

Parental Participation and Students' Academic Achievement in Selected Government Aided Secondary Schools in Kibaale Town Council, Rakai District, Uganda

Ddamba Hassan¹; Nabukeera Madinah²; Matovu Musa³;
Ssali Muhammadi Bisaso⁴

¹Post Graduate Student, Department of Education Management and Administration,
Faculty of Education, Islamic University in Uganda

²Associate Professor Dr., Department of Public Administration,
Faculty of Management Studies, Islamic University in Uganda

³Associate Professor Dr., Department of Educational Psychology,
Faculty of Education, Islamic University in Uganda

⁴Senior Lecturer, Department of Education Management and Administration,
Faculty of Education, Islamic University in Uganda

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Abstract: The investigation inspected influences of parental participation upon a student's academic achievement within selected Secondary schools sponsored by the government under Uganda's Kibaale Town Council, Rakai District. This investigation had been directed through three objectives specifically; i) To examine the influence of provision of scholastic materials on students' academic achievement, ii) To examine the influence of monitoring academic activities on students' academic achievement, and iii) To examine the influence of counseling and guidance on students' academic achievement in selected government aided secondary schools in Kibaale Town Council, Rakai District, Uganda. The investigation used a quantitative methodology in conjunction with a cross-sectional research design. Educators selected as of the two Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, made up the sample size of 40 respondents. To address the phenomenon under research, both descriptive and linear regression analysis were applied. According to the study, the availability of educational resources significantly and favorably affects a student's academic performances within subset of Secondary institutes sponsored by the government under Kibaale Town Council, Rakai District, Uganda. Additionally, the study also revealed that monitoring academic activities bears very sturdy constructive as well as statistical substantial impact upon a student's academic achievement within selected Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, Uganda. This investigation supplementary reveals that counseling plus guidance holds sturdy optimistic plus statistical substantial impact upon student's academic achievement related to selected Secondary institutes sponsored by the government under Kibaale Town Council, Rakai District, Uganda. This investigation concludes noting parental participation holds substantial impact upon student's academic achievement in that a slight upsurge within providing of scholastic supplies, monitoring academic activities, and counseling as well as guidance ought to consequently result towards improvements within students' academic achievement under selected Secondary institutes sponsored by the government under Kibaale Town Council, Rakai District, Uganda. This investigation commends, schools' administrations ought to include parents in schools' management committees or boards towards participation under making decisions as well as policy development as this fosters a sense of ownership and shared responsibility for students' success, which directly may be having substantial impact upon a student's academic achievement within Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, Uganda.

Keywords: Parental Participation, Provision of Scholastic Materials, Monitoring Academic Activities, Counseling and Guidance, and Students' Academic Achievement.

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I. INTRODUCTION

This study aimed at examining an impact of parent's participation upon a student's academics achievements within selected government aided secondary schools under Kibaale Town Council, Rakai District, Uganda.

➤ *Historical Perspective*

Globally, parental participation in education was instituted towards holding profound and substantial impact upon a student's abstract achievement within different countries over the years. Global organizations like UNESCO and the OECD began promoting parental involvement as part of inclusive and quality education strategies and these have consistently found that students whose parents are involved in their education through reading at home, attending parent-teacher conferences, or setting academic expectations, tend to perform better (Erdem & Kaya, 2020). In Africa, as education became more valued, parents began to support schooling more actively especially by encouraging attendance, attending Parent-Teacher Associations (PTAs), and providing basic materials with the objective to assist students in achieving their educational goals. However, despite progress, many parents face challenges such as poverty, illiteracy, and lack of time, which limit their involvement (Mahuro & Hungi, 2016).

➤ *Theoretical Perspective*

This investigation had been guided through Ecological Systems Theory developed through Bronfenbrenner within 1979. This philosophy highlights that a child's development is influenced by multiple environments, from the immediate environments like schools and families (microsystem) towards wider societal factors (macro system). The microsystem includes relationships with teachers, peers, parents, and school staff, directly affecting academic motivation and performance (Ettekal & Mahoney, 2017). According to El Zaatari and Maalouf (2022) the theory in relation to education posits that student interactions with school and family also influences achievement, as supportive communication and shared values enhance learning outcomes. The authors also assert that a positive and supportive parent within the microsystem fosters learners' self-esteem, engagement, and cognitive development which resultantly leads to a significant improvement in the learners' achievement (El Zaatari & Maalouf, 2022). The philosophy had been suitable towards the investigation since this provides connection amongst parental participation as well as a student's theoretical achievement as strong parental involvement creates a consistent and supportive microsystem, positively influencing educational outcomes.

