations as them. School leaders could organize parent networks that connect them with one another, the school, events, and resources, while also modeling how to work with the school. Ideally, it is thought that families who reach out to one another could possibly go on to support each other, not only with their children's education, but also outside of school (Amatea & West-Olatunji, 2007; Griffin & Galassi, 2010). This could be especially helpful for

families living in poverty as they may be able to help each other with transportation, child care or in other ways.

In regard to volunteering in the school, some parents may feel comfortable jumping into activities and events, while others may prefer more behind-the-scenes level of involvement. School leaders could work to get parents connected with volunteer opportunities in the school, whether it is directly helping children in the classroom, on a field trip or non-directly by working on a newsletter, helping with a fundraiser, or putting together pupil handbooks. It is imperative that parents feel comfortable with the task they are doing, so it is important to take this into consideration when matching them to an activity.

The researcher is adamant that parents need to be encouraged. Parents may feel that no one cares about them or their family's needs, so school leaders can empathize with what they may be going through, but also help parents see how to properly communicate, motivate, and discipline their children so the parents feel they are capable and have control (Clark, 2011).

In addition to having parents volunteer in the school, there are also other ways to help parents become involved and guidelines that school leaders can utilize to build rapport with parents. The following ideas to increase parent involvement were suggested by Walker, Shenker, and Hoover-Oempsey (2010).

Making Time in a Busy Schedule

School leaders are tasked with working with pupils to promote their academic, social, and personal success, so it

is easy to see that on top of these requirements, finding the time to collaborate with school staff and parents to increase parent involvement and pupil success of pupils living in poverty, may be a strain. With their already overloaded responsibilities, school leaders may feel they have limited time and energy to tackle another task. However, as discussed earlier, children living in poverty may have parents who are rarely involved, and may be at a higher risk for academic struggles if there is no attempt at any sort of intervention.

Finally, when pupils are assigned to school leaders by the alphabet, it is helpful so that families with many children are familiar with one school senior man and woman as a reference point versus many if it is a large school (Walker, Shenker, & Hoover-Oempsey, 2010). In the event that parents have children with different last names, it would most likely be in the best interest of the children and the parents to have one senior man and woman assigned to the whole family if possible. This would also make it easier for parents so they could work with one senior man and woman and not have to meet with and/or contact separate leaders for each child.

CHAPTER THREE

Methodology

3.0 Introduction

This chapter constitutes the detail description of the methodology used in data collection. It includes the research design, area of study, study population, sample size, sampling technique, sources of data, data collection methods, data processing, Validity and Reliability of research instruments, Measurement of Variables, Ethical considerations, analysis, limitations of the study, and Quality assurance.

3.1 Research Design

The study employed a descriptive study design. Orodho (2003) describes a descriptive survey as collecting data in order to get a detailed description of current practices, status of the subject or situation required. A descriptive survey design will be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho and Kombo, 2002). And also because it is appropriate for educational fact finding and yields a great deal of information, which is accurate.

3.2 Area of study

The study was covered in selected schools in Katakwi District with major emphasis on Toroma girls' primary school, Toroma boys' primary school, Angodingodi primary school and Akisim primary school.

3.3 The study population

The research covered a population including: parents, school teaching staff who manage the process of education, learners

and other employees who provided necessary information so as to get reliable data.

3.4 Sample size

Table 1: showing classification of respondents

Respondents	Frequency
Pupils	25
School officials	10
Community	10
Total	45

3.5 Sampling technique

Simple random sampling method was used because it was convenient and time saving. This was done to give all parents, learners and school officials' equal chances to participate in the study without bias.

3.6 Sources of data

Data sources included both primary and secondary sources as recommended by Amin (2005). Primary data was gathered from the field through questionnaire, interview guide, Focus Group Discussions from various respondents, data from other sources was gathered from official documents records or printed materials such as books, reports, journals on indigenous knowledge.

