Analysis of Community Perception of Education and Pupils' Academic Achievement in Selected Primary Schools in Oyam District, Uganda

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2016-M313-20006

A postgraduate Thesis

Presented to

Faculty of Education

In the partial fulfilment of the requirements for the award of the degree

Master of Education in Educational Administration and Management

Uganda Martyrs University

JULY 2018

DEDICATION

I dedicate this piece of work to the Almighty God who has guided me since birth. To my supervisor Mr. Mbaziira James, my wife Adea Scovia, and Father Owiny Adea William and Course mates without them all these would not have seen the light of the day.

ACKNOWLEDGMENTS

I would like to express my sincere gratitude and appreciation to the Almighty God for enabling and guiding me through my academic life.

I express my sincere gratitude to my supervisor for accepting to spend his valuable time to supervise my work, in instances where he could have used it to do other things. I thank him for the valuable guidance rendered to me in the production of this thesis report.

I acknowledge the efforts of my financial supporters for their words of wisdom and the financial support they extended to me unreservedly during the study time.

I also acknowledge the authors whose works have been cited in this study.

I also thank the respondents of Oyam district Northern Uganda, for accepting to give me the vital information that helped me compile this thesis report. Their contribution to the formation of this thesis report cannot be underrated.

I wish to extend my gratitude to my friends for their constant encouragement, contributions and advice at various stages of writing this thesis report.

I also pay special tribute to all those who have been close to me during the sleepless nights when producing this thesis report. May the almighty God bless them abundantly.

Finally, I am also deeply indebted to all the professors and doctors who lectured and enlightened me about secrets of professionalism. Studying in this program and writing master thesis contributed immensely to my experience and world view totally changing my ideas and attitude towards education.

LIST OF ABBREVIATIONS AND ACRONYMS

GoU…….. Government of Uganda

PLE…… Primary Living Examination

UNICEF……. The United Nations Children's Fund

GPA…….. Grade Point Aggregate

US……. United States

UPE…….. Universal Primary Education

SMC…….. School Management committees

PTA…… Parent's Teachers Association

P/S……..Primary Schools

UN…… United Nation

ILOPS…….. Improving Learning Outcomes in Primary Schools

SPSS……. Statistical Package for Social Sciences

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ABSTRACT

The study aimed at analyzing whether community perception of education influences pupils' academic achievement in primary schools in Oyam district Northern Uganda. The study was guided by the following research objectives; establishing the effect of community perceptions of education on pupils' academic achievement, and finally the study looked at the strategies that the school can adopt to enhance community involvement in pupil academic achievement. The study was underpinned by a cross-sectional survey research design where data was collected to make inferences about a population of the study. The study used a total sample of 103 respondents. In order to adequately address the research objectives, two methods of data collection were used, that is primary and secondary methods for data collection. These were applied using the following instruments; Questionnaires, and interview method. Data was analyzed using Statistical Package for Social Sciences (SPSS) and Regression Analysis was made to test the research hypothesis that exists between the two variables. The study finding was that Parents whose education perception was positive their children were able to get the necessary school requirements including school lunch, books, attending to school meetings, having continuous assessment and guiding them where necessary which boosted their academic achievement. On the other hand, negative community perception of education was associated with low pupils' academic achievement since these pupils' lacked academic guidance, lack of scholastic materials, inadequate academic test assessment, and high rate of absenteeism in school. The findings on pupils academic achievement was good in some schools while others were not as it was evidenced that for the last five years most school never managed to get division one. The study concluded that community perception of education influence pupils' academic achievement, community perception of education was found to be both positive while others had negative perception of education and the study concluded that there was a relation between the study variables. The study recommended that in order for the community to realize the value of education, and to ensure that the community create a strong heart for education, there is need to build strong support from politicians, schools needs to create their own means to improve school quality, sensitization of the community on the value of supporting pupils during school, more attention must be paid to maintenance of school facilities and the quality of teaching staff must be ensured. Implication for further studies suggests that Parents and teachers academic achievement practices need to be studied in particular.

CHAPTER ONE:
INTRODUCTION

1.0 Introduction

The chapter concentrated on the background of the study, the statement of the problem, the purpose of the study, the specific objectives, scope, and the significances and provided an overview of the study in a conceptual framework.

1.1 Background to the Study

The current demands for quality education are placing great pressure on schools to improve education service delivery in Uganda. However community perception towards education and pupils' academic achievement is quiet negative most especially in rural areas of Northern Uganda including Oyam district (Henderson & Mapp, 2012). School Management Committees transcend a purely administrative function and go further to perform all-inclusive task that focuses on, among others, improving teaching and learning in classrooms and subsequently improving students' academic achievement but parents, pupils', and most stakeholders have not helped in ensuring that pupils attain quality education. Thus, it becomes critical for the School, parents and government as a community in general to adopt appropriate strategies to motivate educators to improve their professional qualifications for their personal benefit and the subsequent benefit of students, (McCoach, 2010).

Education in Uganda, like other sectors in the country has suffered considerably from the tyranny and anarchy that the country has experienced over the last three decades. As part of the national wide reforms embedded in the National Resistance Movement Ten-Point Programme, the Ministry of Education and Sports commissioned a report referred to as The Education Policy Review Commission (2008) and produced the Government White Paper (2009). The documents examined a wide range of issues and problems of education in the country and identified priorities for reform. One such area is educational quality focusing on primary education which has not yet yield much in rural areas of the country including Oyam district.

The GoU report (2015) shows that, the overall goal of the Ministry of Education is to provide quality and relevant education for all Ugandans to enable them acquire skills which will

make them functionally literate and productive for the rapid socio- economic development of the country. Over the years, many efforts have been made through educational reforms to improve the quality of education and make it more responsive to the needs and aspirations of the Ugandan society. Nevertheless, recent results of the Primary Living Examinations (P.L.E) show that standards are still falling most especially in rural areas (Bosker & Witzier, 2008). The school achievement of African American youth remains a pressing issue in education most of which is due to negative community perception of education. High school dropout rates (Afrasha & Keeves, 2009), and poor grades and low test scores (Kinnaird, 2010) among members of this population, especially those in urban school districts, underscore the importance of continued research on factors influencing school outcomes for these youth and it also further underpins whether community perception of education influences pupils academic achievements that calls for the present study.

World over, every child has the capacity to succeed in school and in life. Yet far too many children, especially those from poor and minority families, are placed at risk by school practices that are based on a sorting paradigm in which some students receive high-expectations instruction while the rest are relegated to lower quality education and lower quality futures (Schmidt et al., 2012). The sorting perspective must be replaced by a "talent development" model that asserts that all children are capable of succeeding in a rich and demanding curriculum with appropriate assistance and support from both government and the community they live in (Johnson, 2008).The present study builds upon the historical, conceptual, contextual and theoretical background to further analyse how community perception affects pupils' academic achievement in Oyam district among primary pupils.

1.1.2 Historical Perspective

Globally, Community perception of education has prevailed even in current times when socio-economic changes have resulted in changes in the roles the community are now expected to undertake in the process of pupils' academic achievements, (Rafiq et al., 2013). The issues of early marriage, teenage pregnancy, boys' propensity to bring in more money have been identified as factors that are community based that act as deterrent to pupils' participation in education (IMHDSS, 2009). As a result of these negative attitudes, Anderson (2008), states that it is an indisputable fact that without parents and community support, any efforts to improve pupils' participation in education will be greatly hampered.

In Africa including Uganda the perception of education is largely negative on girls which have increased poor academic achievement among them. It should be noted that if girls are to perform well in school, the importance of the development of positive attitudes towards education should be over-emphasized (Affrassa& keeves 2009). Children must have a positive attitude towards school, if they are to develop liking for school. Hallam (2014) study revealed that pupils' desire for success is closely linked with their interests and attitude towards education attainment. A student who evinces a capacity and liking for certain school subjects performs well in school. McCoach (2010) in a study using normal adolescents in school attempted to predict academic achievement and attitude towards school. The author conducted this study in light of the fact that "although ability is the best predictor of academic achievement, it explains less than 50% of the variance in students' grades" (McCoach, 2010). The author reported a correlation between academic achievement and self-perception and most importantly suggested that his research suggested that there is high correlation between good academic self-perception and academic achievement (Epstein, 2015).

The declining level of the educational achievements of students in developing countries has been a matter of increasing concern to their governments in general and policy makers in particular (McNeal, 2010). Especially a country like Ethiopia, with less educated man power, very few educational institutions and limited number of graduates at their tertiary level (degree and diploma), the educational achievement of students admitted to higher educational institutions is of great concern (Bosker & Wirzier, 2008). Illiteracy affects the growing population among these, the youth in many ways, for example, youth access to agricultural extension and their ability to understand and use technical information are also compromised by this lack of basic education (Tabulawa, 2009).

The total benefits of education to the society are multiplied when basic education is extended to all people in the society. People who participate in basic education not only aspire to further education, but also have smaller families, fewer of their children die in infancy, and their children are healthier and better educated than people who have never had access or have had limited exposure to basic education (UNESCO, 2014).The community and parents have important roles in ensuring the quality of education in schools in any area (Johnson, 2008). Community involvement in schools is potentially a rich area for innovation that has

benefits far beyond access. Due to some limitations of the government in providing quality education (remoteness, bureaucracy, corruption and inefficient management), bridging the values gap between government initiatives and community desires, and adjusting to the child's familial obligations to family interests, would help shift towards ways to mobilize a sense of community through building relationships among governments, schools and communities (Anderson-Levitt et al.,2008). In the same vein, Afrassa & Keeves, 2010)opine that "in the wake of the existing problems of failure of the 'top-down' policy in educational management, community participation in educational planning and management has been viewed as a key to success in developing countries in general" (Hallam, 2014).

1.1.3 Conceptual perspective

A community is a small or large social unit (a group of living things) who has something in common, such as norms, religion, values, or identity (Afrassa & keeve 2010). Communities often share a sense of place that is situated in a given geographical area (e.g. a country, village, town, or neighborhood) or in virtual space through communication platforms. Durable relations that extend beyond immediate genealogical ties also define a sense of community. People tend to define those social ties as important to their identity, practice, and roles in social institutions like family, home, work, government, society, or humanity, at large, (McCoach, 2010). Although communities are usually small relative to personal social ties (micro-level), "community" may also refer to large group affiliations (or macro-level), such as national, international communities, and virtual communities (Boske r& Witziers, 2008).

Perception is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information, or the environment. All perception involves signals that go through the nervous system, which in turn result from physical or chemical stimulation of the sensory system. For example, vision involves light striking the retina of the eye, smell is mediated byodor molecules, and hearing involves pressure waves, (Brimer & Paul 2014). Perception is not only the passive receipt of these signals, but it's also shaped by the recipient's learning, memory, expectation, and attention. Behrman & Birdsall (2013) defines Perception as our recognition and interpretation of sensory information. Perception also includes how we respond to the information. We can also think of perception as a process where we take in sensory

information from our environment and use that information in order to interact with our environment. Perception allows us to take the sensory information in and make it into something meaningful.

Positive perception is a shift from reactionary mindset of survival guarded by fear and rigidity, to learning orientation to life that is founded on a different set of beliefs that embrace taking new actions, listening to intuition and manifests flexibility to change. One of which is that growth is not an event but a process (Behrman & Birdsall, 2013). People with positive perception encourage themselves with faith that any situation taken with positive outlook will result into ability to gain knowledge and transform themselves in a meaningful way, Remind themselves that there's no independent reality "out there" without them giving it unique meaning, a "measurement", positive outlook is maintained through recognition of outer experience as reflection of inner reality, accepting personal responsibility empowers them and opens the door to freedom, release themselves from negative judgments as final definitions of missed choices or opportunities: there are no mistakes, only opportunities for learning and finally they practice with self-supportive discipline that demonstrates self-love (Brimer & Paul 2014).

Negative perception is the way how a person is expressing or meaning a refusal or denial or lacking positive or affirmative qualities, such as enthusiasm, interest, or optimism showing or tending towards opposition or resistance measured in a direction opposite to that regarded as positive having the same magnitude but opposite sense to an equivalent positive quantity. Negative perceptions can really get in the way of advancing your career, so you need to be on the lookout for them. Sometimes you can't do much to change innate parts of your personality, but as long as you're aware of them, you can manage them effectively, (Kinnaird, 2010).

Academic achievement or (academic) achievement is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative GPA and completion of educational degrees such as High School and bachelor's degrees represent academic achievement (Anderson & Shapiro, 2009). Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic achievement, elements such as

test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement. In California, the achievement of schools is measured by the Academic Achievement Index (Johnson, 2008).Therefore, academic achievement defines whether one can take part in higher education, and based on the educational degrees one attains, influences one's vocational career after education. Besides the relevance for an individual, academic achievement is of utmost importance for the wealth of a nation and its prosperity (Kinnaird, 2010).

A primary school (or elementary school is a school in which children receive primary or elementary education from the age of about five to twelve, coming after preschool and before secondary school. (In some countries there is an intermediate stage of middle school between primary and secondary education.) In most parts of the world, primary education is the first stage of compulsory education, and is normally available without charge, but may be offered in a fee-paying independent school. The term grade school is sometimes used in the US, although this term may refer to both primary education and secondary education (Tabulawa, 2009).

Education is about teaching, learning skills and knowledge. Education also means helping people to learn how to do things and encouraging them to think about what they learn. It is also important for educators to teach ways to find and use information (Johnson, 2008). Through education, the knowledge of society, country, and of the world is passed on from generation to generation. In democracies, through education, children and adults are supposed to learn how to be active and effective citizens. Education may help and guide individuals from one class to other. Educated individuals and groups can do things that the less educated cannot (UNESCO, 2014).

1.1.4 Contextual perspective

In Oyam district, despite of the notable improvement in enrolment since the onset of UPE, Lango Region has fielded very poor results at the annual national Primary Leaving Examinations (PLE) for a larger part of the last twenty years, (Kinnaird, 2010). The impact of insurgency, negative community perception of education, cattle rustling, and a spate of natural disasters such as the 1998 and 2007 floods created significant and long-standing social dislocation and deprivation that have combined to entrench people in the region into perpetual trauma for the last twenty-one years that has led to poor academic achievements of

pupils most especially in schools like Alyec primary school, Aungu primary school, Agwata primary school among others(Croft, 2009).