➤ *Contextual Perspective*

The investigation looked at how parental involvement affected pupils' academic performance in a few Secondary schools sponsored by the government under the Rakai region of Kibaale Town Council. Because there has been little to no research done in the field regarding parents inclusion and a student's academia performances, the above instance had been taken into consideration. Furthermore, Rakai district was taken into consideration because of the inadequate

academic performance of pupils in Secondary schools sponsored by the government, which was demonstrated by a deterioration in academic performances, poor proficiency under particular subjects, poor cognitive skills development such as communication skills among students, and poor behavioral outcomes such as irregular school attendance (Rakai District Local Government, 2022).

➤ *Conceptual Perspective*

Parental participation denotes towards parents engaging actively or guardians regarding the education of the children, equally in schools and homestead backgrounds, with the aim of supporting and enhancing the child's learning and academic success (Utami, 2022). Students' academic achievement refers to the extent to which a student has attained their educational goals, typically measured through performance indicators such as grades, test scores, completion of assignments, and mastery of curriculum content (Erdem & Kaya, 2020). Regarding this investigation's instance, parental participation would be abstracted relating towards provision of scholastic materials, monitoring academic activities, and counseling and guidance, while students' academic achievement was conceptualized in terms of academic performance, mastery of curriculum content, social-emotional development, cognitive development, and life skills acquisition and much more.

➤ *Statement of the Problem*

Ministry of Education and Sports (MoES) under the Ugandan government increasingly emphasized parental involvement in its education sector strategic plans with the objective to improve students' academic achievement. For instance, the Education Sector Strategic Plan (ESSP) has been developed and updated regularly by the MoES which promotes community engagement and parental involvement as pillars of quality education, encourages schools to hold regular PTA meetings, and also recommends parental involvement in monitoring student attendance and performance, thereby fostering a supportive learning environment that contributes to improved academic outcomes (Ministry of Education and Sports, 2018).

However, despite all the remarkable efforts, students' academic achievement in government aided secondary schools in Rakai district is still inadequate characterized by a decline in students' academic performance, poor proficiency in particular subjects, poor cognitive skills development such as communication skills among students, and poor behavioral outcomes such as irregular school attendance (Rakai District Local Government, 2022). Evidence indicates a decline in the academic performance of students who passed in first and second grade in UCE examinations from 59.3% in 2018 to 42.7% in 2021 within Rakai district's Secondary schools sponsored by the government under (Rakai District Local Government, 2022). As a consequence, there are now more students dropping out of school as students may struggle to advance to higher levels of education, social stigma, disruptive behavior, and disciplinary problems among students. Thus, based on these data, the current analysis investigated the impact of parental participation upon a student's academic achievement within selected Secondary

schools sponsored by the government under Kibaale Town Council, Rakai District.

➤ Objectives of the Study

• General Objective

To examine the influence of parental participation on students' academic achievement in selected government aided secondary schools in Kibaale Town Council, Rakai District, Uganda.

• Specific Objectives

- ✓ To examine the influence of provision of scholastic materials on students' academic achievement in selected government aided secondary schools in Kibaale Town Council, Rakai District, Uganda.
- ✓ To examine the influence of monitoring academic activities on students' academic achievement in selected government aided secondary schools in Kibaale Town Council, Rakai District, Uganda.
- ✓ To examine the influence of counseling and guidance on students' academic achievement in selected government aided secondary schools in Kibaale Town Council, Rakai District, Uganda.

