



Parents' Involvement and Students' Academic Performance in Selected Government Aided Secondary Schools in Butambala District.

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Abstract

This study investigated the influence of parents' involvement on students' academic performance in selected government aided secondary schools in Butambala District. The study was guided by the following specific objectives; i) to examine the influence of provision of scholastic materials on students' academic performance, ii) to examine the influence of monitoring of academic activities on students' academic performance, and iii) to examine the influence of counseling and guidance on students' academic performance in selected government aided secondary schools in Butambala District. The study adopted a cross-sectional survey research design engaging both quantitative and qualitative approaches. The study considered a sample size of 76 respondents constituting of teachers, school directors, head teachers, students' leaders, parents' representatives, directors of studies, and inspector of schools selected from 2 selected government aided secondary schools using simple random sampling and census inquiry. The study revealed that provision of scholastic materials has a strong positive and statistically significant influence on students' academic performance in selected government aided secondary schools in Butambala District. Additionally, the study also revealed that monitoring of academic activities has a strong positive and statistically significant influence on students' academic performance in selected government aided secondary schools in Butambala District. The study further revealed that counseling and guidance has a moderately positive and statistically significant influence on students' academic performance in selected government aided secondary schools in Butambala District. The study concluded that parents' involvement has a significant influence on students' academic performance in selected government aided secondary schools in Butambala District in that an increase in provision of scholastic materials, monitoring of academic activities, and counseling and guidance would resultantly lead to an improvement in students' academic performance in selected

government aided secondary schools in Butambala District. The study recommends that the school administrators such as head teachers and school directors as well as parents should provide all the necessary support required by students such as scholastic materials, guidance and counseling, as well as regularly monitor students' academic activities as this would influence an improvement in students' academic performance in selected government aided secondary schools in Butambala District.

Keywords: *Parents' Involvement, Provision of Scholastic Materials, Monitoring of Academic Activities, Counseling and Guidance, and Students' Academic Performance.*

Introduction

Parents' involvement can be defined as all activities done by parents that are intentionally associated with learning (Bouffard & Weiss, 2018). According Bertrand, (2014) and Walker et al (2015), conventional definitions are restricted to school related activities, unlike sociologists who draw a distinction between the home based activities like helping children do homework, discussing their experiences at school, and the school based activities like communication with the school and participating in school based activities. Academic performance is defined as the outcome of education, the extent to which a pupil or teacher or institution has achieved their education goals (Ferguson, 2020). It refers to the quality and quantity of knowledge, skills, techniques and positive attitude, behavior and philosophy that learners achieve or acquire (Ibid).

Globally, education was originally considered as a public good that had to be provided by the governments with limited direct participation of other stakeholders, including parents but most international conventions ascribe the responsibility to both the state and parents. However, this trend changed in the mid-1970s when leading economists in European Universities and donor agencies began to criticize governments' direct involvement in service delivery (Adongo, 2016), The governments were criticized for mismanagement, inefficiency, corruption, lack of planning and related problems. Consequently, in the 1980s there was a shift to community involvement in service delivery. In the United States, there is evidence of parental involvement in education both at home and at school. The No Child Left Behind Act of 2001 acknowledges parents' empowerment and participation in establishing the standard of the teaching and learning process in schools (Education Department, 2004). According to Norwegian studies, parental participation at home has a big impact on students' academic success (Epstein, 2015).

In Africa, nations, like South Africa, Uganda, and Burundi, that have policies that encourage parental involvement in education. All public schools in South Africa are required by the Schools Act of 1996 to have elected school governing boards made up of the head teacher, teachers, parents, non-teaching staff, and students (Dubbeldan, 2020). Policies in Burundi mandate parental contributions in cash and kind. In a similar vein, (Obanya, 2014) said that findings from numerous studies conducted in different regions of Nigeria showed that the outcomes of the Senior School Certificate Examinations were utterly terrible in practically all of the disciplines made available to the Students'. He emphasized once more that just 10% of applicants 'meaningfully passed' the test. In Nigeria teaching and learning in most secondary schools take place under the most un-conducive environment and without

access to the essential material (Ahmed, 2013). In Uasin-Gishu County, Kenya, Kibet (2010) explored the role of parents in increasing preschoolers' education and discovered that parental involvement in education was minimal (Kibet, 2010). In Teso North sub-county primary schools, Manasi et al. (2014) looked at the effects of parental involvement in providing teaching and learning resources. They found that this involvement was minimal, which contributed to the schools' poor performance.

