

**INFLUENCE OF PARENTAL INVOLVEMENT IN SCHOOL ACTIVITIES ON  
RETENTION OF GIRL CHILDREN IN GOVERNMENT-AIDED PRIMARY SCHOOLS**

**CASE STUDY: KIBAALE DISTRICT, UGANDA**

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*Making a Difference*

**UGANDA MARTYRS UNIVERSITY**

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August 2025

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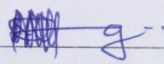
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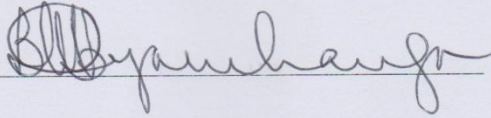
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## **DEDICATION**

This dissertation is dedicated to my dear husband Mr. Joseph Kawuma, children; Susan Kyomuhendo, Henry Barungi, Julian Aheebwa, Emmanuella Ninsiima and Joseph Samuel Ahumuza.

## **ACKNOWLEDGEMENT**

I take this opportunity to acknowledge the assistance of Br Aloysius Byaruhanga who tirelessly supervised me throughout the period of preparing this research report.

## DEFINITION AND OPERATIONALIZATION OF KEY TERMS

S/N	Key Term	Definition
1.	Parental involvement	Parental involvement refers to the active participation and engagement of parents in their child's education, encompassing a range of behaviours and practices that support the child's learning and development, both at home and in school. In this research parental involvement is defined by three factors namely; role awareness, self-efficacy and communication with the school.
1.	Parental Role awareness	Refers to a parent's understanding of their responsibilities and influence on a child's development and well-being. The indicators of parental role awareness is measured in education planning, participating in education process and mindful parenting of children from starting primary education up to completion of primary education level.
2.	Parental self-efficacy	Refers to a parent's belief in their ability to effectively and successfully manage their role as a parent. In this study, parental self-efficacy is measured in terms of; parents perception of the ability to parent, emotional reaction and confidence in parenting.
3.	Parents' communication with school	Refers to communication between parents and schools aimed at fostering a strong partnership, improvement in student outcomes, and creating a supportive learning environment. In this study, parental communication with school is measured in terms of; participation in school events/meetings, responsiveness and feedback.
4.	Girl children retention in school	Refers to the challenges and strategies involved in keeping girls in school and ensuring they complete their education. This includes addressing factors that lead to girls dropping out of school, such as poverty, early marriage, and lack of menstrual hygiene management.

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## ABSTRACT

**Introduction:** This study aimed at finding out the influence of parental involvement in school activities on the retention of girl children in government-aided primary schools in Kibaale District. The study was guided by the following study objectives; To examine the relationship between parental role awareness and retention of girl children in government-aided primary schools in Kibaale District; To establish the influence of parental self-efficacy on the retention of girl children in government-aided primary schools in Kibaale District and; To analyze the relationship between parents' communication with school and retention of girl children in government-aided primary schools in Kibaale District.

**Methodology:** A cross sectional was conducted and data from a sample of 108 respondents was obtained using questionnaires and interview guides which were analysed descriptively and inferentially. SS

**Results:** The results of the study showed that, parental role awareness had a moderate positive relationship with girl children retention in Kibaale District ( $r_1=0.357$ ;  $\text{sig}=0.05$ ); parental self-efficacy has a high positive influence on girl children retention in Kibaale District ( $r_2=0.510$ ;  $\text{sig}=0.05$ ) and, parent's communication with the school had a high positive relationship with girl children retention in Kibaale District ( $r_3=0.685$ ,  $\text{sig}=0.05$ ). Other factors that were affecting girl children retention in school were; lack of parents' role awareness after introduction of free primary education; parents prioritizing educating boys than girls for better future education benefits/investment returns; most parents not attending school meetings regularly, and parents actively participating when they some activities involving children and them such as carrying food and sharing it with their children while at school.

**Conclusions:** Parental involvement in school activities made a significant contribution of 48.1 percent ( $r^2=0.481$ ) on girls' children retention in Kibaale District, keeping other factors constant. Each of the independent factors that is; parent's communication with school, parental self-efficacy and parental role awareness influenced girl child retention.

**Recommendations:** Improving parental involvement in school activities in order to improve on girl child retention in Kibaale District. The methods of communication between school and parents should be improved. There is need to integrate school meetings with visitation of children in their classes and parents coming with a meal to share with girls' children at school; further research integrated approach of school meetings with class academic checks

# **CHAPTER ONE**

## **GENERAL INTRODUCTION**

### **1.0 Introduction**

The main objective of this study was to establish the influence of parental involvement in school activities on retention of girl children in government-aided primary schools in Kibaale District. The specific objectives were to; Examine the relationship between parental role awareness and retention of girl children in government-aided primary schools in Kibaale District; Establish the influence of parental self-efficacy on the retention of girl children in government-aided primary schools in Kibaale District and; analyze the relationship between parents' communication with school and retention of girl children in government-aided primary schools in Kibaale District. This chapter covers the background to the study, the problem statement, the main objective, the specific objectives, the scope, and the justification, the Significance of the study and the Conceptual Framework.