However, few studies of institutional effectiveness in education have examined those aspects of schooling that are most conducive to exploring initial enrolment and retention and the subsequent pass rates. Such studies have focused instead on those aspects of schooling more directly associated with the development of cognitive competencies. Brimer & Paul (2014) shows that completion of primary school level in Oyam district has been associated not only with large economic returns but also with many social returns, including, in the case of women, lower fertility, lower infant and child mortality, better child health and education, reductions in gender inequality within the family, and later ages of marriage (Kinnaird, 2010) as key tools to social and economic transformation thus the current study which is aimed at assessing whether the nature of community perception of education is a major problem affecting students' academic achievement in Oyam district.

For further analysis, the summary of pupils' academic achievement for the last five years in the selected primary schools in Oyam District Northern Uganda is summarized on the next page.

Table 1.1 showing the trend summary of pupils' academic achievement in the selected primary schools in Oyam district for the last five years

YEAR	2013		2014		2015		2016		2017	
	Total Number of Grades	**(%)**	**Total Number of Grades**	%	**Total Number of Grades**	%	**Total Number of Grades**	%	**Total Number of Grades**	%
DIV I	11	1.8	15	2	11	1.5	10	1.5	03	0.4
DIV II	317	52.3	353	49	273	39	255	39.4	237	35.8
DIV III	125	20.6	183	25.4	223	31.8	167	25.8	213	32.1
DIVIV	93	15.3	96	13.3	131	18.7	154	23.8	149	22.5
DIV U	44	7.2	61	8.4	49	7	45	6.9	52	7.8
DIV X	15	2.4	11	1.5	13	1.8	15	2.3	8	1.2
Total	**605**	**100**	**719**	**100**	**700**	**100**	**646**	**100**	**662**	**100**

Source: Oyam District Education Data Bank 2013-2017

Table 1.1 above shows the trend of pupils' academic achievement in Oyam district for the last five years. It is observed that those pupils who pass in division one, two and three qualifies to join secondary section. However, even those in division three may not go to secondary because the education policy of Uganda only allows those pupils with 28 aggregates and below where division three ends to 29 aggregates, Division four and above are failures which means they can't go to secondary section but they can join vocational schools.

1.1.5 Theoretical Perspective in relation to the study

This study was guided by Role Theory advanced by Goffman (2008) who suggested that human behavior is guided by expectation held both by the individual and by other people. The expectations correspond to different roles individuals perform in their daily lives. It continues to explain that individuals have and manage many roles and that roles specify what goals should be

pursued, what tasks must be accomplished and what achievements are required in a given situation.

Basing to the current study, role theory contends that there are specific roles that a group or individual must perform in order for the organization to achieve its goals. But when role expectations are low or mixed, then this may lead to role conflict, role confusion and role ambiguity. Role conflict results when an individual encounters tensions as the result of incompatible roles while role confusion is a situation when an individual has trouble determining which role he/she should assume. For instance, the School Management Committees (SMC) experience role conflict and role confusion since they are not expected to interfere with the running of school yet they are school managers who should manage the school towards academic excellence of pupils. The community also experience role ambiguity which is a lack of understanding about the rights, privileges and obligations that a person has for doing and motivating students to attend school. This role ambiguity occurs when roles are inadequately defined or are substantially unknown because people are not sure how they should act in certain situations hence role theory will be in position to explain why and how the community perceive education the way they do.

1.2 Statement of the Problem

Despite of the government policy of encouraging Universal Primary Education (UPE) in Uganda associated with high pupils' enrollment in primary schools, the records of pupils academic achievement in Oyam district has remained poor, (Oyam District Education Data Bank, 20-13-2017). Basing on the current trend of Primary Leaving Examination in Oyam district, pupils' academic achievement has been backsliding due to pupils' absenteeism, low community involvement in school programs, failure to complete school syllabus and the lack of willingness to support pupils' in school by teachers and their parents linked to low community perception of education in Oyam district (UNESCO, 2014). Pupils' academic achievements being poor in the district, has greatly affected pupils' not to go for further studies due to poor grades in Primary Leaving Examination in the district and it has resulted to high rate of school dropout at an early age of pupils' opting them for early marriages, use of drugs and theft hence leading to increased poverty and low standards of living of people in the district due to low productivity of the

community (Brimer & Paul, 2014). The current trend of poor grades, pupils' academic achievements in Oyam district can only be improved through community involvement and sensitizing the community on their roles on their pupils and the value of education to pupils, so that they can develop positive attitudes towards supporting pupils during schooling. It is upon this background that a number of theories and literature have been reviewed to explain community perception of education, these include Role Theory (Goffman, 2008), Humanism Theory (Laird, 1985).

Therefore, the above identified issues, the researcher intends to analyze whether community perceptions of education influences the academic achievement of pupils in primary schools education and provide empirical data for policy makers.

1.3 Main purpose of the Study

The purpose of the study was to analyze the effect of community perception of education on pupils' academic learning process to enhance pupils' academic achievement.

1.4 Specific Objectives

Specifically the study sought to;

i) Examine the effect of community perceptions of education and pupil's academic achievement in primary Schools in Oyam District.
ii) Analyze strategies that can be developed to enhance community involvement in pupils' learning academic achievement in primary Schools in Oyam District.

1.5 Research questions

i) What are the effects of community perceptions of education and pupil's academic achievement in primary Schools in Oyam District?
ii) What are the strategies that can be developed to enhance community involvement in pupils' learning academic achievement in primary Schools in Oyam District?

1.6 Research Hypotheses:

1) There is a difference between community perceptions of education and pupils' academic achievements in selected primary schools in Oyam district.

1.6 Scope of the Study

The scope of the study was divided into three parts; geographical, content and time scope. The study, majorly focused on the effect of community perception of education on pupils' academic achievements in Oyam district.

1.6.1 Geographical Scope

The study on the effect of community perception of education on pupils' academic achievement was carried out in Oyam district which is one of the districts in Northern Uganda.

Oyam District is bordered by Gulu District to the north, Pader District to the northeast, Kole District to the east, Apac District to the south, Kiryandongo District to the southwest and Nwoya District to the west. The administrative headquarters of the district at Oyam, are located approximately 78 kilometers (48 mi), by road, west of Lira, the largest city in the sub-region. The coordinates of the district are: 02 14N, 32 23E.

The researcher was interested in Oyam district because of its accessibility since he was a native of this area and easy to understand their local language. Most importantly, there has been low academic achievements of pupils in primary schools that motivated him to investigate the effect of community perception of education on pupils' academic achievements in Oyam district.

1.6.2 Content Scope

The study investigated the effect of community perception of education on pupils' academic achievement while looking at the effect of positive community perceptions of education and pupils' academic achievements in primary schools, the effect of negative community perception of education and pupil's academic achievement in primary Schools and the possible strategies that can be developed to enhance community involvement in pupils' learning academic achievement in primary Schools within Oyam District.

1.6.3 Time Scope

Basically, the study concentrated on the current literature from 2006-2018. This period was relevant to the study because, this was the most years that were highly yielding poor results at every PLE release results in the district and within this period, the community had less attitudes towards supporting their ongoing school children as far as academic achievements was concerned which motivated the researcher to investigate whether it was community perception of education which influenced pupils academic achievements in Oyam district.

1.7 Significance of the Study

The study was to benefit a number of stakeholders in a variety of ways. First of all this study was intended to be directly useful to decision-makers and programme managers at the national, district and school, community levels, by providing information that could guide action, and provide a baseline which, when coupled with follow-up studies, can assist in assessing the impact of reforms resulting from the study.

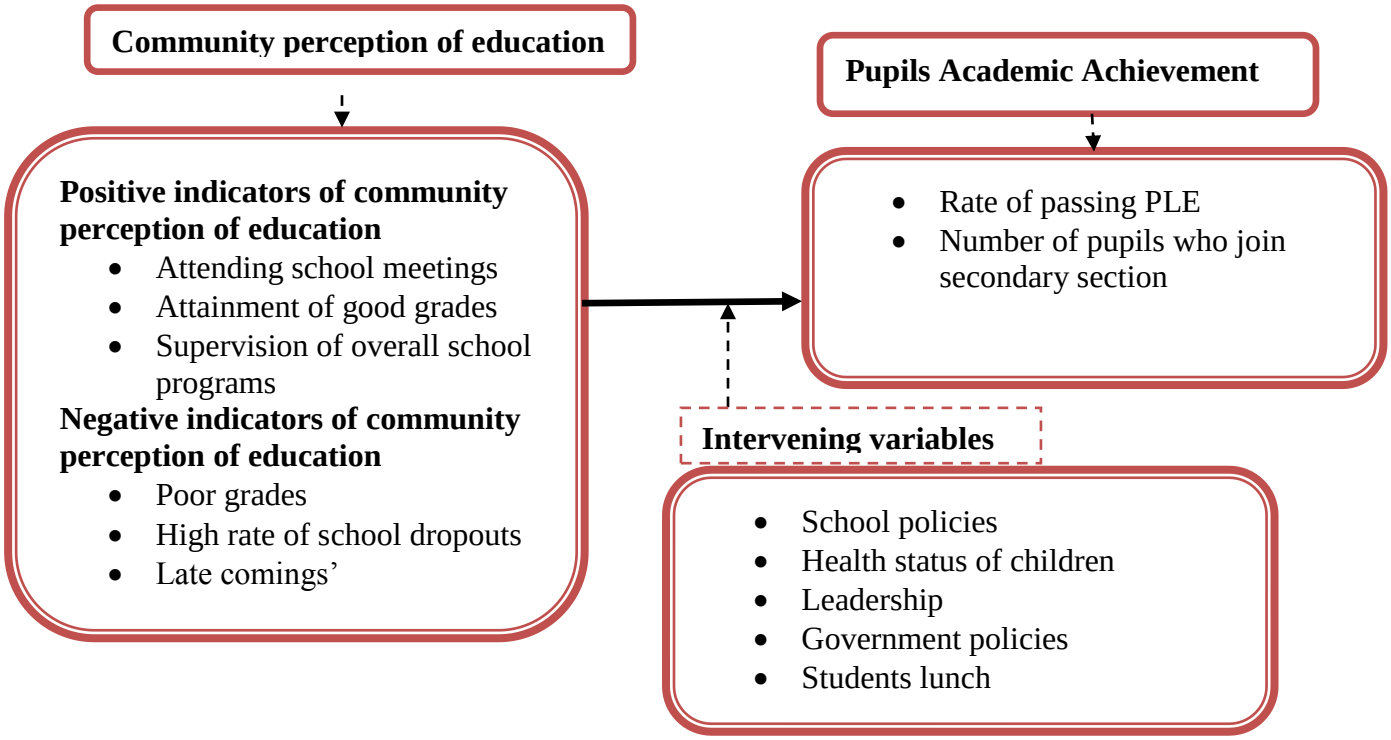
The findings of the study revealed how the community of Oyam District perceived pupils' academic achievement, and why they perceived it the way they do, and thus assisted policy makers, education planners and community development workers to design appropriate remedial interventions in the district and elsewhere in the country and beyond to curb the problem poor pupils' academic achievements.

The findings on community perception of education and pupils' academic achievement was to help teachers, government and education managers to develop better strategies and policies to address the root cause of the negative perceptions of community members so as to improve on pupils' academic achievements in primary schools in Oyam District and elsewhere in Uganda and the rest of the world.

It was anticipated that the results of the study was to help future researchers especially those who would research on a similar area of community perception of education and the academic achievements as they would use it as future reference source.

Finally, the findings of the study served as a useful source of reference for students and scholars of Education and Community Development, and to inspire other researchers to conduct similar or related studies elsewhere in Uganda and beyond.

1.8 The conceptual framework



Source: Adapted from Goftman role play theory (Goftman, 2008)

Figure 1: conceptual framework above showing the relationship between community perception of education and pupils' academic achievement in Oyam district

The problem of the study was conceptualized into looking at the possible networks of community perception of education on how it affects pupils' academic achievement within Oyam district. Community perception of education was categorized into positive and negative perceptions where by positive community perception of education was conceptualized into the community willingness to attend school meetings, attainment of good grades at every PLE sitting and being part of Supervision of overall school programs, and negative community perception of education was conceptualized into poor grades, high rate of school dropouts, late comings' at school both of which had influence on pupils academic achievements such as rate of pupils who passed Primary Living Examination (PLE) and the rate of pupils who joins secondary section after PLE assessment results. However, despite of community perception of education influenced pupils academic achievements, it was also influenced/ determined by nature of School policies, Health status of children, school Leadership, Government policies and Students lunch all these have much influence on determining pupils' academic success.

CHAPTER TWO:

LITERATURE REVIEW

2.0 Introduction

This chapter elaborates the literature related to the respective objectives, hence, the effect of positive and negative community perception of education on pupils' academic achievement, strategies that enhances community involvement in pupils' academic achievement and was organized according to sub titles as well as the theoretical review.

2.1 Theoretical Review

This study generated conclusions based on the Role Theory advanced by Goffman (2008) who suggested that human behavior is guided by expectation held both by the individual and by other people. These expectations corresponded to different roles community members perform in their daily lives. It continues to explain that individuals have and manage many roles and that roles specify what goals should be pursued, what tasks must be accomplished and what achievements are required in a given situation. This theory contends that there are specific roles that a group or individual must perform in order for the organization to achieve its goals. But when role expectations are low or mixed, then this may lead to role conflict, role confusion and role ambiguity. Role conflict results when an individual encounters tensions as the result of incompatible roles while role confusion is a situation when an individual has trouble determining which role he/she should assume. For instance, the School Management Committees (SMC) experience role conflict and role confusion since they are not expected to interfere with the running of school yet they are school managers who should manage the school towards academic excellence.

The community also experience role ambiguity which is a lack of understanding about the rights, privileges and obligations that a person has for doing and motivating students to attend school. This role ambiguity occurs when roles are inadequately defined or are substantially unknown because people are not sure how they should act in certain situations (Croft, 2009).

