

**PARENTAL INVOLVEMENT AND ACADEMIC PERFORMANCE
IN PHYSICS IN SELECTED SECONDARY SCHOOLS
IN MBALE MUNICIPALITY, UGANDA**

BY

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DECLARATION

I, Neumbe Phen, declare that this research report is my own work, and that it has never been presented for a Degree award to any University/or Institution.



25th/05/2016

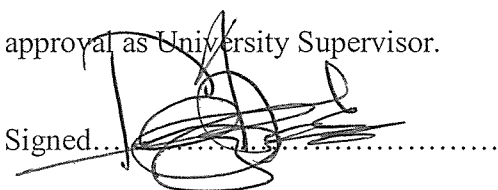
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APPROVAL

This is to certify that this research dissertation has been submitted for examination with my approval as University Supervisor.

Signed.....



Mundu Mustafa

Date

24th/05/2016

DEDICATION

This research is entirely dedicated to my papa Mr. Nabaya Moses and Mayi Mrs. Nambozo Oliver for their encouragement and assistance rendered to me throughout my studies and also as far as this research is concerned. May the almighty God bless you all.

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LIST OF ACRONYMS

UCE	Uganda Certificate of Education
UACE	Uganda advanced Certificate of education
MOFPED	Ministry of finance, planning and economic development
UNEB	Uganda national examination Board
HOD	Head of department
PTA	Parent teachers association
A Level	Advanced level
O'level	Ordinary level
QN;	Question
%;	Percentage

ABSTRACT

Parental involvement in children's activities is very important since their responsibility can affect a child's life in aspects. This study investigated the effects parental involvement in their children education activities and academic performance in physics subject in mbale municipality, Uganda. The study sought to find out whether the parental involvement in their children's education activities affect academic performance in physics subject and to establish the significant relationship between the variables.

The study used a descriptive survey design in a particular descriptive correlation design. The population of this study was 50 teachers from the eight schools selected from mbale municipality .The sample size were best selected by use of Slovene's formula. The research instruments used to collect primary data were questionnaires and the check list.

It was established that the parent's involvement in the school activities of children is low. The research finding revealed that the level of performance in physics was low in selected secondary schools, a significant strong positive relationship was also found out to exist between the level of parental involvement and academic performance in physics subject in Mbale municipality .The study recommended that parents fully get involved in education activities of their children.

The researcher therefore recommend that there should be supervision out by the ministry of education and sports, district inspectors of schools to inspect all school programs which bring parent and teachers on board and if not existing, then they should be called upon to respond accordingly. Recognition or awarding parents who fully get involved in education activities of their children by school and government. Developing of programs which increase parent involvement in education activities which reduce the gap between children's learning activities and their parent's such as meetings at least two times a term. Sensitizing the public about the importance of parental involvement in their children's learning activities through mass media such as radios, televisions will increase parent's awareness of what parental involvement means because majority of the parents are ignorant. Involving political leaders, leaders for non-governmental organization such as churches, mosques and stake holders for other places where people gather to mobilize and encourage parents about the importance of full involvement in their children's education activities on academic performance of physics subject.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter include the following background of the study, statement of the problem, purpose of the study, research objectives, research questions, scope, significance of the study, conceptual frame work and Operational definition of the key terms

1.1 Background of the study

The modern school type was introduced in Uganda by the colonizers the Britain. Secondary education was established in 1902 by the missionaries. They began to establish schools, and first high schools were Namilyango collage, Kings College Buddo, St Mary's Kisubi, Gayaza high and others. The missionaries acted as the teachers in these schools. The chiefs /kings offered free land on which schools were built and the local people offered free or cheap labor to construct schools. (Ministry of education and sports 2008).

In 1925, the government of Uganda assumed active role in the education since at that time colonization was completed and government had money from cash crops to run schools. At this time few people understood the value of education, however they kept on increasing slowly and slowly. By 1937, due to increasing demand for high schools, the first private schools were introduced. Aggrey memorial college school was the first, followed by ChwaII Memorial College in 1939. Currently many schools, basing on the Uganda education statistical abstract (2009), there are over 3149 schools in the country among which 949 are government aided and 2200 are non-government aided. There are 1,144,454 students who enrolled in the secondary education, 648,014 were male and 546,440 were females (Ministry of education and sports (2004).

According to the World Bank (2003), secondary education is the important level in determining one's career basing on the education system of Uganda. A student chooses the best area of specialization that's to say physics subjects or arts subjects depending on their abilities or determination. Physics subjects include biology, chemistry, physics, and mathematics. And arts subjects include history, religious studies, and business studies among others. However in terms of academic performance, in physics subjects it has remained low in comparison to art subjects.

Secondary schools are divided into two categories, that is public and private schools. The World Bank (2004) points out those private schools located in the urban, the private schools operate in better premises, and they generally run in the single shifts in all grades and parental involvement is great. But however both schools can be day or boarding or both day and boarding. This level Secondary education comprises of two levels namely; four years of lower secondary education leading to the Uganda Certificate in Education (UCE) and two years of upper secondary education leading to the Uganda Advanced Certificate in Education (UACE). At present, there are 1651 Government aided secondary schools and about 1898 private ones. Like primary schools, many secondary schools lack some of the basic facilities particularly textbooks and equipment. (Ministry of education and sports (2004). However Physics subjects also remain the Achilles' heel of Uganda's education even as more efforts are put into promotion of the academic field. Results for the 2012 Uganda Certificate of Education (UCE) examination indicated that physics continued to be poorly performed compared to the arts.

According to UCE results (2012) mathematics and physics subjects were the most poorly performed. 42.5% of the candidates failed Biology and only 1% got distinctions 3rd 23.9% got credits. Of the 261,641 candidates who sat for Mathematics last year, only 2.1% got distinctions compared to 2.6% in 2011. Those with credits were 23.9% compared to 23.7% the previous year. In physics, 52.7% of the candidates failed and only 0.7% got distinctions compared to 1.5% in 2011. Those who passed with credits were 18.1% compared to 22.9% in 2011. In chemistry, 0.9% passed with distinctions compared to 0.6% in 2011 and 11.2 % compared to 2011 The teachers in say low academic performance in physics subjects is due to parents ignorance to be fully involved in the education of their children. They emphasized that parents think that) saying fees alone is guarantee for better academic performance in physics subjects.

The findings support from the UNEB chairman asserted on the benefits of parental involvement in child learning, that Parents need to be part of their children's learning and stop excuses that they are illiterates. Involvement in children's education does not mean only reading books but also monitoring their participation in activities like sports days and music, dance and drama concerts, he adds that, according to their research report, 90% of the learners in the schools, their parents are not fully involved in the education activities of their children.

The full involvement of parents, there should be parent teacher organizations or associations to facilitate communication with the school directors and teachers on effective ways to help children learn, to encourage parents and participate in the education of their children actively (Epstein 1997).

The schools being an open system, all people in the community have to contribute to the success and safety of the children. This is enhanced by a closed partnership between the parents and the school.

1.2 Statement of the problem

Since, the year 2006, the year when physics subjects in secondary schools were made compulsory in Uganda, academic performance for students in physics subject in Mbale Municipality has been too low (Ministry of Education and Sports, 2004). Results for the 2012 Uganda Certificate of Education (UCE) examination indicated that physics continued to be poorly performed compared to the arts subjects in Mbale Municipality Uganda. It has been noted that academic achievement of students may not only depend on the quality of schools and the teachers, rather the extent of parental involvement has vital role to play in academic achievement of their kids. It is upon this background study that intends to examine how the extent of parental involvement in academic activities of their children affects their performance.