### **1.1 Background to the Study**

#### **1.1.1 Historical Background**

Historically, parental involvement in education evolved significantly across the globe, transitioning from informal home-based learning to formal, structured schooling (Bond, Moore & Hawkins 2024). In the early days, parents played a crucial role in shaping their children's early education through informal tutoring and instilling essential values and skills. As formal schooling became more prevalent, parental involvement shifted to supporting their children's academic progress within the school system. Parents were responsible for the upbringing of the young children before the concept of schools existed and before schools were even available (Hiatt, 1994). Parents eventually formed the first formal school setting through homeschooling.

In the African setting, some parents appeared to be impatient with slow learning children and parents were not playing a supportive role in the education of their children (Senosi, 2014). The ethnographic observations of learners and their educator in the classroom situation indicated that some learners were active and used their own initiative by asking their own questions that were not part from the classwork.

The historical backdrop of girl children education in Uganda reveals a journey from limited access and societal constraints to increasing efforts towards promoting girls' education. Early attempts at girls' education were primarily driven by missionary organizations in the late 19th century, with the establishment of the first girls' school, Namirembe Girls' School, in 1898. Over time, various government initiatives and policies, including the 1992 Government White Paper on Education and the 2004 National Strategy for Girls' Education, aimed to address gender disparities and promote girls' access to and completion of education.

The first schools for girls in Uganda were established by members of the first group of five women missionaries of the Anglican Church Missionary Society (Edith Markham Furley, Eleanor Willows Browne, Jane Chadwick, Eliza Pilgrim, and Marry Susannah Thomsett) who came to Uganda in 1895. The first girls' school, Namirembe Girls' school, was established in 1898 by a British missionary woman.

The number of girls enrolled increased from 265 girls in 1898 to 1,488 girls in 1906. By 1902, twelve women missionaries were teaching girls in various church centers reading and writing. Early missionaries were interested in developing Ugandan women's life and making them active

in church related women's groups like the Mothers Union, which was set up at King's College in 1908 for the wives of male students at Budo.

In 1905, the missionaries established Gayaza High School. The school was originally built for the daughters of the chiefs and of the most important Protestant families in Uganda. Girls from Gayaza High School were supposed to be married to boys from King's College Budo after graduation and when they were grown up. In 1910, Kyebambe girls was built, the school was named after the Tooro Omukama Daudi Ikingura Kasagama Kyebambe who was one of the first Christian kings. He wrote to the missionaries after his Baptism in 1896, asking for the introduction of formal education. To encourage education, it is said that the King sent his daughter Ruth Komuntale at a tender age to be a boarder which attracted Chiefs and other people to send their children to school.

About 49 pupils were borders, the number of pupils rose from 100 to 400. In 1912, Iganga girls' high school was established at the request of the Busoga chiefs. Many of the schools established had both primary and secondary sections, the Protestants built Iganga and Blakely girls' high school and the Catholics built St. Patrick Girls School. In 1942 St Mary's college Namagunga was founded by Mother Kevina of the Franciscan Missionary Sisters for Africa, a congregation of nuns originating in Ireland. The same year the White Fathers, found Trinity College Nabingo. In 1954, Nabisunsa Girls Secondary School was founded by Prince Badru Kakungulu, a Buganda Royal, to offer post-primary education to the Muslim girl-child. It is important to

note that even though Arabs arrived earlier than the missionaries, Muslim girls' education came later.

In Uganda, the girl child education movement has historically faced significant challenges, including deeply entrenched cultural norms, poverty, and inadequate infrastructure. These factors have led to high dropout rates, low enrolment, and limited access to quality education for girls. Some of the cultural norms that impacts girl child retention in schools in Uganda include; female genital mutilation, gender-based discrimination, child labor and lack of role models (Abayo & Kirwisam 2023). The poverty and economic factors are; household poverty, school fees and other costs, distance to school (Burlando 2023). Also, inadequate infrastructure and resources such as; lack of sanitation facilities, poor quality education, and limited access to information and technology. Despite these challenges, Uganda has made significant progress in promoting girl child education. Initiatives like the Universal Primary Education program and various NGO interventions have increased enrolment rates. However, challenges related to cultural norms, poverty, and inadequate infrastructure persist, requiring continued efforts to ensure that all girls have access to quality education and the opportunity to reach their full potential.

