







government FPE policy that parents are not levied any school development funds.

**4.4 Parents’ involvement in management of pupils’ affairs**

**4.4.1 Health and nutrition**

The study sought to find out the extent to which parents provided for the physiological needs of the pupils. The children were therefore asked how many meals; excluding breakfast there households take households per day. The findings are presented in the table below.

**Table 9:** Meals, excluding breakfast taken by household per day

	<i>Frequency</i>	<i>Percent</i>
One	35	19.4
Two	103	57.2
Three	34	18.9
None	8	4.4
Total	180	100.0

From the data findings, majority (57.2%) of the pupils indicated that they take two meals per day, used pit latrine, 19.4 % of the pupils indicated that they take only one meal, 18.9% of the pupils indicated that they take three meals per day while 4.4% said they did not take any meal at home.

When asked whether they ever took breakfast before going to school, 27.8 % of the pupils indicated that they took breakfast while majority (72.2%) of the pupils indicated that they did not take breakfast before coming to school. From the findings, one may get the impression that schools should be encouraged to have proper schools feeding programs or otherwise children learning may be hampered.

The study further sought to establish if the school had feeding program .The findings are presented in the table below.

**Table10:** Presence of school feeding program

	<i>Frequency</i>	<i>Percent</i>
Yes	22	84.6
No	4	15.4
Total	26	100.0

From the findings, 84.6% of the head teachers indicated that their schools had feeding programwhile 15.4% of the head teachers indicated that their schools had feeding program. It was further established that majority (90.9%) of the head teachers indicated that thefeeding program was sponsored by parents while 9.1% of the head teachers indicated that feeding program was sponsored by teachers.

**Table 11:** Sponsorship of school feeding program

	<i>Frequency</i>	<i>Percent</i>
Parents	20	90.9
Teachers	2	9.1
Total	22	100

**4.4.2 Main cause of learners’ absenteeism in the school**

Further the study sought to determine the MAIN causes of learners’ absenteeism in the school. The findings are presented in the table below.

**Table 12:** Main cause of learners’ absenteeism in the school

	<i>Frequency</i>	<i>Valid Percent</i>
Domestic chores	21	18.4
Walking long distance to school	6	5.3
Illness	2	1.8
Lack of sanitary towels	3	2.6
Payment of school levies e.g. examination fee	32	28.1
Parents ask them to be absent	7	6.1
Lack of personal interest in education	23	20.2
Available opportunities for income generation e.g. BodaBoda	18	15.8
Other	2	1.8
Total	113	100.0

18.4 % of the teachers indicated that it was domestic chores, 5.3% of the teachers indicated that it was walking long distance to school, 1.8 % of the teachers indicated that it was illness, 2.6 % of the teachers indicated that it was lack of sanitary towels 28.1% of the teachers indicated that it was payment of school levies e.g. examination fee, 6.1 % of the teachers indicated that parents asked them to be absent 20.2% of the teachers indicated that it was lack of personal interest in education, 15.8 % of the teachers indicated that it was Available opportunities for income generation e.g. BodaBoda and 1.8% of the teachers indicated that it was other unmentioned reasons.

**4.4.3 Parents/guardians who give excuses**

The study sought to establish if TEN pupils are absent in day, what then would be the numbers of pupils Parents/guardians who will excuse. The findings are presented in the table below.

**Table 13:** Parents/guardians who give excuses

	<i>Frequency</i>	<i>Percent</i>
All	4	3.0
About Half	9	6.9
About Quarter	50	38.5
None	67	51.5
Total	130	100.0

From the data findings 3 % of the teachers indicated that all the of pupils Parents/guardians will excuse, 6.9 % of the teachers indicated that about half the of pupils Parents/guardians will excuse, 38.5 % of the teachers indicated that about quarter the of pupils Parents/guardians will excuse and 51.5 % of the teachers indicated that none the of pupils Parents/guardians will excuse.

**4.4.4 Ways used to contact parents in order to apprise them of their children’s academic progress**

The study sought to find out the ways that are usually used to contact parents in order to appraise them of their

children’s academic progress. The findings are presented in the table below.

**Table14:** Ways used to contact parents in order to appraise them of their children’s academic progress

	Frequency	Percent
School academic days/clinics	37	28.5
Written reports at end of term	77	59.2
Making comments on students’ logbook	11	8.5
Annual prize giving day	2	1.5
Others	3	2.3
Total	130	100.0

From the data findings 28.5 % of the teachers indicated that they used School academic days/clinics, 59.2 % of the teachers indicated that they used written reports at end of term, 8.5 % of the teachers indicated that they made comments on students’ logbook, 1.5 % of the teachers indicated that they used annual prize giving day while as 2.3% of the teachers indicated that they used others.

**4.5 Main causes of learners absenteeism in school**

The study sought to determine main causes of learners’ absenteeism in school. The findings were presented in the table below.

**Table 16:** Main causes of learners absenteeism in school

	Frequency	Percent
Domestic Chores	9	34.6
Illness	1	3.8
Non Payment of School Levies E.G. Examination Fee	9	34.6
Available Opportunities for Entertainment E.G. Video	2	7.7
Lack of Personal Interest in Education	5	19.2
Total	26	100.0

From the findings, 34.6 % of the head teachers indicated that the learners’ absenteeism in school was caused by domestic chores. 34.6% of the head teachers indicated that the learners’ absenteeism in school was caused by nonpayment of school levies e.g. examination fee. 19.2% of the head teachers indicated that the learner’s absenteeism in school was caused by lack of personal interest in education. 7.7% of the head teachers indicated that the learner’s absenteeism in school was caused by available opportunities for entertainment e.g. video while 3.8% of the head teachers indicated that the learners’ absenteeism in school was caused by illness.