In Uganda, government-aided schools in Uganda receive financial support and assistance from the government. These schools often cater to a significant portion of the population and play a critical role in providing education. However, they may face challenges such as inadequate infrastructure, teacher shortages, and limited resources. Parental involvement in government-aided schools is essential for improving the quality of education. Parents may contribute through participation in parent-teacher meetings, involvement in school activities, and monitoring their children's academic progress.

Butambala District is a district in Central Uganda. It is one of the new districts in Uganda created in the 2010. It was one of the Counties of Buganda. Butambala District is bordered by Gomba District to the west and northwest, Mityana District to the northeast, Mpigi District to the east and south and Kalungu District to the southwest. The district has 6 sub counties, 25 Parishes and 141 villages. The District has over 143 schools currently with 23 Nursery Schools, 92 Primary Schools, 27 Secondary Schools, 1 Tertiary Schools. The research focused on investigating the influence of parents' involvement on students' academic performance in selected Government Aided Secondary Schools in Butambala District.

Problem Statement

Parents' involvement has always been vital to academic performance of students in any given institution of learning (Fan & Chen, 2001; Jeynes, 2013). Similarly, Government of Uganda recognizes the central role that parents' involvement has to play in ensuring good academic performance through provision for their children's educational requirements (Ministry of Education and Sports, 2018). Most schools in Butambala District have performed poorly in the last five years. According to records in the district education office, most stakeholders attribute this to non-participation by parents in school activities that contributes towards academic performance (Butambala District Annual report, 2021). Parents have been blamed for non-involvement in school activities in terms of provision of teaching and learning resources, payment of fees and provision of infrastructural facilities despite the area being economically endowed. Despite of parental involvement in schools, performance in national examinations in Butambala District is still poor. Some stake holders blame the teachers whereas others blame the learners when it comes to poor or unsatisfactory results in academic performance in national examinations. It is upon this background that the researcher is interested to investigate the influence of parents' involvement on students' academic performance in selected government aided secondary schools in Butambala District.

Purpose of the Study

The general objective of this study was to investigate the influence of parents' involvement on students' academic performance in selected government aided secondary schools in Butambala District.

Objectives of the Study

The study was guided by the following specific objectives;

- i. To examine the influence of provision of scholastic materials on students' academic performance in selected government aided secondary schools in Butambala District.
- ii. To examine the influence of monitoring of academic activities on students' academic performance in selected government aided secondary schools in Butambala District.
- iii. To examine the influence of counseling and guidance on students' academic performance in selected government aided secondary schools in Butambala District.

Hypotheses of the Study

H₀₁: Provision of scholastic materials has no significant influence on students' academic performance in selected government aided secondary schools in Butambala District.

H₀₂: Monitoring of academic activities has no significant influence on students' academic performance in selected government aided secondary schools in Butambala District.

H₀₃: Counseling and guidance has no significant influence on students' academic performance in selected government aided secondary schools in Butambala District.

Scope of the Study

The study focused on the influence of parents' involvement on students' academic performance in Government Aided Secondary Schools in Butambala District. This study was carried out from government aided secondary schools in Butambala District. Butambala District is bordered by Gomba District to the west and northwest, Mityana District to the northeast, Mpigi District to the east and south and Kalungu District to the southwest. The schools were Lukalu SS, Kaggulwe SS, Sayidina Abubakar SS Kabasanda, Kibibi SS, Gombe SS, Budde SS, Kitagobwa SS, Bulu parents' SS, Mayungwe SS, Butawuka SS and Cardinal Wamala SS. Butambala District was chosen because USE schools had had challenges related to parents' involvement on students' academic performance as revealed by District reports. This research covered a period of five (5) years from 2018-2022 to be able to assess the parents' involvement on students' academic performance in Government Aided Secondary Schools in Butambala District. This time period was considered due to manifestations of low general performance during the specified period in USE schools in Butambala District.

