

**PARENTING STYLES AND STUDENTS EDUCATIONAL ATTAINMENTS
IN SELECTED PUBLIC SECONDARY SCHOOLS IN LWENGO DISTRICT,
UGANDA.**

BY

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Declaration

I, Mulangila JohnBosco, I acknowledge and declare to the best of my knowledge that this is my original work and has never been presented in any other institution for the award of any qualification.

SIGNATURE.....

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MULANGILA JOHN BOSCO

DATE

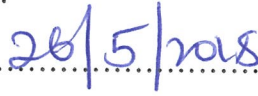
APPROVAL

This research report approved for submission in partial fulfillment for the award of degree of education with arts at Kampala International University.



.....
Mrs. Deborah Taligoola

Supervisor



.....
DATE

DEDICATION

This work is dedicated to my Father Mr Luyinda Denis, My Mother, Niwetwine Medias, My Brother, Muhwezi James, My Sisters, Babirye winniefred Tulinawe Babrah, My Friends, Madam Gwokyalya Edith, Madam Namala Racheal , Mr Ssempira Moses, Mr Lwamagana, Mr Aijuka Silas , Mr Mushabe Saad , Pr Nsaze Edward , Pr Ssali Peter, Pr Byamukama Frank . Who have endlessly supported me for all my academic years, May the Lord God bless all of you.

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ABSTRACT

The present study was intended to find out the relationship between Parenting styles and students' educational attainments in four selected public secondary schools in Lwengo district . Specific objectives were to establish the relationship between Parenting styles and students' educational attainments in public secondary schools which included , To investigate the influence of parents' participation in school meetings onto the Students' educational attainments, To assess how parents payment of facilitation fee influences Students' educational attainments, To examine the influence of parents' provision of scholastic materials on Students' educational attainments in public secondary schools in Lwengo district The study adopted a cross sectional survey that based on both quantitative and qualitative research approaches in collecting, recording, analyzing and interpreting data of the study. Questionnaires were carefully designed, written down and tested Open and close-ended questions which were asked to individual respondents which included Students, Teachers, and school administrators to gather information in research. Interview guide was also adopted by the researcher to collect data from ministry of education and sports officials about social life following the set objectives and thus is regarded as a systematic enquiry. These instruments were used to measure the relationship between Parenting styles and Students' educational attainments were administered to form four 175 Students ,76 Teachers,22 School Administrators, 25 Board of governors, 10 Ministry of Education and sports in Four Selected Public Secondary Schools in Lwengo District and they were selected using simple random sampling technique. Spearman's rank order correlation was used to test the three hypotheses. The findings of the study indicated that: The study found out that there is need for parents' participation in school meetings that leads to good students 'educational attainments. According to the study, it was realized that failure of paying facilitation fees payment on time, leads to students absenteeism from school hence affecting their education attainments. The study found out that provision of scholastic materials has an effect on the educational attainments of students. The study concluded that; that failure in paying students' facilitation fees leads to poor achievement as many are absent from school, missing studies in Lwengo District. Parents' failure to provide necessary scholastic materials leads to poor achievement as many students depend heavily on schools and yet public schools do not have enough necessary teaching and learning materials. It was recommended that strict measures must be put in place by the District Educational Officer, which can enforce parents to fully participate in the academic affairs of their children, Head teachers, Board of governors should clearly state and explain to parents about the necessity of teaching and learning materials to boost the students' educational attainments. Uganda as a country and Lwengo district policies must continue to encourage the development of school-family-community partnerships as an essential component of larger school improvement effort, Regular sensitization meetings and community non-formal education classes should be organized within Lwengo District to inform parents about the value of education to children, the community and the nation. This would be a way of encouraging them to be active in the Parent Teacher Associations, Board of Governors as well as the activities in the schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of study;

The background of the study contains four systematically linked perspectives namely: - Historical perspective which shows the previous past over view of the key variables, theoretical perspective that indicates the theory of study namely, conceptual perspective that gives definitions of key variables and contextual perspective and shows the problem on the ground that prompted the study.

1.1.1 Historical Perspective

Globally education was originally considered as a public good that had to be provided by the governments with limited direct participation of other stakeholders, including parents but most international conventions ascribe the responsibility to both the state and parents. However, this trend changed in the mid-1970s when leading economists in European Universities and donor agencies began to criticize governments' direct involvement in service delivery (Adongo, 2006). The governments were criticized for mismanagement, inefficiency, corruption, lack of planning and related problems. Consequently, in the 1980s there was a shift to community involvement in service delivery.

The changing trend led to renewed interest from parents in the arena of education. A study conducted by Feyfant and Rey (2006) in Scottish schools concluded that for more than 10 years preceding 2006 (and perhaps in subsequent years), parenting styles in school will be the main factor responsible for school market. In this sense, it meant the popularity of the school. From two Uganda's experience, the popularity of schools is so much linked to how many first grades a school may achieve in given consecutive years. This prompted the researcher to assess the influence of parents on the educational attainments of students in public secondary schools. In relation to the foregoing arguments, until the past two decades, secondary education in Uganda was largely provided by the government that also had the core responsibility of ensuring that educational attainments of students is improved continuously. However government aided schools rely heavily on parents' financial and managerial support and contribution. Unless all stakeholders are involved, school achievements including students' performance may not be realized.

The history of the role of parents in school management and active involvement in the educational attainments of their children in Uganda today is traced from the Education Policy Review Commission (EPRC, 1989) report. Their responsibility revolves around financial mobilization, discipline and monitoring the performance of the school. Parents are said to be partners, clients, consumers and educational assistants in as far as management of public schools is concerned (Thomson, 2001). Teachers and administrators are discovering that the support in getting students to do their homework is not there, because the parents are not home to argue students complete their assignments. Parents are meant to participate directly or indirectly in their children's education, in school and at home. This indicates that certain parenting styles are important and provide a positive force in a child's life.

Parenting styles and support during high school increases parent-school communications about school programs and student progress and parent participation as volunteers at school (Catsambis 2001). In some cases current knowledge regarding the nature and magnitude of the effects of parental involvement in public secondary education is inconsistent and limited in scope. However some researchers report no effects of parental involvement on student standardized test scores in high school (Lee, 1994). Keith et al. (1986) also reported that parental involvement had no direct effect on students' achievement scores but did positively influence the amount of time spent on homework.

Parents are required to play a role not only in the promotion of their own children's achievements but more broadly in school improvement. That is a significant indicator of the quality of schooling. Desforges, (2003) in his research concluded that parental involvement made a significant unique contribution to children's educational attainments. Parental attitude translates into children's attitude towards school and learning and therefore it is of utmost importance to incorporate this element in all policies and programs related to education. Given that parents have limited influence over the child's peer relationships, direct parental influence remains an opportunity to leverage those factors for the benefit of the child, including their educational attainments. According to the existing research, a lot of investigations have been made in several countries' secondary schools but nothing is known about parental styles and students' educational attainments in public secondary schools in Lwengo District. The current research therefore looked at expanding knowledge on parenting styles and students' educational attainments in public secondary schools in Lwengo district, Uganda.

1.1.2 Contextual Perspective

Lwengo district is located in central Uganda, bordering with Masaka, Lyatonde, Rakai, Kyotera, Ssembabule, kayunga district. There four (4) public secondary schools which include Ndagwe ss, Nakyenye ss, Ssenke ss and Nantente ss in Lwengo District. Both these public schools had both O'level and A'level. Out of that, the researcher concentrated on O level results which had a very good representation. According to the Uganda National Examination Board results over the years, the standard of educational attainment has always been poor. This implies that there is need for vigorous effort to improve the schools 'education attainments. Lwengo district educational officials of secondary levels are critical to the achievement of their mission which is: to provide all services, that necessitate the educational attainments to all school going children. The district educational office has worked hand in hand with the government to establish schools, provide teachers but there is limited support offered by the parents to realize this full cause.

The LC5 secretary of Education from Lwengo district in discussion with the researcher says that strict measures shall be taken against those parents who shy away from the responsibilities by not feeding and providing basic scholastic requirements for their children at school. Their children's education is a no bother to them as long as the government can put a structure called a school. The parents shy away from their responsibilities of paying fees, having a two way communication between home and school regularly, being full partners in decision making that affect their children's achievement in school, contributing towards buying scholastic materials, discipline of children at home and pointing them towards the great use of education for a bright future. But without suitable and ample support from the parents, learning can be a difficult task. Lwengo is endowed with public secondary schools which offer a place for every child to have an opportunity to have good education that leads him or her to a higher level of education in life but this is becoming a problem because of less parenting styles hence poor educational attainments. Most of the students are lying in the fourth grade, third grade and failures according to Uganda National Examination Board standard.

Basing on the real situation in Lwengo District, as stated by the Assistant District Education Officer (2018), there is need for parents to raise and take the mantle in their hands for the educational field to boost among public secondary schools and benefit all the students.

1.2 Statement of the Problem

Students' educational attainment in terms of output grades in national examinations and in test scores in schools is largely dependent on parental involvement, which includes participation in school meetings, payment of facilitation fees on time, provision of scholastic materials, among others. Coincidentally, most public secondary schools in Lwengo District perform poorly in national examinations. For instance, in 2017 Uganda Certificate of Education (UCE) results, Lwengo district is ranked as the 23rd position in the country (Uganda) Thursday, New Vision, February, 8, 2018, P.20) this kind of achievement was as a result of limited parenting styles? Number of studies has shown the need to improve Students' educational attainments in schools and if this is not addressed then Lwengo district will always lag behind the rest of other districts in terms of development since education and development are interdependent. But the question still remains; where is the problem? Hence need for an investigation.

1.3 Purpose

The purpose of the study is to investigate how parenting styles influence Students' educational attainment in public secondary schools in Lwengo district

1.4 Objectives

In conducting the study, the researcher was guided by the following objectives:

1. To investigate the influence of parents' participation in school meetings onto the Students' educational attainments in public secondary schools in Lwengo District.
2. To assess how parents payment of facilitation fee influences Students' educational attainment in public secondary schools in Lwengo district.
3. To examine the influence of parents' provision of scholastic materials on Students' educational attainments in public secondary schools in Lwengo district.

1.5 Research Questions

1. How does parents' participation in school meetings influence the students' educational attainments in public secondary school in Lwengo district?
2. How does the payment of facilitation fees influence the students 'educational attainments in public secondary school in Lwengo district?

3. What change does parents' provision of scholastic materials have on the students' educational attainment in public secondary school in Lwengo district?

