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Original Article

Impact of Parents' Financial Participation on Academic Performance among Students in Selected Universal Secondary Education Schools in Kumi District, Uganda. A cross-sectional study.

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Abstract
Background:
Parental participation in school financing is increasingly recognized as a critical determinant of educational quality and student performance, particularly in Universal Secondary Education (USE) schools. This study examines the relationship between parents' participation in school financing and students' academic performance.

Methodology:
A cross-sectional study design was used, involving teachers, students, and parents from selected USE schools in Kumi District. Quantitative data were collected through structured questionnaires and school records. Descriptive statistics summarized demographic characteristics and levels of parental participation. Pearson product-moment correlation analysis was used to determine the relationship.

Results:
The majority, 84% of teachers, held degree qualifications. Teachers' ratings indicated low parental financial participation in school financing (44.2%). Students revealed that many parents paid school fees in installments (20.9%), which negatively affected attendance and access to school activities. A strong, positive, and statistically significant relationship was found between parents' participation in school financing and students' academic performance ($r = 0.967$, $p = 0.007$). However, no significant relationship emerged between parental involvement in financial management and students' performance ($r = –0.116$, $p = 0.750$).

Conclusion:
Parents' participation in financing school activities significantly contributes to improved student academic performance. However, their involvement in financial management processes does not influence learning outcomes.

Recommendations:
Strengthen parent-school engagement; implement sensitization programs on timely fee payment; promote transparency in school budgeting; and encourage comprehensive parental support for academic activities.

Keywords: *Parental participation, school financing, academic performance, financial management, USE schools, Kumi District*
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Background.
Parents have for long been noted for their key role in financing schools right from the colonial era especially after the first world war had affected donations for missionaries to run schools in Uganda (J.C, History and Development of Education in Uganda, 1997)In their study however, (Nancy & Lorraine, 2004) found out that impoverished families are less likely to be involved in schooling than wealthier families, and schools in impoverished communities are less likely to promote parental participation in school management. This conforms to Feyant's (2006) argument that there are families who have the right intentions but are powerless, especially those from rural backgrounds or those with little in the way of education.

However, being wealthy may be one thing, and financing schools or providing scholastic materials to students may be another. The study found that parents, irrespective of their socio-economic status, contribute to school funds and other requirements for the good of academic improvement, and the extent to which this has affected students' academic performance in the Kumi district.

There has been a 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 dues on time, fundraising for schools, donating, and participating in the planning for the allocation of these resources. Therefore, once schools lack finances, school programs like teaching and learning will be affected.

Today, the government of Uganda is trying to finance a number of educational programs, including Universal Secondary Education (USE). With or without USE, parents need to let their children go to school on time and provide them with the necessary equipment; otherwise, students whose parents don't conform to that have always been sent back home, hence missing classes and exams.

Parents' participation in financing not only focuses on school fees but may also include students' personal requirements that enable them to acquire education easily. These may include clothing, sanitary towels for girls, exercise books, and proper medication when they fall sick, both at home and at school. Even if teachers are very good, such requirements have to be in place in order to help the student study well, yet they all require money. (Ssonko, 2001) observes that there are parents who don't value educating their children and have been heard saying "… *we did not go to school, yet we are serving better than those who say they are educated*". Likely, parents with negative attitudes toward education or those who don't have clear perceptions of their roles will let their children miss classes if they don't meet the student's requirements, hence lagging in academic performance. Alternatively, such parents may be of low economic status, hence affecting their children in the same way. This study examines the relationship between parents' participation in school financing and students' academic performance.

Methodology.

Research Design

A descriptive cross-sectional survey design based on a questionnaire and interviews was used. Quantitative methods were used in order to establish the extent and rate of the problem. Hence, questionnaires and interviews through which both qualitative and quantitative data were collected were used to obtain information from the head teacher, deputy head teacher, director of studies, parents, students, and teachers.

Study population.

The target population was 364 respondents from the selected USE schools, including student leaders, teaching staff, PTA members, headteachers, Deputy headteacher, and Director of studies.

Sample selection and procedure.

Given a population of 364 respondents, the sample size will be 186 respondents, determined using the Krejcie & Morgan table.

Table 1: population and Sample selection.

