

Parental Involvement and Students' Academic Performance in Government Aided Secondary Schools: A Case of Masulita Secondary School, Wakiso District

Kateregga Julius¹, Matovu Musa², Nabukeera Madinah³, Ssali Muhammadi Bisaso⁴

¹Post graduate student, Department of Education Management and Administration, Faculty of Education, Islamic University in Uganda.

²Assoc.Prof. Dr., Department of Educational Psychology, Faculty of Education, Islamic University in Uganda.

³Assoc.Prof. Dr., Department of Public Administration, Faculty of Management Studies, Islamic University in Uganda.

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

katereggajulius2026@gmail.com

+256 752606512

Abstract

This examination examines the effect of paternal involvement on learners' academic performance under government supported secondary educational institutions taking an instance of Masuliita secondary school under Uganda's Wakiso district. This examination was specifically mentored through the succeeding goals; i) To examine the influence of parental meeting attendance on students' academic performance, ii) To examine the influence of parental homework monitoring on students' academic performance, and iii) To examine the influence of parental academic guidance on students' academic performance in government-aided secondary schools taking a case of Masuliita secondary school, Wakiso district, Uganda. This examination adopted a research structure for cross-section integrated with a quantifiable technique. 35 respondents (teachers) sample size was designated from Masuliita secondary school under Wakiso District. Both analysis for descriptive and linear regression methods were engaged to assess the quantifiable statistics collected. The examination reveals that parental meeting attendance possesses a statistically constructive and beneficial influence on learners' academic performance under government supported secondary educational institutions taking a case of Masuliita secondary school, Wakiso district, Uganda. The study also reveals that parental homework monitoring possesses a statistically constructive and beneficial influence on students' academic performance under government supported secondary educational institutions taking a case of Masuliita secondary school, Wakiso district, Uganda. Further, the study reveals that parental academic guidance possesses a statistically sturdy constructive and beneficial influence on learners' academic performance under government supported secondary educational institutions taking a case of Masuliita secondary school, Wakiso district, Uganda. This examination sums up that parental involvement beneficially impacts students' academic performance under government-aided secondary educational institutions taking a case of Masuliita secondary school, Wakiso district, Uganda in that an improvement in parental meeting attendance, parental homework monitoring, and parental academic guidance consequently results to an enhancement in learners' academia performance under government supported secondary educational institutions taking a case of Masuliita secondary school, Uganda's Wakiso district. This examination deduces that parents must develop strong parent-teacher collaborations as this help catch issues early through attending meetings and school events, reaching out when concerns arise, as well as understanding expectations, grading, and curriculum which creates consistency for the students, resultantly influencing an enhancement in learners' academia performance under government supported secondary educational institutions taking a case of Masuliita secondary school, Wakiso district, Uganda.

Keywords: *Parental Involvement, Parental Meeting Attendance, Parental Homework Monitoring, Parental Academic Guidance, and Students' Academic Performance.*

Introduction

Worldwide, parental involvement is considered important in improving students' academic performance, discipline, and school attendance because parents who attend school meetings, monitor

homework, and provide academic guidance support students' learning and motivation (Erdem & Kaya, 2020; Hill & Tyson, 2009). In Africa and Uganda, parental involvement is promoted through education policies and school programs to improve students'

academic performance, but academia performance under some government supported secondary educational institutions under Wakiso District remains below expected standards (Ministry of Education and Sports, 2018; Wakiso District Local Government, 2022). Although previous studies have examined parental engagement besides academic performance, most have put focus upon general parental involvement and have not specifically examined how parental meeting attendance, homework monitoring, and academic guidance influence students' academic performances under government supported secondary educational institutions under Wakiso Region, which creates an investigative gap that this study intends to fill. Thus, this examination intends to inspect the effect of parental involvement upon learners' academic performances under government supported secondary educational institutions taking a case of Masuliita secondary school under Uganda's Wakiso district.

Historical Perspective

In general, parental involvement in edification was identified to possess a deep and substantial impact on students' academic performance in different countries for the past decades. International establishments like OECD and UNESCO started advocating for parental contribution to be a component of inclusive, superior schooling approaches and those have reliably realized that learners whose guardians are engaged throughout their learning via assisting with homework, taking part in parents, teacher meetings, besides setting academia prospects, seem to be more effective academically (Erdem & Kaya, 2020). As the value of education increased in Africa, parents started to actively promote education, particularly by urging their children to attend school, participating in PTAs (Parent-Teacher Associations), besides supporting learners with fundamental resources towards goals to support learners achieve their education goals. More so, despite progression, most parents are faced barriers that limit their involvement like lack of time, illiteracy, and poverty (Mahuro & Hungu, 2016).