1.6 The Scope

The study was conducted in selected secondary schools which include Ndagwe s.s, Nakyenya s.s, Sseke s.s, Nakatete s.s, in Lwengo district located in Central Uganda and 4 public secondary schools were visited to collect information that covered the past four years (2014-2018).

1.7 Significance of the Study

The study will help in the designing and formulating of parental school curriculum by policy makers at Institutional and National level.

The MoES officials and district education officials benefit from the study findings in a number of ways namely: they are to have benchmarks for the effective and efficient parenting styles ideas and put in place parental guidance counseling services.

The members of the Board of Governors are to improve on the importance of parenting styles in enhancing students' educational attainments and hence put measures in place that are to help parents love and respect their responsibilities, all of these lead to good Students' educational attainments. Head teachers are able to promote parenting styles by including and informing parents of school activities, projects, and co-curricular activities, and seek their input and guidance in educational decisions about their children.

To future researchers, it is hoped that the results of this study is to help fill in some gaps that previous similar studies could have left, and contribute to relevant information.

The results of findings it is hoped that it will enable the State, and district policies to continue encouraging the development of school, family, community partnerships as an essential component of larger school improvement

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contained a theoretical review which indicated the theory that anchored the study, conceptual frame work that shows the interplay of the key variables (i.e. independent and dependent variables) and the related literature as witnessed below:

2.2 Theoretical Review

This study was guided by the McGregor's theory X. Theory X holds that work is inherently distasteful to most people and that they are not ambitious, have little desire for responsibility, prefer to be directed and must be coerced if organizational objectives are to be achieved (Hersey et al, 2002). In most schools, different stakeholders particularly parents need to be compelled to participate willingly towards the achievement of school objectives of which is good educational attainments for the students. Most parents have very little input in their Students' educational attainments forgetting that it is their mandate to boost their children's achievement than have a lay back attitude that affects the Students' educational attainments at the end of the day. Some parents may participate actively and in many ways that leads to the improvement of their Students' educational attainments while others may regress in behavior and act irresponsibly in their roles as stakeholders.

In line with McGregor's theory X, parents in Lwengo District are not actively involved in activities that would ensure effective learning of their children in schools. For instance, they do not attend meetings when called upon, late payment and sometimes failure to pay the facilitation fees, do not make a follow up of what their children have learnt each day through checking in their books, do not visit the schools to interact with teachers of their children which has negatively affected the educational attainments of most public schools in Lwengo District.

Since it is a widely held view that parenting styles in Students' educational attainments is directly related to schools' effectiveness and, subsequently, educational attainment, this theoretical proposition suggests that the poor educational attainments of schools in Lwengo District could be a result of lack of parental involvement. Epstein (1995) in agreement noted that the overlapping spheres of influence which focus on the complex interrelationships of

family, and school affect students' wellbeing and educational attainments. Communication has to be two ways that is communication about school programs and children's improvement, the parents have to assist their children schooling by assisting them in their homework, and providing materials used in the programs. Parents should be involved in decision making opportunities that are, taking up leadership positions in the school board of committee. Hoover-Dempsey, et al (1995, 1997) 's model revealed factors affecting parenting styles, behaviors and mechanisms of the influence of parenting styles that led to children's educational attainments. This study will be undertaken to verify this possibility and specific attention will be placed on the role that parents play in the school involvement and how it will be related to the students' educational attainment.

2.3 Conceptual Framework

Figure 1 illustrates how the independent variables of parental participation in school meetings, payment of school fees and provision of scholastic materials influence student's educational attainments. Students' grades at national examinations, scores in tests and examinations, quizzes and subject content become the dependent variables. It also shows that there are other determinants of educational attainments such as discipline, examination malpractices and school environment as extraneous variables which the researcher tried to control. Epstein (1995) parental involvement frame work directed the study variables by the assertion that the overlapping spheres of influence which focus on the complex interrelationships of family, and school affect students' wellbeing and educational attainments.

**Independent variables
variables**

(Parenting styles)
environment)

Dependent variables

(Students' educational attainments)

extraneous

(School

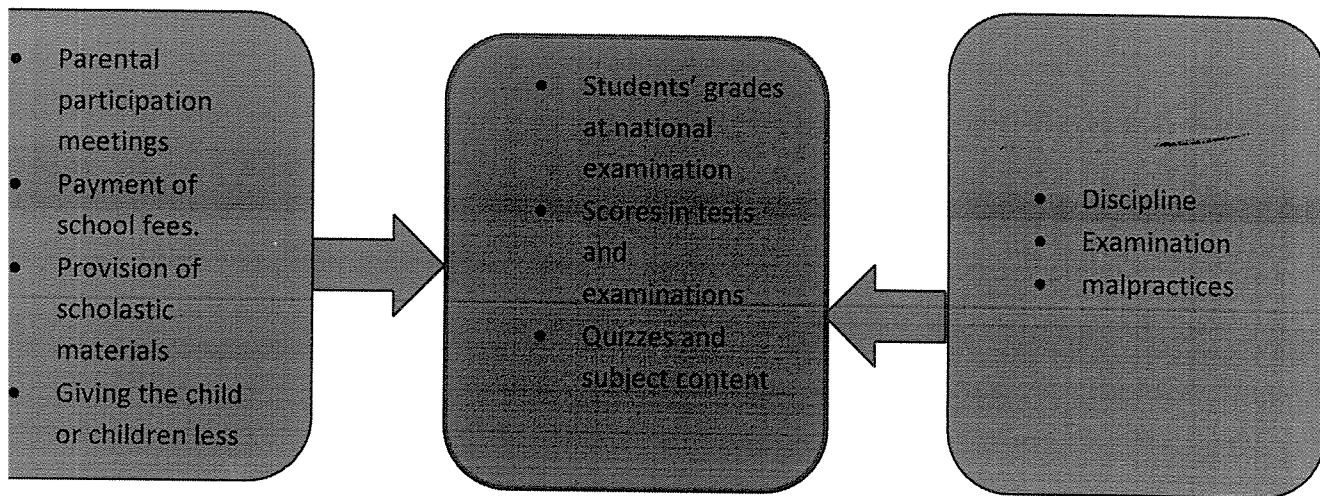


Figure 1: Conceptual Frame work

Source: Developed basing on Epstein (1995, 2005)

This offered the intimate approach to a child's better achievement at school by focusing on the situation first rather than means; this stimulates and creates an eye opener to the parents, school authorities and educational officials. The frame work explained the family's involvement in creating surroundings that support their children, fathomed the child's education, also the communication had to be two ways that is, communication about school programs and children's improvement, the parents are to assist their children's schooling by assisting their children with their homework and regarding materials used in the programs, parents expected to be involved in decision making – opportunities that is, taking up leadership positions in the school board of committee. However, parenting styles are not only the factors that lead to good or poor educational attainments.

This kind of scenario is attributable to the intervening variables. All these eventually affect educational attainments. Perceiving their parenting styles through their encouragement, reinforcement, modeling and instructions, children gain educational self-efficacy, intrinsic motivation and self-regulation. These finally lead to achievement.

2.4 Related Literature

This subsection addressed literature from various authors and studies related to the study tallying with the objectives

2.4.1 Parents' participation in school meetings and students' academic achievement in public secondary schools

Catsambis et al (1997) coupled with other researchers whose findings pointed out a lot that though in some areas parents report a serious lack of communication from schools, and the families, themselves, contact the schools infrequently. Balli et al. (1998) discusses that parents take interest in the activities of children at school and visit schools to gather information. As they construed it, their parental roles involved active monitoring or "keeping on top of" children's progress, they also themselves as responsible for intervening in school decisions. These foregoing facts suggest that parental participation in school management is desirable and could lead to improved academic performance among other benefits. However it did not show what kind of information is to be collected from school and how best was the parents' follow up on such information. It is against this background that the researcher was interested in finding out whether parents in Lwengo district actually participate in their managerial roles and responsibilities which led into students' educational attainments. Parental absence from meetings has been highlighted as a major cause for concern since some parents call them a waste of time. However, Baker & Soden (1997) emphasized the coming to meetings, or coming to parent-teacher conferences as a way of parents' involvement in children's education assessment. When parents come to school regularly, it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life. Family practices of involvement are as or more important than family background variables in determining whether and how students' progress and succeed in school (Epstein, 1996). While agreeing with the two authors, the study intended to discuss what might happen to students' academic achievement if parents are not always available for meetings or if they attend whether it influences educational attainments. This is because the study addressed the case of Lwengo there is a coincidence of poor parental participation in school meetings and poor educational attainments, meaning that as to whether parenting styles have to be related to the poor educational attainments hence the justification for the study. Positive effects of volunteering, other support of the school, and participation in PTOs also had to be reported for both middle school and high school achievement test scores.

Students do best when parents and teachers understand each other's expectations and stay in touch with one another regarding the child's learning habits, attitudes towards school, social interactions and academic progress. Therefore, parents' visits to school are to gather relevant information and establish good relationships; discussions with teachers to keep abreast of the child's progress or to discuss emergent problems; and assisting more broadly in the practical activities and governance of the school.

There are school meetings that are organized by the school main board that involve the PTA chairman, LCs and others. Other meetings are organized by the teachers for example discussing the child's achievement or behavior. Most parents visit school either monthly or occasionally and mostly inquire about the conduct and general school achievement of their children. Adeyemo (2005) examined the effects of different parental styles dimensions on academic achievement for 250 secondary school students and found that parental involvement in their child's school environment significantly affected students' academic achievement. The authors indicated whether parental participation in school meetings can influence but they did not indicate why and how it does so. It therefore, concluded that their findings were incomplete and that the possibilities of their inference to the context of Lwengo are unknown.