➤ Study Hypotheses

The subsequent different theories served as a guide for the objectives specifically:

- **H_{a1}:** Provision of scholastic materials holds statistical substantial impact upon a student's academic achievement within selected Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, Uganda.
- **H_{a2}:** Monitoring academic activities hold statistical substantial impact upon a student's academic achievement within selected Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, Uganda.
- **H_{a3}:** Counseling and guidance hold statistical substantial impact upon a student's academic achievement within selected Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, Uganda.

➤ Conceptual Framework

The diagrammatic representation provided by a framework conceptually shows the association amongst parental participation and a student's academic achievement.

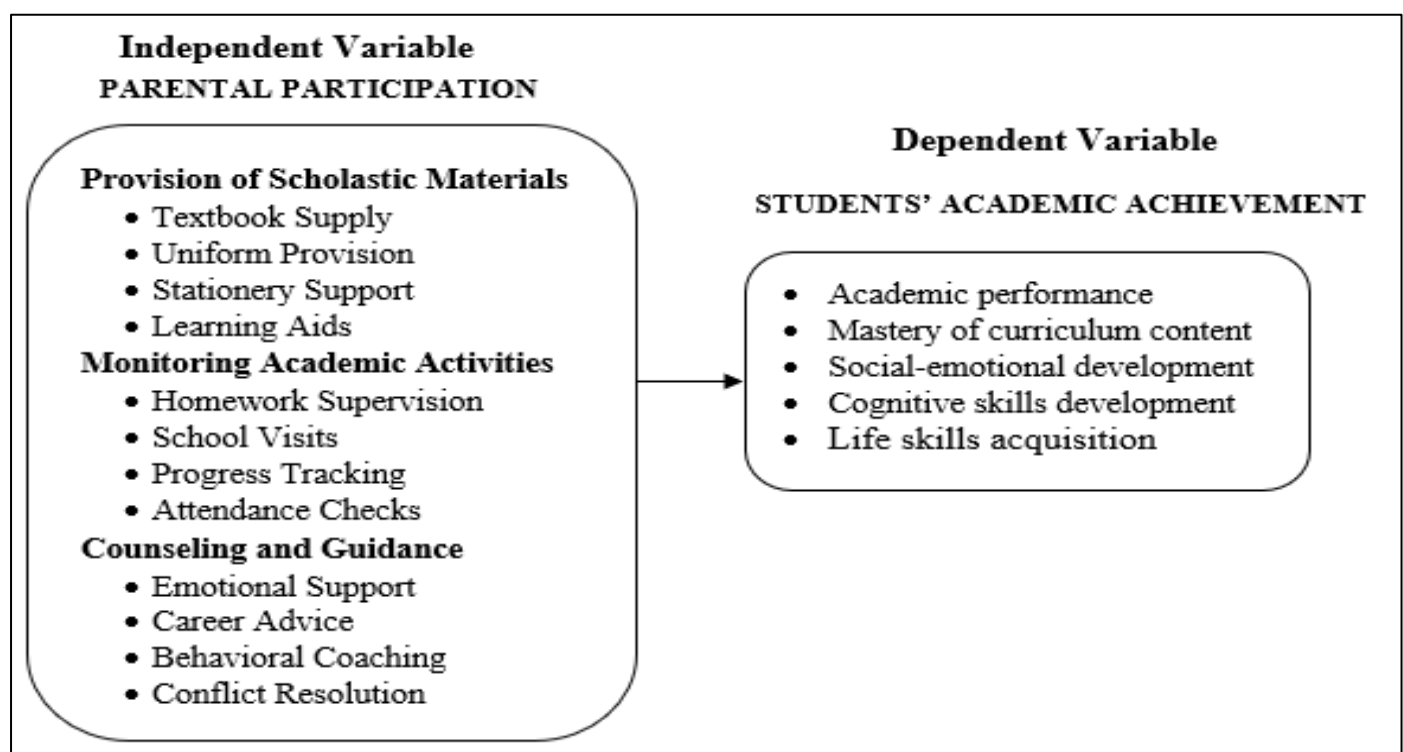


Fig 1 Conceptual Framework

II. LITERATURE REVIEW

➤ Parental Participation and Students' Academic Achievement

Parental participation holds substantial and positive effect upon student's academia success. Whenever a parent is actively tangled within education of their children, scholars incline towards performing well both scholastically as well as behaviorally. Students whose parents support learning at

home through reading and homework help, typically earn higher grades and test scores (Erdem & Kaya, 2020). The authors also assert that parental participation increases motivation and confidence among students which directly improves their performance in schools, leading to higher academic achievements. Parental encouragement boosts students' self-esteem and motivation, leading to greater engagement and persistence in learning (Erdem & Kaya, 2020).