1.3 Purpose of the study

To establish the parental involvement in their children's education activities and academic performance in physics subject in Mbale Municipality Uganda.

1.4 Objectives of the study

The following are the objectives of the study;

1. To determine the level of Parental involvement in their children's education activities in Mbale Municipality Uganda.
2. To establish the level of academic performance in physics subjects in Mbale Municipality Uganda.
3. To find out how Parental involvement in their children's education activities affect academic performance in physics subjects in Mbale Municipality Uganda.

1.5 Research Questions

The study was seeking to answer the following questions:

1. What is the level of parental involvement in their children's' education activities in Mbale Municipality Uganda?
2. What is the level of academic performance in physics subject in Mbale Municipality Uganda.?
3. What is the effect of Parental involvement in their children's' education activities and academic performance in physics subjects in Mbale Municipality Uganda the study

1.6 Scope of the study

This involved the geographical content and time scope

1.6.1 Geographical scope

The research was carried out in Mbale Municipality which is found in eastern region of Uganda. The study dealt with eight secondary schools selected in Mbale Municipality.

1.6.2 Theoretical Scope

The study was based on the system theory proposed by Joyce Epstein's (1997), which is assumed that more the parental involvement in academic activities, the higher the level of academic achievement of their children. Since the main objective of the present research is to find out whether or not any association exists between the parental involvement and the academic performance. This assumption seems to be partly consistent with the theoretical schema of frame work of six types of parental involvement.

1.6.3 Content scope

In the study, the independent variable was parental involvement in their children's' education activities and the dependent variable was academic performance in physics subjects. In simple terms the study sought to find out whether parental involvement in their children's' education activities influences the students' academic performance in physics subjects.

1.6.4 Time scope

The time frame was scheduled to take a period of 7 months that is from October to April of 2016.

1.7 Significance of the study

The findings from the study were expected to benefit the following

Learners; This research may enable them to be fully supported by the parents and the whole community at large following parental awareness about their role as concerns the learners' education. This in turn will enhance better academic performance in physics subjects.

Parents; They were aware and this study will help them discover their responsibilities in rendering at least minimal support will help to enable their children score better grades in the national examinations of the country.

Teachers; The research findings may enable them to achieve their objectives and goals of the school as parents will get fully involved in their children's education activities.

Ministry of education; The study increased the ministry's awareness as concerns the levels of parental involvement in their children's education activities and academic performance in physics subjects.

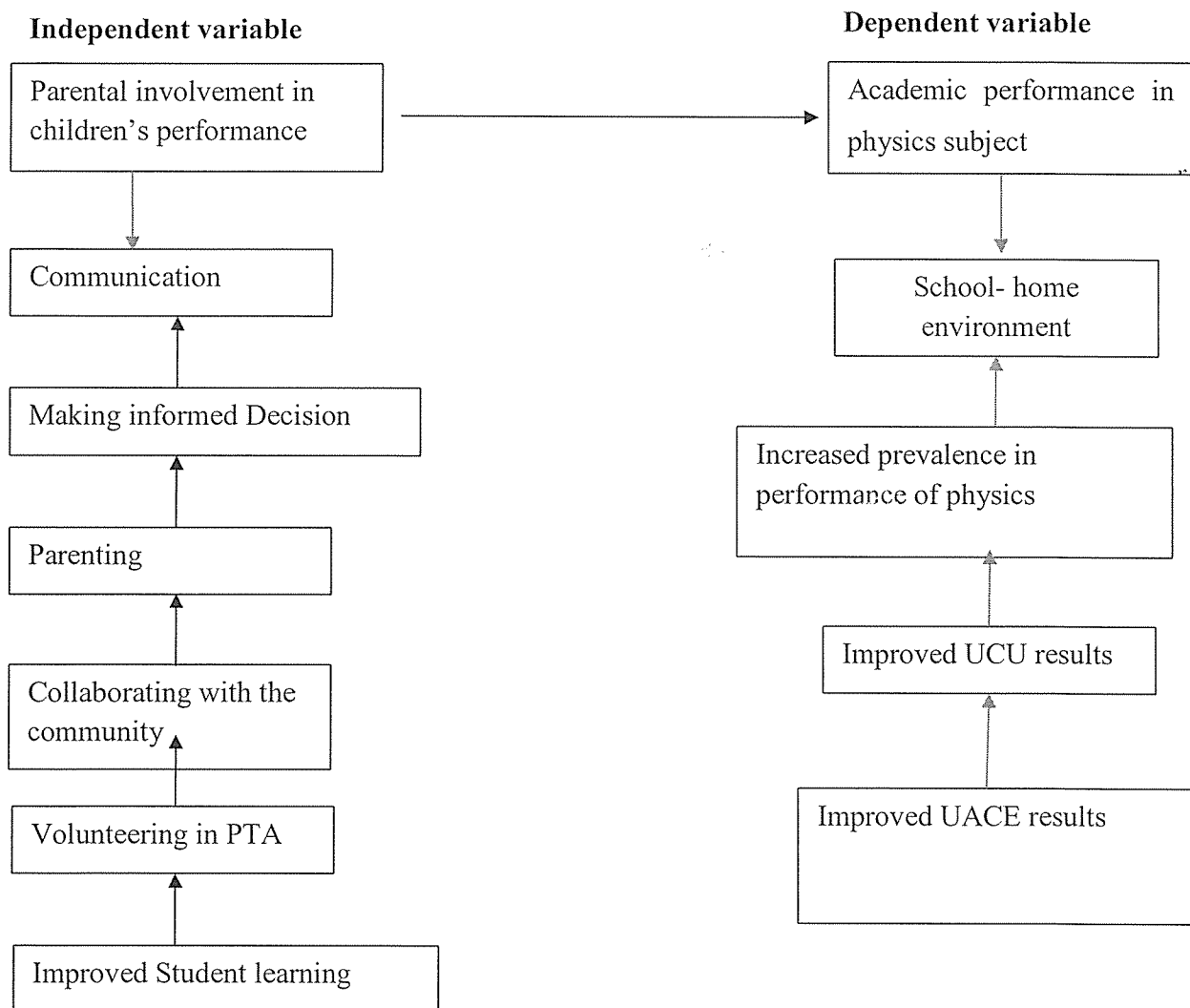
Government of Uganda; Through the findings of this study, the government may increase its awareness and find possible ways of sensitizing the parents to understand the effect of their full" involvement in their children's education activities on the academic performance of physics subjects.

Educational planners; This study may enable them to be aware of the influence of parental involvement in their children's education activities on the academic performance in physics subjects.

Researchers; To other researchers, this study will act as a source of knowledge or their first stepping stone to continue with the study for other purposes.

1.8 Conceptual Frame work

Figure 1 presents the relationship between the independent variable (Parental involvement in their children's education activities) and the dependent variable academic performance in physics subject.



