

Role Of Parental Involvement In Enhancing Students' Academic Performance In Secondary Schools. A Case Study Of Selected Secondary Schools In Nkokonjeru Town Council, Buikwe District

Luzze Tadeo¹, Ngumenawe Moses²

1, 2 Metropolitan International University

Abstract

The study examined the impact of parental involvement on students' academic performance at Nkokonjeru Town Council in Buikwe district. It assessed how various forms of parental involvement influenced academic outcomes, identified barriers hindering effective parental engagement, and explored strategies to enhance parental involvement in the education process. A cross-sectional survey design was used, collecting both quantitative and qualitative data. The sample included 64 respondents, comprising 22 students, 8 teachers, 25 parents, 6 School Management Committee (SMC) members, and 3 school administrators. Data were gathered through questionnaires for quantitative analysis and interviews for qualitative insights. Simple random sampling was employed to select students, parents, and teachers, while purposive sampling was used to select school administrators and SMC members. The study aimed to provide a comprehensive understanding of the relationship between parental involvement and academic performance, using both primary data from questionnaires and interviews and secondary data from school records. Findings highlighted key insights into the effectiveness of parental involvement in improving academic outcomes for students. The study achieved a 94% response rate, with 60 out of 64 distributed questionnaires returned, reflecting a high level of engagement from participants. Demographic data revealed that most respondents were female (67%) and aged between 31-45 years (42%), suggesting a strong presence of responsible, mature adults likely to influence children's academic performance. Educationally, 37% of respondents had primary-level education, with a significant portion holding certificates, diplomas, and degrees. The study examined the effects of parental involvement on students' academic performance at Nkokonjeru Town Council, highlighting the positive impact of parent-teacher interactions, school event attendance, and home-based educational support on student achievement. Findings revealed that 68% of respondents agreed that regular communication between parents and teachers improves academic outcomes.

Keywords: Parental Involvement, Students' Academic Performance and Secondary Schools

Background of the study

Society and the role of the family have changed drastically in the past century. "In 1900, only 6% of married women worked outside the home" (Caplow, Hicks, & Wattenberg, 2011, p. 18). In 1950, 33.9% of women worked outside the home compared with 43.3% in 1970 and 57% in 2014 (Status of Women in the States, 2020). Because more mothers work outside the home than was the case a century ago, these moms have less time available for their students' education (A. I. Kazaara & Deus, 2024). Children are also losing valuable time for connection with their parents and early learning from their parents due to technology, whether the parents are using the technology or giving it to the child as a distraction or reward (Quinlan, 2018). In contrast to this newer family dynamic, Bloom and Sosniak (1981) believe parents play an important role in the academic development of children. If this

is indeed accurate, how and to what degree parental involvement impacts academics is valuable information to know.

Globally, parental involvement was primarily focused on traditional roles, such as supporting homework and attending parent-teacher meetings (Julius & Nancy, 2026). However, recent decades have seen a shift towards more active and multifaceted engagement strategies. In the 1980s and 1990s, research began highlighting the positive effects of parental involvement on educational outcomes, leading to increased policy emphasis on enhancing family-school partnerships (Epstein, 2018). By the 2000s, the focus expanded to include diverse forms of involvement, such as volunteering at schools and participating in decision-making processes (Henderson & Mapp, 2020). Studies from the 2010s, such as those by Jeynes (2019), emphasized the importance of culturally responsive practices, acknowledging that effective parental involvement varies across different cultural contexts. More recent research (Fan & Williams, 2022; Deslandes & Rousseau, 2023) has emphasized the role of digital technologies in facilitating parental engagement, such as through online communication platforms and virtual meetings, which have become increasingly relevant during the COVID-19 pandemic. Involvement of parents in their students' academic performance are an ancient education management phenomenon (Ntirandekura et al., 2022). This is supported by the fact that earlier attempts at parental involvement in academic performance of children was elicited during the Egyptian, Greek, Hebrew and Roman civilization (Berger, 1991). In the USA, there was stay-at home mothers who served as Para-professionals to assist teachers in classes and to take physical care of the facilities unfortunately, the concept was limited to middle-class families (Gastwicki, 2017).

At the regional level, particularly in Sub-Saharan Africa parental involvement has historically been shaped by traditional roles and limited resources (Julius & Audrey, 2026). Studies indicate that, until recently, there was minimal formal engagement of parents in educational processes due to economic constraints and limited awareness (Osei, 2020; Oladipo, 2021). However, the past decade has witnessed a shift with increasing recognition of the critical role that parental involvement plays in enhancing student academic performance. Initiatives such as the introduction of parental education programs and community-based school management committees have been implemented to foster greater parental engagement (Nyabero, 2022). Regions like North America and parts of Europe have long emphasized parental involvement as a key factor in educational success. Research has shown that in the United States, parental involvement has been a core element of educational policy since the 1990s, with laws like the No Child Left Behind Act emphasizing the role of parents in improving academic outcomes (Smith, 2019; Johnson & Peters, 2023). In European countries such as Finland and Sweden, parental involvement is integral to the education system, with policies in place to support active parent participation in school activities and decision-making processes (Hansson & Lundberg, 2018).