According to Purnomo, Apriyanti, Mubarakah, Susilowati and Anggraheni (2022) parental participation in students' education influences students' better school attendance and behavior. Involved parents help reinforce the importance of education, resulting in fewer absences, better behavior, and strong discipline leading to improved students' academic achievements. On the other hand, the authors also argue that parental participation enhances student cognitive and language development. Early parental involvement, especially in reading and interactive activities, supports foundational skills critical for long-term academic success (Purnomo et al., 2022).

The provision of scholastic materials by parents such as books, notebooks, pens, school uniforms, and learning aids has a direct and positive impact on students' academic achievement. These materials are essential tools for effective learning, and their availability influences both academic performance and learning motivation (Zhang, Cui & Leung, 2021). The authors assert that students with adequate learning materials are better prepared for class activities, assignments, and exams and also access to school essentials like uniforms and writing materials which are provided by parents encourages regular attendance and reduces dropout rates. Therefore, this implies that parental participation through provision of the necessary scholastic materials will significantly lead towards perfection within students' academia achievement (Zhang et al., 2021).

Relating towards Musengamana (2023) parental involvement in provision of materials like textbooks, exercise books, and school supplies significantly improves students' learning outcomes in education. Availability of textbooks and revision guides allows students to study independently, reinforcing classroom learning and improving test score leading to improved academic achievements. The author asserts that students having their own materials boosts students' self-esteem, making them more likely to participate actively in class but however, lack of materials often leads to embarrassment, borrowing, or punishment, which can negatively affect concentration and academic focus, which might directly affect students' academic achievement both positively and negatively especially due to the lack of the necessary scholastic materials by the students (Musengamana, 2023).

Parental participation through provision of scholastic materials is a foundational aspect of supporting education. It not only enables access to learning but also enhances the quality and consistency of academic engagement, ultimately leading to better students' academic achievement (Hieronymus, Boonk, Henk & Saskia, 2018). The authors argues that parents who provide students with learning materials also create opportunities for effective study habits at home, that's essential for thriving in school (Hieronymus et al., 2018).

Parental monitoring of academic activities refers to the active involvement of parents in tracking, overseeing, and guiding their children's school-related tasks, such as homework, study schedule, and overall academic progress.

This type of involvement has a significant and positive impact on students' academic achievement (Brajsa-Zganec, Merkas & Sakic-Velic, 2019). The authors argued that when parents monitor homework and academic progress, students are more likely to take their assignments seriously and complete them on time. The presence of oversight encourages responsibility and accountability in students, significantly influencing an improvement in students' academic achievement (Brajsa-Zganec et al., 2019). Additionally, the authors assert that parents who monitor academic activities can quickly identify areas where their child may be struggling. Early intervention, whether through additional support or seeking help from teachers, can prevent academic decline and ensure the student stays on track, resultantly leading to an improvement in students' academic achievement (Brajsa-Zganec et al., 2019).

The act of monitoring through parental involvement signals to students that their education is important. This can foster intrinsic motivation to do well and encourage disciplined study habits, leading to improved performance. Parental oversight also helps students establish a structured routine, including dedicated study time and balanced breaks, which enhances their ability to focus and manage their workload effectively, influencing an improvement in students' academic achievement (Mahuro & Hungi, 2016). Additionally, the authors postulate that parents who are actively involved in monitoring academic activities tend to engage more in school communications, such as attending parent-teacher meetings, which strengthens the relationship between parents and teachers and supports a holistic approach to addressing academic needs, which directly influences students' academic achievement at the school (Mahuro & Hungi, 2016).