Source: based on Epstein (1997) findings

Figure 1, describes parental involvement in their children's education activities by communicating with the school about learner's progress, volunteering to the school to offer necessary support to the school for the proper running to enhance high performance of the

learners, playing well the role of parenting to the learners, supervising the students' learning and providing necessary scholastic materials while at home, getting involved in decision making with the school about the school's progress, and collaborating with the school enhances high academic performance in schools.

Communication; parents and educators communicate to share, gather information. This is only effective when effective forms of home-to-school and school-to-home communications about the school programs and children's progress conferences with every parent at least once a year are designed. Language translators to assist families as needed. Regular schedule of useful notices, memos, phone calls, newsletters and other communications.

Parenting; The role of families in the development of the child is not less important than that of the school. For instance there should be family support programs to enable learners have good health, nutrition and other services. Home visits at transition points to pre-school; elementary, middle and high school ought to be a must for every parent.

Volunteering; Recruit and organize parent help and support. School and classroom volunteer program helps teachers, administrators, students, and other parents. Parent room or family center for volunteer work, meetings and resources for families. Annual post card survey to identify all available talents, times and location of volunteers.

Learning at home; Providing information and ideas to families about how to help students at home with homework and other curriculum related activities, decision and planning. Information for families on skills required for students in all subjects at each grade. Information on homework policies and how to monitor and discuss schoolwork at home. Family participation in setting student goals each year and planning for college or work.

Decision making; Parents take part in decision making especially in school decisions, developing parent leaders and representatives. Active parent teacher associations or organizations, advisory councils, or committees for parents leadership and participation. Independent advocacy groups to lobby and work for school reform and improvements. Networks to link all families with parent representatives.

CHAPTER TWO

REVIEW OF LITERATURE

2.0 Introduction

This chapter includes the following conceptual review, theoretical review and related studies.

2.1 Conceptual review

Parents have to supply school materials for their children and monitor their work. (Cooper, Lindsay, and Greenhouse, 1998).

Hackle (2006) points out that lack of helpful information to parents results into lack of parental involvement in the education. He adds that lack of proper awareness about learners' conduct at both schools and homes affect the proper understanding of the learners which in turn affects effective preparation of the children for the future.

Desforges and Abouchaar (2003) says that more educated parents tend to get much involved in the children's education. Such parents are likely to volunteer to the school in any way with the general intension of seeing their children to a bright future.

According to UNEB UCE report (2012), chairperson asserted that parents should drop all excuses and be part of their children's learning. "Parents need to be part of their children's learning and stop excuses that they are illiterate. Involvement in children's education does not mean only reading books but also monitoring their participation in activities like sports days and music, dance and drama concerts," also research report of Uwezo (2013) pointed out that 90% of the learners in the schools, their parents are not fully involved in the education activities of their children.

Schneider and Coleman (1996) emphasize that better results in the schools is amounted to better planning as a result of parental involvement to identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. Information for students and families on community health, cultural, recreational, social support, and other programs services. Information on community activities that link to learning skills and talents, including summer programs for students (Epstein 1997).

2.2 Theoretical Perspective

The study was based on the system theory proposed by Joyce Epstein's (1997), which is assumed that more the parental involvement in academic activities, the higher the level of academic achievement of their children. This assumption seems to be partly consistent with the theoretical schema of frame work of six types of parental involvement.

According to Henderson (1997), a school system is made of subsystems such as pupils, teachers, principals, central office administrators, parents, and community. Parents, being an important component of the education system should be involved in education and function as providers of school materials for their children, and who control the materials supplied to pupils by school, and monitor homework assigned to pupils by the school. Parents' function may also be that of participating in meetings with educators, playing a considerable role in decision-making, supporting the school in various ways, and giving monetary incentives to teachers. As asserted by Sergiovanni (1999), requirements, such as law, pupils' academic success, and the expectations of parents, values and policies are also subsystems of educational system. Pupils' academic performance very important function of educational system which helps to measure the attainment of the school system's goals.

The people who populate the school system- pupils, parents, teachers, staff, and volunteers- must share responsibility for the results, and they must understand clearly what is expected of them and how they can contribute. The subsystem of the school include also its internal decision-making structures, its policies and practices, its goals, its personnel and their various roles, its achievements and successes, etc.

Determining and improving quality of school requires methods for measuring the functioning of each subsystem, and the system as a whole (Sergiovanni 1999). According to Michael Marquardt (2002), a school system is composed of five subsystems: (1) learning (2) organization (3) people (4) knowledge (5) technology. He insisted that the five subsystems should support, strengthen and rejuvenate one another for power to thrive within the system. The subsystem people include teachers, administrators, pupils, parents, and community. Pupils' academic performance of pupils is the most relevant indicator of the achievement of educational system goals; and parents are subsystems that help much in attaining those goals.

In a word, when the subsystem parents encourage the subsystem pupils in their learning process, the outcome is that there is pupils' academic performance. The two subsystems have different functions but interrelate to attain the goals of the school system as a whole; hence, parents' involvement influences pupils' academic performance of their children.

2.3 Related Studies

2.3.1 Level of Parental involvement in the children's education activities

According to Desforges and Abouchaar(2003) parent's involvement as defined as a role which calls for activeness in care taking of a learner both at school and at home. In the school, parents (care takers) can take part in supporting, planning, directing in the Spursuit of the school goals. This calls for commitment and neither teachers nor parents alone can make it to fullest. At home, parents can take part in supporting, monitoring of the children. Parental involvement takes place when active resourceful and responsible contribution is made to promote the well-being of the community (Jesse 2009).

Epstein (1997) developed a framework for defining six different types of parent involvement. This framework assists educators in developing school and family partnership programs. "There are many reasons for developing school, family, and community partnerships.

Epstein's framework defines the six types of involvement and lists sample practices or activities to describe the involvement more fully for students, parents, and teachers. And in addition the six types of involvement are the National standards for Parent/Family involvement.

Parental involvement in a child's education is consistently found to be positively associated with a child's academic performance (Hill & Craft, 2003). High illiteracy rates of the parents adversely affected community school links. Often the parents from nomadic areas do not see the point in supervising homework or even of keeping girls in school. At the family level, parents have negative attitudes towards girls' education and that girls suffer from domestic work overload, a situation that reduces their interest in pursuing education (Chege 2008). The low exposure of the parents to education, or none exposure to other lifestyles, especially those of a literate society, may limit their knowledge on benefits of education. They may not be aware that the benefits of education are intergenerational and in fact accumulate over time hence the adverse consequence or function of the immediate environment of the people.

2.3.2 The Level of academic performance

The measurement of educational achievement in schools is by academic performance. The Connecticut State Department of Education (2008) defines successful pupils as those who can read, write, compute, analyze information, think critically and creatively, solve problems, communicate effectively and use technology, c-Defining standards for success and continually monitoring progress enables schools and other institutions in charge of education to make data-based decisions about allocating resources, establishing curricular priorities and supporting new initiatives that Will directly enhance the success of all pupils (CSDE (2008). Pupils' academic performance is of great importance. Academically successful adolescents delay participation in sexual activities, have higher self- esteem, lower levels of depression and anxiety are less likely to abuse alcohol and to exhibit socially deviant behavior, and are less likely to engage in substance abuse (Filozof, Albertin, & Jones, 1998).