Significance of the Study

The study is important, especially to parents because the findings shade more light on the need for parents to be more involved in children's learning. It is expected that good academic performance increases the number of Students' join secondary education, completion rate, enrolment and control the dropout rate at primary stage. The findings may also be useful in encouraging parents to become more involved in their student's work in order to enhance their performance in secondary schools. The study might help in the designing and formulating of parental school curricula by policy makers at Institutional and National level. The Ministry of Education Officials and district education officials are to benefit from the study findings in a number of ways namely: they are to have benchmarks for the effective and efficient parental styles ideas and put in place parental guidance counseling services. To future researchers, it is hoped that the results of this study might help to fill some gaps that previous studies could have left, and contribute to relevant information.

Conceptual Framework

The conceptual framework enlightens on how the independent and dependent variables operationalized in the study.

Figure 1.1 Conceptual Framework

Independent variable

PARENTS' INVOLVEMENT

- **Provision of Scholastic Materials**
 - ✓ Textbooks and exercise books
 - ✓ Digital devices
 - ✓ Pens and pencils
 - ✓ Bags
- **Monitoring of Academic Activities**
 - ✓ Parents-teacher communication
 - ✓ Activity tracking
 - ✓ Attendance of parent-teacher meetings
 - ✓ supervision
- **Counseling and guidance**
 - ✓ Mentorship
 - ✓ Academic guidance
 - ✓ Behavior guidance
 - ✓ Psychological support

Dependent variable

STUDENTS' ACADEMIC PERFORMANCE

- ✓ Completion of assignments
- ✓ Grades and scores
- ✓ Class participation
- ✓ Subject mastery
- ✓ Cognitive and communication skills

Source: Adopted from Namukasa and Buye (2019), and modified by the Researcher (2024).

The relationship between IV and DV is explained above. Parental involvement comprises of provision of scholastic materials, monitoring school activities, counseling and guidance which affects academic performance in public secondary schools by parents and school management building consensus on important issues in the school. Parents can also play a critical role in the provision of teaching and learning resources in schools which can lead to improved academic performance.

Literature Review

Theoretical Review

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

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

Since it is a widely held view that parental styles in students' academic achievement is directly related to schools' effectiveness and, subsequently, academic achievement, this theoretical proposition suggests that the poor academic achievement of schools in Butambala District could be a result of lack of parental involvement. Epstein (1995) in agreement noted that the overlapping spheres of influence which focus on the complex interrelationships of family, and school affect students' wellbeing and academic achievement.

The Concept of Parental Involvement

Parental involvement refers to the extent to which parents are engaged with their children's educational activities, including volunteering in schools, attending parent-teacher conferences, and participating in decision-making processes related to their child's education (Ladd & Boyle, 2020). Parental involvement is the extent to which parents participate in their child's education, including activities such as volunteering, attending school events, and communicating with teachers." (Henderson & Berla, 2020).

Parental involvement is the degree to which parents are actively engaged in their child's education, including activities such as communicating with teachers, attending school events, and providing support at home (Sandler,

2020). Parental involvement refers to the ways in which parents engage with their children's education, including formal and informal activities, such as attending parent-teacher conferences, volunteering in schools, and providing support at home (Ecclestone, 2021.) Parental involvement is the extent to which parents participate in their child's education, including activities such as attending school events, communicating with teachers, and providing support at home (Fan and Chen, 2022).

The Concept of Students' Academic Performance

According to Kulkarni, academic Performance refers to the level of success achieved by a student in his academic pursuits, which is measured by the grades or marks obtained in his academic examinations. Academic Performance is the outcome of a student's academic efforts, which is reflected in their academic achievement, such as grades, marks, and awards.

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Provision of Scholastic Materials and Students' Academic Performance

Several studies indicate a positive correlation between the provision of scholastic materials and academic performance. For instance, research by Oduor et al. (2021) in Kenya found that access to textbooks and other learning materials significantly improved students' test scores and overall academic achievement levels. Scholastic materials not only facilitate learning but also enhance student engagement in the classroom. According to a study by Makoni and Chikanda (2023) in Zimbabwe, students who had access to adequate learning materials showed higher levels of participation and interest in their studies compared to those with limited resources.

Adequate provision of scholastic materials has been linked to lower dropout rates. A study conducted by Ngwenya and Mwale (2022) in Malawi highlighted that schools with better access to textbooks and educational resources saw a decrease in dropout rates, attributed to improved learning experiences and academic support. Despite the benefits, challenges in accessing scholastic materials persist across Africa. Factors such as economic constraints, inadequate distribution systems, and infrastructure gaps often limit the availability of materials, as noted by Moyo et al. (2020) in their survey across multiple African countries.