Category	Target Population	Sample size	Selection method
Students leaders	105	54	Simple Random Sampling
Teaching staff	175	89	Simple Random Sampling
PTA members/BOG	63	32	Simple Random Sampling
Administrators	21	11	Purposive
Total	364	186	

Sampling Methods.

A probability method like simple random sampling was used to select respondents among parents. The purposive selection method was used to select other respondents, including students, heads of departments, and administrators.

Data Collection Methods.

Qualitative data were obtained by a questionnaire survey with open-ended questions and face-to-face interviews.

The quantitative data were obtained by the use of questionnaire surveys with closed-ended questions.

Data collection instruments.

The instruments that were used in this study include a questionnaire, an interview, documentary analysis, and critical observation.

Questionnaire.

A self-administered questionnaire was used to gather information from both teachers and students. The questions for study were closed-ended, while those for the teachers were open-ended.

Interview.

Interviews were conducted with parents and the administrators on a face-to-face basis, and responses were recorded personally. This instrument enables the in-depth collection of information and increases the accuracy of information. Observations on the school's internal and external environment, the school activities, and available teaching staff, instructional materials, and infrastructure were made in order to support logical information and interpretation.

Documentary sources.

This instrument was used to get information about the school's records about parents' involvement, records of continuous assessment grades, and the UNEB results data bank of 2022-2023. Information about funding, staffing, and discipline was obtained from the school's achievements. More information was obtained from the school's academic committee minutes concerning students' academic performance, communications from the MoES, BOG, and PTA meeting minutes, and the UNEB results of the school.

Validity and reliability.

Validity of the instrument

To ensure the validity of research instruments, pilot testing of copies of the questionnaire was carried out in one school in the district. This helped to assess the language clarity, ability to tap information from respondents, acceptability in terms of length, and ethical consideration for clients. The supervisor will be requested to rate the instruments in order to discover their validity. In order to establish content validity, results from the ratings were computed using the following formula.

$$\textbf{CVI} = \frac{\text{number of items rated as relevant}}{\text{Total number of items in the questionnaire}}$$

Qualitative validity of instruments was ensured by processing data into manageable proportions through editing, coding, and tabulation methods. Data collected was checked while still in the field to ensure that all questions were answered. By coding, answers to each item on the questionnaire are classified into meaningful categories.

Reliability.

Reliability determines how consistently a measurement yields similar results under varying conditions. The reliability of the instruments was established using Cronbach's alpha. The result was 0.733, which was >0.7; hence, the instrument was considered consistent, therefore reliable.

Data analysis

Quantitative Analysis

Quantitative data were analyzed using mean, Pearson Correlation, product-moment, and regression with the help of the SPSS computer package. Mean was used to show the level of agreement and disagreement among responses, Pearson Correlation product-moment was used to establish the relationship between two variables, and regression was used to ascertain the overall relationship between the independent and dependent variables.

Qualitative Analysis.

Qualitative data analysis was presented in a narrative form on the different questions posed to the respondents. The data from interviews of key informants and from open-ended questions were analyzed by listing down all respondents' views under each question or category. The tally mark method was then used to group similar views expressed by more than one respondent. Tables were constructed from the totals of tally marks.

Measurement of Variables.

The variables were measured by operationally defining concepts. For instance, the questionnaire was designed to get perceptions and views about parents' involvement and student academic performance in selected USE schools in Kumi District. These were then channeled into scaled and measurable elements for the development of an index of the concept. A five-point Likert scale, namely: (5) for strongly agree, (4) for agree, (3) for neutral, (2) for disagree, and (1) for strongly disagree, was used to measure both the independent and dependent variables. The characteristics of the respondents were measured at both nominal and ordinal scales.

Ethical Consideration

A rapport was created as a building block for openness and respondents' participation. Ethical issues were taken into consideration, whereby respondents were assured of confidentiality, the permission to share with the respondents was first sought, community norms and values were respected, and every respondent was treated the way they came.

RESULTS.

Response Rate

Questionnaires were distributed to students and teaching staff, while interviews were conducted with the parents and administrators. From the sample size of 215, there was a response of 158and a non-response of 57, thus giving a response rate of 73.5% and a non-response rate of 26.5%.