Educational performance is important because it is strongly linked to the positive outcomes we value for children. Not surprisingly, research shows that adults with high levels of education are more likely to be employed, and earn higher salaries (National Center for education Statistics, 2001). School grades are just a way to judge how a student is doing in his/her classes. When the student does not score high enough he/she will not pass the next level of school. Other than those reasons, though, grades are just a way to measure your progress and make sure you are learning the things you will need to succeed in your life once you graduate.

The major reason for assigning grades is to create a public record of a student's academic assessment that can accurately and effectively communicate to others the level of mastery of a subject a student has demonstrated (Gallagher 1998; Gredler1999; Linn and Gronlund 2000; Nickto 2001; Oosterhof 2001; Stiggins 2001). Friedman and Frisbie (1995, 2000) make a particularly strong argument for making sure that the report card grades accurately report information to parents about a student's academic progress and that teachers and administrators share a common understanding of what information a grade should communicate. They suggest that since grades become part of a student's permanent record, the purpose of these grades must be to communicate a valid summary of a student's academic achievement in the subject that is listed next to the grade on the record. In order for teachers to know if pupils are achieving

academic knowledge, they generally are required to not only assess pupils' knowledge in some way but eventually summarize that assessment into a letter or numerical grade.

According to Yessica Gloria (2008), every student exactly wants to enter the next higher education but he/she has to pass national exams first. Besides socially, having good scores in national exam can give the pupils a good prestige. It brings the pupils a desire to reach a high score. So directly, national exam can give a strong motivation to the pupils to study hard and hard every day As Yessica Gloria goes on implementation of national exam reveals the justice in passing the pupils. It is an instrument to create a fair competition among pupils, schools, districts and provinces; and it is able to motivate the pupils to study more seriously.

Research indicates that there are positive academic outcomes stemming from parental involvement with benefits beginning in early childhood, throughout adolescence and beyond (Kutnick, 2000). Shaver and Walls (1998), are also support this view point out, arguing that the connection between parents and school achievement is real. Parental involvement in learning activity is a strategy that was found by Becker and Epstein (1982) to increase the educational effectiveness of the time that parents and children spend together at home. Teachers and parents agree on the involvement of parents, seventy one percent of principals and fifty nine percent of teachers called it a priority based on research conducted by. Those schools whose parental involvement is strong provide a lot of benefit to the students. " How Strong Communication Contributes to Student and School Success: Parent and Family Involvement" shows that improved parental involvement not only leads to higher academic achievement, but to better attendance and improved behavior at home and school as well. When school and home work together collaboratively, and using a competent approach to education, it can make a huge difference in student achievement (Padgett 2006). The National School Public Relations Association (NSPRA) suggests that a formal policy be created. Lack of planning was seen as one of the most challenging aspects to more involvement.

Sheldon (2002) highlighted minimal resources parents acquire through social networks as one reason parents are less involved in their children's education. Another is the educational level of the parents can present a barrier to the school involvement, Stevenson and Baker (1987). The parents with more education are actively involved in Parent Teacher Association meetings and conferences. The involvement decreases as the students move from elementary to middle school

because parents are less knowledgeable in some of the academic subjects. Eccles and Harold (1993) found that less educated parents shift their attention away from school because they feel inadequate to help their children with homework. The quality of parental involvement makes all the difference. A parent's enthusiasm about education is, in most instances the underlying factor that contributes the child's academic success.

2.3.3 Effects of parental involvement in their children education activities and academic performance

The impact that parents can have on their child's learning and achievement transcends income levels and social status (Mark, 2003). In fact, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family's able to: (1). Create a home environment that encourages learning; (2). Express high (but not unrealistic) expectations for their children's achievement and future careers ;(3). Become involved in their children's education at school and in the community." If two of these three criteria are accomplished, children of low income families will achieve at or area above the levels expected of middle class children.

A child's learning is enhanced when schools encourage parents to stimulate their children's intellectual development. Numerous studies have shown that the home environment has a powerful effect on what children and youth learn, not only in school but outside of school as well. This environment is considerably more powerful than the parents' income and education in influencing what children learn in the first six years of life and during the twelve years of primary and secondary education (Duflo, 2001). One major reason that parental influence is so strong, is because the children spend more than ninety percent of their time from infancy throughout their childhood outside school under the influence of their parents. Therefore, ultimately the parents are their first and most important teacher (Sirin, 2005).

Parental involvement is a valuable component of any student's education. It is a well-established fact that parental involvement is linked to children's success at school. When parents are involved in their children's education at home, they do better in school. The level of parent school involvement is a better predictor of grades than are standardized test scores (Oloo, 2003). Today, it is widely recognized that parents play an essential role in their children's school

life. Numerous types of parental involvement have been shown to develop cognitive growth and success in school. Schools are working hand in hand with parents,(Avvisati et al 2010), describe parents and schools as policy makers with similar functions when it comes to children.

The results of numerous studies reveal that parents' involvement has a potential to improve pupils' academic performance (Bryan & Sullivan Burstein: 1998). A number of researches on parents' involvement and pupils' academic performance have been carried out and the common findings are that the schools where parents get involved in the learning of their children perform better. Etsey(2005) conducted a survey to determine the influence of parents' involvement on primary school performance in Ghana and the findings showed that such influence existed. This survey will be conducted to find out the causes of low academic performance of primary school pupils in the Shama sub metro compared to the high-achieving schools of the country. Etsey (2005) reported that parents play an integral role in assisting pupils' learning. School materials and morale that a student can have are found not only at school but also at home.

The U.S. Department of Education (1997) research on parent involvement outlined three important aspects for children's development and academic success These include demonstrating attitudes, values and interactions about learning through parenting; creating partnerships between schools and homes using two-way communication; and developing a sense of shared responsibility for learning outcomes by both school and parents. Kabaana(1999) reported that parents should be encouraged to take an active role in the education of their children and provide resources to support their involvement. The family is the key factor in contributing to individual's academic performance and success. As cited by Kabaana (1999), there are numerous factors can alter pupils' performance in school: various activities in which a child may engage in. A case in a point are rural school children who overwork after school, give little or no time for revision at home, and the effect is that such children register poor academic performance.

Muhaya(2005) argued that in 2004 urban schools perform better because parents were more involved in learning activities of their children. He said that parents contributed to the teachers' monetary incentives, provided their children with enough school materials (books, pens, pencils and other school needs). When pupils are not provided with school materials by their parents, they do not attend regularly; they become absentees or get to school late because they feel uncomfortable to be in classroom without writing materials. The effect of lateness and

absenteeism and irregular school attendance is that material that is taught is difficult to understand because the teacher cannot repeat the lesson in favor of absentees. According to Etsey (2005), the lack of school needs cannot provide a stable mind and conducive environment for the pupils to study. Lack of school needs like school bags, exercise books, pencils, rulers, pens and other writing materials result in the situation where the pupils could not do any assignments in the class but become onlookers or bystanders, hence their poor performance. In addition, it is indicated that pupils and parents consider homework and home learning to be an important part of school life, and the evidence shows a positive relationship between time spent on homework and achievement.

Davies (1991) review of the research on family involvement reveals the two important themes: it ensures that all children have the tools they need for success; it encourages the development of the whole child, including social, emotional, physical, and academic growth and development. Etsey(2005) recognizes that school materials and morale that a student can have in the learning process are found not only at school but also at home. As he goes on, the parental support variables causing the pupils to perform poorly academically were their inability to provide breakfast, textbooks and basic school needs, less interaction with children's teachers and less involvement in Parent Teacher Association. The variations in pupils' academic performance can be attributed to parents' expectations and obligations for educating their children (Coleman: 1988).