According to Xiong, Qin, Wang, Chen and Zhang (2021) parental participation through guidance and counseling to their children to make informed decisions regarding their education, career aspirations, and personal growth such as offering advice on study habits, goal setting, time management, and dealing with academic challenges, can significantly influence students' academic achievement. The authors assert that when parents provide guidance on setting realistic academic and career goals, students are more likely to stay focused and motivated. This clear sense of direction improves their effort, persistence, and dedication to their studies, resulting in better performances academically (Xiong et al., 2021).

III. METHODOLOGY

➤ *Research Design*

The investigation instituted a design related to cross-sectional research joined per a quantitative approach. A design related to cross-sectional research had concerns related to assessing the prevalence of certain variables in a population at a specific point in time (Kassu, 2019). Therefore, the investigation design was vital in examining impacts related to participation of parents upon a student's academia success within selected government aided secondary institutes within Kibaale Town Council, Rakai District, Uganda at a given point in time. Getting facts in a

number format to analyze the phenomenon under investigation required a quantitative methodology.

➤ *Target Population and Sample Size*

A group of people with the desired characteristics where research sample is drawn is known as the study population (Majid, 2018). Teachers from the various Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, as of that sample drawn, made up an investigation populace. In order to provide quantitative data that was utilized to address the study objectives, 40 respondents (teachers) were chosen from the two Secondary schools sponsored by the government under Kibaale Town Council, Rakai District.

➤ *Sampling Procedure*

The methodical process of choosing an appropriate proportion of people from the target group is known as sampling (Singh & Masuku, 2017). In order to choose study participants, the researcher used easy sampling. Teachers from the various Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, were chosen to participate within investigation using suitable test group, which entails an investigator choosing contributors ought to be effortlessly readily available. The following was done in order to collect quantitative data.

➤ *Data Collection Methods*

• *Questionnaire Survey Method*

A questionnaire survey approach involves a technique for collecting statistics from responders by asking them a series of questions and providing additional prompts (Anokye, 2020). The structured method of surveying, which uses organized and understandable questions to assure data comparability, was essential for obtaining consistent information. This approach was chosen since it allowed an investigator to get information from participants within the quickest amount of time.

➤ *Data Collection Instruments*

• *Structured Questionnaire*

One method of gathering information from respondents is a structured questionnaire, which consists of closed-ended answers to questions that respondents must select from (Kuphanga, 2024). Teachers in the several government-aided secondary schools that were chosen for the study were given structured questionnaires to complete on their own. The questionnaires included closed-ended questions and encoded responses, and they were used to gather quantitative data from respondents. Considering structured surveys take minimal

energy to collect a large number of details about the phenomenon being studied, they're utilized.

• *Data Analysis*

By using descriptive investigation and statistical testing, analyzing of quantitative data aids an investigator in measuring, analyzing, as well as comprehending an issue. In order for analysis of quantitative statistics gathered, this investigation utilized analysis techniques for linear regression and descriptive. These demographics for respondents had been examined using analysis of description. The study hypotheses were empirically supported at the 0.05 level of significance using analysis for linear regression towards investigating impacts of variables that are independent upon variables that are dependent. In research, linear regression analysis is crucial for determining how strongly the result of the investigation variable and the predictor variable are related (Maulud & Abdulazeez, 2020). Simple linear regression models made up of variables that are dependent and independent were used in analyzing linear regression.

• *Ethical Consideration*

This researcher acquired an introductory letter from the Department of Post Graduate Studies at Islamic University in Uganda before undertaking a study as a prerequisite to obtain permission to gather the required data for research in the different schools.

The researcher also sought for respondents' consent to participate in the study and respondents were fully informed about the purpose, procedures, and benefits of the study and participation was voluntary without any coercion.

The researcher protected the privacy of participants by ensuring confidentiality through safeguarding personal information and ensuring that data was anonymized where possible.

Additionally, the researcher conducted their work honestly and transparently, reporting findings accurately and acknowledging any limitations or conflicts of interest.

• *Study Findings*

The current section provides the results of regression analysis and descriptive statistics related to biodata of the responders.

• *Findings on the Demographic Characteristics of the Respondents*

Participants in an investigation had been chosen from Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, and their demographic features were evaluated. Table 1 presents the conclusions.