Table 2: Response rate for Respondents

Category	Sample size	Tool used	Responses	%
Students	**54**	**Questionnaire**	**54**	**100**
Teaching staff	**89**	**Questionnaire**	**74**	**83**
PTA members	**32**	**Interview**	**20**	**63**
Administrators	**11**	**Interview**	**10**	**91**

Source: Primary data.

Background Information about the Respondents

Table 3: Distribution of respondents that participated in the study by Gender and Position.

Variable	Categories	Frequency	%
Gender	Male	66	41.8
	Female	92	5.2
	Total	158	100
Position	academic staff (teachers)	74	46
	Students	54	34
	PTA	20	13
	administrators	10	7
	Total	158	100

Source: Primary data.

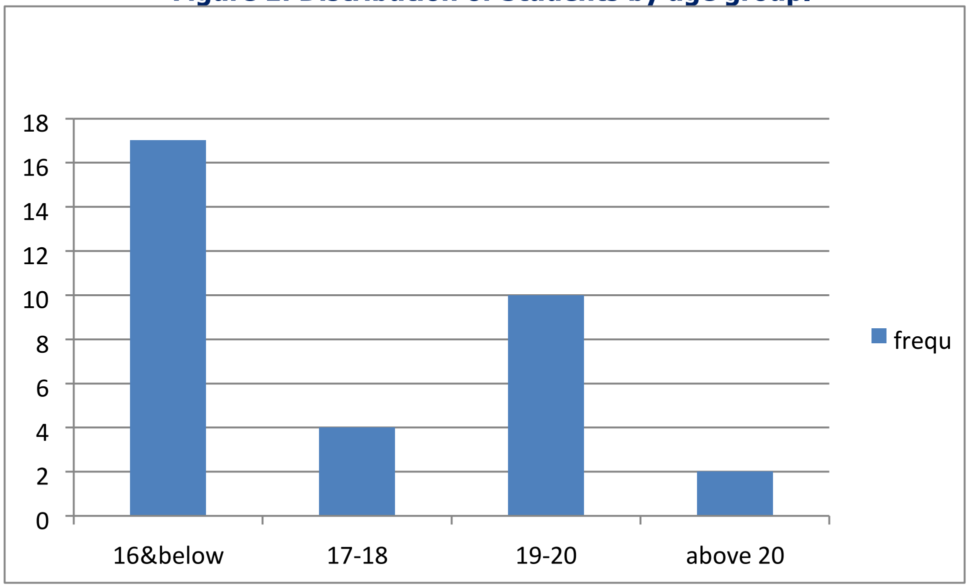
Table 4: Distribution of Teachers by Level of Education and Duration of Teaching Experience

Variable	Categories	Frequency	%
Level of educational attainment	Diploma	12	16
	Degree	62	84
	Total	74	100
Duration of education service experience	One to two years	8	10
	Two to three years	10	14
	Over three years	56	76
	Total	74	100
	One to two years	13	18
	Two to three years	18	24
	Over three years	43	58
	Total	74	100

Source: Primary data

The student questionnaire also elicited information on their class and age groups because these variables could influence the students' ability to supply credible information about the variables that were involved in the study.

Figure 1: Distribution of Students by age group.



The effect of parents' participation in school financing on students' academic performance in Kumi District.

This question delved into the effect of parents' participation in school financing on students' academic performance in USE schools. To investigate this effect, data were collected on the level of parents' participation in the financing of the school and the academic performance of the school, with the view to comparing them and determining if there is any relationship between them.

To gain insight into the degree of participation in the financing of schools by parents, questions were raised about their participation in the budgeting and financial contributions of the school. Based on the findings, the responses were assigned scores. This resulted in an index on participation in school financing, which was recorded into four categories, namely, "High level participation"; "Average participation", "Low participation", and" No participation" in the financial management of the school.

Table 5: Teachers' Rating of Parents' Participation in Schools' financing of school activities

Rating	Frequency	Percentage
High-level participation	6	14
Average participation	18	41.8
Low participation	19	44.2
No participation	0	0
Total	43	100

Source: Primary data.

In Table 5, the majority (44.2%) of the teachers indicated that the parents of the students in TCC participation in the financing of the school activities is at a low level. However, 41.8% of the teachers said that the parents' average participation in financing the school was.