Pupils' academic performance becomes more positive when their parents are involved in the learning activities of their children. Parents have to supply school materials for their children and monitor their homework which can improve pupils' retention and understanding of the covered material (Cooper, Lindsay, Nye and Great house, 1998), be supportive for the school, interact with the teachers, provide with them monetary incentives and participate in the school planning and decision making. Indeed, parents have to collaborate with educators of their children to stimulate the children in their learning activities because home and school should be connected. When parents are involved, pupils get higher performance: higher grades, test scores, better school attendance, increased motivation, decreased use of drugs and alcohol, and fewer instances of violent behavior (Epstein: 1997).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology that was used in the study. This included research design, area of study and target population, and selection of respondents, data collection methods, data quality control, and ethical issues and data analysis.

3.1 Research design

The study used a descriptive survey design in a particular descriptive correlation design with the reason that the researcher wanted to find out the relationship between Parental involvement in their children's education activities and academic performance in Physics subject.

3.2 Population

The population of this study was 58 teachers from the eight schools in Mbale Municipality. The teachers were preferred as better respondents to parents because at least teachers understand and knew better the levels of Parental involvement in their children's education activities and their performance in Physics subject and would respond without biasness. The parents were less preferred due to the fear that they would be biased, and could lack the necessary information as concerns the academic performance in Physics subject.

3.3 Sample size

In the study, the sample of 50 Respondents was got from the population of the teachers from the selected eight schools according to the much time of their existence in Mbale Municipality. The sample size was selected by use of Slovene's formula, and is as follows: $n = \frac{N}{1+N(e)^2}$ where:

n=sample size

N=population

e=is a constant $(0.05)^2$

3.4 Sampling procedure

The researcher used a purposive sampling technique and stratified random sampling technique. Purposive sampling technique was used to select the teachers (heads of Physics departments).

According to their time of existence, the more the time of existence, the more the chances of being selected and also if the school had more Physics teachers stood more chances. The stratified random sampling was used to select the respondents from different schools. In this process, the researcher used the time of experience in the field by the teachers to select the respondents in each school.

3.5 Instrument for data collection

3.5.1 Primary data

The research instrument used to collect primary data was questionnaires and checklist. The questionnaires collected data to determine the level and effects of parental involvement in their children's education activities and the checklists collected data for students' results for the Physics subject in the UNEB examinations for senior four for eight years.

The researcher made checklist, used to gather precise relevant data (total aggregates for only Physics subject) of the results of UNEB O' level for the years since 2007 to 2014 for the students in the selected eight schools.

Secondary data

The researcher made use of the available secondary data sources which included personnel and record departments of the institutions, text books, journals, newspapers, internet, among other sources so as to ensure critical evidence and areas of reference.

3.6 Data quality control

3.6.1 Validity

This refers to the ability of the instruments to produce findings that are in agreement with theoretical and conceptual values, for this study purpose the instruments were given to the supervisor to comment on ambiguity, difficulty and relevance of the questions to ensure construct content and face validity.

3.6.2 Reliability

Reliability was used to measure the degree to which the questionnaires may produce consistent results under the same conditions. It is the degree to which instruments consistently measure

whatever it is measuring. The instruments were pretested in order to ascertain accuracy and ability to produce the necessary and adequate responses.

3.6.1 Procedure for gathering data

Before administering the questionnaire

1. An introduction letter was got from the college of education, under the Physics department of the university to solicit approval to carry out the study from head teachers of the schools.
2. After approval, the researcher got the list of the respondents from the management of the selected schools. Using the systematic random sampling technique, the sample size was drawn from the population of the teachers in each specific school.
3. The researcher printed more than enough questionnaires for the teachers and enough checklists for the head teachers.

During administration of the questionnaires

1. The researcher distributed the questionnaires to the respondents, and he was brief and orient them in order to have consistency in the data.
2. The researcher emphasized the retrieval of the answered questionnaires after nine days from the date of distribution.
3. During retrieval all questionnaires was checked to see if they have been fully answered.

After the administration

The data was gathered, entered into the computer and treated statistically using excel.

3.7 Data analysis

The frequency and percentage distribution was used to determine the demographic characteristics of the respondents. The frequency, percentages and mean will be used to find out the level of parental involvement in their children's education activity and academic performance in Physics subject. The following ranges were used to arrive at the mean of the indicators and interpretations.

X for the level of parental involvement

Mean	Mode of response	Interpretation
4.5-5.5	Strongly agree	Very high
3.5-4.5	Agree	High
2.5-3.5	Disagree	Low
1.5-2.5	Strongly disagree	Very low

Y for the level of academic performance in physics subjects

Level of performance	Interpretation
0 – 25% Passed	Very low
26 – 50% passed	Low
51-75% passed	High
76-100% passed	Very high

3.8 Ethical considerations

The confidentiality of the information was ensured by practicing the following activities by the researcher.

1. The name of the respondent was not to appear on the questionnaire.
2. The name of the schools in the study was not to be reflected.
3. Permission was solicited first from the concerned individuals before the study.
4. The researcher acknowledged the authors quoted in the study by citations and referencing.
5. All the findings were presented in the general manner.

3.9 Limitations of the study

Inadequate resources more so financial resources since the researcher had to pay for Internet services, pay for secretarial services, and transport costs since the researcher had to move from place to place looking for data relevant for this study. But this was solved by soliciting for funds from all available sources say friends, parents.

There was a serious problem of non-response by the respondents. Some respondents refused to provide information and may asked a lot of questions, others were too busy to be contacted for information, this made the researcher to miss out important data for this study.

The busy schedule of the respondent was also be a problem in that the researcher hardly got time to discuss with the respondents and for them to fill the questionnaires, this was solved by making appointments on phone.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter covers the study result, analysis and interpretation of parental involvement and academic performance in physics in selected secondary schools in Mbale municipality in accordance with specific objectives. The data was presented in tables and pie charts.

4.1 Demographic Data

The information presented includes; gender, age, level of qualification and teaching experience.

Table 1: Showing Gender Distribution of Respondents

Gender	Frequency	Percentage
Male	35	70
Female	15	30
Total	50	100.0

Source; Primary

Table 1 show that there were more male respondents with 70% and 30% females:

Table 2 Showing Age Distribution of Respondents

Age	Frequency	Percentage
20-30	10	20
31-40	20	40
41-50	15	30
50 and above	5	10
Total	50	100.0

Source; Primary data

Table 2. Shows that most of the teachers were between the age of 31-40 with 40% and only 10% above 50 years.

