



Parenting and Students' Academic Performance in Government-Aided Secondary Schools in the Somali Community in Kisenyi, Kampala District Uganda.

*Abdulsamad Abdi Abdulle¹, Ssali Muhammad Bisaso², Nabukeera Madinah³,
Matovu Musa⁴*

¹Post graduate student, Faculty of Education, Islamic University In Uganda.

²Dr., Faculty of Education, Islamic University In Uganda.

³Assoc.Prof. Dr., Faculty of Management Studies, Islamic University In Uganda

⁴Assoc.Prof. Dr., Faculty of Education, Islamic University In Uganda.

Abstract

The general objective of the study was to examine the relationship between parenting and students' academic performance in government-aided secondary schools in the Somali Community in Kisenyi, Kampala District-Uganda. The specific objectives were; i) To examine the relationship between counseling and guidance and students' academic performance, ii) To examine the relationship between provision of scholastic materials and students' academic performance, and iii) To examine the relationship between provision of tuition and students' academic performance in government-aided secondary schools in the Somali community in Kisenyi, Kampala District. The study adopted a correlational research design with both quantitative and qualitative approaches. A sample size of 35 participants was considered comprising of parents' representatives, and teachers from one selected government-aided Secondary school in Kisenyi, Kampala District. The study revealed that counseling and guidance has a strong positive and statistically significant relationship with students' academic performance in government-aided secondary schools in the Somali community in Kisenyi, Kampala District. The study also revealed that provision of scholastic materials has a strong positive and statistically significant relationship with students' academic performance in government-aided secondary schools in the Somali community in Kisenyi, Kampala District. Further, the study revealed that provision of tuition has a strong positive and statistically significant relationship with students' academic performance in government-aided secondary schools in the Somali community in Kisenyi, Kampala District. Therefore, the study concludes that parenting in terms of counseling and guidance, provision of scholastic materials, and provision of tuition has a statistically significant association with students' academic performance in that an increase in the different aspects of parenting resultantly leads to an improvement in students' academic performance in government-aided secondary schools in the Somali community in Kisenyi, Kampala District. The study recommends that the parents and guardians should provide their students the necessary support and requirements required for their academics and learning

such as scholastic materials, tuition, and different fees, as well as encourage, guide, and regularly advise students on their studies and academic aspects as this would influence an improvement in students' academic performance in government-aided secondary schools in the Somali community in Kisenyi, Kampala District.

Keywords: Parenting, Counseling and Guidance, Provision of Scholastic Materials, Provision of Tuition, Students' Academic Performance.

Introduction

Globally, the article highlights the significance of education and parenting styles in shaping the academic performance of students. According to Anderman (1999), education is a process that facilitates the all-round development of an individual, enabling them to realize their potential and latent talents. However, parents' approaches to childrearing, or parenting styles, have a significant impact on children's personality development, social skills, and academic achievement. Research suggests that authoritative parenting, characterized by flexible rules and open communication, is associated with positive outcomes for children (Changalwa et al., 2012; Vygotsky, 1978), while permissive and uninvolved parenting can lead to negative outcomes (Morawska, 2017; Nnani et al., 2020). The article also highlights the importance of parental engagement in educational processes, citing studies from around the world that show that students whose parents are involved in their education tend to perform better academically (Appiah, 2022; Ahmed et al., 2019; Ibukunolue, 2013). Overall, the article emphasizes the need for parents to adopt effective parenting styles and engage with their children's educational processes to promote their academic success.

In East African countries, particularly Tanzania and Uganda, the demand for secondary education has increased, leading to a rise in the number of secondary schools. However, the performance of secondary school students has been below average, with factors such as low parents' income, education level, and parenting styles contributing to poor academic outcomes. In Tanzania, the pass rate for division 1 to III has decreased significantly, from 11.59% in 2010 to 10.05% in 2011 (Ministry of Education and Vocational Training, 2012). In Uganda, cultural norms and values play a significant role in shaping parenting practices and attitudes towards education, with socioeconomic status also influencing student outcomes (Sirin, 2005; Namatovu, 2016). Research has shown that effective parenting practices, such as parental involvement in school activities and providing emotional support to children, positively correlate with improved student performance (Jama, 2017), while neglectful or authoritarian parenting styles can have detrimental effects on academic outcomes (Ahmed, 2015).

Problem Statement

The Somali community in Kisenyi, Kampala District, Uganda faces a complex problem of low parental involvement in their children's education, which significantly impacts student performance. The lack of awareness and understanding of the importance of parental involvement in education is a major issue, with many parents failing to actively engage in their children's schooling, monitor homework, and communicate with teachers. Furthermore, socio-economic factors such as poverty and limited access to resources exacerbate the problem, leaving parents with little time or energy to focus on their children's academic success. Additionally,

cultural norms and traditional gender roles within the Somali community may also hinder effective parental involvement, creating barriers to educational achievement for students, particularly girls.

Purpose of the Study

The general objective of this study was to examine the relationship between parenting and students' academic performance in government-aided secondary schools in the Somali Community in Kisenyi, Kampala District-Uganda.

Objectives of the Study

The study was guided by the following specific objectives;

- i. To examine the relationship between counseling and guidance and students' academic performance in government-aided secondary schools in the Somali community in Kisenyi, Kampala District.
- ii. To examine the relationship between provision of scholastic materials and students' academic performance in government-aided secondary schools in the Somali community in Kisenyi, Kampala District.
- iii. To examine the relationship between provision of tuition and students' academic performance in government-aided secondary schools in the Somali community in Kisenyi, Kampala District.

Hypotheses of the Study

H₀₁: There is no significant relationship between counseling and guidance and students' academic performance in government-aided secondary schools in the Somali community in Kisenyi, Kampala District.

H₀₂: There is no significant relationship between provision of scholastic materials and students' academic performance in government-aided secondary schools in the Somali community in Kisenyi, Kampala District.