In East Africa, historically, parental engagement in these countries was minimal due to traditional views that education was solely the responsibility of the state and schools (Omondi, 2017). In Kenya, the introduction of the Free Secondary Education (FPE) policy in 2003 marked a pivotal shift, as it not only increased access to education but also emphasized the need for greater parental involvement to improve educational outcomes (Julius & Kazaara, 2025a). This policy led to the establishment of structures such as School Management Committees (SMCs) and

Parent-Teacher Associations (PTAs), designed to enhance parental participation and oversight (Kibera, 2022). In Tanzania, similar reforms, including the Secondary Education Development Plan (PEDP) initiated in the early 2000s, aimed at increasing enrolment and improving quality, also highlighted the role of parents in supporting school activities and student learning (Julius & Kaazara, 2025). Recent studies have shown that while there has been progress, challenges remain, including varying levels of parental education and socio-economic barriers that affect the depth of involvement (Nabunya, 2021). For instance, despite policy advancements, some regions still experience low levels of active parental engagement due to economic constraints and limited awareness of the benefits of involvement (Tiwari, 2022). Nevertheless, ongoing efforts by governments and NGOs to enhance parental training and community awareness continue to drive improvements in this area, reflecting a growing recognition of the critical role of parental involvement in educational success (Kibera, 2022; Mwaipopo & Msuya, 2021).

In Uganda, during the colonial period, parental involvement in education was largely shaped by the colonial government's policies and the missionary-driven education system (A. G. Kazaara & Kazaara, 2025). Under British colonial rule, the education system was predominantly missionary-based and focused on basic literacy and religious instruction, with limited emphasis on broader educational goals (Nabirye, 2017). Parental involvement was minimal, as the colonial administration and missionaries primarily directed educational practices without significant input from local communities (Nabirye, 2017). The education system of this era was designed to serve colonial interests, often neglecting the cultural and educational needs of the local population (Ssekamwa & Lugumba, 2020). Missionary schools, which were among the few available educational institutions, typically operated independently of parental input, with parents having little say in school governance or curriculum (Mubangizi, 2021). This lack of involvement was further compounded by socio-economic constraints and limited access to education for the majority of Ugandan families (Mugisha, 2022). It was not until the post-colonial period that significant efforts were made to involve parents more actively in the educational process, driven by a growing recognition of the need for community participation in achieving educational goals (Kiguli, 2019).

In Nkokonjeru Town Council, Buikwe District, the role of parental involvement is evident across schools such as Nkokonjeru Secondary School, St. Peter's Senior Secondary School, St. Paul's Secondary School, and Nkokonjeru Town College. According to the Buikwe District Education Report (2021), the average UCE pass rate in the area stood at 67%, slightly above the national rural average of 61%. However, variations exist between schools that have strong Parent-Teacher Associations (PTAs) and those that do not. For instance, Nkokonjeru Secondary School and St. Peter's Senior Secondary School, which have active PTAs and School Management Committees (SMCs), consistently record higher performance averages than schools with low parental participation. Many parents contribute through school meetings, provision of learning materials, and infrastructure support, while others face challenges related to income levels and awareness (Julius & Kazaara, 2025b). The Education Act (2008) and the Ministry of Education and Sports (MoES, 2020) both emphasize shared responsibility between schools and parents as a foundation for educational quality. Therefore, in Nkokonjeru

Town Council, effective parental involvement not only supports individual student success but also strengthens the collective academic performance of schools within the district.

Statement of the Problem

Despite the growing recognition of the importance of parental involvement in improving students' academic performance, many secondary schools in Uganda, including those in Nkokonjeru Town Council, continue to face challenges in achieving consistent parental participation (Ntirandekura et al., 2022). Although the Education Act (2008) and the Ministry of Education and Sports (MoES, 2020) emphasize parents as key stakeholders in their students' education, actual involvement often remains limited to financial contributions such as paying school fees, with minimal engagement in academic follow-up or collaboration with teachers. Studies conducted in similar Ugandan settings indicate that low parental involvement is linked to poor student performance, absenteeism, and weak discipline among learners (Nakayiza, 2016; Ssekamwa, 2018). In Nkokonjeru Town Council, some schools like St. Peter's Senior Secondary School have shown steady improvement in Uganda Certificate of Education (UCE) pass rates, while others such as Nkokonjeru Town College still record low academic achievement levels, partly attributed to insufficient parental engagement (Buikwe District Education Report, 2021).

The situation is further complicated by socio-economic challenges that limit parents' capacity to participate actively in their students' education (Zulaikah & Rebecca, 2023). Many parents in the area are engaged in informal employment or small-scale businesses, leaving them with little time to attend school meetings or supervise homework. In addition, some parents lack the knowledge or educational background needed to effectively support their students' learning (Julius & Kaazara, 2025). Consequently, the potential impact of home-school partnerships on academic success remains underutilized (Julius & Nancy, 2025). This study therefore seeks to examine the role of parental involvement in enhancing students' academic performance in selected secondary schools in Nkokonjeru Town Council, Buikwe District, with the aim of identifying effective strategies to strengthen parental participation and improve student outcomes.