2.2 Community perceptions of education and pupils' academic achievement

The present study builds upon and extends this research by examining how community perception of education affects pupils' academic achievement. Specifically, this study examines

the effects of support from these institutions on three attitudinal and behavioral variables that have a significant influence on academic achievement and engagement (Henderson & Mapp, 2012). By examining specific parenting practices that are amenable to change, such as parent involvement, and the mechanisms by which these practices influence academic achievement, programs may be developed to increase a child's academic achievement in primary schools.

2.2.1 Relationship between Positive Community Perception of education and pupils' Academic Achievement

The idea of community perception of education has come about as response to low students' academic achievement amid claims that parents are not supportive. Community perception most especially in the field of parental involvement in provision of teaching and learning resources has been associated with positive achievements in educational outcomes (McNeal, 2010). Ready (2010) sought to establish the role of parents in facilitating learning processes in selected primary schools in Egoji- Meru found that parental involvement in homework was high but majority of the parents did not provide supplementary learning resources. Community perception in a child's early education is consistently found to be positively associated with a child's academic achievement. Specifically, children whose parents are more involved in their education have higher levels of academic achievement than children whose parents are involved to a lesser degree (Bosker & Witziers, 2008).

Eshetu (2014) examined the role of surrounding communities in primary school education in Thika Municipality and indicated existence of parental involvement in education. In Boethel et al., (2009) educational failure in Kisii district was associated with the lack of cooperation from parents. In Norway, studies indicate that parents' involvement in homework has significant influence on students' academic achievement. Anderson et al., (2008) found that in Rwanda parents of children in high performing schools were significantly more involved than their peers with children in low performing schools particularly in support for learning and assisting children in homework. In order students are to reap the maximum benefits in their schooling, they must enjoy parental support. In all spheres of learning, there is substantial research evidence that involvement of parents in their children's schooling gives a positive effect on their learning outcomes (Hallam, 2014). On the other hand, the school heads were pressing parents to provide

cash and non-cash items towards schooling of their children. Such cash items included fees for examination, development, parents and teachers association, security and extra tuition (Brimer& Paul, 2014). The non-cash items included raw food, firewood and water. This, therefore, created the gap for parents' involvement in education matters as parents felt disillusioned and disempowered by policy-makers, felt confused and locked-out of schooling participation, had no space for discussion as well as their lack of sufficient knowledge of their roles in education (Albright &Dusenbury, 2011). Researchers have reported that parent-child interactions, specifically stimulating and responsive parenting practices, are important influences on a child's academic development (Committee on Early Childhood Pedagogy, 2010).

In the study of IMHDSS (2009) about positive community perception of education it was found to be related to increased academic achievement , the specific mechanisms through which community perception exerts its influence on a child's academic achievement are not yet fully understood. Specifically, Engin-Demir (2009) reported that an increase in the parent's school activities, such as increased number of parent-teacher contacts, was associated with worsening achievement, as increased contacts may have occurred to help the teacher manage the child's existing behavior problems.

Intuitively, learning is inhibited if students do not feel accepted by the teacher and by their peers. You may recall a time in elementary school when you did not feel accepted by your peers, or a time in college when you felt that a professor did not respect you. In both cases, these perceptions probably distracted you more than a little from learning. Researchers confirm the importance of a sense of acceptance. Tom Good and his colleagues Engin-Demir, C. 2009 have illustrated the importance of students' perceptions of their acceptance by the teacher. Similarly, for decades (Epstein, 2015) has championed the importance of students' perceptions of their acceptance.

Students need to feel accepted by their classmates as well as by their teacher. Although this need has been popularized in recent years through the cooperative learning movement, its importance has been recognized for decades in the research on the social aspects of learning. According to (Eshetu, 2014), research on the utility of cooperative learning was already well developed by the 1920s. From his review of the literature, Slavin has concluded that the positive effects of

cooperative learning on academic achievement are not well established, but its effectiveness in fostering acceptance and understanding among the members of a group is undeniable.

Finally, without positive attitudes and perceptions of education, students have little chance of learning proficiently, if at all. There are two categories of attitudes and perceptions that affect learning: (1) attitudes and perceptions about the *learning climate* and (2) attitudes and perceptions about *classroom tasks*. Rafi et al., (2013) shows a basic premise of the Dimensions of Learning model is that effective teachers continually reinforce attitudes and perceptions in both these categories. The master teacher has internalized techniques and strategies for enhancing these attitudes and perceptions to such a degree that the techniques are frequently transparent: they have become part of the fabric of instruction and are barely noticeable to the undiscerning eye (Ngware et al., 2015).

2.2.2 Relationship between negative community perception of education and pupils' academic achievement

Rafiq *et al.,* (2013) investigated the extent of parental involvement in academic achievement in Ghana; the results indicated that majority of the parents hardly assisted children in homework. In Namibia, Murray et al., (2010) conducted a qualitative survey study on the extent of parental involvement in students' academic achievement and the response was that parents have limited time to assist their children in attaining good grades. McCoach (2010) investigated the role of parents in enhancing preschool children's education in Uasin Gishu district, Kenya and found that parental involvement in education was low which negatively affected pupils' academic achievement.

Anderson et al., (2008) also indicated no shared responsibility between parents and schools in Kenyan rural primary schools and that school were solely responsible for students' education and there was hardly any relationship between parental involvement and students' academic achievement. According to Kinnaird (2010) shows that for Ugandan parents, other than providing basic learning materials and food, they do not maximally participate in their children's schooling that hindered their academic achievement. Kinnaird (2010) also indicated that only one in every three parents in the Ugandan sampled population participated in their children's schooling. The major reasons were their low literacy levels, dissimilarity on school inputs and

the misunderstanding of the UPE policy. The dissimilarity was because at national level, the policy-makers pressed that parents were not supposed to make any financial contribution towards education proceeds other than provision of basic learning materials such as pencils, erasers and rulers (McCoach, 2010)

Engin-Demir (2009) shows that People with negative thought on education believe that public primary schools are ineffective despite being given a plethora of resources and funding. In addition, the private sector is perceived as being better at managing schools and educating children than the bureaucratic public primary sector (2015). The perception of pupils' failure is further entrenched in the public's mind each time they hear that pupil achievement is falling below average and young adults are ill-prepared to enter the nation's workforce. These perceptions cause many individuals in society to jump to one or both negative conclusions: teachers aren't teaching and/or pupils aren't as bright as they used to be (Bosker & Witzier, 2015).

Finally, negative community perception of education plays a key role in affecting student's perceptions on education hence low pupils' academic achievement. Many parents are afraid that their children will not be well prepared to face the future, and the needs of the future are unknown (Hallam, 2014). For example Americans value preparedness and the ability to compete on a global level, often using these ideals as measures of success. As parents make predictions about what the future holds for their children, they begin to wonder whether what their children are learning is well married to what they will need to know to compete in the 'real world'. This potential mismatch adds to the perception that schools are not doing enough to educate our children (Marphatia, 2010).

2.2.3 Pupils' academic achievement

In Uganda, primary level of education is measured by Primary leaving examinations (P.L.E) at every 7years of study. Pupils undergo eight-year course and at the end of it the candidates are exposed to primary leaving examination which is tested nationally. The examinations are used to place the learners in secondary level of education which in turn is used to place candidates in the training colleges and universities. Therefore Primary Leaving Examination is a very important

component in education system of Uganda. Eshetu (2014) as quoted by Ready (2010) referring to the examination system in Uganda, reaffirmed the importance of the role played by the Primary education determines the whole destiny of a child. This was because; if a child passed the examinations he got a chance of ultimately securing a job where his income would be higher than for those with no formal education.

Several methods are used to measure pupils' academic achievement, including standardized achievement test scores, teacher ratings of academic achievement, and report card grades. Standardized achievement tests are objective instruments that assess skills and abilities children learn through direct instruction in a variety of subject areas including reading, mathematics, and writing (Hornby &Lafael, 2011). Teacher rating scales allow teachers to rate the accuracy of the child's academic work compared to other children in the class, and allow for ratings on a wider range of academic tasks than examined on standardized achievement tests (Engin-Demir, 2009). Report card grades allow teachers to report on classroom academic achievement, but are used by few studies for early elementary school children due to, among other reasons, a lack of a standardized grading system and uniform subject areas children are evaluated on. Based on previous research, it was hypothesized that parents who have a positive attitude towards their child's education, school, and teachers are able to positively influence their child's academic achievement by two mechanisms: (a) by being engaged with the child to increase the child's self-perception of cognitive competence and (b) by being engaged with the teacher and school to promote a stronger and more positive student-teacher relationship (ready 2010).

2.3. Strategies to enhance Community Involvement in pupils' Academic Achievement

In order to improve pupils' academic achievements there is need to adopt a system of parenting. This encapsulates helping families to establish a home environment that supports children as students. Since the schools and families are community-based, they benefit from the resources bestowed in that community while supporting their children's education. The community gatekeeper may be involved in any of the aforementioned involvements. The associated benefits to students include improved learning outcomes, exposure to more learning opportunities, tapping talents for those with extra-curricular potentials, applying the school knowledge with

world realities, best choice in career options and ability to associate with other individuals apart from students, teachers and their parents (Epstein, 2015, Epstein, 2014).

Albright & Dusenbury (2011) suggests that in order to improve pupils' academic achievement, schools should help parents with information on how to create a conducive learning environment at home. This is can be achieved through sharing information related to parenting approaches which include child's health, nutrition, discipline and adolescence. In return, the schools should Endeavour to assimilate and incorporate the students' family life orientation into what is taught in the classroom. The benefits of the parenting type of involvement to the student include improved discipline, improved school attendance, increased learning time and understanding the importance of schooling later in life. The measures of parenting contexts included preschool attendance, monitoring school attendance and checking students' progress records. These parenting contexts have been documented to have positive learning outcomes on the students. In two rural districts in Uganda indicated that grade six students who attended preschool for at least two years significantly out-performed their counterparts by 12 and 7 mean scores in literacy and numeracy, respectively. Additionally, many studies have shown that students with good school attendance rates have improved learning outcomes—academic achievement and transition to other grades (Ou & Reynolds, 2008, Ou & Reynolds, 2008).

Afrassa & Keeves (2009) suggested that in order to improve pupils academic achievement stakeholders needs to provide clear channels of communication to allow community/parental involvement including sharing information on where the student stays after school, provision of basic learning materials, distance to school, parent having a meeting with the school when their children enter each grade, monitoring and discussing student academic achievement with teachers, having clear information on school rules and policies and communication about programmes offered in the school. Students who enjoy such parental support have improved awareness of their own academic achievement, become more informed on education courses offered and understand the school's rules and regulations (Marphatia & Archer 2010).

Pupils' academic achievement can also be improved through communication between parent's children and school. Communication is the only way of changing the negative perception of the community of education. This involves the two-way information sharing between the school and

the parents regarding school programmes and students' progress. Schools are encouraged to device various modes of relaying information between the school (teachers) and the family (students) (Behrman & Birdsall, 2013). In many instances, parents are encouraged to contact schools at onset of each grade entry. Various forms can be adopted which may include periodical parent–teacher meetings, telephone conversation and messaging, social media platform and student's report card. This creates a positive communication link which forms the basis of discussion in case the student develops problems later in the year. Students who enjoy such communication benefits have improved knowledge of their academic progress, improved school attendance, more decisive on courses they are undertaking, improved communication skills and better understanding of school rules, regulations and policies (McCoach, 2010)

Liu, Maddux & Johnson (2014) suggested the encouragement of family individuals to volunteer and participate in school activities and events, especially parents with special talents. Such volunteers could be assigned to be a class parent, mentor students during school open forums, organize school visits with established role models, participate in school communal work and join students during sporting activities. Students who enjoy such voluntary participation by their parents develop enhanced communication skills with older individuals, become exposed to life outside school and they also emulate the volunteers and carry it on in their future life development (Engine-Demir, 2009).

In summary, by nature, home becomes the first school that all students attend as parents actively engage with children during their development cycle. In this regard, schools should help parents with interactive activities which enhance learning activities similar to those taught in school (Hallam, 2014). These may include: assisting parents to understand some activities in the school curriculum which their children require during their schooling progression, devise a mechanism that informs parents on how to monitor their children's practices and behavior, educate parents on how to train their children on how to set and achieve appropriate career goals and how to choose school programmes that best fit the student's schooling interest. Students who enjoy such parental involvement have improved test scores, improved homework completion and they develop a positive attitude towards schoolwork (Anderson et al., 2008).

According to Epstein 2014, shows that for a school to run smoothly, it is of paramount importance to involve parents in the administration, governance and decision-making roles so as to create a positive attitude towards education of their children. Schools should engage parents in decision-making by including them through parent–teacher associations, School Management Committees and school patrons or chairperson. Students who enjoy such parental involvement have improved schooling and learning outcomes and enjoy enactment of some policies on their behalf which favor them (Epstein, (2015).

2.4 Empirical review

Despite the loud call for parental involvement in their children's education, it should be understood that the extent of parental involvement is very variable. This is attributed to the parent's myriad family responsibilities and commitments. For example, a parent who is in full-time employment may forfeit attending parent–school meetings for employment (office) duties. Epstein's (2015 Epstein, (2014).

Community perception of education on pupils' academic achievement is consistently found to be positively associated with a pupils' academic achievement. However, there has been little investigation of the mechanisms that explain this association. The empirical literature review indicates that the community perception of education on pupils' academic achievement cognitive competence has fully mediated the relation between community perception and the child's achievement. The quality of the student-teacher relationship fully mediated the relation between community perception and teacher ratings of the child's classroom academic achievement (Behrman &Birdsall 2013).

The community and parents have important roles in ensuring the quality of education in schools in any area (Engine-Demir, 2009). Community involvement in schools is potentially a rich area for innovation that has benefits far beyond access. Due to some limitations of the government in providing quality education (remoteness, bureaucracy, corruption and inefficient management), bridging the values gap between government initiatives and community desires, and adjusting to the child's familial obligations to family interests, would help shift towards ways to mobilize a sense of community through building relationships among governments, schools and communities(Kinnaird, 2010). In the same vein, Hallam,(2014) revealed that "in the wake of the

existing problems of failure of the 'top-down' policy in educational management, community participation in educational planning and management has been viewed as a key to success in developing countries in general". Kinnaird (2005) concurs when he states that parental and community involvement in school affairs has become another strategic drive of school improvement efforts in Africa.