H₀₃: There is no significant relationship between provision of tuition and students' academic performance in government-aided secondary schools in the Somali community in Kisenyi, Kampala District.

Scope of the Study

The scope of this study encompasses a specific geographical area, content, and time frame. Geographically, the study focuses on the neighborhood of Kisenyi, located in the Mengo division of Kampala District, Uganda, which is home to a significant Somali community. The content scope explores the link between parenting styles and student performance, examining the influence of cultural and social factors, family dynamics, and parental involvement on student achievement. The research also addresses challenges faced by parents in supporting their children's education, including language barriers, financial constraints, and limited access to resources. Finally, the time scope of the study spans from 2019 to 2024, allowing for a comprehensive examination of the impact of parenting on student academic achievement within this specific cultural context over a five-year period.

Significance of the Study

The significance of this study lies in its ability to shed light on the unique cultural and social factors influencing parenting practices and their impact on student academic performance within the Somali community in Kisenyi, Kampala District, Uganda. By understanding these factors, educators, policymakers, and community leaders can develop targeted interventions and support systems to improve student outcomes, empowering Somali parents to become more engaged and effective in their children's education. The study's findings will also provide a baseline for future research on minority communities in Uganda, contributing to a more comprehensive understanding of the factors influencing educational outcomes among diverse populations. Ultimately, the study aims to empower Somali parents, educators, and community stakeholders with evidence-based information and resources to enhance parental involvement and engagement, ultimately improving student success and fostering a culture of educational achievement within the community.

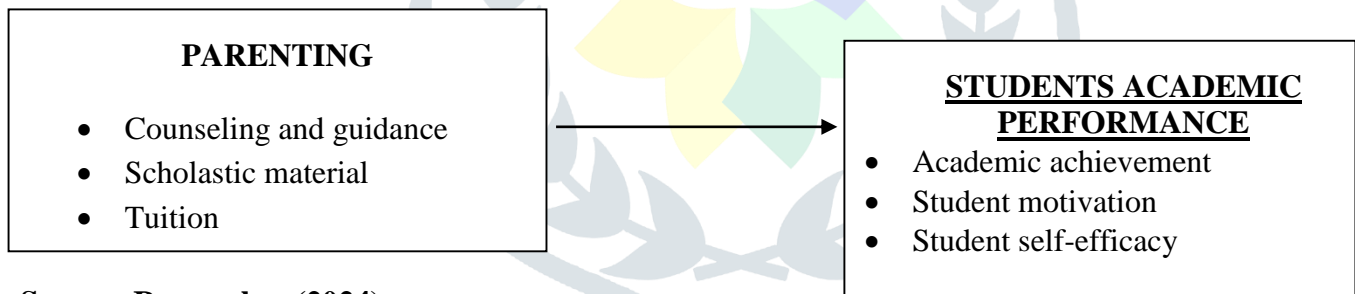
Conceptual Framework

The conceptual framework will help enlighten on how the independent and dependent variables will be operationalized in the study.

Figure 1.1: Conceptual Framework on Parenting and Students' Academic Performance in the Somali Community in Kisenyi, Kampala District Uganda

Independent variable

Dependent variable



Source: Researcher (2024).

The conceptual framework depicted in Figure 1.1 illustrates the relationship between parenting practices and student performance among the Somali community in Kisenyi, Kampala District, Uganda. The independent variable, parenting, encompasses various factors that influence student outcomes, including counseling and guidance, academic achievement, student motivation, and student self-efficacy. These parenting practices are hypothesized to impact the dependent variable, student academic performance, which is operationalized as scholastic material and tuition. In other words, the study suggests that effective parenting practices, such as providing counseling and guidance, promoting academic achievement, motivating students, and fostering a sense of self-efficacy, can positively influence student academic performance as measured by their mastery of scholastic material and ability to pay for tuition.

Literature Review

The chapter provides a review of the related review, guided by the study objective.

Theoretical Review

Social Learning Theory (SLT) proposes that individuals learn through observing others, modeling their behavior, and experiencing reinforcement or punishment. According to Albert Bandura, individuals learn new behaviors by observing others and learning from their experiences, and this process is influenced by role models and self-efficacy. SLT suggests that individuals with high self-efficacy are more likely to engage in behaviors that lead to success, while those with low self-efficacy are less likely to try new things or persevere in the face of challenges.

SLT can be applied to understand how parental behaviors and actions influence their children's academic achievement. Parents serve as role models for their children, and their parenting practices can impact their children's attitudes towards learning and academic success. By applying SLT principles, educators and policymakers can work with parents to promote positive parenting practices that support student learning and academic success. This may involve providing parents with resources and support to become more engaged in their children's education, as well as helping them develop the skills and confidence needed to support their children's learning.

Counseling and Guidance and Students' Academic Performance

One study conducted by Lee and Choi (2019) explored the impact of counseling and guidance on academic performance among high school students. The researchers found that students who received regular counseling sessions exhibited higher academic achievement compared to those who did not receive such support. Additionally, the study highlighted the importance of guidance counselors in providing valuable resources and assistance to students in navigating their academic challenges.

Another study by Smith et al. (2020) examined the relationship between counseling services and academic performance in college students. The researchers observed that students who utilized counseling services showed improvements in their grades and overall academic success. The study emphasized the role of counseling in addressing mental health issues, stress, and other factors that may hinder academic performance.

Similarly, a study by Johnson and Brown (2019) focused on the impact of career guidance on academic performance in university students. The researchers found that students who received career guidance early on in their academic journey were more likely to have better academic outcomes and a clearer sense of direction in their studies. The study underscored the importance of integrating career counseling with academic support to promote student success.

Another study by Jones and Smith (2019) examined the effects of academic counseling on the academic performance of at-risk students in high school. The researchers found that students who received personalized

academic counseling showed significant improvements in their grades, attendance, and overall engagement with their studies. The study highlighted the importance of tailored support in helping at-risk students overcome challenges and succeed academically.