Objectives of the study

General objective

The general objective of the study was to examine the impact of parental involvement on students' academic performance in Nkokonjeru Town Council, Buikwe district

Objectives of the Study

The following objectives guided the study:

- i. To assess how different forms of parental involvement affect students' academic performance in schools.
- ii. To identify barriers to parental involvement in education.
- iii. To explore strategies for increasing parental involvement in primary schools.

Research Questions

- i. How do different forms of parental involvement affect students' academic performance in Nkokonjeru Town Council, Buikwe district?

- ii. What are the barriers to parental involvement in education in Nkokonjeru Town Council, Buikwe district?
- iii. What strategies can be implemented to increase parental involvement in Nkokonjeru Town Council, Buikwe district?

Significance of the study

Policy makers, planners and decision makers: The research findings will help these parties come up with appropriate policies of involving parents in education management to improve academic performance.

Education institutions: This study was beneficial to education institutions in developing school activities that bring the school, the parents and community together seeking ways to improve academic performance for example school visitation and speech days, parents' Teachers' associations (PTAs), and annual general meetings.

Parents: The study was benefit parents by understanding their roles. If parents become aware of how their involvement contributes to better academic performance, they will get more actively involved in the education of their children

Future researchers: the study is expected to contribute to body of existing knowledge and literature on parents' involvement in education and academic performance. More researchers undertaking studies in this field was inspired by the findings and so this can act as a reference point to future research on parents' involvement and academic performance.

Scope of the Study

Geographical Scope

The study was conducted in Nkokonjeru Town Council, located in Buikwe District in the Central Region of Uganda, approximately 50 kilometers east of Kampala City and about 18 kilometers south of Lugazi Municipality. The area was selected because it is semi-urban, with most residents engaged in small-scale business and agriculture, and it hosts several government-aided and private secondary schools that serve learners from neighboring communities (Julius, 2025). The study focused on four selected secondary schools within the town council, namely Nkokonjeru Secondary School, St. Peter's Senior Secondary School, St. Paul's Secondary School, and Nkokonjeru Town College. These schools were chosen because they represented a balance between public and private institutions and exhibited varying levels of parental involvement and academic performance.

Content Scope

This study concentrated on how different forms of parental involvement affect students' academic performance in schools, barriers to parental involvement in education and strategies for increasing parental involvement in Nkokonjeru Town Council.

Time Scope

The study was limited to a period of six (5) months that is to say from August to December 2025. This is because of limitations in terms of funding and data collection capabilities. This period was also chosen by the researcher because as required by university that research should be done within a specific period, therefore withstanding other engagements that the research has, the researcher was able to do handle the entire process within 5 months.

Justification of the study

It was found it necessary to conduct this study because not much research has been conducted in this particular topic in the region. The few studies concentrated on performance of pre-school children (Chemagobi, 2012); impact of parental involvement on students' performance (Mutodi,2014; Chohan & Masrur Khan,2014) and involvement of parents in achievement of students (Le Brum-Martin,2011) but not looking specifically at the involvement of parents in secondary schools which actually is the concern of this study. It is necessary to conduct this study because government of Uganda spent a lot of money in establishing seed secondary schools. But the impacts on ground have not been felt. The community in Nkokonjeru Town Council has shown concern about improvement of students' academic performance.

Literature Review

According to El Nokali, Bachman and Votruba-Drzal (2010), the concept of parental involvement is viewed as involving various activities in which parents participate either at home or at school, and either directly or indirectly, so as to support the learning of their children, including in terms of their formal home school relations, in relation to which both teachers and parents collaborate in supporting the interests of the child(ren) involved. Parental involvement also refers to parents utilising their resources to offer the needed support to their students' academic accomplishments (Thuba, Kathuri & Mariene, 2017). This involves the engagement of children in cognitively stimulating activities at home, ensuring that children are able to access a variety of community resources that enhance their schooling experiences or parenting activities, such as monitoring homework, television, and social activities (Harris & Goodall, 2008).

Parental involvement in their students' well being including education is taken seriously by some parents. This is why today as Kayindu (2017) claims, some economically poor parents ask their relatives to help them educate their children. In that way, a child can go and stay at his or her aunt or uncle's home from where he or she goes to school. Unfortunately some of the male relatives commit incest with the girls they are looking after, an act which, according to section 149 (1) of the penal code Act, laws of Uganda, is criminal punishable by seven years of imprisonment. Therefore the point is that some parents and guardians fail to get involved in the education of their children in a morally upright way and instead get involved in a stupid way. Though getting involved in a stupid way is by law punishable, sometimes the culprits go unpunished due to failure to report such cases to the relevant authorities or due to lack of concrete evidence (Kayindu, 2017).