Much of the research that examined the relationships between parental styles and children's education assessed parents' involvement by utilizing one particular measure, such as counting the number of parents that volunteer, coming to meetings, or coming to parent-teacher conferences (Baker & Soden 1997). Other studies utilized measures that consisted of a few closed ended questions that target a particular aspect of parent styles and often focus on the number of times parents participate in particular events (Zellman & Waterman, 1998). According to Baker & Soden (1997), this type of measure does not allow for a rich picture of parent involvement, nor generate new ideas. Parental participation in decision-making, when it is part of a comprehensive program involving parents in learning, support activities as well, is associated with improved student outcomes. It was therefore necessary to explore parental styles in an upcountry district like Lwengo where parents do not have high levels of management skills to be able to contribute meaningfully in the discussions during meetings. The advantage of parental styles allows parents to monitor school and classroom activities, and to coordinate their efforts with teachers. Teachers with highly involved parents tend to give greater attention to those students, and they tend to identify problems that might inhibit

student learning at earlier stages. Kafui (2005) noted that Parent Teacher Associations (PTAs) discuss the welfare of the school, the teachers and the pupils. When parents are not involved, some of the problems facing the school are not attended to and this does not create a conducive environment for teaching and learning in the school. This affects both the teachers and the pupils' output. The lack of parents' involvement in the PTAs means that teachers and pupils in a way will not be motivated enough to study since the school's problems which parents will have solved, will not be attended to. The consequence then becomes low academic achievement. Carnie (2003) shows that there is need to offer opportunities to parents in order to participate in decision making processes that result in the achievement of school objectives. Parents need to participate in matters pertaining to strategic planning, policies, and budgeting and cyclical evaluation programs. Kaggwa (2003) observed that no administrator can effectively perform all administrative functions alone. School administrators have always called upon parents to motivate students' academic endeavors.

However Chan and Chui, (1997) disagreed when they stated that elsewhere, teachers have been found to have some reservations about parents' capability in taking their partnership responsibilities. It was further discovered that principals do not ask parents to participate in decision-making meetings because they are perceived not to have confidence in policy issues, and that they will complicate such meetings.

This was in agreement with Ngware et al (2006) who argued that school principals fear sharing information and power.

However, Nancy et al (2004) observed that parents' confidence in their own intellectual abilities is the most salient predictor of their participation in children's schooling. The researcher agreed that parents' participation in school meetings can help improve students' academic achievement as this enabled the interaction between parents and teachers which in turn created the flow of vital information on both sides necessary for ironing out any defects or obstacles that may merge in the course of students' academic endeavors.

2.4.2 Parents' payment of facilitation fees and students' academic achievement in public secondary schools

School fees are a child's facilitation in pursuing his or her studies and this is a major requirement if the child is going to sit comfortably in class without disturbances. Many students who might have done this nation proud in different fields are to be forced into

uninspired careers due to unavailability of finance resources. Such individuals are forced out of school and made to engage in hawking, selling packaged drinking water and the likes so as to save money for their school expenses. It is believed that low social economic status negatively affects academic achievement because low social economic status prevents access to vital resources and creates additional stress at home (Eamon 2005). Most of the time, they cannot afford instructional materials, and are always at the mercy of examiners during examination period. The persistence of this in the life of an individual student may spell doom for his academic success. However, Griffith (2001) reports that socio-economically disadvantaged parents usually lack skills, abilities and interest to help in the school and in their children's education. The researcher hoped to discuss, analyze and recommend how parents, irrespective of their socio-economic status contribute to the improvement of their children's academic achievement in Lwengo schools. Shaver and Walls' (1998) study of Title I students found that outcomes in mathematics and reading achievement for students of all socioeconomic levels were significantly affected by parent/family involvement, although students from higher socioeconomic families experienced the greatest improvement. Desimone (1999) found that the effectiveness of particular parent-involvement practices does differ according to race/ethnicity and family income. These researchers recommend that these differences be considered by educators and policy makers if parent styles are to be utilized as a resource to help schools respond more effectively to the nation's growing income and educational disparities. Parents need to facilitate their children with school fees on time and this enables their children to learn with confidence. The child who is always chased due to lack of fees will not concentrate and so this calls for the parent's cooperation to pay fees willingly and on time. Considine and Zappala (2002) in their study on the influence of social and economic disadvantage in the academic performance of school students in Australia found that families where the parents are advantaged socially, educationally and economically foster a higher level of achievement in their children. This indicates that parents play a major role in influencing educational programs. There has been need for local communities to support schools materially and financially throughout Africa.

In Uganda the Government White Paper (1992) makes it clear that PTAs should continue functioning as voluntary organizations that are mainly concerned with students' and teachers' welfare and the overall development of the school.

This may be done through paying school fees in time, fundraising for schools, donating, and participating in the planning for the allocation of these resources. According to Nyamusana (2005), with or without USE, parents need to let their children go to school on time and provide them with necessary equipment, otherwise students whose parents don't conform to that have always been sent home for lack of school fees hence missing classes and exams. Not only that, Ssonko (2001), noted that even if the teachers and students are very good, the absence of financial resources and subsequent inadequacies of scholastic materials could impinge on academic performance. Students entering the middle grades in high-poverty neighborhoods are more likely than in the primary grades to experience chaotic, under resourced classrooms and schools. Many of these students conclude that not much productive is going on in these schools (Wilson & Corbett, 2001). Because this reform is one where money follows the student, it involves real school choice. Under the voucher system, families can choose to send their children to free subsidized schools, either municipal or private, or they can choose fee-paying private schools if they can afford the tuition fees (Mizala and Romaguera 2000). The researcher agreed that financial support from parents in form of facilitation fees and timely payment of school fees contribute significantly to schools academic achievement and it will enable provision of the necessary teaching and learning facilities and motivation of teachers among others which are essential ingredients effective teaching and learning process. This is provided for in the Uganda government education white paper (1992) which makes it clear that PTA should continue functioning as voluntary organizations for teachers and students' welfare among other functions.

2.4.3 Parents' provision of scholastic materials and students' academic achievement in public secondary schools

Parental participation is a contribution of resources, materials and labor towards school activities. Babirye (2006) noted that parents can still participate by enhancing the implementation of the school curriculum in a way of contributing towards scholastic materials. Being a serious need for students' good academic achievement, therefore the researcher was interested in seeing that strict measures should be taken against those parents who shy away from the responsibilities by not feeding and providing basic scholastic requirements for their children at school.

In Uganda, the Education Act 1969 shows that parents' responsibilities among others include provision of learning materials, structural development and caring for children. Most students

who are high achievers are well equipped with necessary learning materials as given by parents. Several researchers observe that the availability of reading materials in the home is directly associated with children's achievement in reading comprehension. The absence of basic resources, for example reading materials, teachers, and high quality instruction places a child at risk. According to Kalule (2006) scholastic materials facilitate and supplement the teaching and learning activities. He further argued that from his teaching experience, performance is measured by examination scores which can be achieved by accessing and utilizing scholastic materials.

He further said that scholastic materials bring about students' involvement in learning and later affect academic achievement, involvement arouses enthusiasm and concentration. Involvement will help the students by material sticking in the mind which eventually can lead to good academic achievement.

Research done by Lockheed et al (1991) found out that the availability of text books and other instructional materials have a consistently positive effect in student's achievement. Scholastic Materials increase the probability that students learn more, retain what they learn, contribute towards the understanding of the materials being taught and improve their achievement.

Kalule (2006) deepened the discussion by saying that students have a much positive attitude towards text books that the teachers but when teachers recommend that students bring theirs, few respond because of money problems, however, it must be noted that whatever the case may be, students always need the teachers to orientate them in the best way of utilizing scholastic materials. Scholastic materials help students in understanding more of what has been taught and this can be achieved by effective supervision of students by their teachers. He further said that an effective teacher is that one who can introduce the students to the proper use of scholastic materials with a view of enhancing their academic achievement. Students need to use scholastic materials and if need be to own theirs personally as they have been identified to affect academic achievement.

As quoted in the article found in the Middle Eastern Finance and Economics - Issue 11 (2011), that "various definitions of textbook emphasize the role of textbook as a tool for learning. Textbook is the nucleus of all the learning activities related to a particular curriculum. Certainly, the teacher is not a sufficient source of knowledge for a number of reasons such as the large class size and the time factor etc. Besides, a student has to improve

the knowledge received from the teacher by reading the textbook. The textbook plays a vital role in imparting knowledge to the students in the third world countries. Furthermore, there is no choice other than textbook in many developing countries. Therefore, it is one and the only source of knowledge”.

Further research that was made by Kafui 2005 stated that the parental support variable causing pupils to perform poorly academically was their inability to provide textbooks and basic school needs. What is important to pupils’ learning is availability of relevant textbooks and supplementary readers. These materials are the tools for children’s learning. Textbooks enable the pupils to follow the teacher’s sequence of presentation and aids in understanding of lessons. The lack of textbooks meant pupils were handicapped with respect to grasping the content taught and competing class exercises and assignments and acquisition of vocabulary. The lack of basic school needs could not provide a stable mind and a conducive environment for the pupils to study. They were not able to concentrate on the classroom learning process and perform creditably. Lack of exercise books and writing materials can result in the situation where the pupils cannot do any assignments in the class but become on lookers or bystanders. This in essence leads to low academic achievement. Writing on the role of facilities in teaching, Provision of scholastic materials may be required to fund services offered to polish their children at school if this is agreed upon (Nyamusana, 2005). This is because facilities enable the learner to develop problem-solving skills and scientific attitudes.

The net effect of this is increased overall academic achievement of the entire students.

According to Hallak (1990), facilities form one of the potent factors that contribute to academic achievement in the school system. They include the school buildings, classroom, accommodation, libraries, laboratories, furniture, recreational equipment, apparatus and other instructional materials. He went further to say that their availability, relevance and adequacy contribute to academic achievement. Owoeye and Olatunde (2011) in their research , noted that studies have revealed in some instances, that textbooks provide the only source of information for students as well as the course of study for the subject. The availability and use of teaching and learning materials affect the effectiveness of a teacher’s lessons. Therefore this is to say that the creative use of a variety of media increases the probability that the student would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop. Students are capable of understanding abstract ideas if they are provided with sufficient materials and concrete

experiences with the phenomenon that they are to understand. The Mathematics and the English Language textbooks are the basic textbooks which are used in the schools. They provide a common resource for widening general and specialist vocabulary. Exercises are often given and pupils use the textbooks to do their exercises and assignments. This enables the pupils to understand the lessons better and to check from their own performances if they have grasped what has been taught. Personal copies of set texts can be taken home by students for common homework tasks. This facilitates parental styles in teaching and learning. The lack of textbooks in the Shama sub-metro schools implied that the pupils were not able to do a lot of exercises which in turn made them receive little or no attention and feedback to enhance their gained knowledge and improve their academic achievement. Textbooks enable the pupils to follow the teacher's sequence of presentation and aids in understanding of lessons. The lack of textbooks meant pupils were handicapped with respect to grasping the content taught and competing class exercises and assignments and acquisition of vocabulary. The result was the low academic achievement. KafuiEtsey (2005). Most of the time children from poor parents, cannot afford instructional materials, and are always at the mercy of examiners during examination period (Journal of Educational and Social Research). The researcher agreed with most scholars about parents' provision of scholastic materials boosts educational attainments hence looking out for ways on how parents can be lured into providing the students with scholastic materials.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter discussed the methodology used to conduct the research. It included the research design, study population, sample size and selection, sampling techniques and procedure, data collection methods, data collection instruments, data collection procedure, data analysis and measurement of variables.