**4.6 The most significant problem faced by head teachers when dealing with parents**

The study sought to find out the most significant problems the head teachers face while dealing with parents. The findings are presented in the table below.

**Table 6:** The most significant problem faced by head teachers when dealing with parents.

	Frequency	Percent
Illiteracy	2	7.7
Poverty	13	50.0
Lack of Interest In School Programs	8	30.8
Undue Interference in the Day To Day Running Of The School	3	11.5
Total	26	100.0

From the findings, majority (50.0%) of the head teachers indicated that the most significant problems they faced while dealing with parents was poverty 30.8% of the head teachers indicated that the most significant problems they faced while dealing with parents was lack of interest in school programs. 11.5% of the head teachers indicated that the most significant problems they faced while dealing with parents was lack of interest in school programs was undue interference in the day to day running of the school while 7.7% of the head teachers indicated that the most significant problems they faced while dealing with parents was illiteracy.

**4.7 Parents Involvement**

The study computed the mean and Std. Deviation to rate the parents’ involvement in school activities .The findings were presented in the table below.

**Figure 18:** Parents Involvement

	Mean	Std. Deviation
rating the parents involvement in provision of teaching and learning resources	1.8077	.40192
rating the parents involvement counselling learners	1.4231	.50383
rating the parents involvement supervising learners homework	1.5385	.50839
rating the parents involvement motivation of teachers	1.2692	.45234
rating the parents involvement motivation of non-teaching staff	1.3077	.47068
rating the parents involvement teachers	1.3462	.48516
rating the parents involvement school decision making	2.0000	.00000

On parents’ involvement in provision of teaching and learning resources, the respondents indicated that partially involved as shown by a mean of 1.8077 and a Std. Deviation of .40192. On parents involvement counselling learners the respondents indicated that they were not involved as shown by a mean of 1.4231 and a Std. Deviation of .50383. On the parents involvement supervising learners’ homework the respondents indicated that they were partially involved as shown by a mean of 1.5385 and a Std. Deviation of .50839.

On the parents involvement motivation of teachers the respondents indicated that they were not involved as shown by a mean of 1.2692 and a Std. Deviation of .45234. On the parents involvement motivation of non-teaching staff the respondents indicated that they were not involved as shown

by a mean of 1.3077 and a Std. Deviation of .47068. On the parents involvement teachers staff the respondents indicated that they were not involved as shown by a mean of 1.3462 and a Std. Deviation of .48516. On the parents involvement school decision making the respondents indicated that they were not involved as shown by a mean of 2.0000 and a Std. Deviation of .00000.

**4.7 Category of parents involved more in academic performance**

The study sought to find out the category of parents who were more involved in academic performance in the school. The findings were presented in the table below.

**Table 21:** Category of parents involved more in academic performance

	Frequency	Percent
Female	26	100.0

From the findings, all (100%) the head teachers indicated that the female were the category involved in academic performance in the school.

**4.8 A duly elected and functional school management committee**

The study sought to establish whether the schools had a duly elected and functional school management committee. The findings were presented in the table below.

**Table 22:** A duly elected and functional school management committee

	Frequency	Percent
Yes	24	92.3
No	2	7.7
Total	26	100.0

From the findings, 92.3% of the head teachers indicated that their schools had a duly elected and functional school management committee while 7.7% of the head teachers indicated that their schools had no duly elected and functional school management committee.

**4.9 Holding school management committee official meetings**

The study sought to find out the number of times the head teachers held school management committee official meetings that year. The findings were presented in the table below.

**Table 23:** Holding school management committee official meetings

	Frequency	Percent
Once	2	7.7
Twice	16	61.5
Three times	6	23.1
Total	24	92.3

From the findings, 61.5% of the head teachers indicated that they held school management committee official meetings twice that year .23.1% of the head teachers indicated that they held school management committee official meetings three times that year while 7.7% of the head teachers indicated that they held school management committee official meetings once that year.

**4.10 Main agenda in last school management committee official meetings**

The study sought to determine the main agenda of the last school management committee official meetings. The findings were presented in the table below.

**Table 24:** Main agenda in last school management committee official meetings

	Frequency	Valid Percent
School academic performance	18	75.0
Routine parents meeting e.g. AGM	4	16.7
Others	2	8.3
Total	24	100.0

From the findings, 75.0% of the head teachers indicated that the agenda of the last school management committee official meetings was on school academic performance. 16.7% of the head teachers indicated that the agenda of the last school management committee official meetings was on routine parents meeting while 8.3% of head teachers indicated that the last school management committee official meetings was on other agendas.

On the extent of parents' involvement in primary school academic performance the study concluded that the parents were deeply involved in the provision of teaching and learning resources and that lack of parental support or involvement in school academic performance for most of the parents was a significant problem in the school.

On the influence of parental involvement on pupils' academic performance the study concluded that the parents were deeply in supervising learners homework and that head teachers faced the challenge of lack of parental support in making school performance better.

On the area(s) of parental involvement that was considered to contribute significantly to primary school academic performance the study concluded that the most parents were involved in was provision of uniform, discipline and supporting school programs.

**5. Recommendations**

On the extent of parents' involvement in primary school academic performance the study recommends that the parents' have a role in decision making including attendance of school functions, consultation with teachers and ensuring the school resources were properly utilized. Parents can also be involved in making decisions related to curriculum and instruction as well as quality and standards assurance.

On the area(s) of parental involvement that is considered to contribute significantly to primary school academic performance the study recommends that education policies require parents to make financial and in-kind contributions for school buildings, maintain and support personnel salaries. The study also recommended those parents' Councils and SMCs to define school needs and connect schools to parents.

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