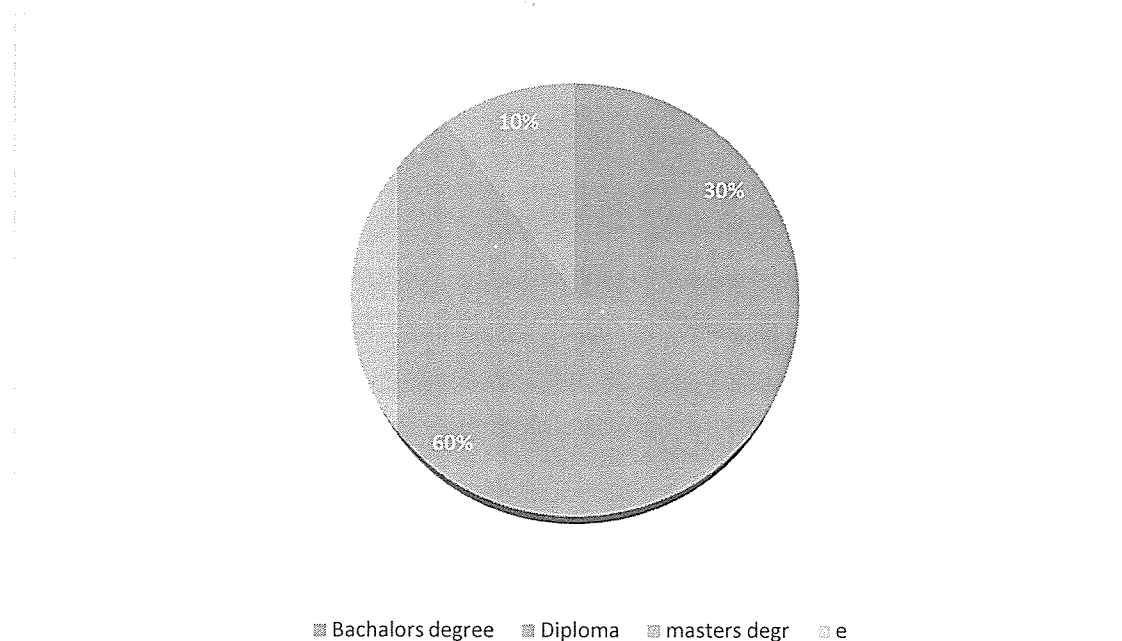
Table 3: Showing Teaching Experience of Respondents

Years	Frequency	Percentage
Less than 2	5	10
3-5	13	26
6-8	20	40
9-11	8	16
12 and above	4	8
Total	50	100

Source: Primary Data

Table 3 shows that most of the teachers had a teaching experience of 6 years and above and only 5 had less than 2 years

Figure 1; Pie Chart Showing Level of Qualification of Respondents



Most of the teachers were diploma holders with 60% and only 10% had master's degree and 30% with master degree

4.2 Determination of Level of Parental Involvement in Their Children's' Education Activities in Mbale Municipality Uganda

The second objective of the study was to assess the level of parental involvement in their children's' education activities in Mbale Municipality Uganda. The data collected was presented and interpreted as shown below.

Table 4: Shows Responses on the Level of Parental Involvement in their children's Education Activities in Mbale Municipality

Level	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree		Total	
	f	%	F	%	F	%	f	%	f	%	F	%
Information about school events is given out regularly to parents by educators	37	74	3	6	4	8	1	2	5	10	50	100
Parents understand the way the school system work	30	60	7	14	2	4	8	16	3	6	50	100
Parents collaborate with school educators to redress bad conduct of their children	20	40	10	20	5	10	7	14	8	16	50	100
Parents are interested to know their children's progress and behavior at school.	15	30	8	16	7	14	8	16	12	24	50	100
Parents control discipline of their children	25	50	5	10	0	0	9	18	11	22	50	100

Parents provide school materials for their children such as school bags, books, pens, geometrical materials, uniforms etc	25	50	4	8	0	0	5	10	16	32	50	100
Parents fight against children's drop out	29	58	14	28	2	4	3	15	5	10	50	100
Parents are aware of the importance of giving food their children before going to school and at school	20	40	13	26	3	6	9	18	5	10	50	100

Source: Primary Data, 2016

The responses to the level of parental involvement and academic performance of students. From the table above, (37)74% strongly agreed with the information about school events is given out regularly to parents by educators (3)6% agreeing as well, while (4)8% respondents were recorded for not being sure, (1)2% disagreed and (5)10% strongly in disagreed

(30)60% of the respondents agreed in the organization parents understand the way the school system work (7)14% agreed, (2)4% of the respondents were not sure, (8)16% disagreed and (3)6% strongly disagreed.

The parents collaborate with school educators to redress bad conduct of their children had (20)40% respondents who strongly agreed, (10)20% agreed, 10% were not sure, while (7)14%disagreed and (8)16% strongly disagreed.

Parents are interested to know their children's progress and behavior at school had (15)30% who strongly agreed, (8)16% agreed, (7)14% were not sure, (8)16% disagreed and (12)24% strongly disagreed.

Parents control discipline of their children had (25)50% of the respondents who strongly agreed, (5)10% agreed, none were not sure, (9)18% disagreed and (11)22% strongly disagreed.

Parents provide school materials for their children such as school bags, books, pens, geometrical materials, uniforms had (25)50% respondents who strongly agreed, (4)8% agreed, none were not sure, while (5)10%disagreed and (16)32% strongly disagreed.

The parents fight against children's drop out had arguments that 58% of the respondents strongly agreed, 28% of the respondents agreed, 4% were not sure, 15% of the respondents agreed while 10% of the respondents.

On the aspect of parents are aware of the importance of giving food their children before going to school and at school. The respondents were that 40% of the respondents strongly agreed, 26% agreed, 6% were not sure, 18% of the respondents disagreed while 10% of the respondents strongly agreed.

The summary of findings on the level of parental level of parental involvement in their children's' education activities in Mbale Municipality reveal that the parent involvement in children's activities is on average. This is evidenced by the responses that show that the level of responses on agreement and disagreement are almost in balance implying that parents fairly though not adequately contributes to children activities involvement.

4.3 Level of Academic Performance in Physics Subject in Mbale Municipality Uganda

The responses on the comparison of the level of academic performance in physics subject in Mbale Municipality Uganda. The responses were that collected and presented as follows.

Table 5: Showing the Level of Academic Performance in physics Subject in Mbale Municipality Uganda

Weight	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree		Total	
	F	%	F	%	f	%	F	%	F	%	F	%
Level of academic Performance												
Low level of academic achievement	20	40	10	20	5	10	15	30	0	0	50	100
Medium level of academic achievement	20	40	0	0	10	20	7	14	8	16	50	100
High level of academic achievement	25	50	5	10	5	10	0	0	15	30	50	100
Parents exempt their children from household activities during class or during lesson revision time at home	22	44	8	16	10	20	6	12	4	8	50	100
Parents inform the school about passivity of their children in doing homework and any sort of bad behavior at home	18	36	7	14	5	10	11	22	9	18	50	100
Parents help the children to enhance reading, writing and numeracy	25	50	4	8	6	12	7	14	8	16	50	100
Parents care about children's materials provide by the school	20	40	3	6	7	14	8	16	12	24	50	100
Parents control their children's regular class attendance	26	52	4	8	5	10	7	14	3	6	50	100

Source: Primary data, 2016

From the table above, the responses on level of academic performance in physics subject in Mbale Municipality Uganda, It was established that low level of academic achievement had 40% of the respondents who strongly agreed, 20% agreed 10% were not sure and 14 % disagreed and 16% strongly disagreed.

Medium level of academic achievement had 40 respondents who strongly agreed, none agreed, 20% were not sure 14% disagreed and 16% strongly disagreed.

High level of academic achievement had 60% respondents who strongly agreed, 10% agreed none were not sure and disagreed while 30% strongly disagreed.