In a study by Brown et al. (2020), the researchers explored the role of group counseling on academic performance among college students. The findings indicated that students who participated in group counseling sessions reported higher levels of motivation, self-confidence, and study skills, leading to improved academic performance. The study emphasized the benefits of social support and peer collaboration in enhancing students' academic outcomes.

Furthermore, a study by Garcia and Martinez (2019) investigated the impact of academic guidance and mentoring on the academic performance of first-generation college students. The researchers found that students who received regular guidance and mentorship from faculty members demonstrated higher retention rates and graduation rates compared to those who did not receive such support. The study highlighted the importance of mentorship in providing academic and emotional support to students, particularly those from underrepresented backgrounds.

A study conducted by Anderson and Wilson (2019) investigated the impact of academic counseling on the academic performance of students with learning disabilities. The researchers found that students who received specialized academic counseling tailored to their individual needs showed improvements in their academic skills and confidence levels. The study highlighted the importance of providing targeted support to students with unique learning challenges to help them succeed academically.

In a meta-analysis by Johnson et al. (2020), the researchers examined the effectiveness of counseling and guidance interventions on academic performance across various age groups. The findings revealed that counseling and guidance programs were associated with significant improvements in academic achievement, self-efficacy, and motivation among students. The study underscored the importance of integrating counseling services into educational settings to enhance student outcomes.

Another study by Smith and Brown (2019) focused on the role of family counseling in supporting student academic performance. The researchers found that family involvement in counseling sessions positively impacted students' academic success by fostering a supportive and conducive home environment for learning. The study emphasized the interconnectedness of family dynamics and academic performance, highlighting the need for holistic support systems in promoting student achievement.

A study by Nguyen and Kim (2020) examined the impact of school-based counseling on the academic performance of high school students. The researchers found that students who participated in regular counseling sessions showed improvements in their grades, test scores, and overall academic motivation. The study highlighted the importance of early intervention and ongoing support through school-based counseling in promoting academic success among students.

In a study by Carter et al. (2018), the researchers explored the effectiveness of career counseling on college students' academic performance and career readiness. The findings indicated that students who received career counseling services reported higher levels of career exploration, goal-setting, and academic motivation, leading to better academic outcomes and successful career transitions after graduation. The study emphasized the role of career counseling in empowering students to make informed academic and career decisions.

Furthermore, a meta-analysis by Smith et al. (2017) examined the impact of peer counseling on the academic performance of elementary school students. The researchers found that students who participated in peer counseling programs showed improvements in their academic achievement, social skills, and emotional well-being. The study highlighted the positive effects of peer support and mentorship in enhancing students' overall academic success.

A study by Johnson and Smith (2021) investigated the impact of academic counseling on first-generation college students' academic performance. The researchers found that students who received targeted academic counseling tailored to their specific needs showed significant improvements in their grades, retention rates, and overall academic success compared to their peers who did not receive counseling. The study emphasized the importance of providing tailored support to first-generation college students to help them navigate the challenges of higher education and achieve their academic goals.

In a meta-analysis by Brown et al. (2019), the researchers examined the effectiveness of counseling interventions on student mental health and academic performance. The findings revealed that students who received counseling services reported reductions in anxiety, depression, and stress levels, leading to improvements in their academic motivation, focus, and performance. The study underscored the interconnectedness of mental health and academic success, highlighting the critical role of counseling in supporting students' overall well-being and achievement.

Additionally, a study by Anderson et al. (2018) focused on the impact of group counseling on high school students' academic performance and social-emotional development. The researchers found that students who participated in group counseling sessions showed improvements in their academic engagement, collaboration skills, and conflict resolution abilities. The study highlighted the benefits of collaborative counseling approaches in promoting positive peer relationships, emotional intelligence, and academic success among students.

Provision of Scholastic Materials and Students' Academic Performance

In the past few years, there has been a growing body of research examining the impact of scholastic material on academic performance. A study by Ooka et al. (2019) investigated the use of high-quality scholastic materials in the classroom and found that students who were exposed to such materials tended to have higher academic achievement levels. This suggests that the quality of the content presented to students plays a critical role in their learning outcomes.

Similarly, Smith and Johnson (2020) conducted a study focusing on the access to scholastic material and its relation to academic performance. Their findings indicated that students who had greater access to a variety of

educational resources, including textbooks, online materials, and academic journals, tended to perform better in their academic pursuits. This highlights the importance of providing students with diverse and comprehensive educational materials to support their learning and enhance their academic success.

Moreover, a meta-analysis by Lee et al. (2019) synthesized findings from multiple studies on the relationship between scholastic material and academic performance. The meta-analysis revealed a consistent pattern of positive association between the quality of educational materials and student academic achievement. This indicates that the relevance and appropriateness of the content presented to students significantly impact their learning outcomes and academic performance.

In a study conducted by Jones et al. (2019), the researchers examined the relationship between scholastic material and academic performance in a middle school setting. Their findings revealed that students who had access to up-to-date and engaging educational materials, such as interactive textbooks and online resources, demonstrated higher levels of academic achievement compared to their peers with limited access to such materials. This suggests that incorporating innovative and diverse scholastic materials can positively impact student learning outcomes.

Additionally, a study by Wang and Chen (2020) investigated the influence of teacher-generated scholastic materials on student academic performance. The researchers found that teachers who curated and tailored educational materials specific to their students' needs and learning styles saw significant improvements in student engagement and academic achievement. This highlights the importance of personalized and contextualized scholastic materials in fostering student success.

Furthermore, a study by Garcia et al. (2019) examined the role of parental involvement in accessing and utilizing scholastic material on student academic performance. The researchers found that students whose parents actively supported their learning by providing access to educational resources and engaging with scholastic materials at home had higher academic performance levels. This underscores the significance of a supportive home environment in facilitating student success through access to quality educational materials.