The deeply entrenched cultural norms is one of the key problems impacting parental involvement in school activities and retention of girl children in school despite government efforts in ensuring that girl children are supported to remain in school. The cultural informs all the three dimensions of this study that is; parental role awareness, parental self-efficacy and improved communication with the school.

### **1.1.2 Theoretical Background**

The theory of planned behaviour (TPB) underpinned this research project (Ajzen 1985). The TPB is an extension of the theory of reasoned action (TRA), which was first proposed by Ajzen Icek and Martin Fishbein in 1980. TPB has three components namely attitude, subjective norms and perceived behaviour control. Attitude is a person's favourable or unfavourable appraisal of a behaviour. Subjective norms are the social pressure to perform or not perform a behaviour. Perceived behavioural control is the person's perception of how easy or difficult it is to perform a behaviour.

According to the TPB, human behaviour is guided by three kinds of considerations: beliefs about the likely consequences of the behaviour - the behavioural beliefs, beliefs about the normative expectations of others - normative beliefs, and beliefs about the presence of factors that may facilitate or impede performance of the behaviour - control beliefs, (Hagger & Hamilton 2025) . In their respective aggregates, behavioural beliefs produce a favourable or unfavourable attitude toward the behaviour; normative beliefs result in perceived social pressure or subjective norm; and control beliefs give rise to perceived behavioural control or self-efficacy. The effects of attitude toward the behaviour and subjective norm on intention are moderated by perception of behavioural control. As a general rule, the more favourable the attitude and subjective norm, and the greater the perceived control, the stronger should be the person's intention to perform the behaviour in question. Finally, given a sufficient degree of actual control over the behaviour, people are expected to carry out their intentions when the opportunity arises. Intention is thus assumed to be the immediate antecedent of behaviour. The key constructs derived from TPB to inform this study were; parental role awareness, Parental self-efficacy and parent communication with the school.

The theory of planned behaviour is one of the theories of behaviour change that is used to predict and understand behaviour (Aghamolaei et al... 2025). In fact, behaviour or behavioural intention is influenced by factors outside the control of the individual (environment, social and cultural factors). This theory states that attitude toward behaviour, the subjective norm about behaviour and the control of perceived behaviour are the 3 main constitutive elements determining the intention to change behaviour. The results of the study by Saffari et al... (2014) showed that the nutritional and physical activities of boys is more favourable than girls. Overall, the behaviours related to the promotion of adolescent health are moderate; therefore, the provision of health and education services in counselling adolescents and their families should be given priority.

There are three factors considered in the TBT are attitude, subjective norms and perceived behaviour control. Attitude is a parent's positive or negative evaluation of the consequences of being involved. For example, a parent might believe that involvement will lead to better academic performance or a stronger parent-child relationship. Subjective norms on the other hand is a parent's perception of social pressure to be involved or not involved. This can be influenced by family, friends, and community members. Finally, subjective norms and perceived behaviour control is a parent's belief about their ability to actually carry out the desired behaviour - for example, attending school events and helping with homework. This can be influenced by factors like time constraints, access to resources, and perceived knowledge.

Empirical research supports the TBT theory, showing a lack of positive parenting practices such as difficulty establishing child management skills and disciplinary practices, lack of consistent child supervision and monitoring, and decreased positive parental involvement and warmth, are

linked to child and adolescent externalizing problems (Kaminski, et al...2024;). The empirical studies clearly demonstrate that, parental involvement in school activities is operationalized in terms of child management skills which informed the parental Role awareness while supervision and monitoring relates to parent's Communication with School. Parenting self-efficacy is one of the factors that is receiving increased attention in the literature for its relationship to parenting quality (Hamovitch, Acri& Bornheimer 2019). Collectively, the literature suggests that there is a relationship between parenting self-efficacy, the quality of parenting, and child behaviour problems.

### **1.1.3 Conceptual Background**

In this study, the independent variable is parental involvement in school activities while retention of the girl children is the dependent variable. The independent variable comprised of three dimensions namely, parental role awareness, parental self-efficacy and parent communication with the school (Meca & Alyssa 2022). The researcher established parental role awareness through the parental understanding of their role regarding education planning, education process and mindfulness of the changing roles as the child grows. Regarding self-efficacy, the study looked into emotional reaction to parenting situations, perceived success by the parent and, confidence in parenting skills. Despite barriers such as, low levels of education, low socio-economic status, and cultural constraints in in sub-Saharan Africa, the parents utilized varied ways in participating in their children's education including engaging in children's academic activities, provision of school needs and attending school meetings (Kambona 2025).