Theoretical Perspective

Bronfenbrenner's 1979 Ecological Systems Philosophy served as the study's compass. The theory emphasizes that children's growth is impacted

through a variety of circumstances, including the immediate surroundings such as family and school (microsystem) to broader Social considerations (macro system). Interactions with teachers are part of the microsystem, fellow students, school staff, and parents, specifically influencing academic achievement and motivation (Ettekal & Mahoney, 2017). El Zaatari and Maalouf (2022) state that regarding schooling, the theory postulates that students' interaction with schools and families also influence the academic performance, since learning results are improved by encouraging communication and shared ideals. Additionally, the authors claim that pupils' self-esteem is boosted by a supporting parent in the microsystem, participation, and intellectual growth which consequently results towards a considerable enhancement in students' academic performance and achievement (El Zaatari & Maalouf, 2022). This hypothesis applied to the research, since it provides a linkage amongst parental involvement and learners' academic performance. Since a supporting microsystem is created by active parental participation, which influence positive academia performance outcomes.

Contextual Perspective

This examination was managed under a selected government supported secondary school under Wakiso district inspecting the effect of parental engagement upon learners' academic performances. This instance was designated given that there hasn't been much research done in the field regarding parental involvement learners' academic performances. Additionally, Wakiso District was considered as learners' academic achievement at secondary educational institutions supported by the government remains below the expected standards characterized by a decline in student grades, irregular school attendance, and minimal immersion in class events and various additional (Wakiso District Local Government, 2021).

Conceptual Perspective

The term "parental involvement" describes how guardians or parental figures constantly take part in their child's education to support learning, education attainment, besides overall progression. It

encompasses a variety of behaviors and practices, both in homes and schools, that help learners succeed academically as well as socially (Utami, 2022). Learners' academic performance describes how well a student meets their learning objectives, usually assessed using assessments, grades, or other indicators of learning outcomes. It reflects a combination of knowledge, skills, competencies, and mastery of the curriculum (Erdem & Kaya, 2020). In the instance of this research, parental involvement was devised relating towards parental meeting attendance, parental homework monitoring, and parental academic conseling, whilst learners' academic performance was devised relating towards completion of assignments, comprehension of the subject matter, grades and test scores, class participation, and cognitive abilities, among other things.

Statement of the problem

Ideally, parental engagement in school is expected to raise learners' intellectual achievement, school attendance, discipline, and overall learning outcomes because when parents attend school meetings, monitorship of assignment, besides provide academic guidance, learners become more motivated and perform better academically (Erdem & Kaya, 2020; Mahuro & Hungi, 2016). Under The Ugandan government's Ministry of Education and Sports places a strong emphasis on parental participation through policies like the Strategic Plan for the Education Sector which promotes community participation, parent-teacher meetings, and parental monitoring of students' academic progress to improve academic performances (Ministry of Education and Sports, 2018).

But irrespective of these initiatives, pupils' academia achievement in Wakiso District's government supported secondary educational institutions has remained below expected standards, with the percentage of students passing in Division One and Two declining from 69.4% in 2019 to 58.7% in 2021 (Wakiso District Local Government, 2022). Some school reports also indicate limited parental participation in school meetings, inadequate monitoring of homework, and limited academic guidance, which has resulted in increased school dropout rates and low transition to higher education

(UNESCO, 2015; Ministry of Education and Sports, 2018). Although several studies have examined parental involvement and academic performance, most have focused on general parental involvement without specifically examining parental meeting attendance, homework monitoring, and academic guidance under Wakiso District's ,government supported secondary educational institutions particularly Masuliita Secondary School. Therefore, there is minimal empirical proof on ways these distinct parental involvement practices impact students' academic performance in this study area, which creates a research gap that this examination proposes to fill. Therefore, this examination is tailored to satisfy the existing research gaps through examining how parental involvement influences learners' academic performances under government supported secondary educational institutions under Wakiso District, particularly Masuliita Secondary School.