The staff interviewed affirmed that, even though many of the parents were uninvolved in the budgeting process, they participated in financial contributions to the school; the majority of the parents endeavored to pay their students' fees. In particular, a dominant view was that the parents do pay school fees in terms of PTA fees, though the majority pay in belated installments. The students were asked to explain how their parents pay school fees for them, to understand the extent to which their parents support the school financially. They were to respond to questions about the parents' mode of payment and whether these parents provide scholastic materials and other academic requirements for their children. Students were also asked to show whether parents' way of payment had any relationship with their school attendance and their general academic performance.

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Table 6: Students' views on parents' participation in school financing.

Responses	Ratings									
	SA		A		N		D		D	
	F	%	F	%	F	%	F	%	F	%
My parents pay my school fees in installments	9	20.9	9	20.9	1	5.6	7	18.4	7	53.8
My parents/guardians pay my school fees late	3	7	3	7	5	27.8	8	21.1	13	15.3
When fees are not paid, I miss classes	5	11.6	7	16.3	2	11.1	6	15.8	12	14.1
Sometimes I don't go to school to help my parents pay my school fees	1	2.3	3	7	1	5.6	5	13.2	22	25.9
My parents/guardians always provide me with scholastic materials necessary at school on time	15	34.9	9	20.9	4	22.2	4	10.5	1	1.2
I sometimes have to miss lunch because my parents cannot pay for me	7	16.3	6	14	2	11.1	4	10.5	14	16.5
I miss study tours because my parents do not financially support me	3	7	6	14	3	16.7	4	10.5	16	18.8

Source: Field study

The views categorized in the table above were corroborated by the students, 20.9 % of whom reported that, though their parents pay their school fees, they do so in installments. This affects the financial health of USE schools, since funds may not be available whenever they are necessary to carry out academic activities. Students who agreed that their parents provided them with the required scholastic materials were 34.9% against 1.2%. On the other hand, 7% students agreed that they were involved in looking for school fees along with their parents, which would affect their school attendance. However, of the respondents, 13.2% explained that they were not involved in the search for school fees with their parents.

Parents involved in the study were asked questions about their role in the financing and budgeting process of their school. They also gave their views about whether their participation in financing had any influence on students' academic performance. The majority of the parents agreed that it was important for them to make financial contributions to the school. When they were asked what the funds were used for, the parents gave varying responses from contributions for infrastructure development to contributions for staff allowances.

One of them said, *"The funds I give the school are meant to be used for lunch, construction, staff allowance, and exams."*

While another argued that *'the funds for buying stationery like chalk, pens, balls, and staff allowances'*. From the above, we can discern that parents recognize their role in financing the school, though no mention of their role in the budgeting process of the school is ever made. The above views express that, as parents would be informed about school programs, they would actually be left behind insofar as budgeting for school activities was concerned. Parents hardly make a follow-up on how their financial contributions to school or any other funds are to *be used. Hence, it would be hard to determine how those finances would be allocated to* programs that targeted the academic improvement of students.

Academic Performance of selected USE schools over the years.

Regarding the academic performance of the school, on the other hand, data was collected on the academic performance (in Uganda National Examinations) of the school over the last three years.
(since 2021).

Table 7: USE schools UNEB performance from 2021 -2023

	DIV1	DIV2	DIV3	DIV4	DIV7	DIV9 (U)	TOTAL
2021	06	17	12	31			66
2022	07	21	31	41			100
2023	03	33	42	58	03	02	130

USE the school's academic performance in internal tests

	DIV 1	DIV2	DIV3	DIV4	DIV7	DIV9 (U)	TOTAL
2021	04	15	10	30	02	05	66
2022	07	20	25	40	03	05	100
2023	05	20	30	15	2	8	80

Source: School records.

To tap into the effect of the degree of parental involvement in the financial management of secondary schools and students' academic performance, the teachers' views on the degree of parental involvement in school financial management were cross-tabulated with the categories of schools in a chi-square test for association.

Table 8: Pearson product-moment correlation between parents' participation in school financing and students' academic performance.