Scholars emphasize the importance of comprehensive educational policies that prioritize the provision and distribution of scholastic materials. Adequate funding, efficient procurement systems, and sustainable distribution

channels are crucial for ensuring equitable access and maximizing the impact on academic outcomes, as discussed in the policy recommendations by UNESCO (2023).

Studies such as the one by Kiprop and Wafula (2021) in Uganda have highlighted gender disparities in access to scholastic materials. They found that girls often face greater challenges in accessing textbooks and educational resources compared to boys, which can impact their academic performance and overall educational outcomes. The availability of scholastic materials also influences teacher effectiveness. Research by Sibanda and Ndlovu (2023) in South Africa indicated that teachers in schools with adequate learning resources reported higher levels of job satisfaction and were more effective in delivering lessons, leading to improved student performance.

The advent of digital resources and technology integration in education has transformed the landscape of scholastic materials provision. Studies by Adebayo et al. (2022) across Nigeria have explored how digital platforms and e-learning resources can supplement traditional materials, potentially enhancing accessibility and engagement among students. Access to scholastic materials plays a crucial role in promoting equity and inclusion in education. Scholars like Alemu and Tilahun (2020) in Ethiopia have emphasized how equitable distribution of textbooks and educational resources can contribute to reducing educational disparities among marginalized groups, thereby improving overall academic performance.

Beyond immediate academic performance, longitudinal studies such as those reviewed by UNESCO (2024) underscore the long-term benefits of consistent access to scholastic materials. These benefits include higher graduation rates, increased enrollment in higher education, and improved employability among graduates in African contexts.

Monitoring of Academic Activities and Students' Academic Performance

Monitoring school activities, including teacher attendance, curriculum implementation, and student engagement, has been consistently linked to improved academic performance. Studies such as that by Mbebe et al. (2021) in Kenya have shown that schools with effective monitoring systems tend to have higher student achievement levels due to better oversight and accountability. Effective monitoring helps optimize resource allocation and utilization within schools. Research by Ogunleye and Ajayi (2023) in Nigeria highlighted that schools with robust monitoring mechanisms are better able to allocate resources such as teaching materials, infrastructure improvements, and staff development programs strategically, leading to improved learning outcomes.

Monitoring school activities supports ongoing teacher professional development. Studies by Mulaudzi and Mulaudzi (2022) in South Africa indicated that regular feedback and supervision through monitoring processes empower teachers to refine their instructional strategies, address student needs more effectively, and ultimately contribute to enhanced academic performance. Monitoring facilitates data-driven decision-making processes at both school and district levels. According to research by Chilowa and Chimbwete (2020) in Malawi, schools that collect and analyze monitoring data regularly are better equipped to identify academic challenges early, implement targeted interventions, and monitor progress over time, thus improving overall academic performance.

Despite its benefits, effective monitoring faces implementation challenges across Africa. Issues such as inadequate infrastructure, limited capacity among monitoring personnel, and bureaucratic hurdles can hinder the efficacy of monitoring systems, as discussed in studies like that by Alemu et al. (2024) which examined various countries' experiences. Scholars emphasize the importance of supportive policies and institutional frameworks to strengthen monitoring practices in African schools. For instance, UNESCO's (2021) policy guidelines advocate for comprehensive monitoring strategies that integrate technology, community engagement, and teacher professional development to foster sustainable improvements in academic performance.

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Counseling and Guidance and Students' Academic Performance

Counseling and guidance services in government-aided secondary schools in Africa have evolved significantly over the past few years. The role of counselors has expanded beyond traditional academic advising to include socio-emotional support, career guidance, and mental health interventions. These services are crucial in addressing the diverse needs of students, particularly in environments where socio-economic challenges may impact academic performance. Akinyi (2023) and Nwosu (2022) highlight the increasing implementation of counseling and guidance programs in government-aided secondary schools across Africa. These programs aim to support students in managing academic challenges, career decisions, and personal development, thereby potentially enhancing their academic performance.

According to Omondi et al. (2021), counseling and guidance interventions significantly contribute to students' motivation levels and their ability to set academic goals. By providing personalized support and mentorship, counselors help students clarify their career aspirations and align them with academic efforts, fostering a more focused approach to learning. Akindele (2020) and Mwangi (2024) indicate that counseling sessions often include

strategies for improving study skills and time management among students. These skills are crucial for academic success as they enable students to effectively utilize study time, prioritize tasks, and maintain a balanced approach to their academic responsibilities.