Hallam (2014) emphasize the role of the community in ensuring the quality of education when they state, "The last entry point to consider in efforts to improve the achievement of schools is to strengthen the accountability process within the system, through innovating on community-relevant and community-validated outcome indices''. A shared understanding of quality can serve to reinforce the sense of community ownership and create the ground for fuller community engagement in primary education. In Tabulawa (2009) view, five community factors that have direct or indirectly effects on ensuring the quality of primary education: the home environment, support for education, local relevance and ownership of schools, the community's range and levels of relevant skills and confidence, and the community's degree of cohesion and experience in contributing to school management. To these, Schmidt (2012) add a values gap between government initiatives and community desires, children's familial obligations to family, urbanization, public facilities available in the community, industrial areas, use of modern technology, school location, community leaders, educational communities, conflicts of interest, and donations from the community, and a sense of belonging.

2.5. Conclusion of Literature

The literature noted that no issue emerges in isolation. Negative community perception of the academic achievement of primary schools has a rich history and numerous forces impinging upon it. It is the combination of these past and present influences that has made negative community perception of primary education a hot topic in the legislative halls as well as the focus of many "dinner-table conversations" (Johnson 2008). Primary schools in Oyam district have continued to attain a setback in their academic achievements (Brimer& Paul, 2014). Nationally, there is increasing decline in the academic achievement of primary schools (Okello 2017). This is greatly aligned with the community perception; most primary schools however have continued to experience a disparity between them and stakeholders which calls for

immediate action. As a government policy, every community is directly entitled to be involved in the affairs of the local schools (Abuya et al., 2015).

The negative publicity about poor student achievement has developed into a call to raise the standards for teachers and students. For example, reforms include national student examinations and more rigorous teacher certification and high school graduation standards (Kinniard, 2010). With the focus on raising standards and developing new ones, policy makers and the general public have forgotten to look at what is working. Often, imposed standards create a "teach to the test" mentality. The untreatable richness and texture that makes academic studies so interesting is often forfeited in favor of increasing test scores (McNeal, 2010).

Therefore, the significance of parent attitudes toward education and school is less well understood, although attitudes are believed to comprise a key dimension of the relationship between parents and school (Epstein, 2015). Parents convey attitudes about education to their children during out-of-school hours and these attitudes are reflected in the child's classroom behavior and in the teacher's relationship with the child and the parents (Ngware et al., 2015).

CHAPTER THREE:
RESEARCH METHODOLOGY

3.0 Introduction

This section explains the research design and methodology that was used to collect data for the purpose of compiling the research report concerning the study in question. They were presented under the following major sub-headings: Research design, research population, research instrument, and data gathering procedure, data analysis, ethical consideration, and limitation of the study.

3.1 Research Design

This study employed a cross-sectional survey research design. According to Paul (2010), a cross-sectional survey design is a research design where data are collected to make inferences about a population of interest. The research used this strategy because it provided numeric description of some part of the population describing and explaining events as they are, as they were or as they would be. This enabled the researcher to rapidly collect data and provide him with the ability to understand the population under study for instance while investigating the community perception of education and pupils' academic achievement in Oyam district, data was collected from different categories of respondents at one point in time without need to go back as recommended by Cresswell(2013). This approach was both quantitative and qualitative (Jasscus Wallen, 2006).

3.2 Study Population

Mugenda and Mugenda (2008) describes target population as the population to which a researcher wants to generalize the results of a study and should be defined according to the purposes of the study. This study was conducted in Oyam district. The district had more than 50 primary schools among these only 15 primary schools were selected to participate in the study. The estimated population of the study was 8162 and target population was 140, however, only 104 respondents were sampled in the study. In the sample size of 104 respondents, the study involved 15 head teachers,48 school management committee members, 30 upper primary pupils, 4 Centre Coordinating Tutors (CCT), 3 local community leaders and 2 inspector of schools. This was intended to get quality data concerning community perception of education on pupils'

academic achievement in Oyam district since the selected respondents had an upper hand in determining student's success in academic section.

3.3 Sample Size selection

A sample was taken from each category and was computed using Slovene's formula (2009) to determine the minimum sample size.

The sample size was reached through computation using the Slovene's formula

$n = N/1 + N (e)^2$

Where;

n = sample size, N = target population, e = sample error (0.05) which is constant.

$n= 140/1+ (140)*(0.05)^2 = 140/1+ (140)*(0.0025) = 140/1+0.35 = 140/1.25= 104$

From 140 of study targeted group; the sample size of 104 was selected. The following categories of respondents were encompassed by the study.

Table 3.1: Population and Sample Size Determination

Category of responders	Estimated Total Population	Target Population	Sample Size	Sampling Techniques
Head Teachers	50	37	15	Purposive
School Management Committees	600	51	50	Stratified
Upper primary pupils	7500	40	30	Stratified
Centre Coordinating Tutors (CCT)	6	6	4	Purposive
Inspector of schools	3	3	2	Purposive
Total	**8,162**	**140**	**104**	

3.4 Sampling procedure

The researcher used both stratified and purposive sampling techniques which involved dividing the study population into groups (strata-with close characteristics), according to their work responsibilities after which the researcher picked a random sample out of the strata. The researcher visited different primary school administration in Oyam district from which he ascertained the list and the details of all staff in these primary schools. The researcher then

classified the staff using stratified random sampling method according to the different departments they were attached to. Finally, purposive sampling was also used to identify the most prolific respondents (school head teachers) who were thought to have crucial information on the study (Orodho 2004).

3.5 Data Collection Methods

Data collection method is a process of collecting information from all the relevant sources to find answers to the research problem, test the hypothesis and evaluate the outcomes. Data collection methods can be divided into two categories: secondary methods of data collection and primary methods of data collection. In this study, two methods of data collection were used, including primary and secondary methods for data collection and these were further explained below;

3.5.1 Primary data collection Method

Questionnaire method: This was done through use of factual and closed ended questions in the questionnaire and these included open ended, closed and structured questioners, to generate first hand data on community perception of education and academic achievements in selected secondary schools in Oyam district.

Interviews with Key informants: The employed face to face interviews to generate more qualitative data, which was used to supplement the quantitative data. Interviews were used mainly for seeking information on the measures of how to improve children's academic achievement. They were used by the researcher to establish rapport with the participants and therefore gain their cooperation. They also allowed the researcher to generate first-hand information from the inspector of schools, which helped to clarify some ambiguous answers from the questionnaire (Leedy & Ormrod, 2001).

3.5.2 Secondary Data Collection Method

Secondary data is a type of data that has already been published in books, newspapers, magazines, journals, online portals etc.

Documentary review: This was used to capture data on the response of parents and the community in general on education attainment of children by reviewing existing literature on the

subject from various text books, journals, Government and Nongovernmental reports, previous dissertations, the research reports and other publications expected to be accessed from the internet. Secondary data helped to supplement the primary data collected from the beneficiaries and program officers.

3.6 Research Instruments

Research instruments are tools developed by researchers to achieve their stated objectives when carrying out a research study. In other words, research instruments are designed tools that aid the collection of data for the purpose of analysis. For this case, data was collected using questionnaire and interview guide as research instrument. Primary data was collected using questionnaires and interviews guides as research instruments. Research instruments that were used to collect data from the respondents were further described below;

Questionnaires: These were developed and designed in the most understandable way for the School Management Committees and pupils' with simple language, simple questions that could easily be answered without consuming the time of the respondents. Questionnaires were preferred to be used because they facilitate collection of huge volumes of data from many respondents in a shorter period of time compared to other methods. These were used mainly to gather primary data where respondents were expected to react usually in writing and return them filled with answers for analysis by the researcher.

They were designed in a way that made them look easy and understandable not to consume most of the respondents' time. The answering options on a Likert's scale, ranged from 1= strongly agree, 2=agree, 3=disagree and 4 = strongly Disagree were used to make the questionnaire easy to fill.

Interview Guide: An interview guide is an oral administration of a questionnaire and it gives a general plan to follow for data collection (Amin, 2005). An interview guide was preferred because it encouraged face to face interaction with the Inspector of Schools in Oyam district so that issues were clarified therefore gaining in-depth information on the subject. However, the interview guide was time consuming which may limit responses to just a small number of respondents. In addition, the interview guide was used to supplement the information given in the questionnaires. This instrument was used on Centre Coordinating Tutors (CCT), Inspector of Schools and Head teachers.

3.7 Validity and Reliability of the Instrument

3.7.1 Validity

Validity is defined as how much a measuring instrument measures what it is intended to measure (Straight et al.,2009). The research instruments in this study were validated through the application of content validity procedures. Moses and Kalton (2008) asserted that content validity is a subject of judgments by a team of experts. The researcher will include appropriate and adequate items in the questionnaires relevant to research questions. The researcher consulted supervisors who are experts in research to validate the instruments.

Validity of instruments was tested using Content Validity Index (CVI). The researcher established the validity of the instruments by using expert judgment method as suggested by Amin (2014). This involved judges scoring the relevance of the questions in the instruments in relation to the study variables and a consensus judgment given on each variable.

The formula is given by;

CVI= **Number of items declared valid by experts**

Total number of items

$$construct\ validity\ index = \frac{10}{12}$$

$$construct\ validity\ index = 0.83$$

The construct validity for this study was 0.83. According to Amin (2005), if the Construct Validity Index is 0.70 and above, it means the instrument used was valid. Data collection started as soon as the college administrator gave his authorization for it to take place

3.7.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Muganda & Mugenda, 2003). Reliability of the instrument was established through a test-retest technique. The researcher conducted a pre-test of the instrument on group of subjects and waited one week then administered the same test to the same subjects a second time.

According to Bell (2009) there are several devices for checking reliability in scales and tests such as re-test, alternative forms methods or the split half method. As she recommends, reliability of this study's instruments was ascertained by pre-testing the questionnaires and interview guide in the field. The researcher established the reliability of the questionnaire by using pre-testing. The researcher give out questionnaire guides to the same groups of respondents and re-testing was done. In both tests, the results were the same, a confirmation that they were reliable.

3.8 Data Collection Procedures

The researcher obtained a research permit from Oyam district education officer before embarking on the study. The researcher then made appointment with head teachers of primary schools. On arriving to the school, the researcher explained the purpose of the study to the respondents.

Best and Khan (1987) explains that the person administering the instrument has an opportunity to establish rapport, explain the purpose of the study and the meaning of items that may not be clear. This is the reason why the researcher administered the instrument in person. The researcher assured strict confidentiality in dealing with the responses from the respondents. Ample time was given to the respondents to complete the questionnaires after which they were collected. This procedure was appropriate because the respondents were easily accessible.

3.9 Data Analysis

To ensure coherence, comprehensiveness, legibility and completeness, editing was done using Microsoft word to eliminate any error and omissions. Coding was done to create data categories for classifying the data to be analyzed (that is, code categories, themes and classifications). All this was done by the use of qualitative analysis of data. Data analysis was done by explaining and comparing of the extensive variations, quotation of data sources and discussion of research data so that it can be easily comprehended by the third party.

Data analysis in this study was done with the help of (Statistical Package for Social Sciences software package) version 20. This package helped in establishment of findings through means, frequencies and percentages. Demographic characteristics of respondents and descriptive data were analyzed through frequencies and percentages.

Quantitative analysis was carried out for objective one and two where Regression analysis R^2 (coefficient of determination) was used to determine if there was a significant relationship between positive/negative community perception of education and pupils' academic achievement in Oyam district.

Objective three; Means, ranks, standard deviation were used to determine the nature of strategies the school can use to enhance community involvement in school programs. Below is the table providing the instruction on the regression and data interpretation.

Table 3. 2: Mean Range Interpretation Table

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very high
2.51-3.25	Agree	High
1.76-2.50	Disagree	Low
1.00-1.75	Strongly disagree	Very low

3.9 Ethical considerations

The following strategies were adapted to ensure the moral justification of the investigation.

Anonymity and Confidentiality; the researcher ensured that the names or identifications of the respondents were anonymous and information collected from them was treated with utmost confidentiality.

Integrity; the researcher acted honestly, fairly and respected all the respondents equally that were involved in this study.

Ascriptions of authorships; the researcher accurately attributed the sources of information in an effort to celebrate the works of past scholar or researchers. This ensured that no plagiarism occurred.

3.10 Limitations and Delimitations of the Study

In the course of carrying out this study, there were several constraining factors, which affected the quality and applicability of the findings. They included among others the following.

A major barrier to this study was the mode communication since the mode of answering the questioner was English and most local respondents were only used to local languages. Many of the respondents could not express themselves in English. To solve this, the researcher translated the questionnaire into the local languages in order to allow them have a good understanding of the study.

The study was only done in few primary schools in the district hence this limited generalization of the findings to other divisions in the district and the researcher ensured that the selection of schools were all representative as counter measure.

The researcher anticipated that respondents concealed information since issues to do with academic achievement were sensitive yet the researcher also taught in Oyam. In addition data collection coincided with the busy schedules of the schools.

CHAPTER FOUR

PRESENTATION AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter presented the response rate, profile information of respondents, the extent of community perception, the relationship between community perception and strategies that can be enhanced to insure that there is community involvement in the process of pupils' academic achievement in primary schools of Oyam district.

4.1 The Response Rate

It was necessary to determine the response rate in the study and the findings were as shown on table 4.1 below

Table 4.1. The response rate

Questionnaires given out	Questionnaires brought back	Rate
104	103	99%

Source: Primary Data, (2018)

The researcher distributed a total of 104 questionnaires and 103 questionnaires were brought back. This meat that such a response rate was sufficient enough to facilitate this study thus this data was reliable enough to give a framework in which conclusions were inferred/driven.

4.2 Profile of Respondents

This section determines the demographic characteristics of respondents in terms of gender, age, education level and work experience. To achieve it, questions were asked to capture these responses. Frequencies and percentage distributions were employed to summarize the demographic characteristics of respondents as shown in table 4.2.