Objectives of the Study

General Objective

To examine the influence of parental involvement on students' academic performance in government-aided secondary schools taking a case of Masuliita secondary school, Wakiso district, Uganda.

Specific Objectives

- i. To examine the influence of parental meeting attendance on students' academic performance in government-aided secondary schools taking a case of Masuliita secondary school, Wakiso district, Uganda.
- ii. To examine the influence of parental homework monitoring on students' academic performance in government-aided secondary schools taking a case of Masuliita secondary school, Wakiso district, Uganda.
- iii. To examine the influence of parental academic guidance on students' academic performance in government-aided secondary schools taking a case of Masuliita secondary school, Wakiso district, Uganda.

Study Hypotheses

The succeeding alternative hypotheses acted as a manual for these specific goals:

Ha1: Parental meeting attendance has a significant influence on students' academic performance in government-aided secondary schools taking a case of Masuliita secondary school, Wakiso district, Uganda.

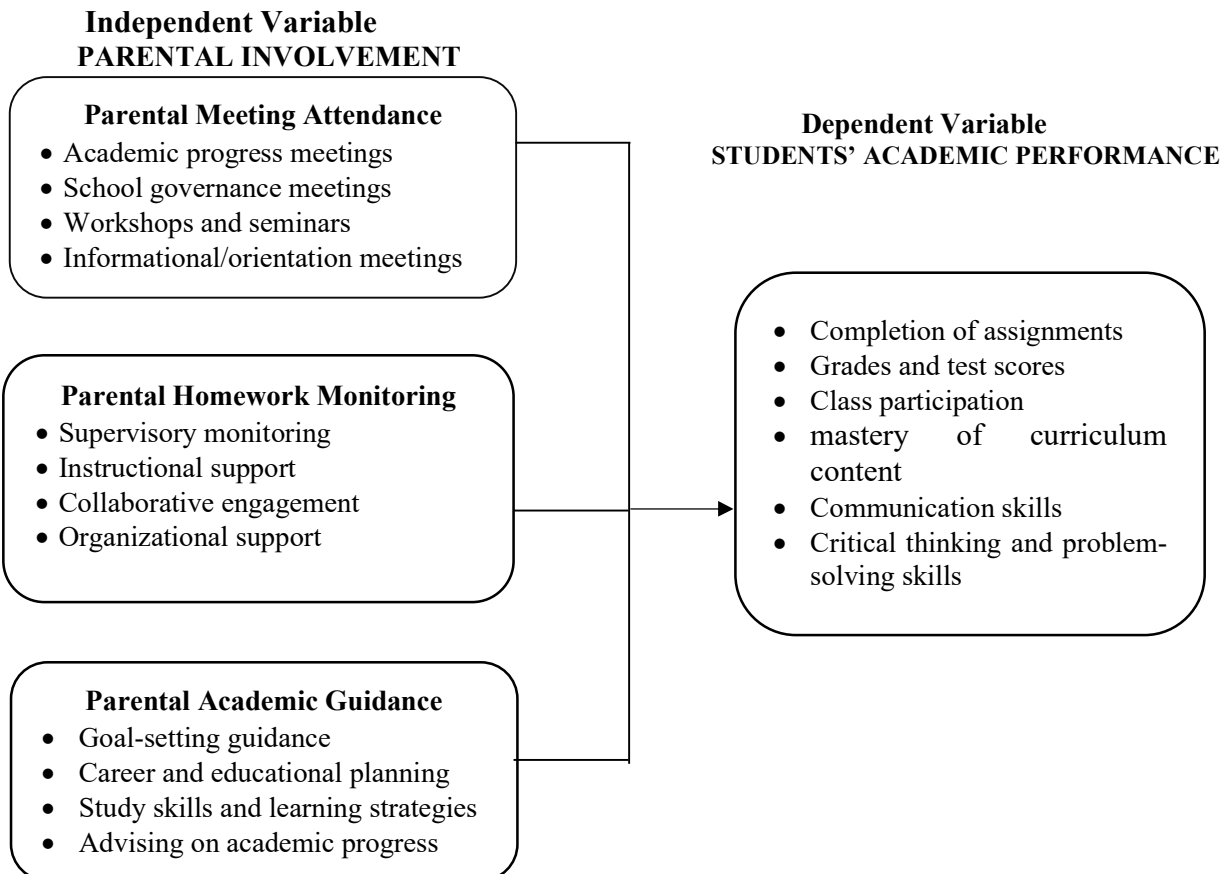
Ha2: Parental homework monitoring has a significant influence on students' academic performance in

government-aided secondary schools taking a case of Masuliita secondary school, Wakiso district, Uganda.