3.7 Data collection

The data collection methods used included: questionnaire, interview and documentation. A total of 45 respondents were administered. The category of respondents included learners/pupils, teaching staff and administration, surrounding community members. A combination of methods were used so as to improve on the accuracy of the results by cross checking each and every method used in the data collection against each other. **(See Appendix)**

3.7.1 Questionnaire

The researcher carefully designed a questionnaire with structured and closed questions as an instrument to elicit reliable responses and collecting data (Hussey and Hussey, 1997). It consisted of questions in which the subject ticks responses s/he felt appropriate or makes additional in writing (Denscombe, 1998). Questionnaires were self-administered as respondents were reached easily and conveniently and were free from bias. A big number of respondents were literate, a questionnaire was chosen as the best tool of collecting quantitative and qualitative data. Questionnaires helped to cover big area over a short period of time and made respondents to respond boldly and frankly to questions since they are not required to disclose their names. The questionnaires were administered to teachers and parents.

3.7.2 Interview

Study respondents as reviewed above will be interviewed. In research, Kvale (1996) regarded interviews as "an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situations of research data." Direct interviews were carried out to supplement on the information received from the questionnaires tool. The interview method is where the investigator uses a face to face interaction to exchange views (Amin, 2005).

3.7.3 Documentation

Numerous data and information sources of literature on the notion of digital reference service awareness were utilized to gather enough literature about the research problem. The

end list included: research reports, magazines, journals and dissertations.

3.8 Data Collection Instruments

Data collection instruments included: the questionnaire tool and interview guide. These instruments were helpful in the collection of valid and reliable data. They are as described below;

3.8.1 Questionnaire Guide

The questionnaire tool was used as a major instrument in data collection because of its convenience and efficiency in the collection of collective and quantitative data to make triangulation feasible (Amin, 2005). It was also very convenient since some respondents were allowed to carry their questionnaires home and respond freely due to its nature of being anonymous. The questionnaire comprised of closed ended questionnaire format including some that are open ended questions to allow and cater for probing of data and results classification. This was administered to respondents most especially parents and teachers (See Appendix)

3.8.2 Oral Interview Schedules

The researcher generated a number of simple questions based on the research objectives to serve as a pertinent guide during data collection. Research respondents including parents, teachers and pupils were interviewed to constitute study findings (See Appendix)

3.9 Validity and Reliability of research instruments

3.9.1 Validity of research instruments

The researcher ensured that the questionnaires and interview guide were measured in line with the intended variables of the study. This representativeness of the sample with regard

to the target population was expected to cater for external validity of the findings (Mugenda and Mugenda, 2003).

3.9.2 Reliability of research instruments

The reliability of the questionnaire and interview guide was pre-tested by administering to peer-group and making corrections to avoid vagueness and ensuring face validity and consistence with research questions. This was in line with (Mugenda & Mugenda, 2003), who asserted that a research instrument was able to provide the same results upon being tested repeatedly. This was meant to check if the instruments met specific constructed meanings (Amin, 2005). Pre-testing was done to test relevancy, adequacy of responses and appropriateness of the content of the instrument as well as the procedure for administering the instrument.

3.10 Measurement of Variables

The five (5) degrees of agreement ranging from strongly agree, agree, strongly disagree, disagree, and uncertain were used. Different values for degrees ranged from most to the least favorable degree. The key to these scores was printed on the questionnaires (Krishna swami, 1993).

3.11 Ethical considerations

Before conducting each survey, the respondents were informed about where the researcher came from, what the intentions were, and that there was no monetary compensation involved when participating in the survey. This was done in order to avoid any misconceptions or false expectations. Furthermore, in order to set a frame for the interview process, respondents were informed of the purpose of the study, the length of the survey as well as what kinds of questions the survey contained. The researcher explained that participation was completely voluntary and respondent's anonymity as well

as the possibility to withdraw from the survey at any moment was allowed, in order to encourage truthful answers.

The researcher assured confidentiality to respondents. The researcher clearly introduced her assistants and informed respondents that the study was strictly for academic purposes and also assured that the information respondents provided was to be treated with utmost confidentiality. The researcher sought consent from the respondents and guaranteed them liberty when participating in the exercise.