Table 1 Demographic Characteristics of the Respondents

Demographic Characteristics			
Category	Items	Frequency	Percentage
Gender	Male	23	57.5
	Female	17	42.5
	Total	40	100.0
	25-30 years	7	17.5

Age Groups	31-35 years	10	25.0
	36-40 years	8	20.0
	Above 40 years	15	37.5
	Total	40	100.0
Education Level	Diploma	3	7.5
	Bachelors	32	80.0
	Masters	5	12.5
	Total	40	100.0
Marital Status	Married	28	70.0
	Single	12	30.0
	Total	40	100.0
Duration of Work at the School	1-3 years	7	17.5
	4-5 years	11	27.5
	Above 5 years	22	55.0
	Total	40	100.0

Source: Field Data (2025)

Outcomes within Table 1 revealed that out of 40 responders who took part within study, vast 23 (57.5%) responders are men as well as 17 (42.5%) responders are women. These outcomes as well reveal most 15 (37.5%) respondents are beyond 40 ages, 10 (25.0%) responders with 31-35 ages, 8 (20.0%) responders from 36-40 ages, and the smallest amount 7 (17.5%) responders with 25-30 ages.

In addition, this investigation conclusions revealed that out of forty responders taking part, the bulk of research participants 32 (80.0%) hold a bachelor's degree, then the remaining five (12.5%) hold a master's degree, and the smallest percentage 3 (7.5%) hold a diploma of education.

In accord to marital status, the study findings revealed that out of forty responders taking part within this investigation, widely held 28 (70.0%) respondents are married and the smallest amount 12 (30.0%) respondents are unmarried. These study findings further revealed that out of 40 respondents who took part within investigation, vast 22 (55.0%) of the respondents had worked for a duration of over

5 years with the respective schools, followed by 11 (27.5%) of the respondents who were employed as of a duration from 4-5 ages with the respective schools, and the least proportion 7 (17.5%) responders were employed as of a duration of 1-3 years with the respective schools.

➤ Findings on the Study Objectives

The outcomes are discussed within this subsection in light of the particular goals of the investigation.

Influence of Provision of Scholastic Materials on Students' Academic Achievement in Government Aided Secondary Schools in Kibaale Town Council, Rakai District

This investigation pursued towards examining an impact of provision of scholastic materials upon a student's theoretical achievement within selected government aided secondary institutes under Kibaale Town Council, Rakai District, Uganda. Towards establishing influence, an analysis of simple linear regression had been adopted besides outcomes were accessible within Table 2.

Table 2 Regression Analysis on the Influence of Provision of Scholastic Materials on Students' Academic Achievement in Government Aided Secondary Schools in Kibaale Town Council, Rakai District

Model Summary						
Model	R	R Square		Adjusted R Square	Std. Error of the Estimate	
1	.629 ^a	.396		.380	.39715	
a. Predictors: (Constant), Provision of Scholastic Materials						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.291	.348		6.580	.000
	Provision of Scholastic Materials	.446	.089	.629	4.989	.000
a. Dependent Variable: Students' Academic Achievement						

Source: Field Data (2025)

These outcomes within Table 2 revealed that provision of scholastic materials hold very robust optimistic as well as statistical substantial impact upon student's academic achievement within selected Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, Uganda ($\beta=.629$, $P\text{-value}=.000$) at .05 significant levels. These regressive conclusions show that slight upsurge within

provision of scholastic materials suggestively marks improvements within student's academic achievement within selected Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, Uganda by 62.9%. The results imply that as provision of scholastic materials improves, this consequently lead towards improvements within a student's academic achievement

within selected Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, Uganda.

According to the model overview outcomes, the adjusted R-square (or coefficient of determination) was 0.380. This means that 38.0% of the total variations in the academic performance of a student can be attributed to the offering of scholastic resources, with the remaining 62.0% being explained by other factors. This suggests that the availability of educational possessions hold major and substantial impacts upon academia achievements for a student within a few Secondary schools sponsored by the government located under Kibaale Town Council, Rakai District, Uganda. Thus, the supply of educational resources in

a few Uganda's Secondary schools sponsored by the government under Town Council, Rakai District, must be improved in order to raise students' academic performance.