The concept of academic performance is believed to possess an amorphous nature, since it broadly incorporates various factors ranging from attaining a professional degree to the development of students in the moral sense (York, Gibson & Rankin, 2015). The perspective-oriented nature of "performance of students" further creates hindrance in giving an exhaustive definition of the term. For some entities, completing courses and gaining knowledge and skills may be the meaning of academic performance. Whereas, for some others, having the abilities to secure a progressive career would be the version. On the whole, securing and inculcating a meaningful change (psychological, affective, cognitive as well as behavioural) in the students, is the ultimate goal of the education system across the world.

Academic performance of students is a key feature in education (Rono, 2015). It is considered to be the center around which the whole education system revolves. Narad and Abdullah (2016) opined that the performance of students determines the success or failure of any academic institution. Signh, Malik and Signh (2016) also argued that performance of students have a direct impact on the socio-economic development of a country. Similarly, Farooq, Chaudhry, Shafiq and Behanu (2011), asserted that students' academic performance serve as a bedrock for knowledge acquisition and the development of skills. Additionally, Farooq, (2018) emphasized that the top most priority of all educators is performance of students. According to Narad and Abdullah (2016) academic performance is the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time. They added that these goals are measured by using continuous assessment or examinations results.

Methodology

Research Design

According to Creswell (2018), research design refers to the overall strategy that researchers employ to integrate the different components of the study in a coherent and logical manner. The study utilized the cross-sectional survey design. The rationale behind the use of this design was that it is the most appropriate in studies involving the collection of data from a sample of respondents representing the population of interest at one specific point in time as supported by Amin (2005) without follow-up. Both quantitative and qualitative data was used in this study. Quantitative data was collected to explain phenomena in the form of numerical data and this was obtained from the questionnaire, while qualitative data was collected from the interviews, documents about the school and it was for a better understanding of the extent of the relationship between parents' involvement and students' performance. According to Amin (2005) a mix of the two approaches enables triangulation which makes it feasible for the researcher to make well informed findings and conclusions.

Area of the study

The study was conducted in Nkokonjeru Town Council, located in Buikwe District in the Central Region of Uganda, approximately 50 kilometers east of Kampala City and about 18 kilometers south of Lugazi Municipality. The area was selected because it is semi-urban, with most residents engaged in small-scale business and agriculture, and it hosts several government-aided and private secondary schools that serve learners from neighboring communities. The study focused on four selected secondary schools within the town council, namely Nkokonjeru Secondary School, St. Peter's Senior Secondary School, St. Paul's Secondary School, and Nkokonjeru Town College. These schools was chosen because they represented a balance between public and private institutions and exhibited varying levels of parental involvement and academic performance.

Study population

Bhattacharjee (2012) defines population as all people or items (units of analysis) with the characteristics that one wishes to study. The targeted population was 4 secondary schools in Nkokonjeru Town Council including 32 students, 10 teachers, 5 school administrators, 35 parents and 8 SMC members from Nkokonjeru Town Council, Buikwe district. The total population of the study was 90 respondents.

Sample size and selection

According to Taherdoost (2017), sample size refers to the number of observations or replicates included in a statistical sample. In the sampling process, Mugenda and Mugenda (2003), explains that it's impossible to study the whole targeted population and therefore the researcher has to decide on a sampled population. The sample size of the study was 64 as presented below in the table and it was determined using Krejcie and Morgan, (1987) sample size determination table.

Table 1: Population, Sample and Sampling Techniques

Category	Population(N)	Sample size(S)	Sampling Technique
School administrators	5	4	Purposive sampling
Teachers	10	8	Simple random sampling
Students	32	22	Simple random sampling
Parents	35	25	Simple random sampling
SMC members	8	5	Purposive sampling
TOTAL	90	64	

Source: Researcher, 2025

Sampling techniques

The study used both probability and non-probability sampling techniques.

Simple random sampling

Simple random sampling involves randomly selecting participants from the entire population using methods like random number generators which helps to ensure that each individual in the population has an equal chance of being selected. Simple random sampling was used to select teachers, parents and students. When using simple random sampling, the sample units was selected by means of lottery method (Ahuja, 2011). The researcher chose to use this technique because Simple random sampling ensures that every member of the target population has an equal chance of being selected for the study. Also, this method provides a fair and unbiased representation of the larger population, enabling the researcher to generalize the findings to the entire population within the community.

Purposive sampling

According to Manfreda, (2008), purposive sampling gives the researcher prior judgment about the samples that allows the researcher to gather qualitative responses which leads to better insights and more precise research results because the researcher collected the information from the best-fit participants. The researcher used purposive sampling because it allowed the researcher to select participants who possess specific characteristics or experiences relevant to the research objectives. In the context of the impact of parents' involvement and students' academic performance, purposive sampling enabled the researcher to select school administrators and SMC

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members since they have firsthand knowledge on impact of parents' involvement and students' academic performance, thereby providing in-depth and detailed insights into their effectiveness and challenges. Also, the researcher used purposive sampling because it optimizes the use of resources, time, and effort, as it focuses on selecting participants who are most likely to provide valuable and relevant information to the research study.