Ha3: Parental academic guidance has a significant influence on students' academic performance in government-aided secondary schools taking a case of Masuliita secondary school, Wakiso district, Uganda.

Conceptual Framework

The conceptual outline details a diagrammatic representation of an interaction amid Parental Involvement and Students' Academic Performance.



Source: Adopted from Mahuro and Hungi (2016)

The conceptual outline specifies an interaction amid parental involvement and learners' academic performance. Parental involvement was devised regarding parental meeting attendance, parental homework monitoring, and parental academic guidance, whilst learners' academic performance was devised relating towards completion of assignments, comprehension of the subject matter, grades and test scores, class participation, and cognitive skills among others. Thus, the above conceptual outline is grounded upon the supposition that parental

engagement influences an improvement in learners' academic performance.

Literature Review

Parental Involvement and Students' Academic Performance

Learners' academic accomplishment is significantly and favorably impacted by parental participation. Students typically do better in both academic and

behavioral areas whenever their guardians actively participate in their schooling. According to Erdem and Kaya (2020), learners that receive reading and homework assistance from their parents tend to achieve better test results and grades. Additionally, the writers claim that parental contribution increases pupils' motivation and sense of self, which immediately enhances their academic success. Parental support increases students' motivation and self-worth, which increases their involvement and perseverance in their studies (Erdem & Kaya, 2020). Susilowati, Mubarakah, Anggraheni, Purnomo, and Apriyanti (2022) claim that improved school attendance and behavior are influenced by parental involvement in their kids' schooling. Parents that actively participate in their kids' schooling help to reaffirm the value of education, which leads to better behavior, fewer absences, and strict discipline, all of which increase students' academic performance. However, the writers also contend that parental contribution improves students' language and cognitive progression. Prenatal paternal participation fosters the core abilities necessary for long-term academic achievement, particularly in literacy and collaborative tasks (Purnomo et al., 2022). Students' academic performance is directly and favorably impacted when parents provide educational supplies like books, notes, pencils, uniforms for school, and learning aids. These resources are necessary for efficient learning, and their accessibility affects academic achievement as well as gaining inspiration (Zhang, Cui & Leung, 2021). According to the writers, kids who have access to sufficient learning resources are preferable equipped for assignments, curricular events, and tests. Additionally, parents' provision of school necessities, such as writing supplies and uniforms, promotes consistent participation and lowers rates of dropouts. Consequently, this suggests that paternal involvement by supplying the required educational resources will greatly result towards an increase in pupils' academic achievement (Zhang et al., 2021).

According to Musengamana (2023), students' educational outcomes are greatly enhanced when parents are involved in providing resources such as textbooks, practice books, and school supplies. The accessibility of textbooks and review materials enables students to conduct research on their own,

strengthening what they learn in class and raising test scores, which improves academic achievement. According to the writer, having students' own materials increases their self-esteem and increases their likelihood of participating actively in class. On the other hand, a lack of materials frequently results in embarrassment, borrowing, or disciplinary action, which may hinder concentration and academic focus. This could have a direct effect on learners' academic performance, both favorably and unfavorably, particularly if these students' deficiency required academic resources (Musengamana, 2023).

A fundamental component of promoting education is parental involvement through the provision of educational resources. In addition to making learning more accessible, it also improves the caliber and regularity of academic engagement, which eventually improves academic performance of students (Hieronymus, Boonk, Henk & Saskia, 2018). Those writers contend that guardians who give their children educational resources also foster productive ways to learn at home, which is crucial towards academic success (Hieronymus et al., 2018).