Influence of Monitoring Academic Activities on Students' Academic Achievement in Government Aided Secondary Schools in Kibaale Town Council, Rakai District

This investigation also pursued towards examining impact of monitoring academic activities upon a student's academic achievement within selected Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, Uganda. Towards establishing influence, an analysis for simple linear regressions had to be adopted as well as outcomes were accessible within Table 3.

Table 3 Regression Analysis on the Influence of Monitoring Academic Activities on Students' Academic Achievement in Government Aided Secondary Schools in Kibaale Town Council, Rakai District

Model Summary						
Model	R	R Square		Adjusted R Square	Std. Error of the Estimate	
1	.615 ^a	.378		.362	.40289	
a. Predictors: (Constant), Monitoring Academic Activities						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.244	.577		2.158	.000
	Monitoring Academic Activities	.636	.132	.615	4.808	.000
a. Dependent Variable: Students' Academic Achievement						

Source: Field Data (2025)

Outcomes within Table 3 revealed monitoring academic activities holds very solid optimistic as well as statistical substantial impact upon student's academic achievement within selected Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, Uganda ($\beta=.615$, $P\text{-value}=.000$) at .05 significant levels. These regressions conclusions show that slight upsurge within monitoring academic activities suggestively result to improvements within a student's academic achievement within selected Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, Uganda by 61.5%. The results imply that as monitoring academic activities improves, this consequently led towards improvements within a student's academic achievement within selected Secondary schools sponsored by the government under Uganda's Kibaale Town Council, Rakai District.

This model overview results indicate that determination coefficients (Adjusted R-square) had been .362, which indicates, monitoring academic activities clarifies 36.2% variance amount within students' academic achievement as

well as a remainder of 63.8% variance were clarified through additional aspects. It implied monitoring academic activities noticeably and suggestively influences students' academic achievement within selected Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, Uganda. Consequently, towards improving a student's academic achievement, there's need for enhancement within monitoring academic activities related to selected Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, Uganda.

Influence of Counseling and Guidance on Students' Academic Achievement in Government Aided Secondary Schools in Kibaale Town Council, Rakai District

This investigation additionally pursued towards examining influences of counseling as well as guidance upon a student's academic achievement within selected Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, Uganda. Towards establishing influence, an analysis of simple linear regressions ought to be adopted as well as outcomes were accessible within Table 4.

Table 4 Regression Analysis on the Influence of Counseling and Guidance on Students' Academic Achievement in Government Aided Secondary Schools in Kibaale Town Council, Rakai District

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.508 ^a	.258	.238	.44019	
a. Predictors: (Constant), Counseling and Guidance					
Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.

		B	Std. Error	Beta		
1	(Constant)	2.493	.421		5.926	.000
	Counseling and Guidance	.387	.107	.508	3.633	.000

a. Dependent Variable: Students' Academic Achievement

Source: Field Data (2025)

Outcomes within Table 4 revealed, counseling plus guidance hold robust optimistic as well as statistical substantial impact upon a student's academic achievement within selected Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, Uganda ($\beta=.508$, $P\text{-value}=.000$) at .05 significant levels. These regressive conclusions show, slight upsurge within counseling as well as guidance suggestively led to improvements within a student's academic achievement for selected Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, Uganda by 50.8%. These outcomes implied that as per counseling as well as guidance improves, this consequently led towards advancement within a student's academic achievement within selected Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, Uganda.

This model overview outcomes indicated the determinant coefficient (Adjusted R-square) had been .238, indicating counseling as well as guidance clarifies 23.8% variance total within a student's academic achievement and a remainder of 76.2% variance were clarified through additional aspects. It implied counseling plus guidance substantively as well as suggestively influences a student's academic achievements within designated Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, Uganda. Thus, towards improving a student's academic achievement, enhancement to be there within counseling as well as guidance within Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, Uganda.

IV. CONCLUSIONS

This investigation in conclusion suggests, parental participation holds substantial impact upon a student's academic achievement within selected Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, Uganda where the upsurge within providing scholastic supplies, monitoring academic activities, as well as counseling and guidance ought to consequently led towards improving a student's academic achievement within selected Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, Uganda.