3.1 Design

The study used across sectional survey since the respondents were asked once and descriptive analysis in collecting, recording ,analyzing and interpreting data of study. A cross sectional survey was based on both quantitative and descriptive analysis based on qualitative research approaches.

3.2 Population

The population of the study included public selected schools which include Ndagwe s.s Nakyenye s.s, Sseke s.s, Nakatete s.s school administrators (head teachers and their deputies) teaching staff, and members of Board of Governors, students (S.4 students), ministry of Educations and Sports officials.

3.3 Sample Size

To discard unguided generalization, a sample (accessible population) is used as suggested using the . A simple random sampling was used in carrying out information from the respondents. Random sampling means that all individuals in the defined population have an equal opportunity and independent chance of being selected from the population without bias. With the use of slovennes formular(1978) and selected 22 school administrators 76 teachers 25 board of governors, 10 ministry of education and sports officials, 175 students(form 4 students) and together the total population approximated to 308.

Slovene's formula:

$$\frac{N}{N-(0.05)^2}$$

Table 1: Respondents selected for the study.

Category	Sample
School administrators.	22
Teachers.	76
Board of governors.	25
Ministry of education and sports.	10
Students.	175
Total.	308

3.4 Research Instruments

These are the research tools used in collecting data. They include questionnaires and interview guide.

3.4.1 Quality of Instruments

Instruments presented before research is conducted. This is meant to test their validity and reliability. The pilot study was carried out at Ndagwe Senior Secondary School in Lwengo district.

3.5 Procedure

The researcher obtained an introductory letter from the Dean of the School of Education authorizing him to conduct the research in the schools, which was selected. A physical interaction with the selected members of students, teachers and head teachers were made in each of those schools. And the researcher distributed Questionnaires and interview scheduled was arranged to the targeted population.

3.6 Data Analysis

The study used both qualitative and quantitative approaches to data analysis. The study specifically uses thematic analysis for qualitative data and descriptive analysis for quantitative data. In the survey design data collected through questionnaires is basically in form of frequency counts. Hence the data for each research question is calculated into percentages for analysis and interpretation and use of tables were utilized because, according to Mugenda (2003) and Sarantakos (1998), they help to summarize large quantities of data

whilst making the report reader friendly. Thematic analysis was used to analyze qualitative data collected through the use of interview guide by quoting the views of the respondents.

3.7 Ethical Considerations

This study anticipated some ethical challenges, for example, confidentiality, perceived bias of the beneficiary, etc. Thus, during the field study was important to inform respondents of ethical decisions that are designed to guide the study, since this study was a form of intervention in the human conditions of people. It ensured confidentiality and anonymity to intervention in the human conditions of people. It also takes the consideration need to exclude facts which can jeopardize the well-being of respondents and individuals. Above the wellbeing of individuals and respondents, the study seeks informed consent of respondents to participate. This consent is either verbal or written depending on the preference of the respondents and nature of information secured from them.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

To investigate the influence of parents' participation in school meetings onto the Students' educational attainments in public secondary schools in Lwengo District.

To assess how parents payment of facilitation fee influences Students' educational attainment in public secondary schools in Lwengo district.

To examine the influence of parents' provision of scholastic materials on Students' educational attainments in public secondary schools in Lwengo district.

This chapter focuses on data presentation, analysis and interpretation of the study findings. The study aimed at analyzing the influence of parental styles on the students' educational attainments in selected public secondary schools in Lwengo district. The presentation is divided into two sections. The first section looks at the background characteristics of the respondents that participated in the study as well as findings on the perceptions regarding students' achievement together with factors that are considered responsible for the observed achievement while the second section covers the research findings basing on the research questions.

4.1 Section One: Background characteristics of respondents

The background information of the respondents is important because it can influence the opinion of the respondent on the influence of parental styles on the students' educational attainments. The data gathered was mainly on the social and economic background of the respondents in relation to the schools they attend ,study, teach or head.

Table 2: Students' age distribution

Age group (years)	Frequency	Percentage
10-14	43	15.7
15-19	81	77.4
20-24	34	7.0
25-29	17	1.9
Total	175	100

Source: Primary data, 2018

Table 2 shows that the majority of the students (77.4%) were aged 15-19 years. This implies that they were able to give well thought information pertaining their parents' styles in their academic affairs.

Table 3: Distribution of students by sex

Students' sex	Frequency	Percentage%
Females	105	65
Males	70	35
Total	175	100

Source: Primary data, 2018

Table 3 shows that there were more males in the sample 70 (35%) but responses from the females were also representative enough 105 (65%). This was a good representation of both male and female students. This implies that information was collected fairly from both sexes. During face to face interviews with the head teachers, the researcher found out that the gender biasness of schooling was insignificant to cause poor educational attainments among public secondary schools in Lwengo District.

Table 4: Distribution of Teachers by age group

Age categories of teachers	Frequency	Percentage
20-30	28	38.7
31-40	19	32.3
41-50	14	19.4
More than 50 years	15	9.7
Total	76	100

Source: Primary data, 2018

Table 4 shows that the majority of the teachers were between the ages of 20 and 30 (38.7%), followed by those within the age range of 31-40 years. This implied that the teachers were mature enough to deal with the student activities and the responses matched well with parental knowledge in the students' academic involvement.

Table 5: Distribution of Teachers by years in service

No. of years in service	Frequency	Percentage
1-5	31	47.8
6-10	20	18.1
More than 10 years	25	33.9
Total	76	100

Source: Primary data, 2018

Table 5 shows that nearly half of the teachers who were involved in the study had been in service for 1-5 years(47.8%) and followed by those who had been in service for more than 10 years formed 33.9% which was the second highest. Those that had been in service for 6-10 years were represented as well (18.1%).

Seven head teachers were selected for the study and their number of years in service varied greatly with some having spent less than three years and others more than 20 years.

This suggests that the researcher was in position to capture information about parents' styles in school activities in the past and present days and relate this parental participation with educational attainments of the students.

4.2 Parents' participation in school meetings and educational attainments of students in public secondary school in Lwengo district.

This study specifically explored how parents' participation in school meetings can influence the educational attainments of students. Data was collected from the respondents and the results are presented in the table below.

Table 6 Students' view if parents are invited for meetings

No. of students	Percentage (%)
115	65
60	35

Source: Primary data, 2018

Table 6 shows that over 115 (65%) of the student respondents agreed that the school invites parents for school meetings while only 60 (35%) said no. This implies that the school authorities value the participation of the parents as stakeholders and so they are needed to actively involve themselves in all school activities to better the students' achievement. However, the question still remained on how they were actively participating. This was clarified through interview with one of the administrators who noted that as much as parents were invited, meetings meant nothing to them. They called it a waste of time. Hence this shows that there is lack of parents' participation in school meetings.

Table 7 Teachers' view if parents are invited for meetings

Teachers	No. of teachers	Percentage
Saying parents are invited	46	60.5
Saying parents are not invited	30	35.5

Source: Primary data, 2018

Table 7 shows that over 60.5% of the teachers who participated in the study agreed that the school invites parents for school meetings while only 35.5% said no. Most of the teachers expressed the great need of parents attending meetings especially for the welfare of their students' educational attainments and other related matters.

In an interview with one of the administrators, before the term ends, the students are given circulars to indicate when meetings will be held and even the BOG and PTA always put emphasis on parental attendance of meetings. This suggests that schools invest a lot in having the parents participate in the school affairs.

Table 8 shows the number of time parents attended school meetings

Items	Frequency	Percentage
Attended meeting once	22	29
Attended meeting twice	21	28
Did not attend meetings at all	35	46

Source; primary data 2018

Table 8 that most parents attended school meetings once when invited, 29% attended three times and 28% attended twice. 46% of the parents did not attend meetings at all. This implies that parents did not value frequent school meetings when called upon and not can be done in one or two meetings or even follow up on the discussed issues was not done in less time. In

an interview with the District Education Officer in charge of secondary schools, he noted that parents have not placed any greater value on their children's education and it is worse when busy. This shows a great need for parental participation in the students' educational attainments.

Table 9: Students' response on number of times parents attended school meetings

No. of times	Frequency	Percentage (%)
Attended meeting once	50	29
Attended meeting twice	45	26
Did not attend meetings at all	80	45

Source:9 Primary data, 2018

Table 9 indicates 29% of the students in the study noted that the parents attended once when invited for meetings while 26% of the students noted that parents attended twice and 45% of the students said that parents did not attend meetings at all. This shows lack of interest in school meetings by parents.

Table :10 Teachers response on number of times of parents attended school meetings

Items	Frequency	Percentage%
Attended twice	13	17
Did not attend.	14	18
Attended once	34	44
Attended more than three times.	8	11
Attended three times	7	9

Source: primary data, 2018

Table 10 indicates 17% of the teachers in the study noted that parents attended twice when invited for meetings while 18% did not attend school meetings at all. 44% said they attended once, 11% attended more than three times and 9% attended three times. This shows lack of interest in school meetings by parents.

Since teachers have more interactions with the parents, the results in table 12 show discontentment from the teachers that there is low attendance of meetings as expected. Parents do not even mind about any follow up procedures as an insurance to propose tasks assigned shared by one of the board of governors and this indeed affects students' educational attainments. The school administrators indicated that there are meetings at the beginning, middle and the end of each term but there are those that teachers may organize one on one with the parents. It was found out that all these were poorly attended. The meetings as noted by the administrators were means of follow up on the students' educational attainments, behavior and also a check on the school's growth in the different aspects. However, 4 administrators seemed to disagree on the regularity of parental attendance of meetings. They said that parents had I don't care attitude. If parents continue shying away or ignore meetings, then the students' educational attainments will dwindle hence poor educational attainments. There is need for more effort in mobilizing parents in schools in Lwengo district to be involved in the students' educational attainments. The ideal situation should be 100% parental involvement so as to achieve good educational attainments. This implies that school authorities have invited parents, and the parents' response to the call is determined by the number of times they have attended.