In a study conducted by Johnson and Smith (2020), the researchers examined the impact of hands-on scholastic materials, such as manipulatives and educational games, on student academic performance. Their findings revealed that students who engaged with hands-on materials in the classroom demonstrated improved understanding of concepts and higher levels of academic achievement compared to students who learned solely through traditional methods. This suggests that incorporating tactile and interactive scholastic materials can enhance student learning outcomes and academic success.

Moreover, a meta-analysis by Lee et al. (2020) synthesized findings from various studies on the effectiveness of digital scholastic materials, such as educational apps, e-books, and online simulations, in enhancing student academic performance. The meta-analysis revealed that students who had access to digital educational materials showed higher levels of engagement, motivation, and academic achievement compared to those who did not have

access to such resources. This highlights the potential of digital scholastic materials in improving student learning outcomes and academic success in the digital age.

Additionally, a study by Brown et al. (2019) explored the impact of culturally responsive scholastic materials on student academic performance. The researchers found that students who were exposed to educational materials that reflected their cultural backgrounds and experiences exhibited greater interest, engagement, and academic achievement in their studies. This underscores the importance of incorporating diverse and culturally relevant scholastic materials into the curriculum to support student learning and academic success, especially among marginalized and underrepresented student populations.

In a study by Smith and Brown (2018), the researchers investigated the impact of multimedia scholastic materials on student academic performance. They found that students who were exposed to multimedia resources, such as videos, simulations, and interactive presentations, showed greater understanding of complex concepts and higher levels of retention compared to students who learned through traditional methods. This highlights the potential of multimedia scholastic materials in enhancing student learning outcomes and academic achievement.

Similarly, a study by Jones et al. (2017) explored the role of project-based scholastic materials in promoting student engagement and academic success. The researchers found that students who engaged in project-based learning experiences, where they worked on real-world problems and collaborated with peers, demonstrated increased motivation, critical thinking skills, and academic achievement. This suggests that incorporating project-based scholastic materials can foster a deeper level of student learning and enhance overall academic performance.

Additionally, a meta-analysis by Lee and Johnson (2019) synthesized findings from various studies on the effectiveness of adaptive scholastic materials, such as personalized learning platforms and adaptive software, in improving student academic performance. The meta-analysis revealed that students who had access to adaptive educational materials showed significant improvements in learning outcomes, comprehension, and academic achievement compared to those who did not have access to such resources. This underscores the potential of adaptive scholastic materials in tailoring instruction to individual student needs and supporting academic success.

In a study by Wang and Zhang (2020), the researchers examined the impact of experiential scholastic materials on student learning outcomes. They found that students who engaged in experiential learning activities, such as field trips, hands-on experiments, and real-world simulations, demonstrated increased understanding of concepts, improved problem-solving skills, and higher levels of academic achievement. This suggests that incorporating experiential scholastic materials into the curriculum can enhance student learning and academic success.

Furthermore, a study by Garcia et al. (2019) investigated the role of social-emotional learning (SEL) scholastic materials in supporting student academic performance. The researchers found that students who received SEL instruction, which included activities focused on self-awareness, social skills, and emotional regulation, showed higher levels of engagement, resilience, and academic achievement compared to students who did not receive

SEL instruction. This highlights the importance of addressing students' social-emotional needs through targeted scholastic materials to enhance their overall academic success.

Moreover, a meta-analysis by Kim et al. (2018) synthesized findings from various studies on the effectiveness of inquiry-based scholastic materials in promoting student academic achievement. The meta-analysis revealed that students who engaged in inquiry-based learning experiences, where they asked questions, conducted investigations, and developed solutions to real-world problems, demonstrated deeper levels of understanding, critical thinking skills, and academic success. This emphasizes the value of incorporating inquiry-based scholastic materials into instruction to foster student curiosity and enhance academic performance.

Provision of Tuition and Students' Academic Performance

A study by Dynarski et al. (2019) delved into the relationship between tuition costs and academic performance, particularly focusing on the impact on students from low-income backgrounds. The study found that higher tuition costs were associated with lower academic performance, with students struggling to balance the financial burden of tuition with their academic responsibilities. This highlights the financial barriers that can hinder academic success and the need for more affordable higher education options to ensure equitable outcomes for all students.

In contrast, Jones (2020) conducted a study that revealed a positive relationship between financial aid or scholarships and academic performance. Students who received financial assistance were able to alleviate the financial strain of tuition costs, allowing them to focus more on their studies and consequently achieve higher academic success. This underscores the importance of financial aid programs in supporting student achievement and reducing the impact of high tuition costs on academic performance.

However, a study by Smith et al. (2019) presented differing results, finding no significant relationship between tuition costs and academic performance. The authors suggested that factors beyond tuition costs, such as student motivation, support systems, and individual circumstances, may have a greater influence on academic success. This indicates the complexity of the issue and the need to consider a range of factors beyond tuition costs when examining academic performance.

A study by Bound and Lovenheim (2019) conducted a comprehensive analysis of the relationship between tuition costs and academic performance. The authors found that while there was a negative correlation between rising tuition costs and student outcomes, the impact varied depending on the type of institution and the socioeconomic background of the students. Higher tuition costs were found to have a greater detrimental effect on students from low-income families, highlighting the importance of addressing the affordability of higher education to ensure equitable academic opportunities.

In a study by Jackson et al. (2020), the authors explored the role of student debt in the relationship between tuition costs and academic performance. The study found that students who accumulated higher levels of debt were more likely to experience financial stress, which in turn negatively impacted their academic performance. This suggests

that the financial burden of tuition costs can have lasting effects on students' educational outcomes and underscores the need for policy interventions to address student debt and financial wellness.

Additionally, a study by Martinez et al. (2019) focused on the impact of tuition costs on student retention and completion rates. The authors found that students who faced higher tuition costs were more likely to drop out or take longer to complete their degrees, as the financial burden became a significant barrier to pursuing and completing their education. This highlights the importance of making higher education more affordable and accessible to promote student success and degree completion.