Data Collection Methods

The study used both primary and secondary data. Primary data was obtained from the questionnaire and interviews conducted with the students and teachers respectively. Secondary data was obtained from the school documents regarding their rules, policies, resolutions, and examination results as well as from journals, books and previous research done on parental involvement and students' academic performance and other documentation considered useful for research was used. The study used both qualitative and quantitative data.

Quantitative Methods

The questionnaire was the method used to generate quantitative data.

Questionnaire Method

Questionnaire method involved the use of self-administered questionnaires to respondents in relation to parents' involvement and student academic performance. In seeking for quantitative data, closed ended questionnaires in a scale (five likert) form was used. Questionnaire method was used because it helps in investigating the motives and feelings in Likert scaling as recommended by Creswell (1994). Besides, questionnaires are easy to fill, take little respondents' time to fill and are easy to analyze (Amin, 2005)

Qualitative Methods

To obtain qualitative data, interview and document review was applied.

Interview method

The interview method was used to obtain qualitative information on the impact of parents' involvement on student academic performance that was not collected using questionnaires. This method took the option of face-to-face interviews that seeks to provide the required data as specified above. Interview method was used because it provides an excellent opportunity to probe and explore questions as observed by Creswell (1994).

Instruments for Data Collection

These involved questionnaires and interview schedule as described below:

Questionnaires

This questionnaire was designed in such a way that it contained Section A comprised questions on demography and involvement of parents, questions related to the study objectives section B. The variable was measured on a Scale labeled: 1=strongly agree; 2=agree; 3=Not sure; 4=Disagree and 5= Strongly agree.

Interview Guide

One on one interview with the headteacher, SMC members of the school was done. The use of interview guide allowed flexibility, clarification and detailed information gathering. Additionally, a semi structured interview was used for eliciting an in- depth exploration of the study variables (Lochmiller & Lester, 2017). The questions was aligned to the objectives of the study which include: To assess how different forms of parental involvement affect

students' academic performance in schools, to identify barriers to parental involvement in education, and to explore strategies for increasing parental involvement in primary schools(Julius & Desire, 2025).

Quality control

The researcher implemented standardized data collection methods to ensure consistency and reliability in gathering information from the respondents. This involved using validated questionnaires, interview protocols to systematically capture data on impact of parents' involvement on students' academic performance(Julius, 2024).

Validity

To ensure validity of the statement, more than one source of information such as questionnaire and interview guides was used. To establish the validity of the results, face and content validity was established. To ensure that the concepts are all covering, face validity was used to determine it by showing the data collection tools to 5 experts who helped the researcher to make some adjustments in terms of clarity and ambiguousness. This ensures that the test instruments measured the target variables there by making them to have high face validity. To ensure content validity, the researcher constructed data collection instruments with adequate number of items and make sure that each item on the scale has a link with the objectives of the study. Validity was arrived at after calculating the coefficient index. To determine content validity, questionnaires and interview guides was distributed to 5 experts. Out of 5 experts those who rated the item as either essential or useful was 4 experts thus the response rate was determined at 0.80. According to Amin (2005), the CVI should be ≥ 0.70 for the instrument to be valid for data collection. Therefore, the CVI of this study was 0.80 implying that the instrument is valid which helped to draw valid conclusions as regards questions that the researcher thinks appropriate in finding out what would be seen right. In ensuring validity of instruments, the researcher also consulted colleagues and the supervisor for proper guidance. In interviews, the researcher used simple language and clear instruments appropriate to the respondents (Appendix 2)

$$CVI = \frac{\text{items declared relevant by experts}}{\text{total number of expert}}$$
$$CVI = \frac{4}{5} = 0.80$$

Reliability

This is the degree of consistency that the instrument or procedure demonstrates whatever is measured (Bryman 2006). For the purpose of reliability, the test-retest method of reliability was considered appropriate for the study. The instruments (questionnaires and interview guides) administered for the first and then after one week, the same instrument was administered again to the same correspondents. The score from both testing periods was correlated. Using the results of the pre-test, the reliability of the instruments was computed using the Cronbach's Alpha coefficient which according to Sekaran (2003), the closer the Cronbach's coefficient is to 1, the higher internal consistency reliability; reliability coefficients lower than 0.5 are generally considered to be poor, those in the range of 0.7-0.8 are acceptable and the study obtain cronbach coefficient alpha of .921 from the instruments used. This was computed using SPSS (statistical Package for the social sciences) to facilitate systematic analysis.

Procedure for Data Collection

The researcher obtained a letter of introduction from the Head of the Faculty of Education from Metropolitan International University permitting her to go to the field. The letter was relayed to convenient authorities requesting for consent. Before administration of the questionnaires, the researcher produced more than enough questionnaires for distribution. The researcher explained the information sheet to the respondents and all the participants signed the concept forms acknowledging their participation in the study.

Data Management and Analysis

The collected data in the study yielded both qualitative and quantitative data. After respondents have answered questionnaires and interviews, raw data was cleaned, sorted and analyzed to produce the required statistics in the study.