Finally, parent engagement with the school was viewed in terms of mechanisms of regular updates, parental participation in the in-person meetings, involvement in parent-school events

and participation in Parents-teacher Association (PTA) meetings. The dependent variable was girl children retention in primary schools and was studied based on three indicators; school environment, gender division of labor and teachers' attitudes towards girl children education.

Parental awareness of their roles is crucial for positive child development and academic success. Parents' understanding and active engagement in their children's lives, both at home and in educational settings, significantly impact children's well-being and achievement (Mackova, et al, 2022). Parental role awareness is seen through education planning, parental involvement in education process of their children and mindful parenting through education cycle. Education involvement is measured in terms of extent to which the parents discuss educational goals with their children, integrating the financial and non-financial educational needs of children in short- and long-term plans of the household and, open discussion of child's education with their teachers.

#### **1.1.4 Contextual Background**

Despite the efforts made by the Ministry of Education and Kibaale district leadership to implement girl children education strategy, the school dropout has persisted especially where parents are not fully involved in school activities as required especially in government-aided primary schools as stated by the District Chairperson in November 2023 (Nile post news of 26th November 2023). Girl children school dropouts have significant negative effects on individual girls and their families. School dropout results in abject poverty, unemployment, early marriage and pregnancies, increased vulnerability to violence and abuse, limited social and economic mobility. In Uganda, school dropout rates are higher among girls than boys, particularly in primary and secondary schools due to factors such as poverty, early marriage, limited access to

sanitation, and gender-based violence (UBOS 2021). Current statistics show that approximately 28% of girls in rural areas drop out of school (UBOS 2021).

The study shall be conducted in Kibaale District which is located in the Mid-Western sub-region of Uganda. The district is bordered by Kagadi District to the West and the North, Kakumiro District and Mubende District to the East, and Kyegegwa District and Kyenjojo District to the South; it is approximately 215 Kms from Kampala, the Capital City of Uganda. The nation has witnessed a significant increase in school dropouts, especially among girls, with alarming statistics revealing that over a million learners dropped out before completing primary education in 2022 (Nalubega & Kalanzi 2023). In the Nile post news of 26th November, 2023, the District Chairperson of Kibaale District Mr. Godfrey Kasanga faulted parents who prefer their children to stay at home by stubbornly refusing to take the girl children to school. This study built on the concern of Kibaale district leaders to understand the extent to which parental involvement in the education of their children is contributing to the low retention of girl children in government-aided primary schools.

## **1.2 Problem Statement**

The Ministry of Education and Sports (MoES) in Uganda has a long history of promoting girl children education, with a National Strategy for Girls' Education developed in 2004 and revised in 2013. The Ministry of Education and Sports in all its policies has put the parent as a major stakeholder in educating and retaining the girl children throughout the education cycle. Kibaale District Local Government promotes parental involvement in school activities through school management, financial contributions, and student discipline, as well as supporting educational initiatives, career guidance, school meetings, and efforts to improve school infrastructure

(Kibaale District Annual Status of Education report 2024). Girl children retention is mainstreamed by the district through; provision of sanitary pads, and addressing early marriage and child labor, creating equitable learning environments for all students regardless of gender. Despite the efforts made by the district leadership to implement girl children education, the rate of girl child retention has remained low. The Kibaale District Chairperson in November 2023 stated that, the parents with girl children especially in government-aided primary schools were fully involved in school activities as required of them leading to low retention of girl children in school (Nile post news of 26<sup>th</sup> November, 2023). Uganda Bureau of Statistics 2024: The National Population and Housing Census 2024 – Final Report - Volume 1 (Main), Kampala, Uganda revealed that, the national sex ratio of male to female was 94.6 percent (male 22,314,289 and female 23591,128) while that of Bunyoro Region (Where Kibaale District is located) was 91.6 percent (male 1,335,807 and female 1,456,925). The ratio of males to females in primary schools in Bunyoro region were found to be 102 percent (276,452 and female 271,012). These population census statistics imply that are fewer girls in primary schools compared to the national and Bunyoro region statistics (where Kibaale district belongs), hence about 7.4 percent to 10.4 percent of the girls are estimated to have not been retained in primary schools in Kibaale District. The school girl children that are not retained in primary schools are partly accounted for by the national prevalence of early marriages (aged 10 -17) which was 533,379(6.7 percent) of the national population. If the issue of low rate of retention of girl children in primary schools is not addressed, there are significant negative effects that may impact the girl children especially being victims of early marriages and all its consequences such as vicious cycle of poverty, increased vulnerability to violence and abuse. This study focused on the influence of parental

involvement (through parental role awareness, self-efficacy by parents and, communication with school) on girl children retention in government aided primary schools.

### **1.3 Main Objective**

To investigate the influence of parental involvement in school activities on retention of girl children in government-aided primary schools in Kibaale District.