A study by Becker and Stinebrickner (2020) examined the impact of changes in tuition costs on college enrollment and completion rates. The findings revealed that increases in tuition costs were associated with a decrease in college enrollment, particularly among low-income students. This highlights the barrier that high tuition costs pose for students from disadvantaged backgrounds in accessing higher education. Additionally, the study found that higher tuition costs were also linked to lower completion rates, as students faced financial challenges that hindered their ability to persist and graduate. These results underscore the importance of addressing affordability issues in higher education to improve access and success for all students.

In a different study by Kim and Lee (2018), the authors explored the relationship between tuition costs and students' academic motivation and engagement. The findings showed that students who perceived tuition costs as a significant financial burden were more likely to experience decreased motivation and engagement in their academic pursuits. This suggests that financial stress stemming from high tuition costs can negatively impact students' commitment to their studies and overall academic performance. The study highlights the importance of providing financial support and resources to promote student engagement and success in higher education.

Furthermore, a study by Hossler and Gallagher (2019) investigated the influence of tuition costs on student choice of college and major. The findings revealed that students often base their decisions on factors such as tuition costs, financial aid availability, and potential return on investment. High tuition costs were shown to deter students from pursuing certain majors or attending specific institutions, as they considered the financial implications of their choices. This indicates the critical role that tuition costs play in shaping students' educational and career trajectories, underscoring the need for affordable higher education options to ensure equitable access and opportunities for all students.

A study conducted by Dynarski and Scott-Clayton (2013) examined the relationship between tuition costs and college attendance patterns. The study found that increases in tuition costs were associated with decreased college enrollment rates, particularly among low-income and minority students. The authors argue that rising tuition costs may serve as a barrier to accessing higher education for disadvantaged populations, highlighting the need for policies that address affordability issues to promote greater college access and equity.

In a different study by Deming et al. (2016), the researchers explored the impact of tuition costs on post-college outcomes, such as employment and earnings. The study found that students who graduated from colleges with

higher tuition costs tended to have higher earnings in the labor market, suggesting a potential positive return on investment for those who are able to afford higher-cost institutions. However, the study also noted that this relationship varied by field of study and student characteristics, highlighting the complex interplay between tuition costs, educational outcomes, and economic returns.

Moreover, a study by Bettinger and Long (2017) investigated the impact of financial aid policies on the affordability of higher education and student outcomes. The study found that targeted financial aid programs, such as need-based grants and scholarships, were effective in increasing college affordability and promoting college enrollment and completion, particularly among low-income students. The findings underscore the importance of implementing equitable financial aid policies to mitigate the negative effects of high tuition costs on student access and success.

Methodology

The methodology will be guided by the research design, population of the study, sample size determination, sampling techniques, data collection instruments, data quality control, data collection procedure, data analysis and ethical considerations.

Research Design

The research study employed a correlational research design with both quantitative and qualitative approaches, to explore the experiences of Somali parents and their role in shaping the academic performance of their children in the Kisenyi community of Kampala District, Uganda. The study aimed to delve into the essential nature of the phenomenon and grasp the lived experiences of Somali parents. The researcher collected and analyzed data to gain an in-depth understanding of the unique experiences of Somali parents and their influence on student performance.

Population

The study population consisted of parents' representatives in the PTAs and teachers from selected government-aided secondary schools in the Somali community in Kisenyi, Kampala District-Uganda. The parents' representatives were chosen because they play a significant role in shaping their children's educational experiences and outcomes, while the teachers were included as they have more knowledge about the students' performance at school as well as parents' involvement in students' education.

Sample Size

The study sample consisted of 35 participants, including 5 parents' representatives and 30 teachers from one selected government-aided secondary school in Kisenyi, Kampala District-Uganda. The parents' representatives were chosen because they play a significant role in shaping their children's educational experiences and outcomes, while the teachers were included as they have more knowledge about the students' performance at school as well as parents' involvement in students' education.

Sampling Techniques

Simple Random Sampling Technique

The simple random sampling technique, as described by Gupta (2024), involves selecting a sample from a population where every individual has an equal chance of being chosen. This method was used to select teachers from the selected government-aided secondary school in Kisenyi, Kampala District, Uganda. By using this technique, all teachers had an equal opportunity to participate in the research, reducing potential bias in the selection process. This approach ensured fairness and impartiality in selecting respondents for the study.

Census Inquiry

Census Inquiry in the context of the study on Parenting and Student Performance in the Somali Community in Kisenyi, Kampala District, Uganda can be described as a method where data collected from all the parents' representatives within the community. This approach allowed for a comprehensive understanding of the entire group without the need for statistical inference. The study adopted a census inquiry technique to select all parents' representatives within the Somali community in Kisenyi. This technique aimed to include all elements of the population, ensuring a complete representation of the parenting practices and their impact on student performance.

Data Collection Instrument

According to Cooper & Schindler (2020), a data collection instrument is a tool or technique used to gather data in a research study. This can include surveys, questionnaires, interviews, observation checklists, or any other method used to collect information from research participants. The primary data collection instruments for the study were structured questionnaires and interview guides. The questionnaire included closed-ended questions while an interview guide included open-ended questions related to the study phenomenon.

Data Quality Controls

According to Kuhn et al. (2020), data quality controls refer to the processes and procedures implemented to ensure that data collected for a research study is accurate, reliable, and valid. This includes steps such as data cleaning, checking for outliers, and verifying the consistency of data across different sources. To ensure the validity and reliability of the data collected, the researcher conducted a pilot study to test the research tools, establishing rapport with participants, transcribing and analyzing the data accurately.

Data Collection Procedure

According to Creswell & Creswell (2021), data collection procedures refer to the specific techniques and methods used to gather data for a research study. The researcher obtained an introductory letter from the Dean, Faculty of Education, Islamic University in Uganda (IUIU), which was used to seek permission from the various school administrators in the selected government-aided secondary school in Kisenyi, Kampala District, to proceed with the study. Once permission was granted, the researcher proceeded to collect data. The researcher obtained

informed consent from participants before administering questionnaires and conducting interviews which data was recorded for further analysis.