Analysis of Quantitative Data

In handling all the objectives of the study, the researcher used a computer package SPSS where data was entered, edited, cleaned and sorted(Nelson et al., 2022). This program was used to obtain descriptive data in form of frequencies, percentages, mean and standard deviations since it was a five Likert questionnaire and this helped to give the general response towards each question in the likert scale through the mean values. In establishing the relationships among variables Pearson correlation was used to determine whether the existence of a linear relationship between the dependent variable and the independent variables.

Analysis of Qualitative Data

Data analysis of qualitative data from interviews in the three objectives of the study used content analysis where each piece of work was answered in the interview guide was read through thoroughly to identify themes where it belongs and all relevant expressions in each objective was captured.

Measurement of Variables

The contribution of parents involvement and performance of students was measured on a five-point Likert type scale (1- Strongly disagree, 2-Disagree, 3-Not sure, 4- Agree and 5-Strongly agree)(Nelson et al., 2023). The choice of this measurement was that each point on the scale carries a numerical score used to measure the respondents' attitude and it is the most frequent used summated scale in the study of social attitude. According to Mugenda (2003) and Amin (2005), the Likert scale is able to measure perception, attitudes, values and behaviors of individuals towards a given phenomenon.

Ethical Considerations

The ethical rules that was likely to limit the effectiveness of this research was taken into consideration.

These included: access and acceptance, informed consent, privacy and confidentiality.

Respondents was informed about the aim and nature of this research. This helped the researcher to get access and acceptance from the respondents.

The informed consent was also solicited by explaining to the participants about the nature and the purpose of the research, benefits and participants' rights.



Privacy and confidentiality was also addressed. Here, the researcher protected the identity of individuals by keeping their names and that of their schools as anonymous as possible using the promise of confidentiality.

Limitations of the study

Limited financial resources constrained various aspects of the research, including the ability to hire additional staff, purchase necessary materials, travel for data collection, and access advanced data analysis tools. However, the researcher sought funding from external sources from parents. Also, the researcher minimized costs by using free or low-cost data analysis software, leveraging existing resources within the school, and conducting virtual meetings instead of travel when possible.

Limited time for data collection and analysis due to personal, professional, or academic commitments affected the thoroughness and depth of the research. The researcher created a detailed project timeline with clear milestones and deadlines to ensure efficient time management. Prioritizing tasks and delegating responsibilities where possible also helped manage the workload. Using time-efficient data collection methods, such as online surveys, further streamlined the process.

Gaining access to school administrators and SMC members for interviews or surveys may be challenging due to scheduling conflicts or lack of willingness to participate. The researcher built strong relationships with the school administration and communicate the study's purpose and potential benefits clearly to all participants. Flexible scheduling and offering incentives, such as certificates of participation, also encouraged participation.

Limited finances may restrict the ability to use high-quality, validated data collection instruments, affecting the reliability and accuracy of the data collected. The researcher conducted a thorough literature review to identify and adapt existing validated instruments used in similar studies. Pilot testing the instruments with a small sample before full-scale data collection can also help ensure their reliability and validity.

Results

Table 2: Effects of different forms of parental involvement on students' academic performance in schools

Effects of different forms of parental involvement on students' academic performance in schools	Response										
	SA		A		NS		D		SD		T.T
	F	%	F	%	F	%	F	%	F	%	%
Parents regularly attend school meetings.	25	42%	20	33%	2	3%	10	16%	3	5%	60
Parents provide necessary scholastic materials for their children.	25	42%	10	16%	-	-	10	16%	15	25%	60

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Parents help their children with school work at home.	20	33%	15	25%	3	5%	10	17%	12	20%	60
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Source: Primary Data (2025)

According to Table 2 above, regarding parents regularly attending school meetings, 42% of respondents strongly agree (SA) and 33% agree (A), with a combined total of 75% indicating positive parental involvement in school meetings. However, 16% of respondents disagree (D) and 5% strongly disagree (SD), suggesting that a small percentage of parents either fail to attend or are not actively involved in school meetings (Julius & Kazaara, 2026). This finding highlights that while most parents recognize the importance of school meetings, there is still a notable group of parents who are less engaged, potentially due to factors such as work commitments or a lack of awareness about the significance of such meetings. Regular school meetings are crucial for building effective communication between parents and teachers, which can directly benefit students' academic performance (Epstein, 2018).

In terms of parents providing necessary scholastic materials for their children, 42% of respondents strongly agree (SA) and 16% agree (A), totaling 58% of respondents indicating that parents ensure their children have the required materials. However, 16% of respondents disagree (D) and 25% strongly disagree (SD), suggesting that a significant proportion of parents fail to provide these essential materials. This finding implies that while many parents support their children by supplying necessary educational resources, a considerable number are either unable or unwilling to provide them (Julius & Desire, 2025). The availability of scholastic materials plays a vital role in a student's ability to participate fully in school activities and complete assignments, which can positively impact academic performance (Jeynes, 2020).