Table 4.2: The Profile of the respondents in selected primary schools in Oyam district, Uganda

Gender category	**Frequency**	**Percentage**
Male	60	58
Female	43	42
Total	**103**	**100**
Age group		
10-19	29	28
20-29	6	6
30-39	41	40
40 years and above	27	26
Total	**103**	**100**
Respondents' level of education		
Primary level	35	34
Certificate	33	32
Diploma	13	13
Bachelors	22	21
Masters	-	-
Total	**103**	**100**
Respondents' years of experience		
0-5year	10	10
6-10 Years	46	45
Above 10 Years	38	37
Total	**103**	**100**

S**ource: Primary Data, 2018**

Results in Table 4.2 showed that majority of the respondents were male 60 (58%) while the female were 53 (42%). This means that the male are dominant in the teaching section of primary

schools in Oyam District. The male dominant in the study was because the male are more educated than females due to negative community perception they have females where the community still value male children than female children hence affecting female participation in the education sector.

Basing to age of the respondents the study revealed that majority 41(40%) of the respondents were within the age range of 30-39 years, followed by respondents between 10-19 years with 29(28%) followed by those above 40years with 27(26%), those within the age range of 20-29 years were represented by 6(6%). The findings above reveal that respondents within the age range of 30-39years were dominant in this study. This was because this age range were mature enough when it comes to recruitment of teachers, head teachers, selection of school management committee, coordinating center tutors and school inspectors in the district. The age of 10-19 years of the respondents was also dominant in the study and these were majorly upper primary pupils. And finally respondents of 40 years and above were dominant in the study because most of management positions were occupied by them.

Basing to education level of respondents, the study findings revealed that majority 35(34%) of the respondents were primary level, followed by certificate holders with 33(32%), Bachelors holders with 22(21%), diploma with 13(13%) and masters were none. This means that primary level holders were the ones dominant in this study. The study was dominant by primary level holders because most of the respondents were got from upper primary and members of the management committees who did not go beyond primary level. This could be the reason as to why academic achievement of pupils' in Oyam district was reported to have very poor academic results because such category of School Management Committees have fear to supervise teaching staff who are above them, hence having little influence on pupils academic achievement . However having many pupils who participated in the study informed the study on the issues that affect them indirectly.

Finally, the study investigated the respondents working experience and the findings was that 46 (45%) of the respondents had work experience of 6-10 years while the respondents who had working experience above 10 years were represented by 38 (37%) and only 10% of the respondents had working experience between 0-5 years. This means that the respondents with

working experience between 6-10 years were dominant in the study. This therefore implies that the employees in Oyam district have a good working experience but only that they have low education level.

4.3 Descriptive Statistics

After analyzing the respondent's profiles, the researcher further analyzed descriptive statistics of objective per objective below is the analysis of data;

4.3.1 Community Perception of Education

The first objective of this study was to establish positive community perception of education and pupils' academic achievement in primary schools of Oyam district. In order to get valid information on these objective questionnaires were distributed to the respondents. Their responses were summarized by the researcher in the following tables:

Table 4.3 responses whether community perception influences pupils' academic achievement in Oyam district

N=103

Responses whether Community Perception Influences pupils' Academic Achievement in Oyam District	**Frequencies**	**Percentage**
Yes	98	95
No	5	5

Source: Primary Data, 2018

During the study interview, the researcher wanted to find out whether community perception of education impacts pupils academic achievement and majority of the respondents responded positively to the question with 98(95%), whereas 5(5%) responded that community perception of education do not affect pupils academic achievement . The findings of the study were that indeed community perception of education determines pupils' academic attainment.

4.3.3 Positive Community Perception of Education

Table 4.4 Positive Community Perception of Education

N=103

Positive indicators of Community Perception of Education	Frequency	Percentage
Paying school fees in time	30	29
Guiding and disciplining of children	8	8
Ensuring that all students are going school	5	5
Supervision of overall school programs	25	24
Attending school meetings	20	19
Baying of pupils scholastic materials	15	15

Source Primary Data, 2018

Table 4.4 above shows that the role of the community in the attainment of pupils academic achievements in Oyam district can be through paying of pupils school fees in time 30(29%), supervision of overall school programs 25(24%), attending school meetings 20 (19%), buying of pupils scholastic materials, guiding and discipline of children 8(8%) and ensuring that all students are going to school with 5(5%).

Basing on the findings of the study, it was revealed that pupils who are coming from the supporting communities in Oyam district their academic perform differ from those coming from unsporting communities as far as education is concerned. The study findings was that in order children/pupils to be active in school the community is supposed to play a very big role in ensuring that ongoing school children are provided with school requirements for them to be attentive in school. The findings of the study was supported by Albright &Dusenbury 2011) who said that in order to improve pupils' academic achievements there is need to adopt a system of parenting, and disciplining of children to avoid the reputation of same mistakes. This encapsulates helping families to establish a home environment that supports children as students. First, schools should help parents with information on how to create a conducive learning environment at home. This can be achieved through sharing information related to parenting approaches which include child's health, nutrition, discipline and adolescence. In return, the schools should Endeavour to assimilate and incorporate the students' family life orientation into what is taught in the classroom. The benefits of the parenting type of involvement to the student

include improved discipline, improved school attendance, increased learning time and understanding the importance of schooling later in life.

Table 4.5 Impact of positive community perception of education

N=103

Impact of positive community perception of education	**Frequency**	**Percentage**
Attainment of good grades	30	29
Creates conducive learning environment	15	15
Ensuring that all students are going school	20	19
Supervision of overall school programs	25	24
Attending school meetings	8	8
Enhances pupils attitudes towards education	5	5

Source primary data 2018

Table 4.5 above explains how positive community perception influences pupils' academic achievement in Oyam district where respondents reported that parents with positive attitudes towards education, their children have higher chances of attaining good grades with 30(29%), ensures supervision of overall school programs 25(24%), ensures that all students are going to school 20(19%) creates conducive learning environment 15(15%), attending school meetings 8(8%) and enhancing pupils attitudes towards education 5(5%).

During an interview discussion one respondent revealed that "…children whose parents, teachers and other stakeholders are more involved in their education have higher levels of academic achievement than children whose parents are involved to a lesser degree…"[1]

The study revealed that parent-child interactions, creates conducive learning environment for learners specifically stimulating parenting practices, are important influences on a child's academic development. One respondent from school management committee narrated that parenting practices that are amenable to change, such as parent involvement, and the mechanisms by which these practices influence academic achievement, programs may be developed to increase a child's academic achievement. Parents convey attitudes about education

[1] Interviewee A. Onelegwok Primary School (15/05/2018 Interviewed At Onelegwok Primary School

to their children during out-of-school hours and these attitudes are reflected in the child's classroom behavior and in the teacher's relationship with the child and the parents.

Basing on the findings, it was found out that parents with positive attitude towards education their children have attained quality standard of education in Oyam district since they are able to supervise their children both at school and at home. The respondents revealed that community perception in a child's early education is consistently found to be positively associated with a child's academic achievement. The findings of the study was in line with Bosker & Witziers, (2008) who said that Community perception in a child's early education is consistently found to be positively associated with a child's academic achievement . Specifically, children whose parents are more involved in their education have higher levels of academic achievement than children whose parents are involved to a lesser degree.

4.3.4 Indicators of Negative Community Perception of Education

Table 4.6 Showing negative perception of education

N=103

Negative Indicators of Community Perception of Education	Frequency	Percentage
Poor grades	30	29
High rate of school dropouts	15	15
Late comings	20	19
Absenteeism	25	24
Negative response to school meetings	8	8
Low morale of teachers to teach	5	5

Source primary data 2018

The researcher further wanted to know whether negative community perception of education can affect the pupils academic attainment and the result in table 4.6 above shows that if the community does not support the ongoing school programs, pupils will get poor grades 30(29%), absenteeism 25(24%), late comings 20(19%) high school dropout 15(15%), negative response to school meetings 8(8%) and low morale of teachers to teach 5(5%) respectively were associated with schools whose parents, teachers, and all education stakeholders had a negative attitude towards education in Oyam district.

During an interview with one of the Coordinating Centre Tutor of schools in Oyam district narrated that "…during school times parents are mindless and careless about their children to the level that they can't even afford scholastic materials for their children and other have opted to wealth from their daughters forcing them to leave school at an early age and that this has led to low participation of women during the selection of civil servants including teachers in the district….[2]".

One respondent also narrated that "…..when it comes to school meetings, teachers and some school management committee are the ones who attends the meeting even though parents are called to attend the school meeting. This implies that parents as part of the community have not done much to ensure that pupils attains their education standards since the planning is only dominated by the school heads and teachers…[3]"

Basing to the study findings, it was revealed that most primary schools in Oyam district were performing poorly in academics/ primary leaving exams (PLE) due to the fact that the community does not mind about their children during school and even out of school, teachers have not managed to punish pupils who have not concentrated on their academic due to arrogance of some parents who does not support punishing of their children which has caused high rate of absenteeism of pupils, late comings and low morale of teachers to teach. These findings is in line with (Bosker & Witzier, 2015) who showed that negative community perception results into pupils' failure and is further entrenched in the public's mind each time they hear that pupil achievement is falling below average and young adults are ill-prepared to enter the nation's workforce. These perceptions cause many individuals in society to jump to one or both negative conclusions: teachers aren't teaching and/or pupils aren't as bright as they used to be.

[2] Interviewee B. Coordinating Centre Tutor Aberl (15/05/2018) Interviewed At Aber P/S

[3]Interviewee C.Fr. Oryang Memo Primary School (16/05/2018) Interviewed At Oryang Memo Primary School

4.3.5 Trends of Academic Achievements based on PLE results since 2013-2017

The researcher after analyzing the level of community perception of education, he further analyzed the trend of pupils' academic achievement in selected primary schools in Oyam district. Below were the results.

Table 4.7 showing the trend of pupils' academic achievement in the selected primary schools in Oyam district for the last five years (See Appendix E)

YEAR	2013		2014		2015		2016		2017	
	Total Number of Grades	**(%)**	**Total Number of Grades**	%	**Total Number of Grades**	%	**Total Number of Grades**	%	**Total Number of Grades**	%
DIV I	11	1.8	15	2	11	1.5	10	1.5	03	0.4
DIV II	317	52.3	353	49	273	39	255	39.4	237	35.8
DIV III	125	20.6	183	25.4	223	31.8	167	25.8	213	32.1
DIV IV	93	15.3	96	13.3	131	18.7	154	23.8	149	22.5
DIV U	44	7.2	61	8.4	49	7	45	6.9	52	7.8
DIV X	15	2.4	11	1.5	13	1.8	15	2.3	8	1.2
Total	**605**	**100**	**719**	**100**	**700**	**100**	**646**	**100**	**662**	**100**

Source: Oyam District Education Data Bank 2013-2017

Table 4.7 above shows the trend of pupils' academic achievement in Oyam district for the last five years. It is observed that those pupils who pass in division one, two and three are the one supposed to join secondary section. However, even those in division three may not go to secondary because the education policy of Uganda only allows those pupils with 28 aggregates and below where division three ends to 29 aggregates, Division four and above are failures which mean they cannot join secondary section but they can join vocational schools.

Table 4.7 above summarizes the trend of pupils' academic achievement in selected primary schools in Oyam district. The study was carried out in fifteen primary school looking at each school academic achievement for the last five years. Below is the summary of findings per school describing why these schools perform the way they perform.

Further findings shows that for the last five years, Oryang primary school out of 260 pupils who have so far sat for primary living examinations (PLE) only 4 managed to get division one represented by 0.76%, 137 pupils in division two with 52.6%, 78 pupils in division three with 30%, 28 pupils division four with 10%, 12 pupils passed in Uganda and those who never sat for their examinations were 2 pupils.

Basing to the findings of the study, Oryang Primary School in the district had passed with a good grades as most of them were in division two. However others were unable to make it as others were in division X due to parents neglect and poverty to fill school requirements, early marriages and pregnancies were behind of poor academic achievement in this school. The findings revealed that this average achievement was attributed to cooperation between parents and the school management as they managed to implement remedial lessons, provision of school lunch grouping of pupils during class discussions helped them to achieve this. The findings were related to role theory as it was concluded that effort and cooperation of parents and the school leadership was behind pupils' academic achievement.

The study findings of pupils' academic achievement at Dele Primary School shows that for the last five years 141 pupils had sat for Primary Living Examinations (PLE). Where none of them passed in division one, 34 pupils' passed in division two with an average percentage of 24%, 38 pupils in division three with an average of 26.9%, 44 pupils in division four with an average percentage of 31.2%, 20 pupils passed in Uganda with an average of 14.1% and 5 pupils never sat for their examinations with 3.5%.

Basing to the interpretation of data above, this school, had performed poorly for the last five years as the biggest percentage of pupils' were in division three, four and others passed in Uganda. The reasons for poor academic achievement in this school was attributed to high rate of absenteeism of both teachers and pupils at school, sickness, lack of support towards girls education by parents, moving long distances by teachers due to lack of teachers staff quarters.

Further, the table also shows that in Iyanyi Primary School, Loro Oyam shows that for the last five years 340 pupils have sat for their primary living examination (PLE) where 6 of them passed in division one with an average percentage of 1.7%, 126 pupils in division two with a percentage of 37%, 84 pupils in division three with a percentage of 24.7%, 71 pupils in division four with 20.8%, 22 pupils failed with 6.4% those who registered but never sat for their papers were 17(5%).

The trend of pupils' academic achievement in Iyanyi Primary School, Loro-Oyam district, pupils' academic achievements was very poor for the last five years. The reason behind this poor pupils' academic achievement was that there have been land wrangles, poor accommodation of teachers, poor school administration, and current negative community attitudes towards education.

The study findings on Acet Primary School Oyam Town Council, the response from the respondents showed that, for the last five years the school had got a total of 148 pupils' who had sat for PLE and the results revealed that none of them had passed in division one, 106 pupils' were in division two with 71.6%, 34 in division three with 22%, and others were in division four, x and failure.

Basing to this data, the rate of pupils academic achievement in Acet primary school Oyam Town Council was retarding yearly while private schools were picking up. Furthermore parents were not giving support to both their children and teachers, absenteeism of both pupils and the teachers. Other pupils' fail to do their examinations due to early marriages, sickness, early pregnancy while in school, and others face financial constraints most especially the orphans.

In Odike Primary School the results indicated that, for the last five years, the school had a total of 263 pupils' who had sat for their PLE and only one pupil had passed in division one with 0.3%, 95 pupils in division two with 36.1%, 92 pupils in division three with 34.9% and others were in division four, failure and others never sat for their PLE papers.