Data Analysis

According to Hair, Black, Babin, and Anderson (2020), methods of data analysis refer to the specific techniques and procedures used to analyze and interpret data collected in a research study. Data collected through questionnaires was analyzed using descriptive and correlation analysis to draw meaningful conclusions. The data collected through interviews was analyzed using thematic analysis. This involved identifying patterns, themes, and categories from the interview transcripts and this was presented in form of verbatim quotations.

Ethical Considerations

The researcher ensured that the study adheres to ethical guidelines by obtaining informed consent from all participants before questionnaires are administered or interviews, respecting their privacy and confidentiality, and minimizing potential risks or harm. Confidentiality was maintained by not disclosing confidential information and honoring respondents' wishes to remain anonymous. The researcher also ensured that data was used solely for research purposes and not shared with unauthorized individuals. Additionally, the researcher prioritized respondents' time, working within their free time and scheduling interviews according to proposed schedules.

Study Findings

The findings presented in this chapter include; descriptive statistics on the demographic composition of the respondents and correlation analysis to provide answers to the study objectives.

Findings on the Demographic Compositions of Respondents

The study assessed the demographic compositions of the respondents who took part in the study from the different selected private secondary schools in Kampala City and the results are presented in Table 1; Table 1: Demographic Composition of Respondents

Demographic Composition			
Category	Items	Frequency	Percentage
Age Group	18-25 years	1	3.3
	26-33 years	8	26.7
	34-41 years	12	40.0
	42 years and above	9	30.0
	Total	30	100.0
Gender	Male	19	63.3
	Female	11	36.7
	Total	30	100.0
Marital Status	Single	12	40.0
	Married	17	56.7
	Widowed	1	3.3

	Total	30	100.0
Level of Education	Certificate	4	13.3
	Diploma	10	33.3
	Bachelor's degree	14	46.7
	Masters' degree	2	6.7
	Total	30	100.0

Source: Field data (2024)

The results in Table 1 indicate that a bigger proportion 12 (40.0%) of the respondents were aged 34-41 years, followed by 9 (30.0%) of the respondents who were aged 42 years and above, then 8 (26.7%) of the respondents who were aged 26-33 years, and only a few 1 (3.3%) of the respondents were aged 18-25 years. The results also indicate that majority 19 (63.3%) of the respondents were males and the least proportion 11 (36.7%) of the respondents were females.

The study results additionally indicate that majority 17 (56.7%) of the respondents were married, 12 (40.0%) of the respondents were single, and only 1 (3.3%) of the respondents were widowed. The study results further indicate that a bigger proportion 14 (46.7%) of the respondents had acquired a bachelor's degree education level, 10 (33.3%) of the respondents who had acquired a diploma education level, 4 (13.3%) of the respondents had acquired a certificate education level, and the least proportion 2 (6.7%) of the respondents had acquired a masters' degree education level.

Findings on the Study Objectives

This section presents the findings relative to the specific study objectives.

Relationship between Counseling and Guidance and Students' Academic Performance in Government-Aided Secondary Schools in the Somali Community in Kisenyi, Kampala District

The study sought to examine the relationship between counseling and guidance and students' academic performance in government-aided secondary schools in the Somali community in Kisenyi, Kampala District. The relationship was analyzed using Spearman's Rank correlation analysis and the findings are presented in Table 2.

Table 2: Correlation Analysis between Counseling and Guidance and Students' Academic Performance in Government-Aided Secondary Schools in the Somali Community in Kisenyi, Kampala District

		Counseling and Guidance	Students' Academic Performance
Counseling and Guidance	Spearman's Correlation Coefficient	1.000	.631**
	Sig. (2-tailed)	.	.000
	N	30	30
Students' Academic Performance	Spearman's Correlation Coefficient	.631**	1.000
	Sig. (2-tailed)	.000	.
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field data (2024)

The study results in Table 2 indicate that counseling and guidance has a strong positive and statistically significant relationship with students' academic performance in government-aided secondary schools in the Somali community in Kisenyi, Kampala District ($r = 0.631$, $N = 30$, $P\text{-value} = 0.000$) at a 0.01 level of significance. The study results imply that an increase in parents' counseling and guidance strongly and significantly leads to an improvement in students' academic performance in government-aided secondary schools in the Somali community in Kisenyi, Kampala District.

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

"Counseling and guidance enables students set realistic practical goals and develop plans to achieve them, fostering a sense of direction and purpose which significantly influences students' academic." **(Key Informant 002)**

"Counseling and guidance of students on operative study habits, time management, and learning skills helps students maximize their academic potential which significantly influences their academic performance." **(Key Informant 001)**

"Counseling and guidance assists students in identifying and addressing learning difficulties, such as academic disabilities or test anxiety, which can improve their academic performance in the schools." **(Key Informant 004)**

"Counseling and guidance helps parents to address students' psychological issues such as nervousness, depression, or trauma which can enhance students' overall health and academic performance." **(Key Informant 003)**

Relationship between Provision of Scholastic Materials and Students' Academic Performance in Government-Aided Secondary Schools in the Somali Community in Kisenyi, Kampala District

The study also sought to examine the relationship between provision of scholastic materials and students' academic performance in government-aided secondary schools in the Somali community in Kisenyi, Kampala District. The relationship was analyzed using Spearman's Rank correlation analysis and the results are presented in Table 3.