Table 11 Students' response to parents' failure to attend meetings

Items	Frequency	Percentage %
Students given circulars to take home	95	54
Students sent back home	45	26
Students' report on the school	35	20

Source: Primary data, 2018

Table 11 shows that 54% were given circulars to take to parents, 26% sent back home and 20% showed that the administration ignored the parents. However, the highest percentage shows that the school administration was concerned about parental attendance of meetings. In instances, where the parents did not turn up, most students were given circulars. But still school authorities including the Board of Governors expressed the need for parental styles in meetings so as to discuss school affairs that do boost students' educational attainments.

Table 12 Teachers' response to parents' failure to attend meetings

Items	Frequency	Percentage
Students given circulars	48	63
Students sent back	28	37

Source: Primary data, 2018

Table 12 shows that most students were given circulars when their parents failed to attend meetings (63%) while 37% were sent back home to pick their parents. Circulars were the mode of communications and these were written in two languages accordingly. This implies that the schools were in great need of parental participation.

Table 13: Students' response of Parents' attendance on educational attainments

Items	Frequency	Percentage%
Yes	135	77
No	40	23

Source: Primary data, 2018

Table 13 showing that almost 77% of the students who participated in the study agreed that parents' attendance of meetings affect their achievement while 23% said no. This underscores the need for the school authorities to handle the issue of parental attendance of meetings with the seriousness it deserves instead of simply ignoring some parents. This implies that parents' appearance at school whether in general or called one on one encouraged students to perform well.

Table 14 Teachers' response of Parents' attendance on educational attainments

If parents' coming to school affects educational attainments

Items	Frequency	Percentage%
Yes	54	71
No	22	29
Total	76	100

Source: Primary data, 2018

Table 14 shows that almost 71% of the teachers who participated in the study agreed that parents' attendance of meetings influences students' achievement.

One of the director of studies said "students whose parents respond to meetings develop a close relationship with the teachers and this boosts their performance in class especially those who performed poorly.

With this, the students also put in more effort not to disappoint the parents as well as the teachers who are working tirelessly to improve their performance". More so, some teachers said that "parents would get to know issues about the school and their children so as to make a response to the way forward hence achieving good achievement of the students. This showed a great call for parental involvement.

One of the deputies said "there is a great need for parents to attend school meetings because this boosts student's achievement. We add value to it by giving circulars to students whose parents did not attend meetings". According to collected data, schools made an effort to have parents attend these meetings through giving the students circulars but about 29% mentioned that nothing is done if the parents of the students never turned up for the meetings. This finding shows that more effort needs to be made to encourage parents to attend these meetings. Some teachers also said "attending school meetings also ensures proper monitoring of the performance of teachers and students by the parents, ensuring that decisions and policies made by the school are implemented. Meeting parents over the academic affairs of their children is an encouragement to hard work hence good performance of the students.

More so the meetings, parents realize some key areas that have been neglected, which are important for their children's educational attainments".

The important meetings teachers recommended for parents attendance in order of their importance were Co-curricular activities, PTA and BOG meetings, Career and guidance meetings, visitation days and academic meetings. It can be noted therefore that there is less attachment to academic meetings. If parents fail to turn up for meetings, the administrators use other means to attract them and through that they are able to discuss the students' educational attainments with teachers just as noted by one administrator. Meeting parents over the academic affairs of their children was found out to encourage hard work and performance of the students.

All administrators rated the styles of parents in the academic matters of their children as very poor. Responses from the Board of Governors on parents' participation varied with half of the respondents saying the response was good while the rest said there was need for improvement. They however all agreed that attending meetings is important but the real support to their children in terms of providing scholastic materials was critical. This, they explained, made it easy to agree on what should be done to encourage educational attainments of their children in meetings when parents are invited at school but enforcement of this becomes a challenge. Parents also through their participation get to know challenges their children go through and can address them together with the school authorities.

Table 15 Teachers' response on the influence of parents' participation in meetings on educational attainments

teachers' responsibility	Teachers' frequency	Percentage
Bridge gaps between teachers, parents, and children	35	46
Ensure monitoring of achievement of teachers and students	25	33
Implement decisions and policies set by school	10	13
Others	6	8
Total	76	100

Source: Primary data, 2018

Table 15 shows that 46% of the teachers noted that it was important for parents to attend the school meetings since the action bridges the gap between teachers, parents and students. 33% noted that this would ensure monitoring of the achievement of teachers and students and 13% agreed that this would help in implementing decisions and policies set by the school. This suggests that parents are a vital resource in the educational life of their children.

Table 16 Areas of parenting styles in school

Areas of parental styles	Teachers' frequency	Percentage
Co-curricular activities	36	47
Academic meetings	18	24
PTA and BOG meetings	12	16
Visitation days	10	13
Total	76	100

Source: Primary data, 2018

Table 16 shows that 47% of the teachers who participated in the study said that parents participated more in Co-curricular activities and only 24% attended the academic meetings. 16% noted that parents were involved in PTA and BOG meetings while 13% showed that parents attended visitation days.

This implies that all these activities are geared towards the improvement of students' achievement and school growth.

4.3 Parents' payment of facilitation fee and students' educational attainments.

This study explored how parents' payment of facilitation fees boosts the educational attainments of students. Data was collected from the students, teachers, administrators and board of governors. The results are as follows:-

Table 17: Teachers' response on payment of the facilitation fee

Items	Frequency	Percentage
No	47	62
Yes	29	38
Total	76	100

Source: Primary data, 2018

Figure 17 shows that 62% of the teachers in the study said that parents do not pay the school facilitation fee on time while only 38% agreed. This affects the ongoing school activities that facilitate the teaching of the children such as purchasing instructional materials and even payment of some teachers who are hired and paid by the school as stated by one of the head teachers. This implies that parental styles in paying children's facilitation fee are still wanting. Teachers who deal with the parents as some of them who hold administrative roles are disappointed in the parents' bad conduct of failing to pay facilitation fees on time.

. The researcher also went ahead interviewing teachers' response on the intervals in facilitation fees payment, he found out that a few parents pay facilitation fee at once. This shows that there is need for a boost in payment of the dues on time. One of the administrators expressed disappointment in the payment of fees in installments. "That such payment affects implementation of some activities". One administrator showed the researcher a poorly stocked library while another one said teachers tend not to teach if their salaries are not paid on time. One head teacher mentioned that most students pay in installments. 8 administrators noted that majorly students paid in more than 3 installments. The findings however strongly indicate that the response to the school fees payment is very poor.

Table 18, Students' response on effect of facilitation fees payments on educational attainments

Items	Frequency	Percentage
Agree	149	85
Disagree	26	15

Source: Primary data, 2018

Table 18, shows that 85% of the students in the study agreed that facilitation fees payments affect students' educational attainments positively while 15% noted no positive effect. This implies that payment of school fees boosts the students' achievement. "When the school fees is paid on time, the students will concentrate in class, there will be reduced movements from school to home to collect school fees, depression and worries about facilitation fees payment will be overcome and even self-esteem will be boosted hence good educational attainments" said by one of the Head teachers.

Table 19 Teachers' response on effect of facilitation fees payments on educational attainments

Items	Frequency	Percentage
Agree	66	82
Disagree	10	13

Source: Primary data, 2018

Table 19 shows that 82% of the teachers who participated in the study showed a positive influence of facilitation fees payment on students' educational attainments. Both the students and teachers largely agreed that late school fees payment caused a significant drop in performance. The response from the administrators as well agrees with the students and teachers responses, where 5 administrators mentioned that school fees payment affects educational attainments and 13% did not agree. This implies that educational attainments can be influenced by facilitation fees payment. One administrator explained that more activities are done well and students concentrate on their studies.

Table 20 Students' response on importance of early facilitation fees payment

Items	Students' frequency	Percentage%
Scores in examinations	95	55
Scores in tests	40	23
School activities	15	09
Quizzes	25	14
Total	175	100

Source: Primary data, 2018

Table 20, shows that close to 55% of the students who participated in the study agreed that early payment of facilitation fees leads to good scores in examinations, 23% improved scores in tests, 09% full participation in school activities and 14% in passing quizzes. As noted above in its order, this implies that performance in academics is highly achieved when parents pay facilitation fees on time.

Table 21 Teachers' response on importance of early facilitation fees payment

Items	Teacher's frequency	Percentage%
Participation in school activities	31	41
Scores in exams	45	59
Total	76	100

Source: Primary data, 2018

Table 21, shows that of the teachers who participated in the study 41% noted that payment of the facilitation fee boosts students' full participation in school activities, 59% were for better scores in exams. Basing on the above evidence, it is possible to conclude that the low level of educational attainments in Public Secondary Schools in Lwengo district is a partly product of delayed payment of school fees for parents. Therefore, a deliberate attempt must be made in order to ensure that parents pay school fees in a timely manner in order to make the exam scores of students better as well as to enhance their participation in school activities.

Table 22, Students' response about the drop in educational attainments as a result of late school fees payments

Items	Students' frequency	Percentage%
Agree	115	66
Disagree	60	34
Total	175	100

Source: Primary data, 2018

Table 22, shows that 66% students who participated in the study believed there was a drop in in educational attainments when facilitation fee is not paid on time 34% students said there was no drop in educational attainments. However, this is surprising basing on the facts generated from the teachers which clearly showed that late school fees payment is more likely to affect the educational attainments of students. (See table 4.7). This deviation may arise from the fact that there is sometimes school authorities allow students to study without having to pay schools fees at the beginning of the term so students who have not paid school fees may not necessarily experience the disadvantages of not paying school fees in time.

Table 23, Teachers' response about the drop in educational attainments as a result of late facilitation fees payments.

Items	Teachers' frequency	Percentage%
Agree	46	61
Disagree	30	39
Total	76	100

Source: Primary data, 2018

Table 23 shows that the majority of the teachers who participated in the study, (61%) agreed that late payment of facilitation fees leads to drop in educational attainments while only 39% disagreed. This implies that teachers view facilitation fees payment as a factor influencing educational attainments. Student's responses generally rhymed with the teacher's responses, although more teachers mentioned that early payment leads to better performance in tests. They agreed that individual student's scores in exams, tests and quizzes improved with achievement but late payment decreases it. Therefore, specific attention should be focused on ensuring that parents take school fees as an urgent matter so that they can pay it at the beginning of the term to avoid compromising the performance of their children at school.