The term "parental monitoring of academic activities" describes how parents actively monitor, supervise, and direct their kids' academic activities, including assignments, study plans, besides general academia advancement. Students' academic performance is significantly and favorably impacted by this kind of interaction (Brajsa-Zganec, Merkas & Sakic-Velic, 2019). The writers contended that children are prone to partake their tasks significantly and finish them timely when parents monitor their academic development and homework. According to Brajsa-Zganec et al. (2019), an existence of oversight greatly influences an improvement in students' academic performance by encouraging accountability and duty in students. The authors also claim that parents who keep an eye on their children's academic progress might promptly spot areas in which they could be having difficulties. Preventive measures can help students stay on course and avoid academic decline, which will improve their performance in schools (Brajsa-Zganec et al., 2019). This can be achieved by extra support or asking teachers for assistance.

Parental involvement in monitoring communicates to pupils the value of their education. This can boost performance by promoting disciplined study patterns

and internal motivation to do well. According to Mahuro and Hungi (2016), parental supervision also aids kids in developing a planned routine that includes balanced breaks and devoted study time. This improves the students' capacity to concentrate and successfully manage their workload, which in turn improves their academic achievement. Furthermore, the writers hypothesize that guardians whom actively keep an eye on schoolwork are more likely to participate in school interactions, like attending parent-teacher conferences. This enhances the bond amid parents and teachers besides promotes a comprehensive technique towards meeting academic necessities, that possesses a direct consequence on learners' academic performance at the educational institution (Mahuro & Hungi, 2016). Xiong, Qin, Wang, Chen, and Zhang (2021) assert that parents' involvement in helping their kids produce educated choices about their schooling, profession goals, and individual development like by providing guidance on ways to learn, establishing objectives, time management, and handling academic challenges can bear a significant consequence on learners' academic accomplishment. Those authors claim that students are prone to remain motivated and focused when parents offer advice on how to set reasonable academic and professional goals. Their effort, perseverance, and commitment to their studies are enhanced by this clear awareness of direction, which results to improved academia success (Xiong et al., 2021).

Methodology

Research Design

This examination foster a research technique for cross section coupled with a quantifiable technique. A research design for cross section is engaged with evaluating a population's prevalence of particular factors at a given moment timely (Kassu, 2019).. Therefore, this examination technique was important towards inspecting the effect of parental involvement upon students' academic performances under Masuliita secondary school, Wakiso Region, Uganda timely. A quantitative method was crucial in getting statistics in numeric form which was utilized to inspect an examination phenomenon.

Target Population and Sample Size

The collection of individuals having the requisite traits from whereby a study model is referred to as a study population (Majid, 2018). This study's participants included 39 educators from Masuliita secondary school in Wakiso District from which a sample was selected (Wakiso District Local Government, 2021). The Sloven's formulation was utilized to assess the sample size subsequently;

$$n = \frac{N}{1 + Ne^2}$$

Where, n = required sample size for the study, N = target population size, and e = permissible error (0.05).

$$n = \frac{39}{1 + 39(0.05)^2}$$

$$n = 35 \text{ teachers}$$

There were 35 teachers in the sample selected from Masuliita secondary school under Wakiso District towards providing quantifiable statistics which was utilized towards providing responses towards this examination goals.

Sampling Procedure

Sampling relates towards a methodical approach of identifying a model that is indicative of people from the intended audience (Singh & Masuku, 2017). To choose, an investigator used convenient sampling respondents who participated under this examination. Convenient samples entails the investigator designating participants that are easily approachable besides readily available, and this was employed to designate educators from Masuliita secondary school in Wakiso District to partake in this examination in order to obtain quantifiable statistics.

Data Collection Methods

Questionnaire Survey Method

A questionnaire survey technique could be a criteria of obtaining statistics employing a set of queries and supplementary indicators towards a motive of gathering statistics from responders (Anokye, 2020). An inquiry survey methodology was vital so as to obtain consistent findings that ensures the correspondent findings employing queries that are organized and simple to comprehend. Consequently,

this methodology was utilized as this allowed an investigator to attain and designate statistics from the responders under the maximum possible duration feasible.

Data Collection Instruments
Structured Questionnaire

Structured questionnaires could be tools utilized to assemble statistics from responders encompassing closed end responses towards the queries whereby respondents are required to designate (Kuphanga, 2024). This examination used systematic queries to collect quantifiable statistics from responders that made up closed end questions and coded responses besides those were given by themselves to educators within the school. The systematic queries were employed as they demand plenty of time besides gather plenty of statistics upon this examination occurrence.