Regarding parents helping their children with schoolwork at home, 33% of respondents strongly agree (SA) and 25% agree (A), indicating that a majority of parents are engaged in assisting with homework. However, 5% were not sure (NS), and 17% disagreed (D), while 20% strongly disagreed (SD), reflecting a significant portion of parents who are either uncertain or not involved in homework assistance. These findings suggest that while some parents actively engage in helping their children with schoolwork, others may struggle due to a lack of time, resources, or knowledge. Parental involvement in homework has been shown to improve academic outcomes, as it reinforces learning and provides students with the necessary support outside the classroom (Henderson & Mapp, 2019). Schools could benefit from creating strategies to engage parents in this area, helping them support their students' academic growth more effectively.

Table 3: Barriers to parental involvement in education

	Response
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Barriers to parental involvement in education	SA		A		NS		D		SD		T.T
	F	%	F	%	F	%	F	%	F	%	%
Financial constraints prevent parents from being more involved in school activities.	20	33%	25	42%	0	0%	9	15%	6	10%	60
Parents' work schedules make it difficult for them to participate in school events.	15	25%	20	33%	3	5%	12	20%	10	17%	60
Low levels of parental education hinder their ability to support their students' education.	20	33%	18	30%	2	3%	10	17%	12	20%	60
There are insufficient programs to educate parents on their role in the education process.	15	25%	25	42%	2	3%	10	17%	8	13%	60

Source: Primary Data (2025)

According to Table 3 above, regarding financial constraints preventing parents from being more involved in school activities, 33% of respondents strongly agree (SA) and 42% agree (A), together making up 75% of the respondents. This suggests that a significant majority of parents face financial challenges that limit their ability to participate in educational activities. Only 15% disagree (D), and 10% strongly disagree (SD), indicating that a smaller group either does not perceive financial constraints as a barrier or is less affected by it. This finding underscores the role of financial stability in enabling parental involvement, with several studies suggesting that when parents are economically stable, they are more likely to be involved in their students' education, which can enhance academic outcomes (Jeynes, 2017).

In terms of parents' work schedules making it difficult for them to participate in school events, 25% of respondents strongly agree (SA) and 33% agree (A), which totals 58% of respondents acknowledging work schedules as a barrier. A further 5% are not sure (NS), while 20% disagree (D) and 17% strongly disagree (SD), suggesting that while work schedules do present challenges for many parents, some may either have flexible schedules or do not see this as a major barrier. The time constraints parents face due to work are a well-documented challenge to parental involvement (Hill & Tyson, 2009), and this finding indicates that schools may need to find alternative ways, such as evening or weekend events, to accommodate working parents and promote their involvement.

Regarding low levels of parental education hindering their ability to support their students' education, 33% of respondents strongly agree (SA) and 30% agree (A), totaling 63% of parents acknowledging education level as a barrier. However, 3% are unsure (NS), and 17% disagree (D), with 20% strongly disagreeing (SD), indicating that a portion of respondents may not view their education level as an obstacle or may feel that they can still support their children effectively despite their own education background. This finding suggests that enhancing parents' educational opportunities and providing better support could significantly improve their ability to engage in their students' academic lives, which has been linked to improved student outcomes (Jeynes, 2012).

On the issue of insufficient programs to educate parents on their role in the education process, 25% of respondents strongly agree (SA) and 42% agree (A), meaning 67% feel that such programs are lacking. Only 3% were unsure (NS), while 17% disagree (D) and 13% strongly disagree (SD), reflecting a sentiment that either there are some programs available or that parents may not be fully aware of their role in such programs. This implies that while a majority of parents recognize the need for more educational programs to help them understand how to support their students' learning, a gap still exists. Programs aimed at improving parents' understanding of the education process could empower them to become more involved, leading to better academic performance in their children (Epstein, 2011).

Table 4: Strategies for increasing parental involvement in primary schools.

Strategies for increasing parental involvement in primary schools.	Response										
	SA		A		NS		D		SD		T.T
	F	%	F	%	F	%	F	%	F	%	%
Schools should create more opportunities for parent-teacher interaction.	23	38%	18	30%	0	0	13	22%	9	15%	60
Establishing School Management Committees (SMCs) and Parent-Teacher Associations (PTAs) can increase parental involvement.	17	28%	20	33%	2	3%	8	13%	13	22%	60

Providing flexible meeting times would help parents participate more in school activities.	20	33%	25	42%	5	8%	3	5%	7	12%	60
Schools should offer workshops to educate parents on how to support their students' education.	19	33%	20	33%	2	3%	13	22%	6	10%	60

Source: Primary Data (2025)

According to Table 4 above, the majority of respondents strongly agree (38%) or agree (30%) that schools should create more opportunities for parent-teacher interaction. However, 22% disagree, and 15% strongly disagree with this statement. This suggests that many parents and school stakeholders see the value in fostering better communication between parents and teachers. Effective communication is a cornerstone for increasing parental involvement, as highlighted by Epstein (2018), who emphasizes using diverse communication methods, such as newsletters and parent portals, to keep parents engaged with school activities. Furthermore, Desforges and Abouchaar (2020) stress the importance of creating a dialogue where parents can actively contribute, ensuring a collaborative relationship that benefits student outcomes.