4.4 Parents' provision of scholastic materials have on the student educational attainments.

This study explored how parents' provision of scholastic materials influenced the educational attainments of students. Data was collected on the students, teachers, administrators and board of governors' views, if parents are invited for meetings and the results are presented below:-

Table 24 Students' response on provision of scholastic materials when needed

Items	Students' frequency	Percentage%
Agree	148	85
Disagree	27	15
Total	175	100

Source: Primary data, 2018

Table 24 shows that 85% of the students who participated in the study agreed that parents provide scholastic materials when needed, while 15% said no. This implies that the majority of the students are availed with scholastic materials on time. The provision of scholastic materials compliments the available materials that the school may be having hence motivating the student to read hard by themselves even when the teachers are not around, resulting into good academic performance.

Table 25 Teachers' response on provision of scholastic materials when needed

Items	Teachers' frequency	Percentage%
Agree	56	74
Disagree	20	26
Total	76	100

Source: Primary data, 2018

Table 25, shows that 74% of the teachers who participated in the study agreed that parents provide scholastic materials when asked to, while 26% were not in agreement. This implies

that parents provide scholastic materials to their children. Some teachers in an open discussion noted that the “schools do not have necessary teaching and learning materials, and so parents’ provision has helped in the facilitation of teaching and this leads to students’ improved educational attainments .

Table 26 Students’ response on how frequent parents provided scholastic materials

Items	Students’ frequency	Percentage
Agree	116	66
Disagree	59	34
Total	175	100

Source: Primary data, 2018

Table 26 shows that 66% of the students who participated in the study said that parents provided scholastic materials only when needed and said once in a while and 34% said not at all. This showed that when parents were called upon to provide scholastic materials they indeed provided the particular items needed though there are those who did not provide them. Whereas the findings revealed that majority of parents provide scholastic materials whenever needed, good educational attainments is a function of many factors..

Table 27 Teachers’ response on how frequent parents provided scholastic materials

Items	Teachers’ Frequency	Percentage%
materials provided once	22	29
Materials provided when needed	36	42
No material is provided	18	24
Total	76	100

Source: Primary data, 2018

Table 27 shows that 29% of the teachers who participated in the study said that parents provided materials once in a while, 42% said they provide when needed and 24% not at all. Provision of scholastic materials once in a while does not boost educational attainments. One of the administrators said that “when particular materials are needed like text books or practicum items for science and home economics, students hardly have them hence slowing down the teaching of the students which affects their achievement in class and even at the national level”. In an interview with one administrator, a concern was raised that “children are not provided with necessary or needed learning materials which affects their learning”. The researcher visited one of the libraries which was pathetic but had some few text books form Longman Publishing Company. They could not accommodate the large numbers of students in the school. It was worse as told by one administrator for government schools that “parents believe that the government provides the necessary materials and so they see no need to buy other materials for their children”. Basing on responses of the teachers, it is clear that majority of the teachers believed that parents were provided scholastic materials to their children once in a while and majority of the students had noted that their parents provide scholastic materials when needed (see figure 23). This divergence in views may be based on the interpretation of what constitutes scholastic materials according to students. Perhaps the students may not be mindful of text books which consider as a priority as well. However, it is generally clear that scholastic materials have a bearing on the academic performance of students.

Table 28 Students’ response on the effect of scholastic materials on educational attainments

Do scholastic materials affect educational attainments?

Items	Frequency	Percentage%
Yes	156	89
No	19	11
Total	175	100

Source: Primary data, 2018

Table 28 shows that 89% of the students who participated in the study agreed that availability of scholastic materials affected their academic performance while 11% did not agree. This implies that there is great need for the students to be fully equipped with the necessary scholastic materials by their parents so as not to miss on any subject detail and have good results in their examinations and tests. Having learning materials at every level reduces students' dependency on school owned materials which might be irrelevant for a particular subject or not available at the school. The students are able to read at their own time, anywhere, adding on what has been taught to them as shared by one member of the board of governors. However, the existence of scholastic materials in themselves do not guarantee good academic performance for students, parents still have to offer other necessary support like payment of school fees in a timely manner as well attending meetings among others. The teachers, students and other stakeholders should also play their role well in the process.

Table 29 Teachers' response on the effect of scholastic materials on educational attainments

Do scholastic materials affect educational attainments?

Item	Frequency	Percentage
Yes	58	76
No	18	24
Total	76	100

Source: Primary data, 2018

Table 29 shows that 76% of the teachers who participated in the study agreed that parents' provision of scholastic materials affected students' educational attainments positively while 24% disagreed. This showed that according to both categories, provision of scholastic materials affected educational attainments and having scholastic materials leads to better scores in examinations.

Responses from administrators were in agreement with both students and teachers responses submissions, whereby 5 out of the 7 administrators mentioned that parents provided the scholastic materials. All the administrators mentioned that provision of scholastic materials affects educational attainments positively and leads to improvement in scores.

This means that the effect of scholastic materials on the educational attainments of students cannot be underrated which signifies that parental styles through the provision of scholastic materials is very important.

Table 30 Teachers' response on how the provision of scholastic materials affects educational attainments

Items	Frequency	Percentage %
Examination scores	46	60
Test scores	28	37
School activities	02	3
Total	76	100

Source: Primary data, 2018

Table 30 shows that 60% of the teachers who participated in the study agreed that provision of scholastic materials leads to better scores in examinations, 37% say it leads to improvement in scores in tests and 3% in full participation in school activities. This implies that if students are equipped with necessary scholastic materials by their parents, then their achievement improves greatly.

Three administrators said that students are given a list of needed scholastic materials but they are in shock when only a few students turn up with the required materials. "How does one facilitate teaching?" he wondered.

Table 31 Students' response on achievement if scholastic materials are not provided at all

Items	Frequency	Percentage %
Test scores	115	66
Participation in school activities	10	6
Examination scores	35	20
Participation in quizzes	15	9
Total	175	100

Source: Primary data, 2018

Table 31 shows that 66% of students who participated in the study agreed that there is drop in examination scores if scholastic materials are not provided at all while 6% noted that there is drop in the test scores, 20 that there will be less participation in school activities and 9% failure in quizzes. This implies that there is a great effect on academic performance if scholastic materials are not provided. Provision of scholastic materials boosts learning hence good educational attainments.

Table 32 Teachers' response on achievement if scholastic materials are not provided at all

Items	Frequency	Percentage
Examination scores	46	61
Test scores	10	13
School activities	11	14
Quizzes	9	11
Total	76	100

Source: Primary data, 2018

Table 32 shows that 61% of the teachers who participated in the study noted that there is a drop in the examination scores if materials are not provided at all. In addition, 13% noted a drop in test scores, 14 realized that there is less participation in school activities and 11% said that students fail in their quizzes.

It therefore clearly shows that the absence of scholastic materials is detrimental to the educational attainments of students.

This therefore underscores the need for equipping students with scholastic materials to boost their educational attainments.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The previous chapter was concerned with analyzing, presenting and interpreting data got from Students, Teachers and Head teachers, Board of Governors and Ministry of Education and Sports. This chapter therefore is concerned with the consequent discussion, conclusions and recommendations of the three research questions of the study. This chapter is presented in sections that include discussions, conclusions and recommendations.

5.1 Summary of findings and discussions

The discussion section is sub divided into three sub-sections that originate from the three research questions. The researcher discussed the findings of the study in guidance with the research questions of the study.

5.1.1 The parents' participation in school meetings and students' educational attainments in secondary schools in Lwengo District.

The study found that there is need for parents' participation in school meetings that leads good students' educational attainments in secondary schools.

In answering the research question: How does parents' participation in school meetings influence the educational attainments of students? The study gathered positive answers where the administrators, students, Board of Governors felt that parents' participation in meetings boasts good educational attainments.

The findings support the argument raised by Baker & Soden (1997) that parents' coming to meetings, or coming to parent-teacher conferences is a way of parents' involvement in children's education assessment.

This applies to having parents participate actively in meetings and Fullan (1999) also notes that successful implementation of any given policy requires those implementing it to be simultaneously provided with support and put under pressure. Epstein (1996) further explains that family practices of involvement are as or more important than family background variables in determining whether and how students' progress and succeed in school.

According to the discovery from the collected data, students do best when parents and teachers understand each other's expectations and stay in touch with one another regarding the child's learning habits, attitudes towards school, social interactions and academic progress. Irregular attendance of meetings limits parents to have positions with the BOGs that can influence decisions that affect the students' educational attainments.

This is an indication that if parents stay aloof from their children's studies, when they fail to know their children's day to day school affairs then no progress in updating themselves on how their children can do better and how they can work hand in hand with the school administration.

Desforges (2003) explained that visits to school to gather relevant information and establish good relationships; discussions with teachers to keep abreast of the child's progress or to discuss emergent problems led to good achievement among students in their academics.

The administration expressed their concern about the parents who do not attend meetings and in this way, circulars were given to the students to take to their parents, showing them the need for the meetings. However, one member of Board of Governors lamented that some of the parents say they have better things to do than go to the teachers and shout at each other over their children's achievement. Such incidences reveal that teachers experience the frustration of trying to involve parents and getting little response from them.

Teachers complain that parents do not come to conferences or school open houses, or to check on the home work or answer notes. This leads to a conclusion by some teachers that parents do not care about their children's education. When parents lack interest, then teachers are faced with a serious challenge in motivating the parents to take interest in their children's activities.

The administrators said that "we will not give up because parents' involvement in meetings greatly leads to good achievement". They adopted different methods to involve the parents in day to day classroom and home activities. They send invitations for parents-teacher meetings, invitations of parental guidance sessions, involve them in co-curricular activities and training sessions, continuously directing the parents' attention towards their children. One of the teachers said that "it is very important to keep the line of communication between teachers and parents open, so that the parents can interact with the teachers and get up to date information of their children's school activities.

And one way to involve parents is to schedule school events and arranging classroom activities such as volunteering for libraries, acting as classroom aides or efficiently organizing lunch breaks though some of her ideas do not apply with the schools and parents in Lwengo District”. These ideas blended well with what some of the members of Board of Governors recommended: “ parents put an effort to sensitize students on the value of education; have continued discussions between teachers and parents on the achievement of the children; attend meetings whenever called upon; tough actions on parents who do not attend to their children for example during visitation days; regular community meetings on the way forward in improving education in the communities, participation of local leaders and community responsibility for the education of the children in the community and open air campaigns on the value of education in communities”.