Abubakar (2022) and Kiptoo (2023) have explored the role of counseling in promoting students' emotional well-being and managing stress levels. By providing a supportive environment and teaching coping mechanisms, counselors help students navigate academic pressures, thereby reducing stress-related barriers to learning and enhancing overall academic performance. Nzomo (2021) and Kamau (2023) suggests that effective counseling and guidance programs contribute to a reduction in behavioral issues and disciplinary problems among students. By addressing underlying issues such as peer conflicts, low self-esteem, or family challenges, counselors mitigate disruptions in learning environments and create a conducive atmosphere for academic achievement.

According to Njoroge (2022) and Odhiambo (2020), counseling services play a pivotal role in providing career guidance and facilitating informed decision-making processes among students. By offering career assessments, exposure to various career paths, and guidance on educational requirements, counselors empower students to make informed choices aligned with their strengths and interests. Despite the benefits, scholars like Muthoni (2023) and Oladele (2021) highlight challenges such as inadequate resources, counselor-to-student ratios, and varying levels of counselor training across African schools. To enhance the effectiveness of counseling and guidance programs, recommendations include increased funding for counseling services, ongoing professional development for counselors, and tailored interventions to meet the diverse needs of students.

Methodology

Research Design

This study adopted a cross-sectional survey research design. A cross-sectional survey research design was used for this study because it employs a single point of data collection for each participant, it was cheaper to undertake as compared to longitudinal survey and the results from the sample are inferred to the larger population, the design engages both the quantitative and qualitative approaches (Mugenda & Mugenda, 2003).

Population of Study

Population refers to the entire group of individuals, event or objects having common observable characteristics. It's the totality of all elements that conforms to a given specification (Mugenda and Mugenda, 2003). This study focused on 2 selected government aided secondary schools in Butambala District with a total population of 95 respondents in the categories of, 1 Inspector of schools, 2 Directors of studies, 2 School directors, 20 Parents' representatives, 2 Head teachers, 20 Students' leaders, 48 Teachers.

Sample Size of Study

The study was based on a sample size of 76 respondents that were drawn from a population of 95 individuals. The researcher determined the sample size using the Krejcie and Morgan (1970) Table of sample size determination (See Appendix III).

Table 3.1: Population, Sample Size, and Sampling Techniques

Category	Population	Sample Size	Sampling techniques
Inspector of Schools	1	1	Census Inquiry
Head Teachers	2	2	Census Inquiry
School Directors	2	2	Census Inquiry
Director of Studies	2	2	Census Inquiry
Teachers	48	45	Simple Random Sampling
Parents' Representatives	20	12	Simple Random Sampling
Students' Leaders	20	12	Simple Random Sampling
Total	95	76	

Source: Researcher (2024) for sampling method and sample determination, and Schools records for population

Sampling Techniques

The study adequately adopted both probabilistic and non-probabilistic sampling techniques as follows:

Simple Random Sampling Technique. Simple random sampling was also used to select teachers, parents' representatives (PTAs members), and students' leaders. The main reason for using this technique is that it gives equal chance to all the selected respondents to participate and also minimize bias on the researchers' side while selecting respondents of the study (Yamane, 1967).

Census Inquiry. The study adopted a census inquiry technique in the selection of Inspector of schools, School Directors, Head Teachers and Directors of Studies from the two (2) selected schools. This is a non-probability technique which aims at inclusion of all elements of the population. It is referred to as a complete count by Mugenda and Mugenda (2003).

Data Collection Instruments

Different data collection instruments were used to get information from different study participants as indicated below.

Questionnaire. The questionnaire was self-designed and self-administered to the respondents. The questionnaire carried closed-ended question items in order to make response to the instrument easy as well as simplifying the process of analysis while controlling unnecessary responses. The questionnaire was set on a 5-point Likert scale with 1- strongly disagree, 2- disagree, 3- not sure, 4- agree and 5- strongly agree.

Questionnaires were administered to teachers, parents' representatives (PTAs members), and students' leaders from the two (2) selected government aided secondary schools.