### **1.4 Specific Research Objectives**

The specific objectives of the study were:

- a) To examine the relationship between parental role awareness and retention of girl children in government-aided primary schools in Kibaale District
- b) To establish the influence of parental self-efficacy on the retention of girl children in government-aided primary schools in Kibaale District
- c) To analyze the relationship between parents' communication with school and retention of girl children in government-aided primary schools in Kibaale District

### **1.5 Research Questions**

The Research questions were:

- a) What parental role awareness factors relate to retention of girl children in government-aided primary schools in Kibaale District?
- b) What aspects of parental self-efficacy influence retention of girl children in government-aided primary schools in Kibaale District?
- c) What are the major factors regarding parents' communication with the school that affect retention of girl children in government-aided primary schools in Kibaale District?

## **1.6 Scope of the Study**

### **1.6.1 Content Scope**

Parental involvement in education is an independent variable in the study. It contains three dimensions namely; role awareness, self-efficacy and communication. Retention of girl children is the dependent variable with three indicators namely; school environment, gender division of labor and teacher's attitude. The content scope is justified because parental involvement underpins retention of girl children given that majority of government aided schools are day schools. The reason for selecting Kibaale is because the leaders have indicated that there is a high drop out.

### **1.6.2 Geographical Scope**

Geographically, the study was carried out in Kibaale District Local Government which is located in the Mid-western (Bunyoro) sub-region of Uganda. Kibaale District was selected because it's one of the districts where the District Chairperson raised his concern about school drop-out.

### **1.6.3 Time Scope**

The time scope was 2023 - 2025. This period was chosen because it was the time when the Researcher started undertaking the Master's Degree studies. The research concepts were developed from the onset in 2023.

## 1.7 Justification of the Study

The low retention rates of girl children in schools pose a very big problem to the girl children, families and community. The study on parental involvement in school activities and retention of girl children in school will help as follows:

- a) Investigate the extent to which Sustainable Development Goal 4 (SDG 4) has been applicable to Kibaale District and Uganda as a whole in addressing equitable and all inclusive education and retention of girl children aims to instill life-long learning from childhood. SDG 4 is focused on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. The all-inclusive and Equitable Education elements under SDG 4 aims to ensure that all children have access to free, equitable, and quality primary and secondary education, as well as access to affordable vocational training, higher education, and digital literacy programs. Therefore the low rates of girl children retention show a challenges faced in achievement of SGD4.
- b) Early marriages and related maternal health problems will be reduced if parents actively get involved in parenting and educating girl children
- c) School drop-out is associated with gender-based violence and poverty in communities which can be reduced when parents embrace school activities.
- d) Studies consistently demonstrate that parental involvement in a child's education positively impacts academic performance, retention rates, and overall school engagement. This involvement encompasses various forms, including financial support, active participation in school events, and engaging in learning activities at home Guryan et al... (2008) and Kalil et al... (2012).

## **1.8 Significance of the Study**

### **Theoretical significance:**

a) The TBT theory and empirical studies have always emphasized parental involvement is by attending meeting and events without regard to public emotional events such as allowing parents to have a visitation of a day scholar child with packed food for sharing with parents.