Parents exempt their children from household activities during class or during lesson revision time at home had 44% respondents who strongly agreed, 16% agreed, 20% were not sure, 12% disagreed while 8% strongly disagreed.

Parents inform the school about passivity of their children in doing homework and any sort of bad behavior at home had 36% respondents who strongly agreed, 14% agreed, 10% were not sure, 22% disagreed while 18% strongly disagreed on-

Parents help the children to enhance reading, writing and numeracy had 50% of the respondents strongly agreed that, 8% of the respondents agreed, 12% were not sure, 14% disagreed and 16% of the respondents strongly disagreed.

The aspects of parents care about children's materials provide by the school, these responses were that majority of the respondents strongly agreed with 60% significance, 6% agreed, 14% were not sure, 16% disagreed while 24% strongly disagreed.

Parents control their children's regular class attendance had 52% of the respondents strongly agreed that, 8% of the respondents agreed, 10% were not sure, 14% disagreed and 6% of the respondents strongly disagreed.

On the level of academic performance in physics subject in Mbale Municipality Uganda. The responses reveal that majority responses contend that the level of Students in Physics was fair given an average response of 54% on agreement with performance levels. It implies that performance in physics in the schools is poor since most respondent's average to 54%.

4.4 Effects of parental Involvement and academic performance in Physics subjects.

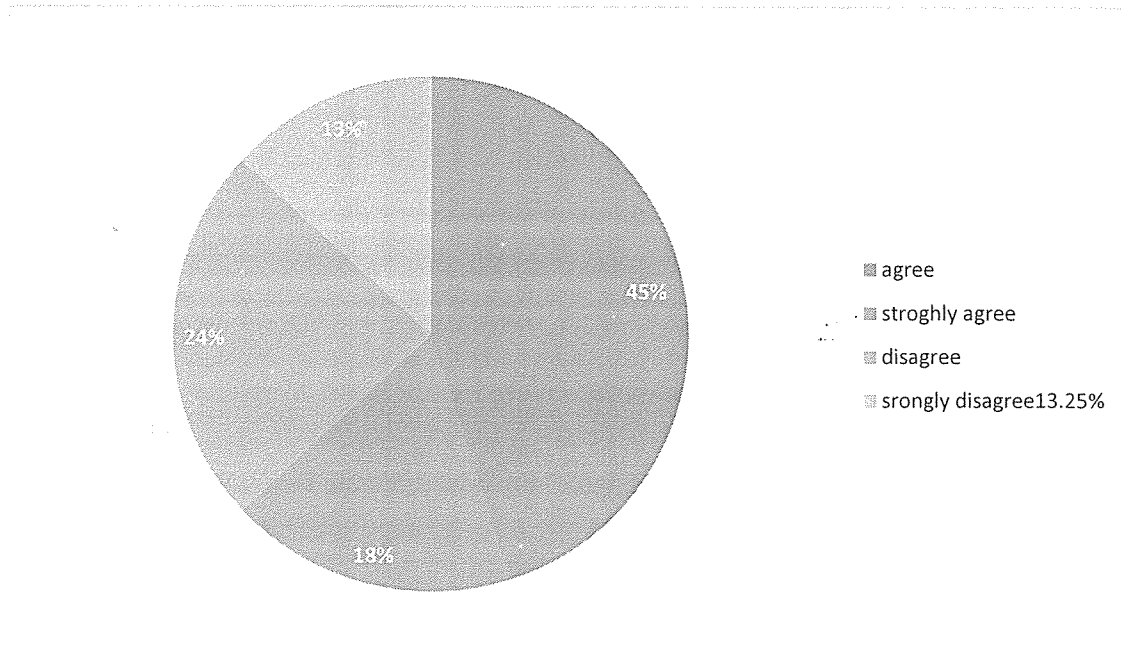
Table 6: Effects of Parental Involvement and academic performance in Physics subjects

		INDICATORS					MEAN
Questions	1	2	3	4	5		
A	11	20	0	14	5		2.26
B	8	7	0	25	10		2.74
C	8	9	0	23	10		2.70
D	6	12	0	20	12		2.76
E	6	10	0	25	9		2.74
F	7	15	0	19	9		2.98
G	6	10	0	30	4		2.64
H	7	12	0	18	13		2.74
	AVERAGE MEAN						2.69

Source; Primary data

From table 6 it was found out that parents involved themselves in the education activities of their children. This implies that parental involvement is low since 2.69 is between 2.5-3.5

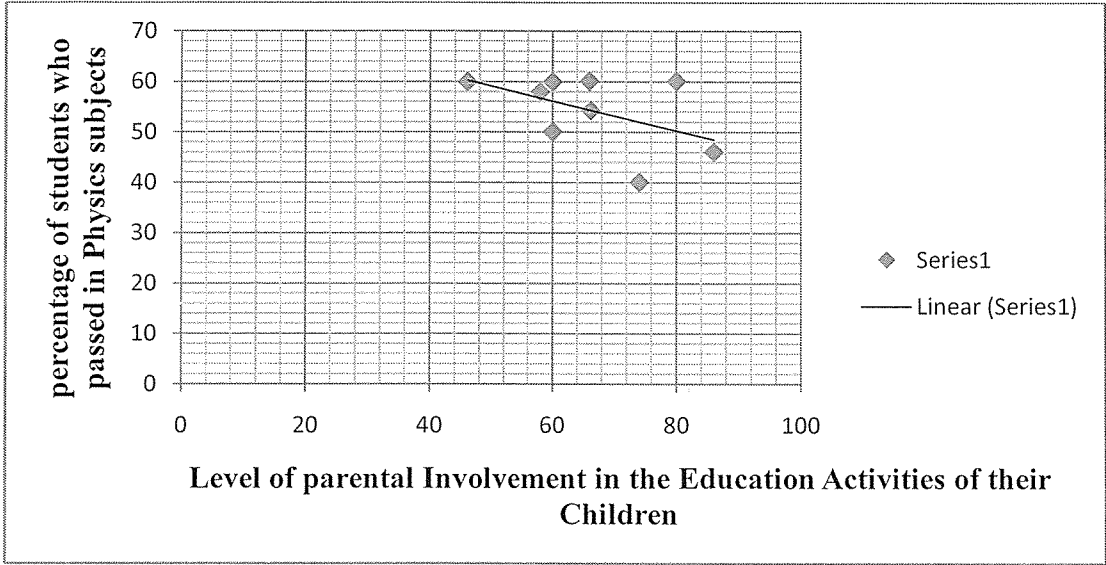
Figure 2; Shows a Pie Chart Showing Effects of Parental Involvement and Academic Performance in Physics Subjects



Source: Primary data.

The pie-chart indicated that 59 (13%) of the respondents agreed, 95(24%) of the respondents disagreed, 184 (45%) agreed and 72(18%) of the respondents strongly agreed. Majority of the respondents being of agreement implies that parents actively involve themselves in their children's education activities. This has however resulted into improved and better performance of students in physics subjects.

Figure 3; Scatter Diagram Showing the Relationship between the Level of Parental Involvement and Academic Performance in Physics Subjects.



Source: Primary data

Figure 3 indicates that there is a relationship between level of parental involvement and academic performance in physics subject. This implies that increase in the level of parental involvement in the education activities of their children has direct relationship in student performance in physics subject.