Validity and Reliability

The validation of this research apparatus was assessed via expert judgment through the help of research

Table 3.1: Reliability Statistics

Cronbach's Alpha	No. of Items
.892	21

Source: Field Data (2026)

This study suggests that the 0.892 coefficient for Cronbach Alpha's indicates that the research tools were dependable for use in data collecting. was above 0.7 as proposed by Amin (2005).

Data Analysis

Quantifiable data analysis aids an investigator to measure, analyze and understand an occurrence while running analysis for descriptive and statistical tests. This examination engaged both regression analysis for linear and descriptive technique while assessing the quantifiable statistics assembled. Analysis for Descriptive was employed whenever analyzing responders' demography. In order to examine and To provide empirical support for the study propositions at 0.05 threshold of significance, The consequence of the factor that is independent upon the dependent factor was investigated using linear regression

supervisors. A Content Validity Index (CVI) was utilized to evaluate the instrument's reability. A Content Validity Index of 0.7 and above indicates the contents of the instrument are valid and therefore instrument is valid to be used in the study (Amin, 2005).

$$CVI = \frac{\text{no of items declared valid}}{\text{total no of items}}$$
$$CVI = \frac{21}{26}$$
$$CVI = 0.808$$

The study suggests that the research instruments were valid for using in gathering information, since the 0.808 CVI was higher than 0.7 as proposed by Amin (2005).

Additionally, the dependability of the research tools was assessed using a Cronbach Alpha coefficient pre-test based on data that was generated from a pilot study conducted in one private secondary school in Kawempe Division. In the opinion of Amin (2005), 0.7 coefficient value for Cronbach Alpha's and above implies dependability and increased inner uniformity of the inquiries answered in the questionnaire.

analysis. Under research, regression examination for linear is pivotal towards inspecting the way resolutely the consequence factor and an indicator factor are correlated (Maulud & Abdulazeez, 2020). Regression models for simple linear included both independent and dependent factors were utilized under regression analysis for linear .

Ethical Consideration

Prior beginning the investigation, an investigator obtained an introduction from the Department of Post Graduate Studies at Islamic University in Uganda in order to secure authorization to collect the necessary data for investigation at the school. The investigator also pursued for responders' approval to partake under this examination and responders were thoroughly conversant regarding the

benefits, strategies, and purpose of this examination and taking part was voluntarily with no any duress. The investigator safeguarded the secrecy of contributors through guaranteeing secrecy by protecting individual data and making sure that, if feasible, it is anonymized.

Additionally, the investigator accurately reported findings, acknowledged any limits or conflicts of interest, and carried out their job in an honest and open manner.

Table 4.1: Demographics of Respondents

Demographics			
Category	Items	Frequency	Percentage
Gender	Male	20	57.1
	Female	15	42.9
	Total	35	100.0
Age Category	25-30 years	4	11.4
	31-35 years	7	20.0
	36-40 years	9	25.7
	Above 40 years	15	42.9
	Total	35	100.0
Education Level	Diploma	2	5.7
	Bachelors	26	74.3
	Masters	7	20.0
	Total	35	100.0
Marital Status	Married	26	74.3
	Single	9	25.7
	Total	35	100.0
Period Worked at the School	1-3 years	6	17.1
	4-5 years	7	20.0
	Above 5 years	22	62.9
	Total	35	100.0

Source: Field Data (2026)

Conclusions under Tableau 4.1 specify that out of 35 responders, 20 (57.1%) were males and 15 (42.9%) were females. The findings also show that out of 35 respondents, 4 (11.4%) were 25-30 years, 7 (20.0%) were 31-35 years, 9 (25.7%) were 36-40 decades, besides 15 (42.9%) were beyond 40 decades.

In addition, results indicate that out of 35 respondents, 2 (5.7%) had a diploma level of education, 26 (74.3%) had a bachelors' education levels, and 7 (20.0%) had a masters' education levels. Relative to matrimonial position, the conclusions show that from 35 responders, 26 (74.3%) were in

Study Findings

This subsection generates outcomes relating towards this examination goals.

Findings on the Demographics of Respondents

This examination assessed responders' demography under government supported secondary educational institutions taking an instance of Masuliita secondary school, Wakiso district, Uganda and conclusions are presented under Tableau 4.1;

marriages and 9 (25.7%) weren't married. Further, those results reveal that from 35 responders, 6 (17.1%) had laboured for a span of 1-3 decades on those schools, 7 (20.0%) had laboured for a span of 4-5 decades at that school, and 22 (62.9%) had laboured for a span of 5 decades and beyond at that school.