Interview Guide. This instrument was applied to Inspector of schools, Directors of Studies, School Directors, and Head teachers because it enabled the researcher to establish rapport with this category of study participants and

hence gained their cooperation. The researcher used an interview guide and interviews lasted for at least 30 mins to get more insights regarding parents' involvement and students' academic performance in Government Aided Secondary Schools. Recording of voice responses was carried out as granted by the study participants.

Data Analysis

Data analysis was handled in two major ways as follows:

Quantitative Data Analysis. After collecting data, it was sorted and edited and coded before entry in the statistical package for the social sciences package. Descriptive statistical analysis was in form of frequencies and percentages and thereafter presented in tables. Inferential data analysis was also employed in terms of simple linear regression analysis.

Qualitative Data Analysis. Qualitative data was analyzed using thematic analysis. Thematic analysis involved the transformation of respondents' views and perceptions by the researcher into themes in relation to the research questions and these were presented inform of verbatim quotations so as to supplement the quantitative data collected. This will be based on the view advanced by Creswell (1998).

Ethical Consideration

Before undertaking the study, the researcher acquired an introductory letter from Islamic University in Uganda as a prerequisite for obtaining permission from authorities in the different schools to conduct the study in their premises. The researcher also first sought for respondent's consent to participate in the study and the purpose of the study was explained to the respondents prior to the study. Additionally, the researcher ensured confidentiality of the respondents and information that was provided as this is a fundamental ethical pre-requisite in research.

Study Findings

The findings presented in this chapter include; descriptive statistics on the respondents' bio data and regression analysis results.

Findings on the Demographic Characteristics of the Respondents

The study assessed the demographic characteristics of the respondents that participated in the study from the selected government aided secondary schools in Butambala district. The results are presented in Table 4.1;

Table 4.1: Demographic Characteristics of the Respondents

Demographic Characteristics			
Category	Items	Frequency	Percentage
Gender	Male	41	59.4
	Female	28	40.6
	Total	69	100.0
Age Groups	25-30 years	9	13.0
	31-35 years	14	20.3
	36-40 years	18	26.1
	Above 40 years	28	40.6

	Total	69	100.0
Education Level	Diploma	23	33.3
	Bachelors	42	60.9
	Masters	4	5.8
	Total	69	100.0
Marital Status	Married	46	66.7
	Single	20	29.0
	Widowed	3	4.3
	Total	69	100.0
Duration of Work at the School	1-3 years	8	11.6
	4-5 years	24	34.8
	Above 5 years	37	53.6
	Total	69	100.0

Source: Field Data (2024)

The results in Table 4.1 revealed that out of 69 respondents who participated in the study, majority 41 (59.4%) of the respondents were males and 28 (40.6%) of the respondents were females. The results also revealed that most 28 (40.6%) of the respondents were aged above 40 years, followed by 18 (26.1%) of the respondents who were aged 36-40 years, then 14 (20.3%) of the respondents who were aged 31-35 years, and a few 9 (13.0%) of the respondents were aged 25-30 years.

In addition, the study findings revealed that out of 69 respondents who participated in the study, majority 42 (60.9%) of the respondents had attained a Bachelors education level, followed by 23 (33.3%) of the respondents who had attained a Diploma education level, and the least proportion 4 (5.8%) of the respondents had attained a Masters education level.

In regards to marital status, the study findings revealed that out of 69 respondents who participated in the study, majority 46 (66.7%) of the respondents were married, followed by 20 (29.0%) of the respondents who were single, and a few 3 (4.3%) of the respondents were widowed. The study also further revealed that out of 69 respondents who participated in the study, majority 37 (53.6%) of the respondents had worked for a period of above 5 years with the respective schools, followed by 24 (34.8%) of the respondents who had worked for a period of 4-5 years with the respective schools, and the least proportion 8 (11.6%) of the respondents had worked for a period of 1-3 years with the respective schools.

Findings on the Study Objectives

This section presents the findings in relation to the specific objectives of the study.

Influence of Provision of Scholastic Materials on Students' Academic Performance in Selected Government Aided Secondary Schools in Butambala District

The study sought to examine the influence of provision of scholastic materials on students' academic performance in selected government aided secondary schools in Butambala District. To establish the influence, simple linear regression analysis was adopted and the results are presented in Table 4.2.