3.12 Limitations and Delimitations of the study

The researcher anticipated facing a number of limitations while carrying out the study and these included the following.

Time constraint

The time was not really sufficient enough to visit all the relevant literatures and in addition there are other assignments to do. However the researcher devoted time to reading books that have adequate literature materials and the internet as well.

Financial Limitation

The researcher was constrained financially. The cost of surfing the internet, transport, typing, and printing of the research work was high; however, the researcher tried to meet all these expenses with the help of her salary.

Limited access to Literature on the Subject

Access to current materials at times was not easy specifically to the subject due to political interference. However the researcher tried to analyze the data in comparison with the current situation and relating it to the

variables in the study and compiling adequate data from the internet which was more.

3.13 Quality assurance

Editing:

The data collected was analyzed in order to check for the errors, completeness, correctness, consistency legibility and comprehensiveness

Coding:

The data was put under meaningful categories, where similar data was grouped and coded together by use of themes and sub themes.

CHAPTER FOUR

PRESENTATION, ANALYSIS, AND INTERPRETATION OF STUDY FINDINGS

4.0 Introduction

This chapter presents the research findings based on objectives of the study; It is presented in form of bio-data tables with the relationship between variables and analysis, the interpretation and discussion of finding.

4.1 Socio-demographic characteristics of the respondents

All the Socio-Demographic characteristics of the respondents were cross tabulated. The respondents were both the pupils and parents and the staffs in primary education.

Table 2: Showing the age of the respondents (n=45)

Age bracket	Frequency	Percentage (%)
6-17	20	44.4
18-29	8	20
30-44	10	22.2
45-55	5	11.11
56-65	02	4.44
Total	45	100

Source: Research data findings

Majority of respondents (44.4%) were between 6-17 years, followed by (22%) of those between 30-44year. This was because at 30-44years most of the people have children who are school going age. Therefore, the findings of the study are dependable since the information was obtained from experienced respondents.

Table 3: Showing sex of the respondents (n=45)

Sex	Frequency	Percentage (%)
Male	15	33.3
Female	30	66.6
Total	45	100

Source: Research findings

Majority of respondents 30(66.6%) were females whereas 15(33.3%) were male.

Table 4: Showing marital status of the respondents (n=45)

Status	Frequency	Percentage (%)
(a) Married	12	26.66
(b) Single	21	46.66
(c) Separated	7	15.55
(d) Widowed	05	11.11
Total	45	100

Source: Research data findings

Most respondents 21 (46.66%) were single, while 12 (26.66%) were married, separated were 7 (15.55%) and widowed 5 (11.11%) respectively. Therefore, most of the respondents were responsible persons with families to cater for thus justifying their need for education services.

Table 5: Showing level of Education of the respondents (n=45)

Level	Frequency	Percentage (%)
(a) Degree	2	4.44
(b) Diploma	10	22.22
(c) Certificate	28	62.22
(d) Other (specify)	5	11.11
Total	45	100

Source: Research Findings

Most of the respondents were certificate level representing (62.22%), Diploma level (22.22%), while degree level was the least (4.44%)

Table 6: Showing how often parents participate in school activities

Range	Frequency	Percentage (%)
weekly	19	42.22
Termly	21	46.66
I don't	5	11.11
Total	45	100

Source: Research Findings

Most respondents admitted (21)to participate termly while 19 said weekly though others said they didn't know.

Table 7: Showing time teachers have spent in the primary school. (n=45)

Range	Frequency	Percentage (%)
Less than 5 years	16	35.55
6-10 years	29	64.44
10 years and above	00	00
Total	45	100

Source: Research findings

Findings in this section showed that most teachers had served between six to ten years, a percentage of 64.44 whereas those who served for less than five years, a percentage of 35.55 were the least. Therefore, the findings of the study are dependable.