Findings on Study Objectives

The findings were presented relating towards the specific goals;

Influence of Parental Meeting Attendance on Students' Academic Performance in Government-Aided Secondary Schools Taking a Case of Masuliita Secondary School, Wakiso District, Uganda

The examination explored the effect of paternal meeting attendance on learners' academic performances under government supported secondary educational institutions taking a case of Masuliita secondary school, Wakiso district, Uganda and conclusions indicated under Tableau 4.2.

Table 4.2: Regression on Influence of Parental Meeting Attendance on Students' Academic Performance in Government-Aided Secondary Schools Taking a Case of Masuliita Secondary School, Wakiso District, Uganda

Model Summary							
Model		R	R Square		Adjusted R Square	Std. Error of the Estimate	
1		.439 ^a	.193		.168	.45319	
a. Predictors: (Constant), Parental Meeting Attendance							
Coefficients ^a							
Model			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
1	(Constant)		2.661	.459		5.798	.000
	Parental Meeting Attendance		.334	.119	.439	2.807	.000
a. Dependent Variable: Students' Academic Performance							

Source: Field Data (2026)

Tableau 4.2 stipulates that parental meeting attendance possesses a statistical beneficial and considerably impact on students' academic performance under government-aided secondary educational institutions taking a case of Masuliita secondary school, Wakiso district, Uganda ($\beta=.439$, $P\text{-value}<.05$). The regressive conclusions specify that a slight upsurge in parental meeting attendance substantially leads towards an enhancement in learners' academic performance under government supported secondary educational institutions taking a case of Masuliita secondary school, Wakiso district, Uganda by 43.9%. Those conclusions specify that as parental meeting attendance escalates, this significantly results to an improved learners' academic performance under government supported secondary educational institutions taking a case of Masuliita secondary school, Wakiso region, Uganda. Relating towards the model's findings, the adjusted R-square or coefficient of determination, is .168 that signifies that parental meeting attendance elucidate 16.8% variance in students' academic performances under government supported secondary educational institutions taking a case of Masuliita secondary

school, Wakiso district, Uganda while 83.2% of the variance is detailed by additional variables. This specifies that parental meeting attendance not much, yet a lot influences learners' academic performance under government supported secondary educational institutions taking an instance of Masuliita secondary school, Wakiso district, Uganda. Thus, in order to raise learners' intellectual achievement, there must be increased parental meeting attendance under government supported secondary educational institutions taking a case of Masuliita secondary school, Uganda's Wakiso district.

Influence of Parental Homework Monitoring on Students' Academic Performance in Government-Aided Secondary Schools Taking a Case of Masuliita Secondary School, Wakiso District, Uganda

The examination explored the effect of paternal homework monitoring on learners' academic performances under government supported secondary educational institutions taking a case of Masuliita secondary school, Wakiso district, Uganda and results given under Tableau 4.3.

Table 4.3: Regression on Influence of Parental Homework Monitoring on Students' Academic Performance in Government-Aided Secondary Schools Taking a Case of Masuliita Secondary School, Wakiso District, Uganda

Model Summary							
Model		R	R Square		Adjusted R Square	Std. Error of the Estimate	
1		.585 ^a	.342		.322	.40902	
a. Predictors: (Constant), Parental Homework Monitoring							
Coefficients ^a							
Model			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
1	(Constant)		2.418	.372		6.506	.000
	Parental Homework Monitoring		.403	.097	.585	4.145	.000
a. Dependent Variable: Students' Academic Performance							

Source: Field Data (2026)