The study findings was that Odike Primary School had improved in pupils' academic achievement for the last five years however very few had passed in division one. This slight improvement is that teachers are cooperating and there good school leadership. The poor performing of some students were attributed to lack of parental involvement, domestic violence,

ignorance of both parents and pupils and early pregnancies among pupils that affects them and find themselves dropping out of school.

In Teapena Primary School a total of 195 pupils had sat for Primary Leaving Examination (PLE) where only 2 pupils had passed in division one with 1%, 73 pupils in division two with 37% others were unable to seat for their papers, and others failed totally. Therefore basing to the finding, pupils academic achievement was very poor indicting that some factors had been so much attributed to few teachers to teach compared to the ratio of pupils, low community perception towards education of pupils in the district, early marriage and pregnancies have left some pupils not do their final papers. Others have not performed well due to limited time to concentrate on their academics, lack of syllabus coverage and low level of assessment of learners.

Finally basing to the study findings in the Fifteen primary schools in Oyam district where data was collected it was concluded that very few pupils have managed to pass in division one, with a big number in division two. The summary of the trend of pupils' academic achievement in Oyam district was very poor. The study revealed that most of them fail to complete their primary level due to low morale of parents to boost and support pupils' academic achievement, early marriages, lack of support by the parents and teachers, lack of syllabus completion, and late comings of teachers and pupils at school.

The findings was in line with Role theory which explains that peoples expectation/perception can deter the community to realize positive results as it is in Oyam district where pupils, parents, and the school have not met their expectation as the theory contends. For instance, the School Management Committees (SMC) experience role conflict and role confusion since they are not expected to interfere with the running of school yet they are school managers who should manage the school towards academic excellence.

4.4 Testing the Hypothesis of the relationship between Community Perception of education and pupils academic achievement

In order to realize positive results of the study, the researcher further tested the hypothesis that exists between community perception of education and pupils' academic achievement. The results were tested using Pearson formula to test the correlation between the variables under study. Below was the response.

Table 4.8: the Relationship between Community Perception and pupils' Academic Achievement

Variables correlated	Pearson (r) value	Level of Significance	Interpretation	Decision on H_o
Community Perception Of Education Vs Pupils Academic achievement	.594**	.001	Significant correlation	Rejected

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

The findings in Table 4.8 revealed a strong significant correlation between Community perception of education and Pupils academic achievement ($r=.594^{**}$, $p< .01$). This implies that community perception of education influences pupils' academic achievement in the same direction. In other words if Community perception of education is positive, it will guarantee improvement in pupils academic achievement since there will be support from parents in terms of buying scholastic materials, ensuring that they attend school regularly, assessment of students both at home and in schools, ensuring completion school syllabus and inculcating pupils discipline. The findings on the relationship between community perception of education was in line with Bosker& Witziers, 2008 in his research showed that Community perception in a child's early education is consistently found to be positively associated with a child's academic achievement . Specifically, children whose parents are more involved in their education have higher levels of academic achievement than children whose parents are involved to a lesser degree. Further Anderson et al., 2008 who indicted that shared responsibilities between parents and schools in Kenyan rural primary schools and those schools were solely responsible for

student's education and there was hardly any relationship between parental involvement and students' academic achievement.

Table 4.9: Regression Analysis between positive community perception of education and pupils' academic achievement

				Std. Error	Change Statistics				
Model	R	R Square	Adjusted R Square	of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.594[a]	.353	.317	.53759	.353	9.836	1	78	.006

a. Predictors: (Constant), internal control

The results presented above revealed that positive community perception of education significantly influences pupils academic achievement ($F=9.836$, $p<.01$). This is because a change in pupils academic achievement and variations in the level of community perception will affect the variation in the level of pupils academic achievement (adjusted R square=0.317). It therefore, suggests that the variation in the two variables is affected by the intervening variable such as student's attendance, student's discipline, and quality of teaching staff and the level of student's expectations.

4.4.2 Testing the relationship between negative community perception of education and pupils academic achievement

There has been observed an upward trend of the pupils academic and a downward trend of the composite scores, indicating well and improving academic achievement in Oyam district, despite the rising of negative community perception of some communities towards education. This is a clear indication that the increasing trend of pupils' academic achievement is backed up by positive community perception of education (as measured by the PLE result) impact positively on the pupil academic achievement in Oyam district. This relationship is confirmed by the Pearson's correlation analysis between the two variables whose results are as shown in table below;

Table 4.10: Correlation between negative community perception of education and pupils academic achievement (achievement)

	Community perception of education index %	Composite score
Community perception of education index %	1	*
Composite score	-0.6328	1

Source: Research data (2018)

The correlation coefficient of -0.6328 indicates a statistically strong inverse (negative) relationship between the variables. This implies that as the negative community perception of education increases, the achievements of pupils' educational/academic levels reduces significantly. This is contrary to Goffman role theory (2008) which shows that role conflict has adverse consequences on the provision of quality education offered within departments or organization where role conflict is rampant. This finding nevertheless appears to agree with some authors. According to them fulfilling school requirements by parents/ the community has no adverse consequence on pupils academic achievement but rather; it is an efficient solution for overcoming students absenteeism, having quality of teaching staff, avoid red tape and excessively long delays (Epstein, 2014). However, this observation is rather disturbing, since the researcher's hypothesis was that community perception of education has a negative effect on pupils' academic achievement.

4.6 Strategies the School has to enhance Community Involvement in pupils' Academic Achievement

The third objective of this study was to analyze strategies the School has to enhance Community Involvement in pupils' academic achievement.

Table 4.11showing the summary of interpretation of strategies the school has to enhance community involvement in school activities

Responses on Strategies the School has to enhance Community Involvement in School Activities	Freq.		%		Mean	Std. deviation	Interpretation
	AG	DA	AG	DA			
Adopt a system of parenting	83	20	80.6	19.4	1.6505	.94670	Very Low
Schools to help parents with information on how to create conducive learning environment	76	27	77.7	26.2	2.0097	1.08912	Low
Incorporate the students family life orientation in what is taught at school	90	13	87.4	12.6	1.9612	.64050	Very Low
Improve communication between parents, children and school	92	11	89.4	10.6	1.3592	.75218	Very Low
riodic parent-teacher meetings	85	18	82.6	17.5	1.6214	.84153	Very Low
Provide students report card	70	33	67.9	32	2.1262	1.13483	Low
Encourage family individuals to volunteer and participate in school communal work and join students during sporting activities	60	43	58.3	41.7	2.1359	1.14659	Very Low
Assisting parents to understand some activities in the school	80	23	77.7	22.3	1.7476	.93639	Low
Parental involvement to improve cores, homework's, and develop a positive attitude towards school work	95	8	90.3	7.8	1.4272	.72222	Very Low
Provision of basic learning materials to their pupils	80	23	77.7	22.3	1.7184	1.02343	Low
Helping families to establish a home environment that supports children as pupils	80	23	77.7	22.3	1.7087	.92494	Low
The school ensures the completion of school syllabus	90	13	87.4	12.6	1.4951	.79055	Very Law

Source: primary data, 2018

Table 4.11 shows Responses on Strategies the School has to enhance Community Involvement in School Activities in order to enhance pupils academic achievement and the response basing on the interpretation of data using mean and standard deviation was that primary schools in Oyam district was very low. This implied that however much the schools have adopted them but they are ineffective that has not delivered the best results in the district as far as education and academic attainment is concerned.

It was found out that most schools the rate of completing school syllabus was very low which has mostly affected pupils' academic achievement in Oyam district. This, therefore, creates the gap for parents' involvement in education matters as parents felt disillusioned and disempowered by policy-makers, felt confused and locked-out of schooling participation, had no space for discussion as well as their lack of sufficient knowledge of their roles in education. Even parenting of pupils in school and at home was very low implying that these children can't make it for themselves if there is no efforts of their parents yet parenting contexts have been documented to have positive learning outcomes on the students.

Table 4.12 summarizing the most suitable strategies to be adopted to enhance pupils' academic achievements

The strategies sited above were all applicable to the enhancement of pupils academic achievements in Oyam district but there are most preferable one and to get these most suitable one the researcher used a correlation matrix to determine the variables below was the findings;

Variable	Agree	Disagree	r-mean
Schools to help parents with information on how to create conducive learning environment	76	27	2.0097
Provide students report card	70	33	2.1262
Assisting parents to understand some activities in the school	80	23	1.7476
Provision of basic learning materials to their pupils	80	23	1.7184
Helping families to establish a home environment that supports children as pupils	80	23	1.7184

Source: Research data (2018)

Table 4.12 summarizes the best strategies that can be and suitable the school administration to use to manage and ensure pupils academic achievements.

The highest ranked strategies to enhance pupils' academic achievements in Oyam district by the respondents were; helping families to establish a home environment that supports children as pupils and Provision of basic learning materials to their pupils with a mean (r) of 1.7184, assisting parents to understand some activities in the school with a mean of 1.7476, Provide students report card with a mean of 2.1262 and finally schools needs to help Schools to provide parents with information on how to create conducive learning environment to their children with a mean of 2.0097.

The above findings on this subject matter was in line with Kinnaird (2005) who concurs that when he states that parental and community involvement in school affairs has become another strategic drive of school improvement efforts in Africa. Hallam (2014) emphasize the role of the community in ensuring the quality of education when they state, "The last entry point to consider

in efforts to improve the achievement of schools is to strengthen the accountability process within the system, through innovating on community-relevant and community-validated outcome indices''. A shared understanding of quality can serve to reinforce the sense of community ownership and create the ground for fuller community engagement in primary education.

According to Epstein (2014), shows that for a school to run smoothly, it is of paramount importance to involve parents in the administration, governance and decision-making roles so as to create a positive attitude towards education of their children. Schools should engage parents in decision-making by including them through parent–teacher associations, School Management Committees and school patrons or chairperson.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the findings, conclusions, recommendations and suggested areas that need further research following the study objectives.

5.1Discussion of the findings

The findings of the study objectives are discussed objective by objective as per the topic under investigation.

5.1.1 Overview of Community Perception of Education

Basing to the study findings on the community perception of education in Oyam district was not impressing as most of parents, teachers and other educational stakeholders in the area were not directly participating in pupils' academic achievement. Positive community perception of education had a big influence on community-child interactions, creates conducive learning environment for learners specifically stimulating parenting practices. Parenting practices that are amenable to change, such as parent involvement, and the mechanisms by which these practices influence academic achievement, programs may be developed to increase a child's academic achievement. Parents convey attitudes about education to their children during out-of-school hours and these attitudes are reflected in the child's classroom behavior and in the teacher's relationship with the child and the parents.

The study findings was in line with Engin-Demir (2009) reported that an increase in the parent's school activities, such as increased number of parent-teacher contacts, was associated with worsening achievement, as increased contacts may have occurred to help the teacher manage the child's existing behavior problems. The significance of parent attitudes toward education and school is less well understood, although attitudes are believed to comprise a key dimension of the relationship between parents and school (Epstein, 2015). Parents convey attitudes about education to their children during out-of-school hours and these attitudes are reflected in the

child's classroom behavior and in the teacher's relationship with the child and the parents (Ngware et al., 2015).

During an interview with one of the respondents narrated that *"…..only pupils who are able to get scholastic materials from their parents such as books pens rulers mathematical sets, pay school fees for their children, provide guidance and disciplining their children are the ones who meets the academic standards of schools in Oyam district and that middle income earners are the most successful people in educating their children and if you need to get pupils who have passed very well in primary living examination results you can only find them in middle class families and those who have education at heart….[4]"*

Basing on the findings, it was found out that parents with positive attitude towards education their children have attained quality standard of education in Oyam district since they are able to supervise their children both at school and at home. The respondents revealed that community perception in a child's early education is consistently found to be positively associated with a child's academic achievement. The findings of the study was backed by Bosker&Witziers, (2008) who said that Community perception in a child's early education is consistently found to be positively associated with a child's academic achievement . Specifically, children whose parents are more involved in their education have higher levels of academic achievement than children whose parents are involved to a lesser degree.

Basing to the study findings, it was revealed that most primary schools in Oyam district were performing poorly in academics/ primary leaving exams (PLE) due to the fact that the community does not mind about their children during school and even out of school, teachers have not managed to punish pupils who have not concentrated on their academics due to arrogance of some parents who does not support punishing of their children which has caused high rate of absenteeism of pupils, late comings and low morale of teachers to teach. These findings was supported by Bosker & Witzier, (2015) who showed that negative community perception results into pupils' failure and is further entrenched in the public's mind each time they hear that pupil achievement is falling below average and young adults are ill-prepared to enter the nation's workforce. These perceptions cause many individuals in society to jump to one

[4] Interveiwee Onelegwok Primary School (16/05/2018) Interviewed At Onelegwok Primary School

or both negative conclusions: teachers aren't teaching and/or pupils aren't as bright as they used to be. Anderson et al., (2008) also indicated no shared responsibility between parents and schools in Kenyan rural primary schools and that school were solely responsible for students' education and there was hardly any relationship between parental involvement and students' academic achievement.

5.1.2 Overview of Pupils Academic Achievement in Oyam District

Basing on the findings of the study, it was revealed that pupils who are coming from the supporting communities in Oyam district their academic achievement differ from those coming from unsporting communities as far as education is concerned. The study findings was that in order children/pupils to be active in school the community is supposed to play a very big role in ensuring that ongoing school children are provided with school requirements for them to be attentive in school. The findings of the study was supported by Albright & Dusenbury 2011) who said that in order to improve pupils' academic achievements there is need to adopt a system of parenting, and disciplining of children to avoid the reputation of same mistakes.

During an interview with one of the respondents narrated that only pupils who are able to get scholastic materials from their parents such as books pens rulers mathematical sets, pay school fees for their children, provide guidance and disciplining their children are the ones who meets the academic standards of schools in Oyam district and that middle income earners are the most successful people in educating their children and if you need to get pupils who have passed very well in primary living examination results you can only find them in middle class families and those who have education at heart[5].

Finally basing to the study findings in the Fifteen primary schools in Oyam district where data was collected it was concluded that very few pupils have managed to pass in division one, with a big number in division two. The summary of the trend of pupils' academic achievement in Oyam district was very poor since most of them were not qualifying to join secondary section and even those who could go to secondary section had weak grades implying that however much these pupils joins secondary school they don't make it better.