Table 8: Showing occupation of the respondents interviewed (n=45)

Occupation	Frequency	Percentage (%)
Primary teacher	10	22.2
House wife	10	22.2
Sub county staff	01	2.22
Secondary teacher	4	8.88
Secretary	02	4.44
Other	18	40
Total	45	100

Source: Research Findings

Most of the respondents were teachers and house wives representing (22%) for primary and secondary teachers respectively while the least were sub county staff and others representing (2%) and (4%) respectively.

SECTION B

4.2 The extent of community involvement in the learning needs of their children

Respondents were engaged to extent of community involvement in the learning needs of children. The following was captured as reported below;

Table 9: The extent of community involvement in the learning needs of their children (n=45)

Extent	Frequency	Percentage (%)
High	10	22.22
Low	35	77.77
Total	45	100

Source: Research data findings

The above data reveals that there is a low extent of community involvement in the learning of primary school pupils a percentage 77.77 and the latter of the respondents admitted high representing (22.22%).

The existing literature identifies parents and community members as key stakeholders in School Based Management (SBM) programs and decentralization measures in education. It is strongly argued that parental and community involvement is key to ensure access and quality education provision. However, formal opportunities for parental involvement and community participation are neither always implemented nor necessarily translated into influence (OECD, 2006).

The above findings tally with previous research carried out by Dunne et.al (2007. Dunne refer to a review of decentralization policy and practice in six sub-Saharan African countries (Ghana, Mali, Nigeria, Uganda & Zimbabwe) and conclude that core education decisions are hardly ever decentralized in a way that encourages genuine local community participation in decision-making.

SECTION c

4.3: Factors affecting the academic performance of pupils

Table 10: showing factors that affect pupil's academic performance (n=45)

Response	Frequency	Percentage (%)
(a) Distance	26	57.77
(b) Delayed pay	4	8.88
(c) Lack of books	5	11.11
(d) Insecurity	9	20
(e) Any other, mention	1	2.22
Total	45	100

Source: Research data findings

The findings also indicated that Majority of respondents 26 (58%) attributed 9 (20%) to insecurity lack of books was represented by (11%) whereas the least (9%) respondents said they attributed to delayed pay as remarked "sometimes we don't feel the urge to teach because of delayed payments. How can you milk a cow without feeding it".

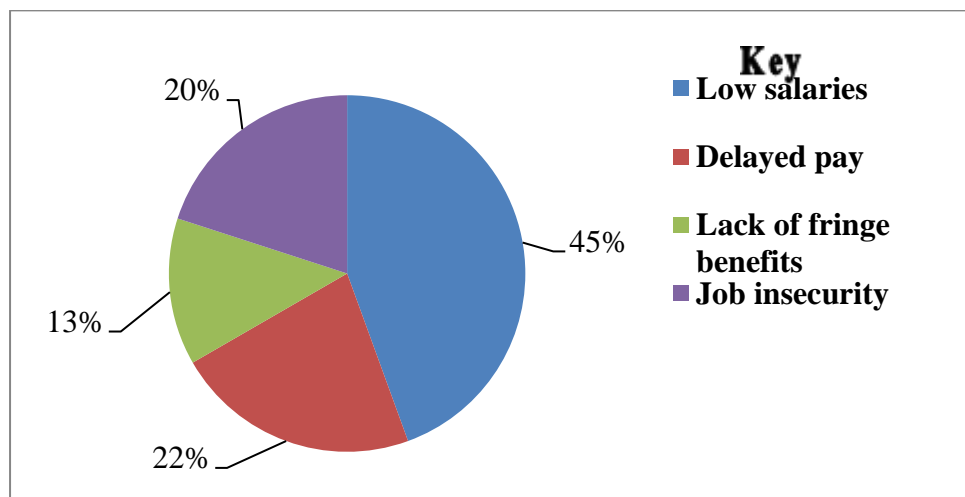
The above findings match with previous studies carried out to attest factors affecting the academic performance of pupils. Various studies done on effect of school environment on academic performance attest to the fact that school environment that is not conducive for learning may lead to under performance (Chimombe, 2011).