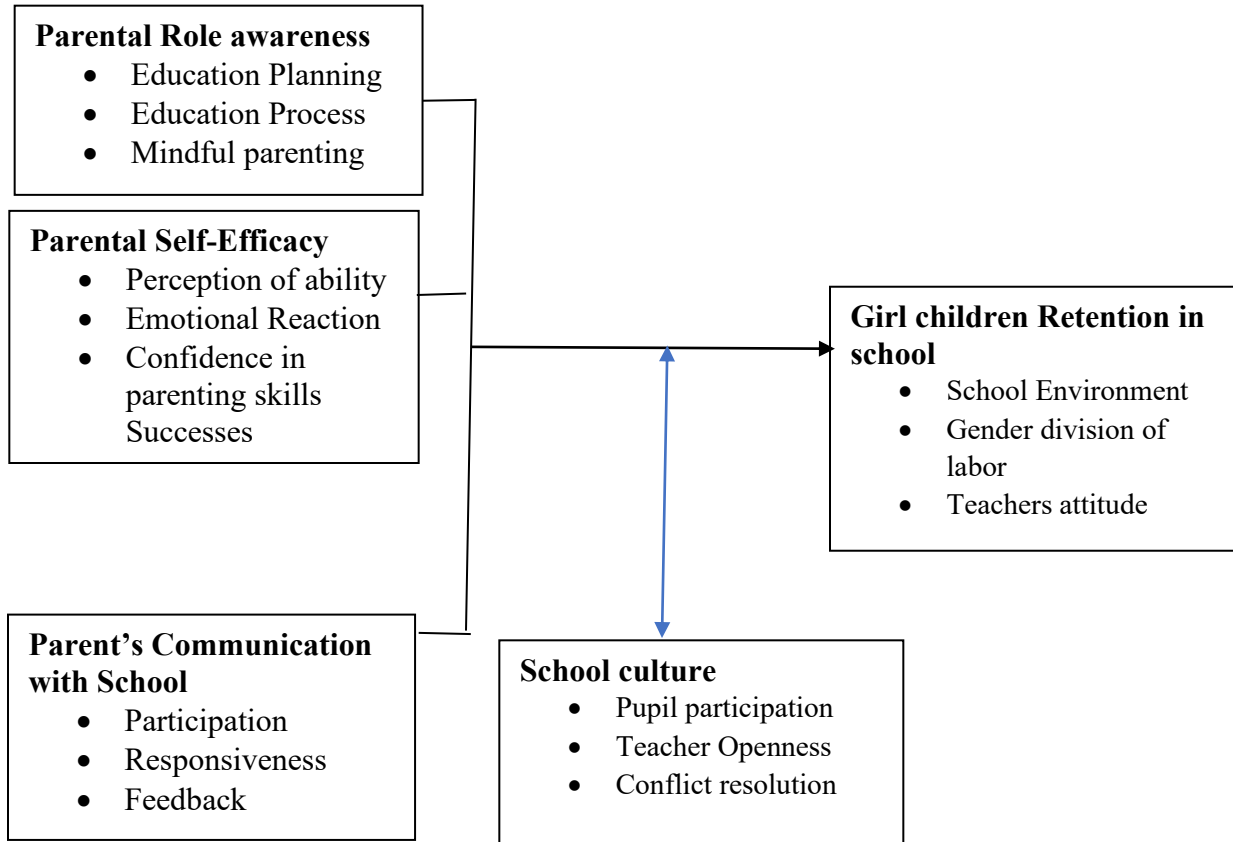
### **Practical significance:**

- a) The school Administrators shall benefit by understanding the extent to which parents should be involved in education of girl children.
- b) The Teachers shall gain confidence in application of the most appropriate communication channels that engage the parents.
- c) The parents will discover their potential when they become aware of their roles, efficacy and applicable communication channels.
- d) The pupils shall be supported through proper better parenting skills explored through this study.

## **1.9 Conceptual Framework**

The theory of planned behaviour (TPB) shall underpin this research project (Ajzen Icek & Fishbein

### Parental Involvement in school activities



**Source: Theory of Planned Behaviour (Ajzen 1985)**

Empirical research amply supports this theory, showing a lack of positive parenting practices such as difficulty establishing child management skills and disciplinary practices, lack of consistent child supervision and monitoring, and decreased positive parental involvement and warmth, are linked to child and adolescent externalizing problems (Kaminski et al, 2023). Epstein (2021) introduced framework of six types of parental involvement. Epstein's framework of six types of parental involvement and the Theory of Planned Behaviour (TPB) can be linked by considering how parental intentions shaped by attitudes, norms, and perceived behavioural control, influence their engagement in different types of parental involvement. TPB suggests that intentions are the best predictors of behaviour, and these intentions are influenced by attitudes

toward the behaviour, subjective norms (beliefs about what others think), and perceived behavioural control (beliefs about how easy or difficult it is to perform the behaviour). Epstein's framework, on the other hand, categorizes parental involvement into six types: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community.

The first type of Epstein's framework is parenting, is where involvement occurs when family practices and home environments support "children as students" and when schools understand their children's families. Communicating is the second type, here involvement occurs when educators, students, and families "design effective forms of school-to-home and home-to-school communications." The third type is volunteering, here involvement occurs when educators, students, and families "recruit and organize parent help and support" and count parents as an audience for student activities. Learning at Home is the fourth type, involvement occurs when information, ideas, or training are provided to educate families about how they can "help students at home with homework and other curriculum-related activities, decisions, and planning." Decision Making is type 5, involvement occurs when schools "include parents in school decisions" and "develop parent leaders and representatives. Finally, collaborating with the Community, type six is where involvement occurs when community services, resources, and partners are integrated into the educational process to "strengthen school programs, family practices, and student learning and development."