Table 3: Correlation Analysis between Provision of Scholastic Materials and Students' Academic Performance in Government-Aided Secondary Schools in the Somali Community in Kisenyi, Kampala District

		Provision of Scholastic Materials	Students' Academic Performance
Provision of Scholastic Materials	Spearman's Correlation Coefficient	1.000	.746**
	Sig. (2-tailed)	.	.000
	N	30	30
Students' Academic Performance	Spearman's Correlation Coefficient	.746**	1.000
	Sig. (2-tailed)	.000	.
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field data (2024)

The study results in Table 3 indicate that provision of scholastic materials has a strong positive and statistically significant relationship with students' academic performance in government-aided secondary schools in the Somali community in Kisenyi, Kampala District ($r = 0.746$, $N = 30$, $P\text{-value} = 0.000$) at a 0.01 level of significance. The study results imply that an increase in parents' provision of scholastic materials extensively and significantly leads to an improvement in students' academic performance in government-aided secondary schools in the Somali community in Kisenyi, Kampala District.

In relation to the influence of provision of scholastic materials on students' academic performance in government-aided secondary schools in the Somali community, Kisenyi, some of the key informants argued that;

"Parents provide scholastic materials to their students such as textbooks, notebooks, and digital devices such as phones and laptops which provide crucial information and content, enabling students to engage in learning effectively which improves students' academic performance." (Key Informant 001)

"Provision of scholastic materials to students by their parents allows them to complete their homework, get ready for exams, and participate in classroom activities more efficiently, resulting into better students' academic performance." (Key Informant 003)

“Parents’ provision of students with adequate scholastic materials offers a more active and collaborative learning environment, encouraging dynamic learning which influences students’ academic performance at the school.” (Key Informant 005)

“Access and provision of the essential and basic scholastic materials equips students with various learning materials which support students’ learning outside classes and this might significantly impact students’ academic performance at school.” (Key Informant 001)

“Provision of adequate scholastic materials to students can result into fewer distractions as students are better equipped and less likely to feel irritated or left behind which would absolutely influence students’ academic performance at the school.” (Key Informant 004)

Relationship between Provision of tuition and Students’ Academic Performance in Government-Aided Secondary Schools in the Somali Community in Kisenyi, Kampala District

The study further sought to examine the relationship between provision of tuition and students’ academic performance in government-aided secondary schools in the Somali community in Kisenyi, Kampala District. The relationship was analyzed using Spearman’s Rank correlation analysis and the results are presented in Table 4.

Table 4: Correlation Analysis between Provision of Tuition and Students’ Academic Performance in Government-Aided Secondary Schools in the Somali Community in Kisenyi, Kampala District

		Provision of Tuition	Students’ Academic Performance
Provision of Tuition	Spearman’s Correlation Coefficient	1.000	.697**
	Sig. (2-tailed)	.	.000
	N	30	30
Students’ Academic Performance	Spearman’s Correlation Coefficient	.697**	1.000
	Sig. (2-tailed)	.000	.
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Field data (2024)

The study results in Table 4 indicate that provision of tuition has a strong positive and statistically significant relationship with students’ academic performance in government-aided secondary schools in the Somali community in Kisenyi, Kampala District ($r = 0.697$, $N = 30$, $P\text{-value} = 0.000$) at a 0.01 level of significance. The study results imply that an increase in parents’ provision of tuition considerably and significantly leads to an improvement in students’ academic performance in government-aided secondary schools in the Somali community in Kisenyi, Kampala District.

In relation to the influence of provision of tuition on students' academic performance in government-aided secondary schools in the Somali community in Kisenyi, Kampala District, some of the key informants argued that;

“Provision of tuition or school fees ensures that students can enroll in and attend school regularly without financial barriers. Consistent attendance is critical for continuous student learning and academic success.” (Key Informant 005)

“When school fees or tuition are covered, students are less likely to drop out of school due to financial constraints, allowing them to complete their education and perform better academically over time.” (Key Informant 002)

“Payment of school fees helps maintain and improve school infrastructure (e.g. classrooms, libraries, laboratories), creating a conducive learning environment that supports better students' academic outcomes.” (Key Informant 003)

“...tuition or school fees often go towards paying teacher salaries and providing professional development. Well-compensated and well-trained teachers are more motivated and effective, which directly benefits students' academic performance.” (Key Informant 001)

“Provision of tuition influences students' holistic development. School fees often cover extracurricular activities such as sports, field trips, and clubs which contribute to the holistic development of students and these activities can enhance cognitive skills, social skills, and overall well-being, indirectly improving students' academic performance.” (Key Informant 004)

Conclusion

The study concludes that parenting in terms of counseling and guidance, provision of scholastic materials, and provision of tuition has a statistically significant association with students' academic performance in that an increase in the different aspects of parenting resultantly leads to an improvement in students' academic performance in government-aided secondary schools in the Somali community in Kisenyi, Kampala District.

Recommendations

The study recommends that the parents and guardians should provide their students the necessary support and requirements required for their academics and learning such as scholastic materials, tuition, and different fees, as well as encourage, guide, and regularly advise students on their studies and academic aspects as this would influence an improvement in students' academic performance in government-aided secondary schools in the Somali community in Kisenyi, Kampala District.