Provision of adequate learning facilities at all levels including equipment and human resources enhances the quality and relevance of imparted skills of learners (Lumuli, 2009). Learning involves interaction of students with the environment. Teaching and learning resources include classrooms, laboratories, libraries, playing fields, textbooks among others. Indeed physical resources go a long way in creating conducive environment that promote effective teaching and learning. It is with this in mind that the Draft Report on Cost and Financing of Education in Kenya that (RoK, 1995) identifies textbook ratio and school facilities as some yard sticks to be used to gauge the quality of secondary school education. Juma (2011) links performance in examinations to state of teaching and learning resources in schools. He notes that students from poor backgrounds perform poorly in the examinations because the poor are often in areas where schools are seriously deprived of vital facilities, an attitude of helplessness may be inculcated early into children making them feel that being in school is a waste of time.

Physical materials in terms of adequacy and quality have been noted to have a great impact on performance of students in the examination (Husen, Saha, & Noonan, 1978). A school that has adequate instructional materials is likely to post better quality grades than a school which has poor quality physical resources. A school with inadequate classrooms will be forced to accommodate more students than recommended. This will exert a lot of pressure on resources such as teachers who may compromise their methodology as part of adaptive mechanism (Nafukho, 1991; Pscharapolous & Woodhall, 1985). The lack of basic facilities like laboratories has compromised the teaching of science subjects. Topics that are meant to be taught practically are taught theoretically as part of adaptive mechanism by teachers due to inadequate resources to enable effective teaching of the same. This ends up affecting negatively students' performance reducing their competitiveness for opportunities whose placement is pegged on performance in such subjects (Mayama 2012; Lumuli, 2009).

4.3.1 Factors affecting staff performance

Figure 2: Showing factors affecting staff performance (n=45)



Source: Research Findings

From the pie chart above, majority of respondents a percentage of 44 said low salaries affected their welfare, delayed pay was represented by 22%), job insecurity representing (20%). lack of fringe benefits represented 9 (13.33%) These finding indicate that the cost of living is high and therefore teachers may not be able to meet their basic needs adequately and also are not able to invest using the income earned from salary as remarked by one respondent; "the cost of living is too high and sometimes this retards our performance"

SECTION D

**4.5Challenges of community involvement in school activities
community involvement on academic performance of primary school pupils**

Table 11: Showing challenges parents face when involving in school activities (n=45)

Challenges	Frequency	Percentage (%)
(a)poor welcome	8	17.7
(b)poor school attendance	12	26.66
(c)Lack of co-operation from other parents	15	33.33
(d)Lack of staff houses	6	13.33
Any other (specify)	4	8.88
Total	45	100

Source: Research Findings

From the table above majority of respondents 27(60%) said poor school attendance were the most, some respondents 15(33%) said Lack of co-operation from other parents, while Lack of staff houses was the least representing 6 (13%), as remarked, "some of our colleagues are not cooperative and this retards our pupils academic performance since there is

lack of information sharing amongst prospective community members”

The above findings shows that schools as institutions need to create an environment that is conducive by creating an open, warm and inviting environment with two-way communication for parents can be accomplished by school staff contacting parents for both positive and negative situations, asking for parents' input, finding opportunities to get parents involved in the school, and teachers sending welcome letters or messages that require parents to reply as noted by (Amatea & WestOlatunji, 2007).

Table 12: Showing appropriate measures that can improve school involvement in school activities (n=45)

Activities	Frequency	Percentage (%)
a) Increase teachers	8	17.77
(b)Reduce absenteeism of teachers	12	26.66
(c)Need for co-operation from parents	12	26.66
(d)Reduce on absenteeism of pupils	13	28.88
Total	45	100

Source: Research findings

From the table above majority of respondents 13(29%) said Reduce on absenteeism of pupils were the most common remedies, some respondents 12(27%) said Reduce absenteeism of teachers and Need for co-operation from parents were possible remedies, while Increase teachers was the least representing 8 (18%). These involvement components have positive and long-term effect on pupils' academic achievement (Fredrick, Blumenfeld, & Paris, 2004).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, conclusion and recommendations to the study.