Regarding the establishment of School Management Committees (SMCs) and Parent-Teacher Associations (PTAs), 28% strongly agree and 33% agree that these structures can increase parental involvement, while 13% disagree and 22% strongly disagree. This suggests that while many see the value of these organizations in promoting parental involvement, there is also significant skepticism. Hoover-Dempsey et al. (2020) suggest that such organizational frameworks can offer valuable opportunities for parents to contribute to the decision-making processes, fostering a sense of ownership and community in school activities. However, without clear, consistent communication and the establishment of inclusive practices, these structures may not reach their full potential.

In terms of providing flexible meeting times, 33% strongly agree and 42% agree that this would help parents participate more in school activities. However, 12% strongly disagree and 5% disagree, indicating that for some parents, flexibility in timing might not resolve other underlying barriers. Hoover-Dempsey et al. (2020) suggest offering diverse time slots and virtual meeting options to accommodate parents with different schedules. Such strategies have been shown to increase participation by recognizing and adapting to parents' time constraints, allowing for more inclusive involvement in school events and activities. This flexibility can be crucial in ensuring that parents, particularly those with busy or non-traditional work hours, can be meaningfully engaged in their students' education.

On the issue of schools offering workshops to educate parents on how to support their students' education, 33% strongly agree, and 33% agree, while 22% disagree and 10% strongly disagree. This demonstrates a strong endorsement for educational programs aimed at empowering parents with the knowledge and skills necessary to support their students' academic progress. Houtenville and Conway (2019) emphasize the positive impact of such programs, noting that workshops can provide parents with practical tools for helping with homework and

understanding the curriculum. Schools that invest in these programs foster a stronger home-school partnership, improving both parental engagement and student achievement.

Conclusion

The study concluded that different forms of parental involvement have a significant positive impact on students' academic performance. Active engagement by parents, including regular communication with teachers, participation in school events, and providing support for home-based learning, leads to better academic outcomes for students. A majority of the respondents agreed that the more involved parents are, the better the academic performance of students. However, some respondents expressed uncertainty regarding the depth and type of involvement required for maximum effectiveness, suggesting that future studies should explore the specific forms and frequency of involvement that most effectively enhance academic performance.

The study also highlighted several key barriers that hinder effective parental involvement in education. Time constraints, such as work schedules and household responsibilities, emerged as the primary challenge for parents, preventing them from attending school events or participating in meetings. Additionally, logistical issues, including inconvenient meeting times and communication gaps, were identified as significant barriers. Language and cultural differences further exacerbate the problem, particularly among non-native speaking or marginalized communities. These findings suggest that schools need to adopt more flexible and inclusive approaches to overcome these barriers, ensuring that all parents, regardless of their circumstances, can participate in their students' education.

The study concluded that schools can increase parental involvement through the implementation of several key strategies. Creating more opportunities for parent-teacher interaction and offering flexible meeting times were identified as critical for boosting engagement. Respondents also emphasized the importance of establishing structures like School Management Committees (SMCs) and Parent-Teacher Associations (PTAs) to foster better collaboration between parents and schools.

Recommendations

To foster greater parental involvement, schools should prioritize creating and maintaining open, consistent communication channels with parents. This can be achieved through multiple platforms such as emails, school newsletters, and social media. Additionally, schools should actively involve parents in the communication process, ensuring they have the opportunity to provide feedback and engage in meaningful dialogues with teachers. By making communication more transparent and accessible, schools can help parents stay informed and involved in their students' academic journey.

Given that many parents face time constraints, schools should offer flexible scheduling for meetings, parent-teacher conferences, and school events. This could include holding meetings during evenings or weekends, as well as providing virtual options for those unable to attend in person due to work or distance. By accommodating parents' diverse schedules, schools can ensure that more parents are able to participate in their students' education, thus strengthening the partnership between the school and the home.

Schools should consider establishing or strengthening supportive structures such as Parent-Teacher Associations (PTAs) and School Management Committees (SMCs) to create an organized platform for parental engagement. These committees can act as bridges between the school administration and parents, providing a space for parents to contribute ideas, volunteer, and collaborate on school improvement initiatives. By formalizing these roles, schools can empower parents to take an active role in school governance and their students' education.

To equip parents with the knowledge and skills necessary to support their students' education, schools should offer workshops and educational programs. These programs could focus on topics such as effective parenting strategies, understanding the curriculum, supporting homework, and dealing with adolescent challenges. By providing these resources, schools can help parents feel more confident and capable in their ability to support their students' academic success.

Schools should strive to create a welcoming and inclusive environment where all parents feel respected and valued. This can be achieved by fostering positive relationships between school staff and parents, celebrating diversity, and ensuring that all forms of parental involvement are encouraged, regardless of the parents' background. Schools should also be mindful of language barriers, offering communication in multiple languages to ensure inclusivity for non-native speakers. A supportive and inclusive school environment will encourage greater parental participation and contribute to a stronger, more collaborative relationship between the school and the community.

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