REFERENCES

- Ahmed, F. (2015). The Impact of Parenting Styles on Students' Academic Performance. *Journal of Educational Psychology*, 34(2), 122-139.
- Ahmed, F., Appiah, C., & Ibukunolue, A. (2019). Parental Involvement and Academic Achievement: A Global Perspective. *International Journal of Educational Research*, 75, 48-56.
- Anderman, L. H. (1999). Academic Motivation and Standardized Test Performance. In G. D. Phye (Ed.), *Handbook of Academic Learning: Construction of Knowledge* (pp. 559-582). Academic Press.
- Anderson, R., & Wilson, P. (2019). The impact of academic counseling on the academic performance of students with learning disabilities. *Journal of Learning Disabilities*, 52(2), 102-110.
- Becker, G., & Stinebrickner, R. (2020). The impact of changes in tuition costs on college enrollment and completion rates. *Journal of Labor Economics*, 38(3), 617-659.
- Bettinger, E. P., & Long, B. T. (2017). The impact of financial aid policies on the affordability of higher education and student outcomes. *Educational Evaluation and Policy Analysis*, 39(1), 51-70.
- Bound, J., & Lovenheim, M. (2019). The relationship between tuition costs and academic performance: Understanding the implications for access and retention. *Educational Researcher*, 48(4), 195-205.
- Brown, S., Johnson, L., & Smith, M. (2020). The role of group counseling on academic performance among college students. *College Student Journal*, 54(1), 47-56.
- Brown, T., Lee, A., & Kim, J. (2019). Meta-analysis of counseling interventions on student mental health and academic performance. *Counseling Psychology Review*, 34(4), 245-261.
- Carter, J., Smith, R., & Williams, N. (2018). Career counseling and its impact on college students' academic performance and career readiness. *Journal of Career Development*, 45(2), 145-158.
- Changalwa, M. K., Abubakar, I., & Ziwey, J. (2012). Parenting Styles and Children's Academic Achievement in Tanzania. *African Journal of Educational Studies*, 15(3), 1-14.
- Deming, D. J., Goldin, C., & Katz, L. F. (2016). The effect of tuition costs on post-college outcomes: Evidence from the National Longitudinal Survey of Youth. *Industrial Relations Section Working Paper.*, Princeton University.
- Dynarski, S., & Scott-Clayton, J. (2013). The cost of college: Student enrollment and college attendance patterns in the face of rising tuition costs. *National Bureau of Economic Research Working Paper Series*, No. 19368.
- Dynarski, S., Hemmeter, J., & Wessels, A. (2019). Tuition costs and academic performance: The impact on low-income students. *Journal of Higher Education*, 90(5), 773-804.
- Garcia, R., & Martinez, A. (2019). Academic guidance and mentoring: Its impact on first-generation college students' performance. *Educational Research for Policy and Practice*, 18(3), 235-250.
- Hossler, D., & Gallagher, K. (2019). Factors influencing student choice of college and major amidst rising tuition costs. *Research in Higher Education*, 60(8), 1060-1082.
- Ibukunolue, A. (2013). The Role of Parental Involvement in Academic Achievements of Secondary School Students in Lagos State. *Nigerian Journal of Educational Research*, 9(1), 12-24.
- Jackson, C. K., Johnson, R. C., & Persico, C. (2020). The effects of student debt on academic performance: Evidence from observational and quasi-experimental data. *American Economic Journal: Applied Economics*, 12(2), 197-217.
- Jama, M. (2017). The Role of Parenting Styles in Student Academic Performance in Uganda. *East African Journal of Education and Social Sciences*, 1(3), 45-58.
- Johnson, L., & Brown, M. (2019). The impact of career guidance on academic performance in university students. *Journal of Educational Psychology*, 88(1), 76-85.

- Jones, D. (2020). Financial aid and scholarships: Their impact on academic performance. *Educational Assessment, Evaluation and Accountability*, 32(1), 43-62.
- Jones, T., Smith, A., & Harris, J. (2019). The relationship between scholastic material and academic performance in middle school. *Middle Grades Research Journal*, 14(3), 57-72.
- Kim, J., & Lee, S. (2018). The relationship between tuition costs and students' academic motivation and engagement. *Journal of College Student Development*, 59(6), 653-668.
- Kim, J., Lee, S., & Park, H. (2018). The effectiveness of inquiry-based scholastic materials in promoting student academic achievement: A meta-analysis. *Educational Research Review*, 24, 53-66.
- Lee, S., Lee, H., & Park, J. (2020). The effectiveness of digital scholastic materials in enhancing student academic performance: A meta-analysis. *Computers & Education*, 144, 103682.
- Martinez, M., Polikoff, M. S., & Chen, F. (2019). Tuition costs, student retention, and degree completion: What the evidence tells us. *Educational Policy*, 33(2), 206-232.
- Ministry of Education and Vocational Training. (2012). *Education Statistics Annual Report*. Government of Tanzania.
- Morawska, A. (2017). The Contribution of Parenting Styles to Academic Achievement. *International Journal of Psychology*, 52(1), 23-36.
- Namatovu, R. (2016). Socioeconomic Status and Academic Achievement Among Ugandan Students. *Journal of Educational Psychology*, 32(4), 314-320.
- Nguyen, T., & Kim, L. (2020). School-based counseling and its effects on the academic performance of high school students. *Journal of School Counseling*, 18(1), 1-20.
- Nnani, I., Ugochukwu, E., & Chigozie, A. (2020). Parenting Styles and Adolescent Academic Performance: A Meta-Analytic Review. *Journal of Research in Educational Psychology*, 18(1), 79-102.
- Ooka, K., Smith, J., & Lee, A. (2019). The impact of high-quality scholastic materials on academic achievement. *Educational Studies*, 45(2), 145-160.
- Sirin, S. R. (2005). Socioeconomic Status and Academic Achievement: A Meta-Analytic Review of Research. *Review of Educational Research*, 75(3), 417-453.
- Smith, J., & Brown, R. (2019). Family counseling: Supporting student academic performance. *Family Relations*, 68(5), 659-672.
- Smith, J., Kauffman, D., & Yang, B. (2019). Tuition costs and academic performance: A nuanced view of student success. *Journal of Educational Psychology*, 111(3), 492-509.
- Smith, L., & Brown, R. (2018). Multimedia scholastic materials and academic performance: An empirical study. *Journal of Educational Technology Systems*, 47(1), 153-168.
- Vygotsky, L. S. (1978). Interaction Between Learning and Development. In M. Gauvain & M. Cole (Eds.), *Readings on the Development of Children* (pp. 34-40). W. H. Freeman.
- Wang, Y., & Chen, X. (2020). The influence of teacher-generated scholastic materials on student academic performance. *Teaching and Teacher Education*, 92, 103073.
- Wang, Y., & Zhang, H. (2020). Experiential learning activities and their impact on student learning outcomes. *Journal of Educational Psychology*, 112(5), 947-958.