RECOMMENDATIONS

This investigation commends that schools' administrations ought to include parents in schools' management committees or boards towards participating within making decision as well as policy development as this fosters a sense of ownership and shared responsibility for students' success, which directly may be having substantial impact upon student's academic achievement within

Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, Uganda.

This investigation as well commends, administrators of schools ought to use regular meetings, newsletters, SMS, phone calls, or digital platforms to keep parents informed about their children's progress and school activities which builds trust, promotes transparency, and encourages parents to support learning at home, directly influencing a student's academic achievements within Secondary schools sponsored by the government under Kibaale Town Council, Rakai District, Uganda.

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APPENDICES**➤ Appendix I: Structured Questionnaire**

Dear Respondent,

You have been selected as a respondent to take part in this study and the responses you will provide will be treated with ultimate confidentiality. The statistics you will provide will only be used for the required investigation tenacities. Your participation within the study is voluntary and you are free to pull out untimely.

Do you consent to participate in this study? Agree or Disagree

➤ Instructions: Please tick the most appropriate response of your choice**➤ Section A: Demographic Characteristics of Respondents****• What is your Gender?**

1. Male ☐ 2. Female ☐

• What is your Age Group?

1. 25-30 years ☐ 2. 31-35 years ☐ 3. 36-40 years ☐ 4. Above 40 years ☐

• What is your Highest Level of Education?

1. Diploma ☐ 2. Bachelors ☐ 3. Masters ☐

• What is your Marital Status?

1. Married ☐ 2. Single ☐ 3. Divorced ☐

• For how Long have you Worked at this Secondary School?

1. 1-3 years ☐ 2. 4-5 years ☐ 3. Above 5 years ☐

➤ Section B: Parental Participation

Use a Likert scale for this section where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

• Instructions:

Please select the option on the above scale that most accurately represents your viewpoint for each of the statements pertaining to the various aspects of Parental Participation;

• Part I: Provision of Scholastic Materials

No.	Provision of Scholastic Materials	SD	D	NS	A	SA
1.	The parent provides exercise books and textbooks towards students in schools					
2.	The parent provides their children electronic gadgets like iPads, phones, and tablets to help with their studies in schools					
3.	The parent regularly provides their children pencils and pens in schools					
4.	The parent provides their children school bags and uniforms in schools					
5.	The parent provides their children calculators and mathematical sets in schools					

- Part II: Monitoring Academic Activities

No.	Monitoring Academic Activities	SD	D	NS	A	SA
1.	A parent diligently hears the opinions and concerns of their students in order to comprehend their behavior and the underlying problems in schools.					
2.	A parent efficiently tracks student attendance and make sure that students show up for class on a regular basis					
3.	A parent keeps educators and school officials updated on their student conduct and learning achievements by communicating with them on a frequent basis.					
4.	A parent monitors their children's conduct at school, everyday activities, and completion of their homework.					
5.	A parent frequently attends teacher parent consultations and events at school to keep an eye on learners' academic progress in schools					

- Part III: Counseling and Guidance

No.	Counseling and Guidance	SD	D	NS	A	SA
1.	A parent engages students in counseling sessions to strengthen their mental health at the school					
2.	A parent provides guidance towards a student on educational planning such as subject combination selection in schools					
3.	A parent provides counselling and support towards a student on stress management and coping strategies in schools					
4.	A parent provides support and guidance to a student related to time management and skills acquisition in schools					
5.	A parent engages and encourages a student into student support networks and mentorship programs in schools					

➤ Section C: Students' Academic Achievement

Use a Likert scale for this section where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

- Instructions:

Please select the option on the previously mentioned scale that most accurately represents how you feel about the student academic achievement related statements;

No.	Students' Academic Achievement	SD	D	NS	A	SA
1.	There's an improvement within academic performance for a scholar in schools					
2.	There's an improvement within students' mastery related to curriculum content and subject matter at the school					
3.	There is effective and an improvement in social-emotional development of students at the school					
4.	There is an improvement in the students' development of cognitive skills of students at the school					
5.	There is an improvement in the life skills acquisition by students in schools					