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

These types of styles positively affect a variety of educational outcomes, such as students’ reading habits and homework, attitudes towards school and teachers, and commitment to school work. They also tend to reduce the frequency of behavioral problems and absenteeism. However Reid, 2002; Ofsted, 2004a do not agree when they state that in particular, a range of schools do not have appropriate reintegration and return-to-school strategies in place of having parents involved in meetings. However, it becomes a bad and disappointing experience for the teachers when many of the parents fail to respond as expected.

The board of governors shared their experiences about parents that to some parents, a visit to school is perceived as uncomfortable experience, perhaps a holdover from their own school days. Some parents who are uninvolved in school may not understand the importance of parenting styles or may think they do not have the skills to be able to help. Even parents who

are confident and willing to help may hesitate to come and be involved for fear of overstepping their bounds”.

The respondents went ahead to share ideas on how to improve educational attainments and these included bridging gaps between teachers, parents and children, monitoring teachers and students’ achievement would be ensured and decisions and policies set by the school that are geared towards students’ educational attainments would be implemented. Therefore from this discussion, research evidence clearly shows that children’s progress can be hindered by lack of parental styles in the attendance of the school meetings.

5.1.2 Parents’ payment of facilitation fee and students’ educational attainments in public secondary schools in Lwengo District

The researcher used the results obtained from the students and the teachers, including the interviews from the Ministry of Education and the Administrators.

According to the study, it was realized that failure of paying facilitation fees payment on time, leads to students’ absenteeism from school hence affecting their educational attainments in Lwengo District.

In answering the research question:

Does the payment of facilitation fees boost student educational attainments?

The study got positive answers where the administrators, students, Board of Governors agreed that payment of facilitation fee boosts good educational attainments. The child who is always chased due to lack of fees will not concentrate and so this calls for the parent’s cooperation to pay fees willingly and on time.

According to Considine and Zappala (2002) in their study on the influence of social and economic disadvantage in the educational attainments of school students in Australia found that families where the parents are advantaged economically foster a higher level of achievement in their children. Parenting styles in schools require taking up a variety of roles that include payment of the school dues to boost the students’ educational attainments.

The perceptions by the teachers and students on the role of early school fees payment however reflects the need to encourage early school fees payments as this affects the individual achievement of the students. They agreed that individual student’s scores in

exams, tests and quizzes improved with early payment of fees while late payment decreases the scores.

According to Nyamusana (2005), with or without USE, parents need to let their children go to school on time and provide them with necessary equipment, otherwise students whose parents don't conform to that have always been sent home for lack of school fees hence missing classes and exams. Not only that, Ssonko (2001), noted that even if the teachers and students are very good, the absence of financial resources could impinge on educational attainments.

Many of the scholars conclude that not much productive work is going on in these schools (Wilson & Corbett, 2001). However, Mizala and Romaguera (2000) noted that because this reform is one where money follows the student, it involves real school choice. Some families can choose to send their children to free subsidized schools, either municipal or private, or they can choose fee-paying private schools if they can afford the tuition fees. So there is a choice to make.

In contrary to Mizala and Romaguera the research agrees with the respondents that financial support from parents in form of facilitation fees contribute significantly to students' educational attainments at which it would enable provision of the necessary teaching and learning facilities and motivation of teachers among others which are essential ingredients effective teaching and learning process.

Tracy and Walter (1998) corroborate this when they submit that individuals at the lowest economic level are often the least well served by the school system. The persistence of this in the life of an individual student may spell doom for his academic success. In discussion with one of the administrators, great disappointment was expressed because such payments led to the hindrance of some activities and lack of some teaching and learning materials especially in the practical subjects. The head teachers lamented that "paying in three installments reduces concentration in class hence poor achievement.

When the school facilitation fee is paid on time, the students will concentrate in class, there will be reduced movements and worry among the students from school to home to collect facilitation fees, depression and worries about facilitation fees payment will be avoided and even self-esteem will be boosted hence good educational attainments.

These researchers recommend that these differences be considered by educators and policy makers as a way to encourage parents to pay facilitation fees on time hence realize good educational attainments.

5.1.3 Parents' provision of scholastic materials on the students' educational attainments in secondary schools in Lwengo District.

The researcher used the results obtained from the students and the teachers, including the interviews from the ministry of education and the administrators.

Following the analysis of the results on the research question:

It was found that provision of scholastic materials has an effect on the educational attainments of students in Lwengo District. Parenting styles help the parents to know and have ideas of allocation of resources required by their children at school like scholastic materials. Such caring parents can also motivate teachers to become more attentive towards students, thus maintaining the cycle of parent-teacher involvement.

Kalule (2006) believes that scholastic materials facilitate and supplement the teaching and learning activities. He further argued that from his teaching experience, performance is measured by examination scores which can be achieved by accessing and utilizing scholastic materials. He added that scholastic materials bring about students' involvement in learning and later affects educational attainments, involvement arouses enthusiasm and concentration. Availability of learning materials boosts the children's reading, having the read information into their minds hence expounding on knowledge which leads to good achievement.

From several interviews with the administrators and the Board of Governors, it was realized that students who have materials to read have ample time to have personal reading as they expound their knowledge of what they have read. Most students who are high achievers are well equipped with necessary learning materials as given by parents.

Hannon (1995) and Lee and Croninger (1994) seem to agree when they say that several researchers observe that the availability of reading materials in the home is directly associated with children's achievement in reading comprehension. "Providing students with materials once in a while leaves the children in need of these instructional materials to boost their reading and participation in class". As stated by one of the administrators that there are parents who think that the government provides all the materials this leaves the students at the mercy of the teachers.

Asikhia (2010) agrees with the administrators that most of the time, they cannot afford instructional materials, and are always at the mercy of examiners during examination period. The persistence of this in the life of an individual student may spell doom for his academic success. Babirye (2006) further explains that parents can still participate by enhancing the implementation of the school curriculum in a way of contributing towards scholastic materials.

According to SUPER project (1996), the study established the importance of instructional materials as a determinant of the educational attainments. Scholastic materials help students in understanding more of what has been taught and this can be achieved by effective supervision of students by their teachers. Furthermore, an effective teacher is one who can introduce the students to the proper use of scholastic materials with a view of enhancing their educational attainments. Students need to use scholastic materials and if need be each students to own them personally as they have been identified to affect educational attainments. Most of the time, they cannot afford instructional materials and are always at the mercy of examiners during examination period.

5.2 Conclusions

The study concludes that parents are not regularly attending school meetings. However, parents are vital stakeholders in schools and so they need to know progress of their children's educational affairs by actively participating and taking heed to the call made by the administration whenever needed.

Following research question two, the researcher concluded that failure in paying students' facilitation fees leads to poor achievement as many are absent from school, missing studies in Lwengo District.

Parents' failure to provide necessary scholastic materials leads to poor achievement as many students depend heavily on schools and yet public schools do not have enough necessary teaching and learning materials.

5.3 Recommendations

Basing on the study findings and the conclusions, the researcher delivered the following recommendations:-

Strict measures must be put in place by the District Educational Officer, which can enforce parents to fully participate in the academic affairs of their children.

Head teachers, Board of governors should clearly state and explain to parents about the necessity of teaching and learning materials to boost the students' educational attainments.

Uganda as a country and Lwengo district policies must continue to encourage the development of school-family-community partnerships as an essential component of larger school improvement efforts. Regular sensitization meetings and community non-formal education classes should be organized within Lwengo District to inform parents about the value of education to children, the community and the nation. This would be a way of encouraging them to be active in the Parent Teacher Associations, Board of Governors as well as the activities in the schools.

5.4 Areas for further research.

For future research, there is need to research about the quality of teachers and the students' educational attainments; the effect of infrastructural facilities in the school on the students' educational attainments; supervision of learners by teachers and their educational attainments; interest in learning by students; distance to school for day students; the role of Parents Teachers Association and the role of Board of Governors in public secondary schools.

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APPENDIX 1: QUESTIONNAIRES

A questionnaire for Head teachers on parenting styles and Students' educational attainments in public Secondary Schools in Lwengo District, Uganda

Dear respondent, the researcher is conducting a research in your school. The area of study is parenting styles and students' educational attainments in public secondary schools in Lwengo District. The questionnaire has been designed for purely academic purposes. This research will not affect you or your school negatively as all information will be analyzed along with that from other respondents to give a valid and meaningful report. I kindly request you to spare part of your time to answer the questions in it.

Section A: Background information

1. Name of School.....

2. Sex

(a) Male (b) Female

3. Age group

(a) 20-30 years (b) 31-40 years (c) 41-50 years (d) more than 50 years

4. Numbers of years in service

(a) 1-5 (b) 6-10 (c) 11-15 (d) 16-20 (e) 21-25 (f) more than 25

Section B: Parents' participation in meetings and students' educational attainments

5. Does your school often invite your parents to attend school meetings?

(a) Yes (b) No

6. If yes, how many times did parents/guardians participate in school meetings last year?

(a) Once (b) Twice (c) Thrice (d) More than thrice (e) Not even once

7. How would you rate parental participation in school meetings?

(a) Very good (b) Good (c) Fair (d) Poor

8. If parents do not attend the school meetings, what do the school authorities do?

(a) Send students back home (b) Give circulars (c) ignore parent

(d) The school does nothing (e) Others specify.....

9. Does parent’s attendance of school meetings affect your educational attainments positively?

- (a) Yes (No)

10. If yes, in what way?

- (a) Increase their esteem
- (b) Helps them to concentrate
- (c) Provides them materials
- (d) Advises them on what to do
- (e) Supervises students’ attendance
- (f) Others specify.....

11. If no, in what way?

- (a) Reduces their esteem
- (b) Makes them not to concentrate
- (c) Does not talk to teachers
- (d) Quarrels with them
- (e) Always punishes them
- (f) Others specify.....

Section C: Parents’ payment of facilitation fee and students’ educational attainments

12. Do parents pay their children’s facilitation fee on time?

- (a) Yes (b) No

13. How do most of the parents pay facilitation fee every term?

- (a) At once
- (b) In two installments
- (c) In three installments
- (d) In more than three installments.

14. Does facilitation fee payment affect the students’ educational attainments positively?

- (a) Yes (b) No

15. Have you experienced a drop in achievement as a result of late payment of facilitation fee?

- (a) Yes (b) No
- (c) Other reasons. Please specify.....

16. If the facilitation fee is paid early, how does it affect the students' educational attainments?

- (a) Scores improve in exams
- (b) Scores improve in tests
- (c) Students participate well in seminars
- (d) Students participate well in debating
- (e) Students pass quizzes
- (f) Others specify.....