5.1 Summary

Oftentimes, the onus for providing a well-rounded educational experience for every pupil falls directly on the shoulders of the school administrators, teachers, parents, and non-teaching staff. However, this limited perspective overlooks the fact that much of a child's life and education occurs outside the classroom. What happens before the school day starts and after it ends can be just as important and impactful in the lives of our pupils as what happens during the traditional school day. This is why community engagement and involvement in schools is such an important facet of the educational process.

The aim of the study was to establish the effects of community involvement in academic programs in primary school in Katakwi municipality. The chapter discussed the study findings and drew conclusion and recommendations.

As done in many research studies support that Pupils do better academically and socially when schools build positive relationships with their families.

5.2 Conclusion

Parent involvement in education is crucial. No matter their income or background, pupils with involved parents are more likely to have higher grades and test scores, attend school

regularly, have better social skills, show improved behavior, and adapt well to school.

The most accurate predictors of pupil's achievement in school are not family income or social status, but the extent to which the family creates a home environment that encourages learning, communicates high yet reasonable expectations for the child's achievement, and becomes involved in the child's education at school.

When parents are involved at school, the performance of all the children at school, not just their own, tends to improve. The more comprehensive and well planned the partnership between school and home, the higher the pupil's achievement.

Not every, family, or individual in the community is going to have the time or capacity to participate in in-person and on premise school opportunities. That's why it's important to also prioritize community involvement in the form of PTA and SMC.

The responsibility for raising a well-educated and civic-minded generation of children cannot rest solely with schools. The research review by Henderson & Mapp examined and found a positive and convincing relationship between family involvement and benefits for pupils, including improved academic achievement and behavior."

Consistent community involvement and engagement at all levels of the school have shown time and time again to having significant short and long term benefits. Henderson & Mapp also noted that "when schools, parents, families, and communities work together to support learning, pupils tend

to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs".

It should be noted that the education sector offers free education to government primary schools. This is meant to help in improving the general literacy levels of Uganda. It should also be observed that a majority of teachers access and benefit from the government's commitment to at least pay off their salaries monthly though there are a few delays. Most teachers have been able to access and own physical infrastructure, met basic and social needs and have been able to improve their wellbeing.

The majority of school going pupils is also enrolled annually with the UPE current policy that allows all citizens to enroll has brought in a few adults who feel they can also study to these UPE schools. It is also observed that despite variance in clientele all these schools have people accessing and utilizing different services offered. However the challenge that teachers and parents face in access and utilization of the services from these schools include laziness and some UPE policies among others. Primary Education institutions play a role in the economy by offering firm foundation to the learners and it has been found that these services have contributed to improvement of the standards of living among communities.

5.3 Recommendations

Ministry of education needs to review some of their education policies especially on enrolment procedures and promotion of teachers. Flexibility on the regulations will mean that more teachers will be able to generate extra income besides the normal salary by engaging in economic activities thus improves their standards of living.

Government should strengthen its regulatory instruments and powers on the community leaders in order to ensure and guarantee that the services provided do not exploit teachers and pupils but rather promote access and utilization of the education services offered. This can be through creativity as in STIR program being piloted by World vision programme in the region where teachers look for micro solutions to better the performance of pupils without incurring any constant strengthening its supervisory roles on schools

Government also needs to carry out capacity building for stake holders in education services in order to facilitate proper decision making in regard to access and utilization of education services.

Political pressure should also interfering with the school setting as matters of education are always a process which has a strategic plan to be followed in order to get final results . However when this is interfered, the education cycle gets interrupted.

Community needs to co-fund the school activities. In Katakwi I discovered that most parents have become irresponsible when it comes to taking care of their families especially men who spend a lot of time and resources drinking and most women are single mothers as indicated in table showing marital status. Domestic violence and depression is often linked with poverty which not only may put children at risk, but also parents who may be dealing with their own mental health issues and unable to exert a great deal of energy into their children's education (Van Velsor & Orozco, 2007).