[5] Interviewee' D'f Acet Primary School (11/05/2018 interviewed at Acet primary school

As one of the respondents narrated that very many pupils in my school are division x because many get pregnant (girls) and boys pregnant girls on the other hand they drop out of school before they could/ can sit PLE that is a head of them and this is due to yearly without fail[6].

The study revealed that most of the pupils in Oyam district fail to complete their primary level due to low morale of parents to boost and support pupils' academic achievement, early marriages, lack of support by the parents and teachers, lack of syllabus completion, and late comings of teachers and pupils at school. The findings was in line with Role theory advanced by Goffman (2008) which explains that peoples expectation/perception can deter the community to realize positive results as it is in Oyam district where pupils, parents, and the school have not met their expectation as the theory contends. For instance, the School Management Committees (SMC) experience role conflict and role confusion since they are not expected to interfere with the running of school yet they are school managers who should manage the school towards academic excellence. The findings were related to role theory as it was concluded that effort and cooperation of parents and the school leadership was behind pupils' academic achievement.

A respondent revealed that *"... most schools which performs better is a result of cooperation between parents and the school management as they manage to implement remedial lessons, provision of school lunch grouping of pupils during class discussions helped them to achieve this*[7]*"*.

Report card grades allow teachers to report on classroom academic achievement, but are used by few studies for early elementary school children due to, among other reasons, a lack of a standardized grading system and uniform subject areas children are evaluated on. Based on previous research, it was hypothesized that parents who have a positive attitude towards their child's education, school, and teachers are able to positively influence their child's academic achievement by two mechanisms: (a) by being engaged with the child to increase the child's self-perception of cognitive competence and (b) by being engaged with the teacher and school to promote a stronger and more positive student-teacher relationship (ready 2010).

[7] Interviewee 'E'of Ayomapwono Primary School (14/05/2018 interviewed at Ayomapwono Primary School
8 Interviewee 'F' Adili Primary School (15/05/2018 Interviewed At Adili P/S

5.1.3 The effect of Community Perception of Education on pupils' Academic achievement

This section discuss the findings on relationship both positive and negative community perception of education in Oyam district

5.1.3.1 Positive Community Perception of Education

The findings on relationship between community perception of education and pupils' academic achievement revealed a strong significant correlation between Community perception of education and Pupils academic achievement ($r=.594^{**}$, $p< .01$). This implies that community perception of education influences pupils' academic achievement in the same direction. In other words if Community perception of education is positive, it will guarantee improvement in pupils academic achievement since there will be support from parents in terms of buying scholastic materials, ensuring that they attend school regularly, assessment of students both at home and in schools, ensuring completion school syllabus and inculcating pupils discipline.

The findings on the relationship between positive community perception of education was in line with Bosker & Witziers, 2008 in his research showed that Community perception in a child's early education is consistently found to be positively associated with a child's academic achievement. Specifically, children whose parents are more involved in their education have higher levels of academic achievement than children whose parents are involved to a lesser degree. Further Anderson et al., 2008 who indicted that shared responsibilities between parents and schools in Kenyan rural primary schools and those schools were solely responsible for student's education and there was hardly any relationship between parental involvement and students' academic achievement.

Further findings was that positive attitudes towards education improves pupils academic achievement in Oyam district in the way that parents who have positive attitude to education they are able to support their children through providing scholastic materials such as books, pens, mathematical sets among others. Furthermore parents with positive response towards education are able to provide all the necessary requirements for students such school lunch, uniforms, coaching fees all these influences pupils academic achievement in the district. The findings of the study was supported by Eshetu (2014) who examined the role of surrounding communities in primary school education in Thika Municipality and indicated existence of parental involvement

in education. In Boethel et al., (2009) educational failure in Kisii district was associated with the lack of cooperation from parents.

5.1.3.2 Negative Community Perception of Education

Basing to the study findings, it was revealed that most primary schools in Oyam district were performing poorlLUy in academics/ primary leaving exams (PLE) due to the fact that the community does not mind about their children during school and even out of school, teachers have not managed to punish pupils who have not concentrated on their academic due to arrogance of some parents who does not support punishing of their children which has caused high rate of absenteeism of pupils, late comings and low morale of teachers to teach. The study findings, shows that People with negative thought on education believe that primary schools are ineffective despite being given a plethora of resources and funding. The perception of pupils' failure is further entrenched in the public's mind each time they hear that pupil achievement is falling below average and young adults are ill-prepared to enter the nation's workforce. These perceptions cause many individuals in society to jump to one or both negative conclusions: teachers aren't teaching and/or pupils aren't as bright as they used to be (Bosker & Witzier, 2015).

These findings is in line with (Bosker & Witzier, 2015) who showed that negative community perception results into pupils' failure and is further entrenched in the public's mind each time they hear that pupil achievement is falling below average and young adults are ill-prepared to enter the nation's workforce. These perceptions cause many individuals in society to jump to one or both negative conclusions: teachers aren't teaching and/or pupils aren't as bright as they used to be. Anderson et al., (2008) also indicated no shared responsibility between parents and schools in Kenyan rural primary schools and that school were solely responsible for students' education and there was hardly any relationship between parental involvement and students' academic achievement.

The Oyam inspect of schools pointed out that, *"…during school times parents are mindless and careless about their children to the level that they can't even afford scholastic materials for their children and other have opted to wealth from their daughters forcing them to leave school at an early age and that*

this has led to low participation of women during the selection of civil servants including teachers in the district…[8]".

A head teacher of Adili P/S narrated that *"...When it comes to school meetings, teachers and some school management committee are the ones who attend the meeting even though parents are called to attend the school meeting. This implies that parents as part of the community have not done much to ensure that pupils attain their education standards since the planning is only dominated by the school heads and teachers…..*[9]"

5.3 The Strategies to enhance community Involvement in pupils' Academic Achievement

The finding on the strategies the school has to enhance community involvement in school activities was very low. This implied that however much the schools have adopted them but they are ineffective that has not delivered the best results in the district as far as education and academic attainment is concerned. It was found out that most in schools the rate of completing school syllabus was very low which has mostly affected pupils' academic achievement in Oyam district. This, therefore, creates the gap for parents' involvement in education matters as parents felt disillusioned and disempowered by policy-makers, felt confused and locked-out of schooling participation, had no space for discussion as well as their lack of sufficient knowledge of their roles in education. Even parenting of pupils in school and at home was very low implying that these children can't make it for themselves if there is no efforts of their parents yet parenting contexts have been documented to have positive learning outcomes on the students. This meant that most schools in Oyam districts have a system of communication between parents, children and school administration as a way of ensuring good pupils academic achievement. This is done through attending school meetings, and ensuring that parent picks report cards for their children.

The findings of the study was incorporated with McCoach (2010) who said that schools should create a positive communication link which forms the basis of discussion in case the student develops problems later in the year. Students who enjoy such communication benefits have improved knowledge of their academic progress, improved school attendance, more decisive on

[9] Interviewee 'G' Adili Primary School (15/05/2018 Interviewed At Adili P/S

courses they are undertaking, improved communication skills and better understanding of school rules, regulations and policies. It was further found out that most schools provides students report card and schools which provides these report cards they do it in order to make pupils know their academic achievement . According to Epstein 2014, shows that for a school to run smoothly, it is of paramount importance to involve parents in the administration, governance and decision-making roles so as to create a positive attitude towards education of their children. Schools should engage parents in decision-making by including them through parent–teacher associations, School Management Committees and school patrons or chairperson.

However one of the respondents narrated those strategies to improve pupils' students' academic achievements said we have variety of them, it is only that school administration and the community at large doesn't put them into practice, they have remained rubber stump; school's academic achievement is declining in the district regardless of these policies[10]

5.2 Conclusion

From our findings and discussion the following conclusions was drawn:

Basing to the study findings, it was concluded that community perception of education had an effect on pupils' academic achievement in Oyam district. The effect of negative community perception of education had resulted into very poor academic achievement in primary Leaving Examinations (PLE) in all the four examinable subjects of Mathematics, English, Science and Social Studies. This poor achievement is manifested across primary learning cycle, where reading and writing skills fall short of the attainment levels spelt-out in the respective class-level syllabuses. Some teachers and head teachers exhibited poor knowledge of assessment techniques and grading systems, and do not apply these term-results' grading. The school environment, quality of instruction and availability of teaching and learning materials impact on the student enrolment, retention and ultimate achievement grades and the quality of teacher-pupil interaction. However, some schools had good grades an indicator of positive effects of community perception of education in Oyam district. It was concluded that availability of teaching and learning materials, teacher and pupil welfare including provision of feeding at

[10] Interviewee 'H'Dale Primary School (16/05/2018 interviewed at Dele Primary School

school for teaching staff and pupils, housing, management of school, and time-at task for teaching and learning, alongside parental support both of which are part of the community to school activities were part and partial for school-pupils success as far as academic achievement of pupils' was concerned.

The study further concluded that there was a strong significant correlation between Community perception of education and Pupils academic achievement ($r=.594^{**}$, $p< .01$) as it implied that community perception of education influences pupils' academic achievement in the same direction. In other words if Community perception of education is positive, it will guarantee improvement in pupils academic achievement since there will be support from parents in terms of buying scholastic materials, ensuring that they attend school regularly, assessment of students both at home and in schools, ensuring completion of school syllabus and inculcating pupils discipline.

On the strategies that can enhance pupils academic achievements in Oyam district, the study concluded that for the goodness of schools in Oyam district, it was concluded that schools needs to enhance pupils' academic achievements through helping families to establish a home environment that supports children as pupils and Provision of basic learning materials to their pupils, assisting parents to understand some activities in the school, Provide students report card and finally schools needs to help Schools to provide parents with information on how to create conducive learning environment to their children to improve their academic achievements.

4.3 Recommendations

Arising from the findings of this study, the following recommendations emerge for due attention and consideration by stakeholders of primary education in Oyam district and Uganda in general:

Taking measures to improve academic achievement and outcome starts with improving the behavior of students in the classroom. Although it can seem challenging, teachers play a large role in creating an environment that encourages learning, improve student behavior and create better academic achievement at every level of education. Teachers can accomplish amazing feats when the appropriate strategies are implemented to improve the behavior in the classroom.

One of the respondents recommended that in order children/pupils to be active in school the community is supposed to play a very big role in ensuring that ongoing school children are provided with school requirements for them to be attentive in school and not miss relevant lessons most especially in upper primary schools[11].

There is need for stronger support from politicians on education. There is enormous potential to increase the quality of teaching and learning in every primary school and classroom. A rich body of knowledge and experience shows what should be done needs political support to fully drive institutional achievement.

Schools need help to find their own solutions to improving quality, within well-defined accountability frameworks. Head teachers are critically important in this endeavor. Greater autonomy can make a difference provided that schools are well supported and have established capacity and strong leadership.

Parents should be sensitized about their role, the need for their support and the value of the education of their children. Through striving for coherence and consistency among the major components and actors of the teaching and learning process (Ministry of Education and Sports, DEOs, head teachers, teachers and parents), however, significant improvement in education quality is nonetheless possible.

More attention must be paid to maintenance of school facilities by parents an issue too often neglected in aid projects and government budgets. Further, as Oyam district are in slow transition from the chaos of twenty three years of insecurity (cattle rustling, the insurgency period, the floods and combined effects of all these tragedies, leniency on some policies such as strict criteria for evaluation of dormitories could be revisited in view of the advantages that accrue to pupils and willing parents.

Schools in Oyam district needs to create a reward strategy to those well performing students in order others can change their negative attitude towards education. When it comes to motivational strategies that can help students maintain better behavior, offering rewards is a useful tool.

[11] Interviewee 'I'inspector of School (14/05/2018 interviewed at Oyam district headquarter

According to SuccessfulSchools.org, teachers can impact student motivation and make improvements to the situation.

By implementing a classroom management rewards system, teachers better control problem student behavior. Although a classroom management rewards system might not work for every situation, it is an effective tool to help motivate students to work on achievement and better actions during class.

The district administration should work hand in with primary schools in Oyam district to set a high standard of education and achievement in the classroom which will be a simple strategy that helps students stay engaged in classroom material. A 2010 report by The Center for Comprehensive School Reform and Improvement (CCSRI) looks at strategies for improving student academic achievement. The report, titled Using Positive Student Engagement to Increase Student Achievement, suggests that creating a class culture of achievement engages students in the process of gaining knowledge and understanding.

The community including parents, school administration should believe in the students and offering support throughout the school year which can help improve their achievement levels. When students are misbehaving and acting as a distraction in the school, it can relate to the lack of support and belief in their abilities. Studies have shown that students are more likely to succeed academically when they feel the teacher is supportive, cares about student success and honestly assesses their weaknesses and strengths. When the students are getting honest responses and help to improve their weak areas, it is easier to maintain motivation.

Improving the behavior of students in school is part of a teacher's job/teaching therefore, by taking measures to support students, offering different teaching strategies and focusing on rigorous educational standards, will help pupils to be encouraged for better academic achievement.

Therefore the above recommendations based on the study if well incorporated in the education system of Oyam district will be in position to help the school, district community and pupils at large to ensure that the community is aware of the value of education and knowing their roles in school during pupils schooling. As one respondent said….. *"in order to get good fruits from*

education, pupil and parents needs to work hand in collaboration with the school to ensure that there is both down and up word communication among them…….[12].

4.4 Area for further research

Further study needs to be conducted on:

- Parents and teachers academic achievement practices
- Impact of instructional methods on pupils' academic achievement
- Inclusive parent training in school activities like budgets, tours etc.

[12] Interviewee 'J' Ocini Primary School (14/05/2018) Interviewed At Ocini Primary School

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APPENDIX A: RESEARCH INSTRUMENTS

Dear respondents,

I am **Adea David** ***Reg. No:*** **2016-M313-20006** *doing* a Master's degree in Education of Uganda Martyrs University. I am currently conducting a research on "*community perception of education and academic achievements of pupils in primary schools of Oyam district"*. This questionnaire is designed to help me gain a clear understanding of the impact of community perception towards academic attainment of pupils. You are considered as one of the resourceful person and as such you are kindly requested to spare sometime and respond to the questions frankly and honestly. Your response will be treated with utmost confidentiality.