Tableau 4.3 specifies that parental homework monitoring possesses a statistical beneficial and consequential effect on learners' academic performances under government-aided secondary educational institutions taking a case of Masuliita secondary school, Wakiso district, Uganda ($\beta=.585$, $P\text{-value}<.05$). The reversion conclusions stipulate that a slight increment in parental homework monitoring greatly results towards an enhancement in learners' academic performance under government supported secondary educational institutions taking a case of Masuliita secondary school, Uganda's Wakiso district by 58.5%. The conclusions specify that as parental homework monitorship increase, it considerably results to improved learners' academic performance under government supported secondary educational institutions taking an instance of Masuliita secondary school, Wakiso district, Uganda. The model results show 0.322 Adjusted R-square or coefficient of determination (), which signifies that parental homework monitoring details 32.2% variance in students' academic performances under government supported secondary educational institutions taking a case of Masuliita secondary school, Wakiso district, Uganda while 67.8% of the variance is illustrated by other variables. This implies that parental homework monitoring has a substantial

and consequential impact on learners' academic performance under government supported secondary educational institutions taking a case of Masuliita secondary school, Wakiso district, Uganda. Thus, to boost learners' academic performance, there should exist an enhancement within parental homework monitoring under government supported secondary educational institutions taking a case of Masuliita secondary school, Uganda's Wakiso district.

Influence of Parental Academic Guidance on Students' Academic Performance in Government-Aided Secondary Schools Taking a Case of Masuliita Secondary School, Wakiso District, Uganda

The examination explored the effect of paternal academic guidance on learners' academic performances under government supported secondary educational institutions taking a case of Masuliita secondary school, Wakiso district, Uganda and results indicated in Tableau 4.4.

Table 4.4: Regression on Influence of Parental Academic Guidance on Students' Academic Performance in Government-Aided Secondary Schools Taking a Case of Masuliita Secondary School, Wakiso District, Uganda

Model Summary						
Model		R	R Square		Adjusted R Square	Std. Error of the Estimate
1		.568 ^a	.322		.302	.41527
a. Predictors: (Constant), Parental Academic Guidance						
Coefficients ^a						
Model			Unstandardized Coefficients		Standardized Coefficients	
			B	Std. Error	Beta	
1	(Constant)		1.552	.605		
	Parental Academic Guidance		.557	.141	.568	
a. Dependent Variable: Students' Academic Performance						

Source: Field Data (2026)

Tableau 4.4 specify that parental academic guidance possesses a statistical strong constructive and consequential impact on learners' academic performances under government supported secondary educational institutions taking a case of Masuliita secondary school, Wakiso district, Uganda ($\beta=.568$, $P\text{-value}<.05$). The regression conclusions point out that a slight boost in parental academic guidance consequently leads towards an enhancement in learners' academic performance under government supported secondary educational institutions taking a case of Masuliita secondary school, Wakiso district, Uganda by 56.8%. The results imply that an increase in parental academic guidance results to improved learners' academic performance under government supported secondary educational institutions taking a scenerio of Masuliita secondary school, Wakiso region, Uganda.

The model conclusions display a determination coefficient (Adjusted R-square) of 0.302, which demonstrates that parental academic guidance describes 30.2% of the variance in students' academic performance under government supported secondary educational institutions taking an instance of Masuliita secondary school, Wakiso region, Uganda while 69.8% of the variance are described by other variables. This denotes that parental academic guidance somewhat and significantly influences learners' academic performance under government supported secondary educational institutions taking an instance of Masuliita secondary school, Wakiso

region, Uganda. Thus, to enhance learners' academic performances, there must be increased parental academic guidance under government supported secondary educational institutions taking an instance of Masuliita secondary school, Wakiso district, Uganda.

Conclusions

This examination proposes that parental involvement consequently impacts students' academic performance under government-aided secondary educational institutions taking a case of Masuliita secondary school, Wakiso district, Uganda in that an improvement in parental meeting attendance, parental homework monitoring, and parental academic guidance consequentially results towards an enhancement in learners' academic performance under government supported secondary educational institutions taking a case of Masuliita secondary school, Uganda's Wakiso district.

Recommendations

The examination proposes that parents must develop strong parent-teacher collaborations as this help catch issues early through attending meetings and school events, reaching out when concerns arise, as well as understanding expectations, grading, and curriculum which creates consistency for the students, resultantly influencing an enhancement in learners' academic performance under government supported secondary educational institutions taking a case of Masuliita secondary school, Uganda's Wakiso district.

The examination also proposes that parents must monitor students' progress without pressure by checking homework completion and understanding, tracking grades and providing constructive feedback, and avoiding punishment-based reactions to poor performance as this improves accountability and reduces anxiety, which positively influences learners' academic performance under government supported secondary educational institutions taking an instance of Masuliita secondary school, Wakiso district, Uganda.

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