Teachers also need to love their jobs and find others sources of income and if possible reduce on the number of

loans. This is because almost of all teachers confessed to have at least a loan or two to substitute on their salary. A stressed teacher may not deliver as expected and might not welcome parents at school as expected. This agrees with (Amatea & West-Olatunji, 2007) who noted that people living in poverty are often at a greater risk for mental health diagnosis, and unfortunately, also have limited access to mental health services.

It is recommended reconsideration of the minimum school age of 7 or below as those who join schooling earlier has shown better performance. Parents and guardians should be aware of the living environment of their children concerned food, an area for private study, place for sleeping and the communicating language style. The provision of basic learning material simplifies the learning process. District education authorities should, in collaboration with school administration, engage in dialogue with parents to encourage them to become part of not only children's learning but also to be part of school activities. Social workers as well as communities should promote the need to provide children with secure and safe learning environment at home. And finally the local government authorities should encourage investment in school establishment and or expansion by the communities including the private sector as well as equipping them. This will reduce the class sizes as well as create competitiveness in both public and private schools.

5.4 Areas for Further Research

The study noted several issues and gaps required to be addressed. On this basis the following suggestions are hereby put forward.

1. How to effectively involve parents in improving teaching and learning through SMCs and more directly through widespread engagement of parents and community members in student learning at home, in the community and at school?
2. Parent and community influence on curriculum and how that affects curriculum relevance and student learning.
3. How can participation of the marginalized groups be ensured in all dimensions of parent and community involvement (i.e., governance and accountability, facilities and funding, access, student learning and development)?

APPENDICES

Appendix 1:

QUESTIONNAIRE

I am **Itukot Mary Gorretti**, a fourth year student taking Bachelor of Arts in development studies. I am conducting a research basically for class work purpose as it is a requirement for attaining a Bachelor of Arts in development studies Degree of Uganda Martyrs University. These questionnaire and interview guides are intended to find out the effects of community involvement on academic performance of primary school pupils of Omodoi Sub County in Katakwi district. I therefore, request you to spare a few minutes of your time and answer the following questions accurately as you possibly can.

The information provided was be treated with the highest degree of confidentiality and used for academic purpose only. Your cooperation will be highly appreciated.

QUESTIONNAIRE FOR PARENTS

Tick in the appropriate answer or fill in the spaces provided below

SECTION A

Respondent's particulars

1. Name (optional)

2. Age

- (a) 18-29
- (b) 30-44
- (c) 45-55

3. Sex

- (a) Female
- b) Male

4. Marital status

- (a) Married
- (b) Single
- (c) Separated
- (d) Widowed

5. Level of education

- (a) Degree
- (b) Diploma
- (c) Certificate
- (d) Other (specify)

SECTION B: Extent of Community Involvement

6. As a concerned community on the performance of pupils, Which school activities do you participate in?

- (a)
- (b)
- (c)

7. Do you have any activities offered in your school?

- Yes
- No

8. If the answer above is yes, which of the following activities do you have access to?

- (a) homework
- (b) PTA
- (c) Health parade
- (d) AGM
- (e) Class level meetings

9. How do you rate the extent of community involvement in the academic performance of primary school pupils?

- (a) Low
- (b) High
- (c) Fair
- (d) Attractive

(e) poor

10. How often do you check child's academic performance

- (a) Monthly
- (b) Termly
- (c) Annually
- (d) Never

11. Have you ever received any training concerning school responsibilities before getting involved?

- (a) Yes
- (b) No

12. If the answer above is yes, do these trainings benefit you?

.....
.....

SECTION B: Factors affecting the academic performance of pupils

8. Which factors do affect your child's academic performance?

- (a) Distance
- (b) Delayed pay
- (c) Lack of books
- (d) Insecurity
- (e) Any other mention.....