N/B

This research is intended for academic purposes only.

SECTION A: PROFILE OF RESPONDENTS

1) Gender

a) Male ☐

b) Female ☐

2) Age

a) 10-19 years ☐

b) 20-29 years ☐

c) 30-39 years and above ☐

d) 40 years and above ☐

3) Highest level of education

a) Primary level ☐

b) Certificate ☐

c) Diploma ☐

d) Bachelors ☐

c) Master's degree ☐

4) As an employee, for how long have you been working with primary schools in Oyam district?

a) Under 1 year ☐
b) 1-5 years ☐
c) 6 and above ☐

5. Which school do you deliver a service?

……

……

……..

SECTION B: Community Perception of Education and Pupils Academic Achievement

Instruction: As honestly as you can, explain the extent to which community perception of education influences pupils' academic achievement.

6. Do community perception influence pupils' academic achievement?

A) Yes ☐ b) No ☐

b) If yes to question 6, explain how community perception influences pupils' academic achievement?

……

……

7. How do the community of Oyam perceive education?

……

……

8. How do community involvement in school programs contribute to good grades in primary schools?……

……

……

9. What are the indicators of positive community perception of education in Oyam district?

……

……

……

10. What are the negative indictors of community perception of education in Oyam district?

……

……..

……..

SECTION C: Trend of Pupils Academic Achievement in Oyam District

Name of the school

……

Kindly provide the Record of your Primary Living Examination (PLE) result from 2013 to 2017 by filling the table provided below

YEAR	DIV. 1		DIV. 2		DIV.3		DIV.4		DIV. U		DIV. X		T/L
	M	F	M	F	M	F	M	F	M	F	M	F	
2013													
2014													
2015													
2016													
2017													
T/L													

Briefly describe this trend of your primary living examination

……

……

……

……

If your school has been performing better as indicated in the table able what could be the reasons for this?

……

……

……

If your school has been performing poorly as indicated in the table, what could be the reasons for this?

……

……

……

Basing to the table described above why you think that there is differences in academic achievement between male and female

……

……

……

What might be the major causes of some students being in division x if any in your school?

……

……

SECTION D: Strategies the school has to enhance community involment in school activities

Instruction: as honestly as you can, indicate the extent to which strategies the school has to enhance community involvement in school activities

Tick (√) the most appropriate option

Key: 1=strongly Agree, 2=Agree, 3=Disagree, 4=Strongly Disagree

Rate of responses on strategies the school has to enhance community involvement in school activities				
	SA	**A**	**D**	**SD**
Adopt a system of parenting				
Schools to help parents with information on how to create conducive learning environment				
Incorporate the students family life orientation in what is taught at school				
Improve communication between parents, children and school				
Periodic parent-teacher meetings				
Provide students report card				
Encourage family individuals to volunteer and participate in school communal work and join students during sporting activities				
Assisting parents to understand some activities in the school				
Parental involvement to improve cores, homework's, and develop a positive attitude towards school work				
Provision of basic learning materials to their pupils				
Helping families to establish a home environment that supports children as pupils				
The school ensures the completion of school syllabus				

Thank You for Your Participation

APPENDIX B: INTERVIEW GUIDE FOR SCHOOL HEAD TEACHERS

Dear respondents,

I am **Adea David** ***Reg. No:*** **2016-M313-20006** *doing* a Master's degree in Education of Uganda Martyrs University. I am currently conducting a research on "*community perception of education and academic achievements of pupils in primary schools of Oyam district"*. This questionnaire is designed to help me gain a clear understanding of the impact of community perception towards academic attainment of pupils. You are considered as one of the resourceful person and as such you are kindly requested to spare sometime and respond to the questions frankly and honestly. Your response will be treated with utmost confidentiality.

General Questions

1. How does the community perceive education in Oyam district?
2. What are the positive indicators that the community is in support of education in Oyam district?
3. What are the negative indicators that the community is not in support of education in the district?
4. What is the trend of pupils academic achievement in Oyam district
5. What is the role of the community in education attainment of pupils in primary schools of Oyam district
6. Do parents help their children to take them to school?
7. Do pupils receive quality teaching from their teachers
8. Why do you think that pupils academic achievement in others schools is very good while others are not district?
9. Why do you thing that most parents have negative attitudes towards educating their girls than boys
10. What are the government interventions in ensuring that the community takes charge of their children during school process?
11. What do you thing should be done to help these pupils to attain their good grades in Oyam district
12. As a Coordinating Centre Tutor / a Local Community Leader what have you done to ensure that the community perception is always positive towards schools their children go to?

Thanks for your participation

Appendix D: Summary from Evaluation Forms from Primary Schools in Oyam District

Profile of Respondents	Community Perception of Education	Pupils Academic Achievements	Relationship Between Community Perception and Pupils Academic Achievements	Strategies to Enhance Community Involvement in School Programs
• Sex/gender • Age • Education qualification • Working experience	• Community perception of education was both negative and positive • Negative community perception resulted in poor pupils academic achievement • Positive community perception of education created good atmosphere for leaner's • Parents with positive response towards education their children had good	• Pupils academic achievements was poor • Few of the managed to pass with division one • Pupils are always absent and late at school • Pupils do not seat their PLE due to early pregnan	• There is strong relationship between community perception of education and pupils academic achievement • When the community perception of education is negative pupils academic achievement is always poor • Negative community perception of education leads to low morale of pupils and teachers to deliver the best • Positive community perception of education allows	• Adopting system of parenting • Improving communication between parents and school administration • Ensuring completion of school syllabus • Improving assessment of pupils • Maintenance of school facilities • Ensuring quality teaching staff • Providing adequate scholastic materials • Ensuring gender equality to both boys and girls • Having community responsibility

	academic performing records	cies, sickness and failure to fulfill school dues • The trend of pupils academic achievement for the last five years is low • Boys are preferred in schools than girls by parents	pupils to have necessary school requirements	

APPENDIX E: TREND OF PUPILS' ACADEMIC ACHIEVEMENT FOR THE LAST FIVE YEARS (2013-2017) IN OYAM DISTRICT

SCHOOL	DIVISION	YEAR										
		2013	%	2014	%	2015	%	2016	%	2017	%	TOTAL
A	DIV I	01	1.6	00	0.0	00	0.0	00	0.0	00	0.0	**01**
	DIV II	28	44.4	28	45.9	13	28.2	15	27	11	26.8	**95**
	DIV III	23	36.5	18	29.5	15	32.6	16	29.6	18	43.9	**92**
	DIV IV	09	14.2	09	14.7	12	26	13	24	07	17	**52**
	DIV U	02	3.1	06	9.8	06	13	08	14.8	04	9.7	**26**
	DIV X	00	0.0	00	0.0	00	0.0	02	3.7	01	2.4	**03**
B	DIV I	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	**00**
	DIV II	20	66.6	23	79.3	20	58.8	25	67.5	12	57.1	**106**
	DIV III	09	30	06	20.6	10	29.4	04	10.8	05	23	**34**
	DIV IV	00	0.0	00	0.0	03	5.8	06	16.2	04	19	**14**
	DIV U	00	0.0	00	0.0	00	0.0	02	5.4	00	0.0	**02**
	DIV X	01	3.3	00	0.0	01	0.0	00	0.0	00	0.0	**02**
C	DIV I	02	2.1	03	3	01	1.4	00	0.0	00	0.0	**06**
	DIV II	46	50.5	42	42.8	26	38.8	05	11.3	04	23.5	**123**
	DIV III	17	18.6	27	27.5	19	28.3	10	22.7	06	35.2	**84**
	DIV IV	23	25.2	13	13.2	14	20.8	18	40.9	02	11.7	**71**
	DIV U	02	2.1	11	11.1	01	1.4	05	11.3	03	17.6	**22**
	DIV X	01	1.0	02	2	06	8.9	06	13.6	02	11.7	**17**
D	DIV I	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	**00**
	DIV II	08	21.6	07	38.8	04	12.1	07	25	08	32	**34**
	DIV III	10	27	04	22.2	09	27.2	06	21.4	09	36	**38**
	DIV IV	07	18.9	06	33.3	14	42.4	09	32.1	08	32	**44**
	DIV U	08	21.6	01	5.5	06	18.1	05	17.8	00	0.0	**20**
	DIV X	04	10.8	00	0.0	00	0.0	01	3.5	00	0.0	**05**
E	DIV I	01	2	00	0.0	00	0.0	00	0.0	01	2	**02**
	DIV II	38	76	35	59.3	15	30	25	54.3	24	48	**137**
	DIV III	10	20	13	22	25	50	14	30.4	16	32	**78**
	DIV IV	00	0.0	07	11.8	09	18	05	10.8	07	14	**28**
	DIV U	00	0.0	04	6.7	01	2	01	2.1	03	6	**12**
	DIV X	01	2	00	0.0	00	0.0	01	2.1	00	0.0	**02**
F	DIV I	00	0.0	01	2.5	00	0.0	00	0.0	00	0.0	**01**
	DIV II	16	51.6	28	70	15	44.1	19	41.6	13	34.2	**81**
	DIV III	08	25.8	07	17.5	14	41.1	09	38.8	14	36.8	**52**

	DIV IV	04	12.9	02	5	03	8.8	06	8.3	08	21	**23**
	DIV U	02	6.4	02	5	00	0.0	02	5.5	02	5.2	**06**
	DIV X	01	3.2	00	0.0	02	5.8	00	0.0	01	2.6	**04**
G	DIV I	00	0.0	01	3.4	01	2.4	00	0.0	00	0.0	**02**
	DIV II	16	84.2	16	55.1	12	29.2	14	48.2	07	18.4	**65**
	DIV III	03	15.7	08	27.5	14	34.1	09	31	12	31.5	**46**
	DIV IV	01	5.2	02	6.8	11	26.8	06	20.6	12	31.5	**32**
	DIV U	00	0.0	00	0.0	01	2.4	00	0.0	06	15.7	**07**
	DIV X	00	0.0	02	6.8	02	4.8	00	0.0	01	2.6	**05**
I	DIV I	00	0.0	03	3.7	04	4	00	0.0	00	0.0	**07**
	DIV II	08	15.6	38	46.9	52	53.6	02	7.6	07	21.2	**77**
	DIV III	07	13.7	13	16	16	16.4	03	11.5	06	18.1	**55**
	DIV IV	19	37.2	13	16	08	8.7	09	34.6	16	48.4	**75**
	DIV U	16	31.3	12	14.8	14	15.3	12	46.1	04	12.1	**48**
	DIV X	01	1.9	02	2.4	02	2.1	00	0.0	00	0.0	**05**
J	DIV I	00	0.0	00	0.0	00	0.0	00	0.0	00	0.0	**00**
	DIV II	20	55.5	10	25	09	25	07	24.1	12	29.2	**58**
	DIV III	14	38.8	18	45	15	42.8	09	31	13	31.7	**69**
	DIV IV	02	5.5	12	30	07	20	09	31	11	26.8	**41**
	DIV U	00	0.0	00	0.0	03	8.5	02	6.8	05	12.1	**10**
	DIV X	00	0.0	00	0.0	01	2.8	02	6.8	00	0.0	**3**
K	DIV I	01	2.9	01	2.3	00	0.0	01	2.5	00	0.0	**03**
	DIV II	20	58.8	17	39.5	12	35.2	14	35.8	20	76.9	**83**
	DIV III	08	23	13	30.2	14	41.1	13	33.3	03	11.5	**51**
	DIV IV	05	14	08	18.6	06	17.6	08	20.5	03	11.5	**30**
	DIV U	00	0.0	04	9.3	02	5.8	02	5.1	00	0.0	**07**
	DIV X	00	0.0	00	0.0	00	0.0	01	2.5	00	0.0	**01**
L	DIV I	00	0.0	00	0.0	00	0.0	01	1.2	00	0.0	**01**
	DIV II	07	18.9	18	37.5	15	27.7	27	32.9	29	46.7	**96**
	DIV III	08	21.6	09	18.7	15	27.7	24	29.2	16	25.8	**96**
	DIV IV	08	21.6	09	18.7	15	27.7	24	29.2	16	25.8	**72**
	DIV U	10	27	08	16.6	08	14.8	06	7.3	01	1.6	**33**
	DIV X	04	10.8	04	8.3	01	1.8	00	0.0	00	0.0	**07**
M	DIV I	04	7.5	06	9.2	03	4.4	04	5.2	01	1.1	**16**
	DIV II	28	52.8	31	47.6	32	47.7	41	53.9	43	51.1	**175**
	DIV III	15	28.3	14	21.5	25	37.3	19	25	22	26.1	**95**
	DIV IV	03	5.6	09	13.8	05	7.4	09	11.8	17	20.2	**43**
	DIV U	03	5.6	05	7.6	01	1.4	03	3.9	10	11.9	**22**
	DIV X	00	0.0	00	0.0	00	0.0	00	0.0	01	1.1	**01**
N	DIV I	02	5.2	00	0.0	00	0.0	01	1.7	01	1.2	**04**

	DIV II	12	31.5	16	34.7	12	23.5	15	26.7	26	33.3	**81**
	DIV III	12	31.5	17	36.9	25	49	19	33.9	21	26.9	**93**
	DIV IV	09	23.6	04	8.6	10	19.6	14	25	20	25.6	**57**
	DIV U	01	2.6	08	17.3	04	7.8	05	8.9	09	11.5	**17**
	DIV X	02	5.2	01	2.1	00	0.0	02	3.5	01	1.2	**06**
O	DIV I	00	0.0	00	0.0	02	3.1	03	3.7	00	0.0	**05**
	DIV II	50	83.3	42	75	39	60.9	39	48.7	23	29.4	**206**
	DIV III	07	11.6	12	21.4	21	32	18	22.5	32	41	**90**
	DIV IV	03	5	02	3.5	01	1.5	18	22.5	18	23	**42**
	DIV U	00	0.0	00	0.0	01	1.5	02	2.5	04	5.1	**07**
	DIV X	00	0.0	00	0.0	00	0.0	00	0.0	01	1.2	**01**

Source: Oyam District Education Data Bank 2013-2017

APPENDEX H: INTRODUCTORY LETTER FROM THE UNIVERSITY