		Parents' participation in financing	Students' academic performance
Parents' participation in financing	Pearson Correlation Sig. (2-tailed)	1	.967** .007
	N	152	152
Student academic performance	Pearson Correlation	.967**	1
	Sig. (2-tailed)	.007	
	N	152	152

*****. Correlation is significant at the 0.01 level (2-tailed).***
Source: Primary data

As in Table 8, the Pearson product-moment correlation was applied to establish the relationship between parents' participation in school financing and students' academic performance in Universal secondary education schools in Kumi District. The results above showed a positive and significant relationship between parents' participation in school financing and students' academic performance (r=0.967**, Sig=0.007). The relationship is statistically significant because the calculated value is less than the 0.05 criterion; thus, a p-value less than 0.05 leads us to conclude that there is evidence.

Table 9: Teachers' ranking of the extent of parents' participation in the financial management of the school and the USE Schools' academic performance

		2021	2022	2023	Total
Participation in the financial management	Highly level participation	1	5		6
	Average participation	8	4	6	18
	Low participation	9	5	5	19
	Completely no participation				0

Source: Primary data.

To establish the significance of the relationship between the level of parental involvement in school financing (as it was ranked by the teachers) and the schools' academic performance (as was determined from their UNEB results).

Table 10: Pearson product-moment correlation between parents' involvement in the financial management and the schools' academic performance.

Pearson Correlation Parents' payment of Financial management Sig. (2-tailed)	1	-0.116 0.750	
N	152	152	
Pearson Correlation Students' academic performance Sig. (2-tailed)	-0.116 0.750	1	
N	152	152	

Source: Primary data.

As in Table 10, the Pearson product-moment correlation was applied to establish the relationship between parents' involvement in financial management and students' academic performance in Universal secondary education schools in Kumi District. The results above showed a negative and insignificant relationship between parents' involvement in financial management and students' academic performance (r=-0.116, Sig=0.750). The relationship is statistically insignificant because the calculated value is greater than the 0.05 criterion, thus rejecting the alternative hypothesis. The findings imply that parents' involvement in financial management has nothing to do with students' academic performance. From the findings, it should be noted that although very important, parents' involvement in financial management has no significant relationship with students' academic performance. It means there are other factors beyond the scope of the current study, which are essential in influencing students' retention rate.

Responses from BOGs and PTA representatives were in agreement with teachers, head teachers, and student leaders. The responses from interviews were presented, analyzed, and interpreted as follows:

During interviews, one of the BOG representatives said that:

"When parents are requested to pay PTA fees, which can be used to motivate teachers, it's just a few who positively respond, and this affects school routine activities and might force teachers not to teach, hence creating room for students to dodge classes and eventually leave school".

In an interview with one of the PTAs representatives, he noted that:

"Parents' delay in paying developmental fees, hence leading to a negative relationship with student retention rate."

Also, one of the BOG representatives remarked: *"The parents pay a supplementary fee of shs. 60,000 in addition to the government fees of shs. 40,000 per child. However, some parents delay paying, and this affects the smooth running of the school activities."*

Another key informant said:

"Parents pay additional fees as developmental fees, though it's paid slowly and in instalments. Some parents, more so in senior one, pay supplementary fees in time because it's their first time; meaning that as their children go ahead, they tend to deteriorate."

Another B.O.G. representative was of the view that:

Parents are involved in their children`s education in that they provide their children with pocket money, and this keeps them going and continuing with their studies. This, in turn, helps students to be settled at school."

In accordance with the interview findings from the BOGs and PTAs representatives, they seem to suggest that though parents pay supplementary fees for their children, payment is made late. So when supplementary fees are not paid on time, children are likely not to be in school full-time, and their concentration can easily deteriorate because of increased worries of being chased away from school due to delayed payments.

Discussion of results.

Effect of parents' participation in school financing on students' academic performance in USE schools

The question pertaining to the effect of parents' participation in the financing of the school on the school's academic performance was raised because the availability of financial resources is usually a key to school effectiveness, yet several issues regarding parents' participation in the financing and academic performance of USE schools have been raised. This was even though (History of Education in East Africa, 1995) had already observed that since the Second World War, parents have been the most important source of school finances, meaning that in settings where academic performance is unimpressive, it is important to understand the contribution of the degree of the relevant parents' support to this unimpressive performance.

The findings of the study established that parental participation in school financing is unsatisfactory. This is why the school is inadequately facilitated to run academic programs, hence its poor academic performance. In particular, the study established that besides non-participation in the various financial activities of their school, many of the parents do not even meet their children's financial obligations. They also do not provide them with the scholastic materials that they need to learn effectively. In this regard, the findings of the study are in concurrence with the observation of (Musisi B., 1996) that educational institutions in third world countries experience a state of crisis due to the unavailability of the financial resources that are necessary for them to be run effectively.