SECTION D: Limitations/ challenges to community involvement on academic performance of primary school pupils

1. What challenges do you face in involving in school activities from your school?

- (a) Poor welcome
- (b) Poor school attendance
- (c) Lack of co-operation from other parents

(d) Lack of staff houses

(d) Any other (specify).....

22. What appropriate measures do you suggest that can improve school involvement in school activities?

(a) Increase teachers

(b) Reduce absenteeism of teachers

(c) Need for co-operation from parents

(d) Reduce on absenteeism of pupils

Thank you for your participation

Appendix 2

INTERVIEW GUIDE FORSCHOOLSTAFF

SECTION A

(A) Name (Optional)

(B) AGE

(a) 25-40

(b) 40-50

(c) Above50

(C) Sex

(a) Male

(b) Female

(D) Level of education

(a) Degree

(b) Certificate

(c) Diploma

(d) Other (specify)

1. How long have you worked in this school?

.....

2. Which class do you teach?

.....

3. How often do parents come to your class?

(i)

(ii)

4. How often do you hold PTA meetings?

(i).....

(ii).....

(iii).....

.....

5. How often do parents visit your school/ check pupils work?

(i).....

(ii)..... (iii).....

(iv).....

6. What is the minimum time a parent can spend in school activities?

.....

7. What is the maximum time you spend at school?

.....

8. What interests you school activities?

.....

9. What school activities do parent participate most in your school?

.....

10. What are the challenges you meet while involving parents in school activities?

(i).....

(ii)..... (iii).....

11. Where do most parents invest their monies?

(i).....

(ii).....

(iii).....

(iv).....

12. What challenges do you face in trying to improve class performance?

(i).....

(ii)

(iii)

(iv)

13. Are there measures in place that can school community relations?

(i)

(ii).....

(iii).....

(iv).....

14. What more can be done to improve the academic performance of pupils in general?

(i)

(ii).....

(iii).....

Appendix:3

INTERVIEW GUIDE FOR PRIMARY SCHOOL PUPILS

SECTION A

(B) Name (Optional)

(B) AGE

(a) 6-8

(b) 9-12

(c) Above 15

(C) Sex

(a) Male

(b) Female

(d) **Class**

(a) Lower primary

(b) Middle primary

(c) Upper primary

(d) Other (specify)

1. How long have you been in this school?

.....

2. Which school activity do you like most?

.....

3. What school activities are carried out in your school?

(i)

(ii)

4. Does any of your parents participate in school activities?

(i).....

(ii).....

(iii).....

.....

5. How are you trying to improve your academic performance?

(i).....

(ii).....

(iii).....

(iv).....

6. What is the minimum time you spend in school activities?

.....

7. What is the maximum time you can spend reading /doing class work?

.....

8. What interest you most in your community?

.....

9. What motivates you while studying?

.....

10. Are parents always involved in school activities?

(i).....

(ii).....

(iii).....

11. If yes, which activities?

(i).....

(ii).....

(iii).....

(iv).....

12. What challenges do you face in studying?

- (i).....
- (ii)
- (iii)
- (iv)

13. What measures can help you study smoothly?

- (i)
- (ii).....
- (iii).....
- (iv).....

14. What more can be done to improve school- parent involvement?

- (i)
- (ii).....
- (iii).....

Appendix:4

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Appendix:5 RESEARCH BUDGET

No.	Item Description	Quantity	Unit Cost	Estimated amount ugshs
1.	<u>Stationery</u> 1. Photocopying 2. Writing Materials 3. Flash disk	4 reams 2 writing pads and pens 4GB Flash disk	10000 15000 45000	40000 15,000 45,000
2.	<u>Personnel</u> 1. Research Assistant 2. Typist	6 Assistants 1Typist	30000 20000	180,000 20000
3.	<u>Travel</u>	5Times	20000	100,000
4.	<u>Consultancy</u> 1. Data Analysis	Twice	25000	50000
4.	<u>Miscellaneous</u>			45000
5.	<u>Sub total</u>		= 141,000	
6.	<u>Total</u>			Ugshs. 495,000≠