Therefore, the more the parents get involved in the education activities of their children, the higher the academic performance in physics subject.

Many factors may limit parental involvement such as socio-economic status of the parents, ignorance, over working parents with little time for children and the environment they live in. In agreement with Etsey (2005), conducted a survey to determine the influence of parents' involvement on primary school performance in Ghana and the findings showed that such influence existed. This survey was conducted to find out the causes of low academic performance of primary school pupils in the shama sub metro compared to the high-achieving schools of the country.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This presents summary, conclusions and recommendations of the study. The recommendations are proposed as a means of involving parents fully in education activities of their children and increasing academic performance in physics subject in Mbale municipality. Summary and conclusions on the other hand involves silent issues found out in the study.

5.1 Discussion of findings

Below, a summary and conclusion of the study are presented in line with the specific objectives of the study.

5.1.1 Determination of level of parental involvement in their children's education activities

Level of parental level of parental involvement in their children's' education activities in Mbale Municipality reveal that the parent involvement in children's activities is on average. This is evidenced by the responses that show that the level of responses on agreement and disagreement are almost in balance implying that parents fairly though not adequately contributes to children activities involvement.

5.1.2 Level of academic performance in physics subject

The responses reveal that majority responses contend that the level of student's performance in Physics was fair given an average response on agreement with performance levels. It implies that performance in physics in the schools is poor since most respondent's average.

5.1.3 Effects of parental involvement on the education performance

The research findings indicated that parental involvement in education activities of their children has a strong positive relationship on student performance in physics subject.

Therefore it's concluded that the more the parents get involved in education activities of their children the higher the performance in physics subjects.

Basing on the research findings there is a significant positive relationship between level parental involvement in education activities of their children and academic performance in physics subject ($r=0.998$,) at 0.05 level of significant. There is null hypothesis as projected. Therefore there is a significant relationship between the level parental involvement and academic performance in physics subject

5.2 Conclusion

This study examined the effects of parental involvement and the academic performance in physics subject in selected schools in Mbale municipality. A total of 50 teachers participated in the study. In the study consequently some of the findings agree with the conceptual frame work which was designed to guide the study while others did not, however the study found out that parent involvement is necessary for academic performance in physics. Basing on the findings, it's fair to conclude that parents are not fully involved in education activities of their children. The level of performance of students in Physics is poor. It implies that there is a significant relationship between level parental involvement in education activities of their children and academic performance in physics subject ($r=0.998$,) at 0.05 level of significant.

5.3 Recommendations

Basing on the findings and conclusions of the study, the following recommendations were made:

1. Supervision ;This should be carried out by the ministry of education and sports, district inspectors of schools to inspect all school programs which bring parent and teachers on board and if not existing, then they should be called upon to respond accordingly.
2. Recognition or awarding parents who fully get involved in education activities of their children by school and government.
3. Developing of programs which increase parent involvement in education activities which reduce the gap between children's learning activities and their parent's such as meetings at least two times a term.
4. Sensitizing the public about the importance of parental involvement in their children's learning activities through mass media such as radios, televisions will increase parents awareness of what parental involvement means because majority of the parents are ignorant,
5. Involving political leaders, leaders for non-governmental organization such as churches, mosques and stake holders for other places where people gather to mobilize and encourage parents about the importance of full involvement in their children's education activities on academic performance of physics subject.

5.4 Areas of further research

The results of the study have revealed that low parental involvement in their children's education activities and low academic performance in physics subjects. This implies that studies to investigate strategies on how to implement parental involvement and how much it can call for in order to enhance higher performance in physics subject.

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APPENDICES

Appendix i: Questionnaires

Section A: Profile of Respondents

1) Sex

Male ☐

Female ☐

2) Age

20-30 years ☐

31-40 years ☐

41-50 years ☐

51 and above ☐

3) Number of years in the teaching profession (please tick)

Two years and below

3-5 ☐

6-8 ☐

9-11 ☐

12 and above ☐

4) Level of education

Diploma ☐

Bachelor's degree ☐ Master's degree ☐

Section B: To Determine the Level of Parental Involvement in academic performance in physics subjects in Mbale municipality Uganda.

Instructions: please use a tick for your rating in the space provided for your best option of choice in terms of parental involvement in the children's education activities. Kindly use the scoring system below.

Strongly agree	5	Very High
Agree	4	High
Not Sure	3	Moderate
Disagree	2	Low
Strongly disagree	1	Very Low

QN	Parental involvement indicators	1	2	3	4	5
A	Information about school events is given out regularly to parents by educators					
B	Parents understand the way the school system work					
C	Parents collaborate with school educators to redress bad conduct of their children					
D	Parents are interested to know their children's progress and behavior at school.					
E	Parents control discipline of their children					
F	Parents provide school materials for their children such as school bags, books, pens, geometrical materials, uniforms etc					
G	Parents fight against children's drop out					
H	Parents are aware of the importance of giving food their children before going to school and at school					
I	Any other: specify					

Section C: Compare The Level Of Academic Performance In Physics Subjects In Mbale Municipality Uganda.

Instructions: please use a tick for your rating in the space provided for your best option of choice in terms of level of academic performance in physics subjects in Mbale Municipality Uganda. Kindly use the scoring system below.

Strongly agree	5	Very High
Agree	4	High
Not Sure	3	Moderate
Disagree	2	Low
Strongly disagree	1	Very Low

QN	Academic Performance	1	2	3	4	5
A	Low level of academic Achievement					
B	Medium level of academic achievement					
C	High level of academic achievement					
D	Parents exempt their children from household activities during class or during lesson revision time at home					
E	Parents inform the school about passivity of their children in doing homework and any sort of bad behavior at home					
F	Parents help the children to enhance reading, writing and numeracy					
G	Parents care about children's materials provide by the school					
H	Parents control their children's regular class attendance					
I	Any specify..... other					

Section D; Find out how parental involvement in their children's education

Activities affect academic performance in physics subject in Mbale municipality

Instructions: please use a tick for your rating in the space provided for your best option of choice in terms of how Parental involvement in their children's education activities affects academic performance in physics subjects in Mbale. Kindly use the scoring system below.

Strongly agree	5	Very High
Agree	4	High
Not sure	3	Moderate
Disagree	2	Low
Strongly disagree	1	Very Low

QN		1	2	3	4	5
A	Parents exempt their children from household activities during class or during lesson revision time at home					
B	Parents care about children's' materials provided by the school					
C	Parents fight against child labour					
D	Parents help children in doing home work					
E	parents involve their children in extracurricular activities					
F	Parents provide monetary initiatives to teachers to motivate them					
G	Teachers comment on parent-children relationship in terms of academic matters					
H	Parents interact with teachers on their children's performance					
I	Any other specify					

Thanks for your committed cooperation.

Appendix ii: Time Framework

Month Activities	Oct	Nov-Jan	Feb-March	April
Proposal writing				
Submission and approval				
Collection of literature				
Data Collection				
Data analysis and Report writing				
Approval and submission				

Appendix iii: Budget

ITEMS	UNIT COST IN	TOTAL COST
Typing and Printing	200 per page	50000
Binding	8000 per copy x 3	24000
Transport	30000	50000
Communication	-	10,000
Data collection		100,000
Meals	30000	30000
Stationeries	20000	20000
Miscellaneous	40000	40000
Grant Total		324,000