17. If school facilitation fee are paid late, how does it affect the students' educational attainments?

- (a) Scores drop in exams
- (b) Scores drop in tests
- (c) Students do not participate well in seminars
- (d) Students do not participate well in debating
- (e) Students do not pass quizzes
- (f) Others specify.....

Section D: Parents' provision of scholastic materials and students' educational attainments

18. Do parents always provide students with scholastic materials when asked for?

- (a) Yes (b) No

19. How frequently do they provide scholastic materials?

- (a) Whenever I need it
- (b) Once in a while

(c) Not at all

20. Does the provision of scholastic materials affect students’ educational attainments positively?

(a) Yes (b) No

21. If scholastic materials are always provided by parents whenever needed, how does it affect?

- (a) Scores improve in exams
- (b) Scores improve in tests
- (c) Students participate well in seminars
- (d) Students participate well in debating
- (e) Students pass quizzes
- (f) Others specify.....

22. If scholastic materials are not provided whenever they needed, how does it affect educational attainments?

- (a) Scores drop in exams
- (b) Scores drop in tests
- (c) Students do not participate well in seminars
- (d) Students do not participate well in debating
- (d) Students do not pass quizzes
- (e) Others specify.....

23. How would you want the parents to actively participate in their children’s academic affair?

.....
.....

Thank you for participating in this study.

A questionnaire for Teachers on Parenting styles and Students' Educational attainments in Secondary Schools in Lwengo District, Uganda

Dear respondent, the researcher is conducting a research in your school. The area of study is Parental involvement and student' educational attainments in public secondary schools in Lwengo District. The questionnaire has been designed for purely academic purposes. This research will not affect you or your school negatively as all information will be analyzed along with that from other respondents to give a valid and meaningful report. I kindly request you to spare part of your time to answer the questions in it.

Section A: Background information

24. Name of School.....

25. Sex
(b) Male (b) Female

26. Age group
(b) 20-30 years (b) 31-40 years (c) 41-50 years (d)more than 50 years

27. Numbers of years in service
(b) 1-5 (b) 6-10 (c) 11-15 (d) 16-20 (e) 21-25 (f) more than 25

Section B: Parents' participation in meetings and students' educational attainments

28. Does your school often invite your parents to attend school meetings?
(b) Yes (b) No

29. If yes, how many times did parents/guardians participate in school meetings last year?
(b) Once (b) twice (c) Thrice (d) More than thrice (e) not even once

30. How would you rate parental participation in school meetings?
(b) Very good (b) Good (c) Fair (d) Poor

31. If parents do not attend the school meetings, what do the school authorities do?
(b) Send students back home (b) Give circulars (c) ignore parent
(d) The school did nothing (d) others specify.....

32. Does parent’s attendance of school meetings affect your educational attainments positively?

(b) Yes (No)

33. If yes, in what way?

- (g) Increase their esteem
- (h) Helps them to concentrate
- (i) Provides them materials
- (j) Advises them on what to do
- (k) Supervises students’ attendance
- (l) Others specify.....

34. If no, in what way?

- (g) Reduces their esteem
- (h) Makes them not to concentrate
- (i) Does not talk to teachers
- (j) Quarrels with them
- (k) Always punishes them
- (l) Others specify.....

Section C: Parents’ payment of school facilitation fees and students’ educational attainments

35. Do parents pay their children’s facilitation fee on time?

- (b) Yes (b) No

36. How do most of the parents pay school facilitation fee every term?

- (e) At once
- (f) In two installments
- (g) In three installments
- (h) In more than three installments

37. Does school the school facilitation fee payment affect the students’ educational attainments positively?”

- (b) Yes (b) No

38. Have you experienced a drop in achievement as a result of late payment of facilitation fees?

- (b) Yes (b) No
- (c) Other reasons. Please specify.....

39. If the facilitation fee is paid early, how does it affect the students’ educational attainments?

- (g) Scores improve in exams
- (h) Scores improve in tests
- (i) Students participate well in seminars
- (j) Students participate well in debating
- (k) Students pass quizzes
- (l) Others specify.....

40. If school facilitation fee is paid late, how does it affect the students' educational attainments?

- (g) Scores drop in exams
- (h) Scores drop in tests
- (i) Students do not participate well in seminars
- (j) Students do not participate well in debating
- (k) Students do not pass quizzes
- (l) Others specify.....

Section D: Parents' provision of scholastic materials and students' educational attainments

41. Do parents always provide students with scholastic materials when asked for?

- (b) Yes (b) No

42. How frequently do they provide scholastic materials?

- (d) Whenever I need it
- (e) Once in a while
- (f) Not at all

43. Does the provision of scholastic materials affect students' educational attainments positively?

- (b) Yes (b) No

44. If scholastic materials are always provided by parents whenever needed, how does it affect?

- (g) Scores improve in exams
- (h) Scores improve in tests.
- (i) Participate well in seminars
- (j) Participate well in debating
- (k) Pass quizzes
- (l) Others specify.....

45 If scholastic materials are not provided whenever they needed, how does it affect educational attainments?

- (f) Scores drop in exams
- (g) Scores drop in tests
- (h) Students do not participate well in seminars
- (I) Students do not participate well in debating
- (i) Students do not pass quizzes
- (j) Others specify.....

46. How would you want the parents to actively participate in their children’s academic affair?

.....

.....

Thank you for participating in this study.

A questionnaire for students on Parenting styles and Students’ Educational attainments in Secondary Schools in Lwengo District, Uganda

Dear respondent, the researcher is conducting a research in your school. The area of study is Parenting styles and students’ educational attainments in public secondary schools in Lwengo District. The questionnaire has been designed for purely academic purposes. This research will not affect you or your school negatively as all information will be analyzed along with that from other respondents to give a valid and meaningful report. I kindly request you to spare part of your time to answer the questions in it.

Section A: Background information

47. Name of School.....

48. Sex

(c) Male (b) Female

49. Age group

(c) 10-14 years (b) 15-19 years (c) 20-24 years (d) more than24 years

50. Class

(c) S.1 (b) S.2 (c) S.3 (d) S.4 (e) S.5 (f) S. 6

51. What was your position? E.g. 16 out of 100

Last year

First Term.....out of

Second term.....out of.....

Third term.....out of.....

Current term

First Term.....out of

Second term.....out of.....

Section B: Parents’ participation in meetings and students’ educational attainments

52. Does your school often invite your parents to attend school meetings?

- (c) Yes (b) No

53. If yes, how many times did your parent/guardian participate in school meetings last year?

- (c) Once (b) twice (c) Thrice (d) More than thrice (e) not even once

54. If your parent did not attend the school meetings, what did the school authorities do?

- (c) I was sent back home
- (d) Given circulars
- (e) Ignore parents
- (f) The school did nothing
- (g) Others specify.....

55. Does your parent’s attendance of school meetings affect your educational attainments positively?

- (c) Yes (No)

56. If yes, in what way?

- (m) Increase myself esteem
- (n) Makes me to concentrate
- (o) Provides the materials
- (p) Advises me on what to do
- (q) Makes me get more support from teachers
- (r) Others specify.....

57. If no, in what way?

- (m) Reduces myself esteem
- (n) Makes me not to concentrate
- (o) Does not talk to my teachers
- (p) Quarrels with me

(q) Always punishes me

(r) Others specify.....

Section C: Parents' payment of facilitation fee and students' educational attainments

58. Does your parent always pay your school facilitation fee on time?

(c) Yes (b) No

59. How does your parent pay your facilitation fee every term?

(i) At once

(j) In two installments

(k) In three installments

(l) In more than three installments

60. Have you experienced a drop in achievement as a result of late payment of facilitation fee?

(c) Yes (b) No

(d) Other reasons. Please specify.....

61. Does facilitation fee payment by your parent affect your educational attainments positively?

(c) Yes (b) No

62. If the facilitation fee was paid early, how does it affect the educational attainments?

(m) My scores improve in exams

(n) My scores improve in tests

(o) I participate well in seminars

(p) I participate well in debating

(q) I pass quizzes

(r) Others specify.....

63. If the facilitation fee is paid late, how does it affect your educational attainments?

(m) My scores drop in exams

(n) My scores drop in tests

- (o) I do not participate well in seminars
- (p) I do not participate well in debating
- (q) I do not pass quizzes
- (r) Others specify.....

Section D: Parents’ provision of scholastic materials and students’ educational attainments

64. Does your parent always provide you with scholastic materials when you need them?

- (c) Yes (b) No

65. How frequently does your parent give you scholastic materials?

- (g) Whenever I need it
- (h) Once in a while
- (i) Not at all

66. Does the provision of scholastic materials by your parent affect your educational attainments positively?

- (c) Yes (b) No

67. If your scholastic materials are always provided by your parent whenever you need it, how does it affect your educational attainments?

- (m) My scores improve in exams
- (n) My scores improve in tests
- (o) I participate well in seminars
- (p) I participate well in debating
- (q) I pass quizzes
- (r) Others specify.....

68. If your scholastic materials are not provided whenever you need it, how does it affect your educational attainments?

- (k) My scores drop in exams
- (l) My scores drop in tests

(m) I do not participate well in seminars

(n) I do not participate well in debating

(o) I do not pass quizzes

(p) Others specify.....

Thank you for participating in this study.

Interview guide for Ministry of Education and Sports Officials on Parenting styles and Students' Educational attainments in public Secondary Schools in Lwengo District, Uganda.

Dear respondent, the researcher is conducting a research in your school. The area of study is Parenting styles and students' educational attainments in public secondary schools in Lwengo District.

The Interview guide has been designed for purely academic purposes. This research will not affect you or your school negatively as all information will be analyzed along with that from other respondents to give a valid and meaningful report. I kindly request you to spare part of your time to answer the questions in it.

1. How would you rate parenting styles in students' educational attainments in public secondary school in Lwengo District in Uganda?
2. How would you rate parental involvement in students' educational attainments in public secondary school in Lwengo District in Uganda?
3. How does this affect the students' educational attainments in public secondary school in Lwengo District in Uganda ?
4. How do you gauge parents' provision of scholastic materials to students in public secondary schools in Lwengo District in Uganda?
5. How does this affect their achievement in school in public secondary schools in Lwengo District in Uganda?
6. Do you think parents do not pay facilitation fees on time? How does this affect achievement of students in public secondary schools in Lwengo District in Uganda?
7. What policies can be put in place to enhance parenting styles in students' academic life in public secondary school in public secondary schools in Lwengo District in Uganda?