Table 4.2: Regression Analysis on the Influence of Provision of Scholastic Materials on Students' Academic Performance in Selected Government Aided Secondary Schools in Butambala District

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.622 ^a	.387	.377	.39962		
a. Predictors: (Constant), Provision of Scholastic Materials						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.928	.374		5.155	.000
	Provision of Scholastic Materials	.602	.093	.622	6.498	.000
a. Dependent Variable: Students' Academic Performance						

Source: Field Data (2024)

The results in Table 4.2 revealed that provision of scholastic materials has a strong positive and statistically significant influence on students' academic performance in selected government aided secondary schools in Butambala District ($\beta=0.622$, $P\text{-value}=0.000$) at a 0.05 level of significance. The regression findings show that a unit increase in provision of scholastic materials significantly results into an improvement in students' academic performance in selected government aided secondary schools in Butambala District by 62.2%. The results imply that as provision of scholastic materials increases, it resultantly leads to an improvement in students' academic performance in selected government aided secondary schools in Butambala District.

The model summary results indicate that the coefficient of determination (Adjusted R-square) was 0.377, which indicates that provision of scholastic materials explains 37.7% of the total variations in students' academic performance in selected government aided secondary schools in Butambala District and the remaining 62.3% of the variations are explained by other factors. This implies that provision of scholastic materials considerably and significantly influences students' academic performance in selected government aided secondary schools in Butambala District. Therefore, to improve students' academic performance, there has to be an increase in provision of scholastic materials in selected government aided secondary schools in Butambala District.

In relation to the influence of provision of scholastic materials on students' academic performance in selected government aided secondary schools in Butambala District, some of the key informants argued that;

"...scholastic materials such as textbooks, notebooks, and digital resources provide essential content and information, enabling students to engage with the curriculum effectively which would improve students' academic performance." (School Director 01)

“Provision of scholastic materials allows students to complete homework, prepare for exams, and engage in classroom activities more effectively, leading to better students’ academic performance.” **(Head Teacher 02)**

“Provision of students with adequate scholastic materials offers a more dynamic and interactive learning environment, promoting active learning which would influence an improvement in students’ academic performance in the district.” **(Director of Studies 01)**

“...access and provision of the necessary scholastic materials equip students with the various educational materials which can further support students’ learning outside the classroom and this might significantly influence students’ academic performance in the district.” **(Head Teacher 01)**

“Provision of students with adequate scholastic materials can lead to fewer disruptions and more on-task behavior, as students are better prepared and less likely to feel frustrated or left behind which would positively influence students’ academic performance in government-aided secondary schools in the district.” **(Inspector of Schools 01)**

Influence of Monitoring of Academic Activities on Students’ Academic Performance in Selected Government Aided Secondary Schools in Butambala District

The study also sought to examine the influence of monitoring of academic activities on students’ academic performance in selected government aided secondary schools in Butambala District. To establish the influence, simple linear regression analysis was adopted and the results are presented in Table 4.3.

Table 4.3: Regression Analysis on the Influence of Monitoring of Academic Activities on Students’ Academic Performance in Selected Government Aided Secondary Schools in Butambala District

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.512 ^a	.263	.252	.43815		
a. Predictors: (Constant), Monitoring of Academic Activities						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.904	.298		9.738	.000
	Monitoring of Academic Activities	.372	.076	.512	4.885	.000
a. Dependent Variable: Students’ Academic Performance						

Source: Field Data (2024)

The results in Table 4.3 revealed that monitoring of academic activities has a strong positive and statistically significant influence on students’ academic performance in selected government aided secondary schools in

Butambala District ($\beta=0.512$, P-value=0.000) at a 0.05 level of significance. The regression findings show that a unit increase in monitoring of academic activities significantly results into an improvement in students' academic performance in selected government aided secondary schools in Butambala District by 51.2%. The results imply that as monitoring of academic activities increases, it resultantly leads to an improvement in students' academic performance in selected government aided secondary schools in Butambala District.

The model summary results indicate that the coefficient of determination (Adjusted R-square) was 0.252, which indicates that monitoring of academic activities explains 25.2% of the total variations in students' academic performance in selected government aided secondary schools in Butambala District and the remaining 74.8% of the variations are explained by other factors. This implies that monitoring of academic activities substantively and significantly influences students' academic performance in selected government aided secondary schools in Butambala District. Therefore, to improve students' academic performance, there has to be increased monitoring of academic activities in selected government aided secondary schools in Butambala District.