The framework and other empirical studies stated above clearly identify the three dimensions of parental involvement in education in this study, that is to say, parental role awareness, parental

self-efficacy and communication with the school. Parental role awareness is directly related to parenting and learning at home. Parental self-efficacy derived from decision making and collaboration with the community. Finally, communication with the school is linked to communication and volunteering.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

#### 2.1 Parental Role Awareness and Retention of Girl Child in Primary Schools

Education systems can only succeed when the parents participate and make long-term commitments to their children's education (Siddiqui, Dixon & Gorard 2023). Much as governments can make investments and policies favourable to education, parental commitment and cooperation about their child's enrolment and regular attendance in school are major determinants of education outcomes (Jabar 2021). Parents' awareness of education management at the household level through planning, participation in the education process and mindful parenting greatly influence decision-making on educational extensions for children's future to complete the education cycle (Wati & Sahid 2022). Whereas literature shows the importance of parental involvement as crucial in education of their children, there is a gap in literature on family practices and home environments support regarding supporting children as students and the schools understanding their children's families (Epstein 2021). This study investigated home learning environment and parenting in general, it was the weakest area of parental involvement with correlation coefficients indicating moderate relationship with retention of girl children.

When considered at the household level Avezova & Sultonnazir (2023) education planning is the process of helping parents learn and improve their parenting skills. Wati & Sahid (2022) contend that the factors influencing parental role awareness of their children's education include, education planning, education process and mindfulness of their roles as children grow and

progress in their education. Parents play a role in planning for the education of their children through their decision to give birth, care for and contribute to children's education and parent's actions and activities towards overall parental achievement of planned education goals (Avezova & Sul-tonnazir 2023). Đurišić & Bunijevac (2017) emphasized the aspect of parental partnerships between parents and teachers during education planning and execution of plans as opposed to home-based planning suggested by Avezova & Sul-tonnazir (2023).

Education planning by parents involves a deep and long-term commitment to fostering a learning environment that supports and encourages a child's curiosity, confidence, and creativity ranging from boosting academic performance to promoting emotional growth and shaping their child's educational journey (Marwa 2024). Whereas Marwa suggested long-term planning of the education journey, the attainment of actual education goals according to Utami (2022) requires parents to be actively interested in their children's education to achieve improved academic performance, school attendance, and increased participation in advanced courses.

Utami (2022) and Marwa (2024) did not discuss the disparities in education planning where parents are faced with educating children in public schools and private schools in the same country and locality as discussed by Ahmed et al... (2024). When contextualized in socially disadvantaged communities, parental involvement has two narratives, hope, and trust building indicating parents'

confidence in state schools and their striving for a better future for their children; and a narrative of dissatisfaction and inequality, reflecting frustration arising from factors including parents' socio-economic situations, concerns about schools and the influence of local societal norms (Ahmed

et al... 2024). In the Ugandan context, Universal primary education has led to an increase in girl child enrolment in primary schools although, the quality of education has deteriorated compared to most private schools (Mutabaruka & Tushabomwe – Kazoora 2017). Due to low-income levels especially among rural communities, parents normally plan to spend less on education than the rich and instead prefer free education despite its shortcomings such as over-populated classes and parental dissatisfaction with the quality of education (Ahmed et al... 2024, Mutabaruka & Tushabomwe – Kazoora, 2017 and; Nabiddo, Yawe & Waswa, 2023).

Parental involvement in a learner's life begins during conception, birth and throughout the childhood development of an individual, (Choge & Edabu 2023). When parents get actively involved in the education process of their children, students perform better academically, attend school more regularly, and develop socially and emotionally, (Chima, Onyebuchi & Idowu 2024). Parental involvement extends into early life, where oral and cognitive skills are inculcated in readiness for academic life leading to academic progress of a learner through engagement in diverse activities such as assisting the learners in undertaking assignments, attending the learner's school mentorship programs, connecting between teachers and learners, and attending teacher-parent meetings (Choge & Edabu 2023). Parents are expected to attend school meetings frequently and to be counsellors to their children (Ssenkasi & Hassan 2021). Okello (2025) contend that parental involvement in the education process is only related to the school environment. Instead, they state that the education process can be an integral part of the various family environments for children to acquire varied experiences and education potentials. Where both parents are involved in the education process of their children, the children are normally retained in school and complete their studies to graduation (Kantova 2024).

Parents low income in Uganda were found to have negative attitude toward education of their girl children (Kahunzire, Muchwa Asiimwe & Kiyingi 2023). The parents can enhance the learning process if they create a learning space at home in that, there is an influence on the perception of learning space at home on students' learning motivation, (Ramadhani, Busono, Dewi 2020) and, perceived motivation is more strongly related to the quality of the learning place itself while stress and well-being are strongly linked to the quality of the surrounding environment of the learning place (Brachtel et al... 2023). There is the phenomenon of creating monetary incentives for the parents and students to actively attend school and meetings organized by the school (Martorell , et al...2025) which opposes the view that parents will always prioritize participation in school activities advocated by many scholars.