In this way, the study brings into question the presumption by the Government Education White Paper (1992) that continued parental involvement in school planning/management would reduce the schools' financial impoverishment. Specifically, the study indicates that, in USE schools, not much funding has been raised by parents in the area of financial resources. This has had consequences on the academic performance of the school, which is in concurrence with Ssonko (2001), who notes 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. In this way, the study suggests that in the case of USE schools, PTAs do not play the role of financing the school as they have done in many other settings (Mayanja, 1996).

When interpreted broadly, in the context of the socioeconomic characteristics of Luweero district, and upon thoughtful consideration of all the findings of the study, however, the study leads to conclusions that have implications for the role of school and the government in the financing of USE schools. First, it is to be noted that, generally speaking, Luweero district is underdeveloped and poverty is widespread (among the parents of secondary school students) since the war in the 1980s. Secondly, the findings of the study were that some of the parents provide the facilitation that their children need, albeit in installments, installments, which appears to connote a commitment to supporting the children's school education, but that is constrained by the lack of sufficient capacity to do so. Against these considerations, the findings of the study differ from those of Ssonko (2001) in his contention that some parents have the means to support their children's education but refuse to do so. Rather, the study concurs with Feyfant and Rey's (2006) argument that there are families who have the right intentions but are powerless, especially those from rural backgrounds or those with little in the way of education. It is also in consonance with Nancy and Lorraine (2004) who rightly observe that impoverished families are less likely to be involved in financing their children's schooling than wealthier families, and schools in impoverished communities are less likely to promote parental participation in school financing, which is in agreement with (Argawal, 1984)who notes that the education is a mirror of society and the educational institution is society in miniature.

Nevertheless, the goodwill of the parents to support the school financially notwithstanding, it cannot support the school unless it translates into the availability of financial resources for the school to meet its requirements. In the context of the study, this implies that alternative means of financing USE schools should be devised by the school and the governments, since the parents, who are usually the key financiers of education (J.C., History and Development of Education in Uganda, 1997), are without much capacity to do so, even though they may be willing to do so. To this end, the study suggests that there is a need for the school to undertake alternative means of school financing and for the government to extend sufficient and timely support to the school through such measures as an increase in grants of Universal Secondary Education.

Conclusion.

Parents in USE schools are not actively, let alone satisfactorily, participating in the financing of the school, which is why the school's resources are constrained, as a result of which the school is not well prepared for the attainment of good academic performance.

The low participation of parents in the financing of the school has been due to the inability of the parents to offer commendable financial support to the school and their children, which is, in turn, due to the socio-economic underdevelopment of Kumi district and the notion that USE schools are provided for by the government.

Recommendation

The Government of Uganda should increase grants extended to Universal Secondary Education schools so as to ensure that the schools have a good financial base to run activities. Such funds are to be made available to schools in time, i.e., at the onset of each school term.

The managers of the USE schools should devise non-tuition-related means of financing the school. This could be done through the undertaking of income-generating projects and the attraction of donations, which could supplement PTA fees collected from the students and put the school in a better position to carry out school programs in order to achieve good results.

Local government should also be involved in financing the school.

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List of abbreviations

Asymp Sig – Asymptotic Significance
BOG – Board of Governors
Dr. – Doctor
DV – Dependent Variable
ESIP – Education Strategic Investment Plan
UNEB – Uganda National Examinations Board
USE – Universal Secondary Education
IV – Independent Variable
MoES – Ministry of Education and Sports
NCDC – National Curriculum Development Center
PTA – Parents and Teachers Association
KDLG – Kumi District Local Government

Source of funding

The study was not funded.

Conflict of interest.

There is no conflict of interest.

Availability of data.

Data used in this study are available upon request from the corresponding author.

Author's contribution.

LMA designed the study, conducted data collection, cleaned and analyzed data, drafted the manuscript, and MS supervised all stages of the study from conceptualization of the topic to manuscript writing and submission.

Author’s biography

Loyce Mary Ajalo is a student of Master's in education planning and management at the School of Graduate Studies and Research, Team University.
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