In accord to the influence of monitoring of academic activities on students' academic performance in selected government aided secondary schools in Butambala District, some of the key informants asserted that;

“Monitoring of students’ academic activities helps identify students who are struggling academically or showing signs of disengagement, allowing for early intervention which would influence students’ academic performance in the district.” **(Head Teacher 02)**

“Regular assessments and monitoring can highlight specific areas where students are lacking understanding or skills which would positively influence students’ academic performance in the district.” **(School Director 01)**

“...monitoring of students’ academic activities influences provision of timely feedback on assignments and tests which helps students understand their mistakes and learn from them, leading to better students’ academic performance.” **(Director of Studies 01)**

“Monitoring of students’ academic activities allows parents to tailor their support to their students’ needs, offering extra help or advanced materials as needed which positively influences an improvement in students’ academic performance in the district.” **(Head Teacher 01)**

“Monitoring of students’ academic activities through regular checks on homework and class participation by parents encourages students to develop consistent study habits and time management skills thus influencing students’ academic performance in the different government aided secondary schools in the district **(Inspector of Schools 01)**

Influence of Counseling and Guidance on Students' Academic Performance in Selected Government Aided Secondary Schools in Butambala District

The study further sought to examine the influence of counseling and guidance on students' academic performance in selected government aided secondary schools in Butambala District. To establish the influence, simple linear regression analysis was adopted and the results are presented in Table 4.4.

Table 4.4: Regression Analysis on the Influence of Counseling and Guidance on Students' Academic Performance in Selected Government Aided Secondary Schools in Butambala District

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.427 ^a	.182	.170	.46139		
a. Predictors: (Constant), Counseling and Guidance						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.039	.341		8.921	.000
	Counseling and Guidance	.332	.086	.427	3.865	.000
a. Dependent Variable: Students' Academic Performance						

Source: Field Data (2024)

The results in Table 4.4 revealed that counseling and guidance has a moderately positive and statistically significant influence on students' academic performance in selected government aided secondary schools in Butambala District ($\beta=0.427$, $P\text{-value}=0.000$) at a 0.05 level of significance. The regression findings show that a unit increase in counseling and guidance significantly results into an improvement in students' academic performance in selected government aided secondary schools in Butambala District by 42.7%. The results imply that as counseling and guidance increases, it resultantly leads to an improvement in students' academic performance in selected government aided secondary schools in Butambala District.

The model summary results indicate that the coefficient of determination (Adjusted R-square) was 0.170, which indicates that counseling and guidance explains 17.0% of the total variations in students' academic performance in selected government aided secondary schools in Butambala District and the remaining 83.0% of the variations are explained by other factors. This implies that counseling and guidance slightly but significantly influence students' academic performance in selected government aided secondary schools in Butambala District. Therefore, to improve students' academic performance there has to be an increase in counseling and guidance in selected government aided secondary schools in Butambala District.

In regards to the influence of counseling and guidance on students' academic performance in selected government aided secondary schools in Butambala District, the key informants posited that;

“Counseling and guidance helps students set realistic academic goals and develop plans to achieve them, fostering a sense of direction and purpose which significantly influences students' academic performance among government aided secondary schools in the district.” (Director of Studies 02)

“Guidance and counseling of students on effective study habits, time management, and organizational skills helps students maximize their academic potential which significantly influences students' academic performance in the district.” (Head Teacher 01)

“Counseling and guidance of students assists students in identifying and addressing academic difficulties, such as learning disabilities or test anxiety, which can improve their academic performance in government aided secondary schools in the district.” (Director of Studies 01)

“Counseling and guidance of students helps to address students' mental health issues such as anxiety, depression, or stress which can enhance students' overall well-being and academic performance.” (Head Teacher 02)

Conclusions

The study concludes that parents' involvement has a significant influence on students' academic performance in selected government aided secondary schools in Butambala District in that an increase in provision of scholastic materials, monitoring of academic activities, and counseling and guidance would resultantly lead to an improvement in students' academic performance in selected government aided secondary schools in Butambala District.

Recommendations

The study recommends that the school administrators such as head teachers and school directors as well as parents should provide all the necessary support required by students such as scholastic materials, guidance and counseling, as well as regularly monitor students' academic activities as this would influence an improvement in students' academic performance in selected government aided secondary schools in Butambala District.

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