Family participation in educational planning for children is believed to result in education plans that are more responsive to the child's needs and that lead to better social, emotional, and educational outcomes. Participation in educational planning is also a fundamental right of parents and a cornerstone of education legislation globally leads to bridging the gap between school and family, through social workers (Jivanjee, et al 2007). Educational planning by households involves decisions and actions taken by families to guide their children's learning and development which includes choices about schooling (public, private, or home education), financial investments in education, and supporting their children's learning at home. When parents, with foresight, factor in prospective transfer payments from descendants, the optimal decision is to maximize their children's ultimate human capital within a given total investment hence reducing current consumption (Jiang, Liu & Zhang 2024).

There are numerous benefits that arise from active parental engagement, including academic support, emotional and motivational support, reinforcement of discipline and responsibility, bridging the home-school gap, and increased academic achievement (Ates 2021). In agreement with Ates (2021), Deysolong (2023) emphasized that by actively participating in their child's education, parents contribute to their academic success, emotional well-being, and overall development. Parents serve as the first educators in a child's life, and their involvement in education extends their support into the classroom (Bond, Moore & Hawkins 2024). Deysolong, (2023) affirms that by staying informed about their child's curriculum, assignments, and progress, parents can provide valuable academic assistance at home by assisting with homework, engage in discussions about school topics, and reinforce learning objectives.

As part of participation in the education process, parents are expected to set education expectations understandable by the student and parent to manage educational anxiety and parental involvement for better child development (Xin & Yu 2024); these scholars concluded that parental educational expectations appear to contribute to child development. Whereas Xin & Yu (2024) were concerned with parental anxiety and child development, little effort in their study was put on retention of students in school up to higher levels of education. However, parent education expectations have been found to have a direct impact on children's higher educational attainment for both male and female genders independent of family background and the magnitude of the effect increases when endogenous problems are solved (Lai, Liu & Huang 2022).

Planning for child's future education can facilitate optimal development and contribute to healthier outcomes for children from disadvantaged families utilizing hence greater collective efficacy and contribution to community predicted higher levels of hope and purpose leading to more positive future expectations (Stoddard & Pierce 2015). However, individuals from more advantaged socioeconomic backgrounds and those with loftier future expectations typically have higher educational attainment as those expectations might enable intergenerational social mobility (Kaspar 2023). The future-readiness in education aims to re-examine the purposes of education to include country-specific contexts and trajectories in the future with the purposes of education being to develop the learners for; living, learning, and lifework (Foo Seong & Chua 2023). The heart of future education for both advantaged and disadvantaged children is to have a new set of curriculum design principles, changing school system, renewed teacher culture, and an alternative assessment program to help students develop a reliable compass and tools, transformative competency, and to navigate through an increasingly complex, volatile, and uncertain world (Schleicher 2018).

One of the most important factors is parental involvement in academic progress of their children in order to help their children to achieve academically through positive support and encouragement. Hyder & Anbar (2025) established that performance of their children in school activities and the parents' involvement in them are consistently correlated; this makes children flourish in education, and; the parenting style and strategies at home furnish growth and development in every facet of kids' lives. Hyder & Anbar (2025) further established that Parental involvement expands children's academic performance and motivation, joining in educational activities, intensifying the school attendance rate, decreasing dropout rates, accelerating positive

attitudes towards learning, and regulating behaviour and discipline among children. Munthe & Westergård (2023) viewed parental support differently with reference to Parent-Teacher Conferences (PTCs) the roles of parents, teachers, and students during PTCs. The roles of parents were found to be; expert on the child, child's needs, educational ideas or knowledge, decisions; the critic of the of child, of teacher and school; the informer; the controller of information, participation, willingness to cooperate; the supporter of the teacher; defender/advocate of the child; A communication broker as he/she changes/tries to change the perspective that the teacher has by reframing it; the good parent by supporting child, following up schoolwork, “a teacher”, moral values; the defeated (finally) accepting the teacher's narrative or conclusion.

How parents conceive of their role in their children’s education and how researchers and practitioners conceptualize parental involvement are significant for understanding parental involvement in education and its impact on developmental outcomes (Hill 2022). Parental involvement in education encompasses families’ engagement at school, with teachers, at home, and with their children (Monfrance et al... 2024). Whereas schools are focused on what parents do in relation to schoolwork, parents experience their involvement as integrated into the rest of their parenting ideologies (Đurišić & Bunijevac 2017). Hill (2022) emphasizes a full breadth of parental involvement in education from homeschooling to involvement at school focusing on parents’ understanding of their role through the lens of their ethnic, racial, and cultural background and how their role evolves across developmental stages from elementary school to college.

One of the primary stakeholders in the educational process is the family unit or its individual members (Okello 2025). The term "parent" should be understood as encompassing a number of related concepts, including but not limited to: the parents' actions and activities toward the attainment of a priori set goals; the parents' care and contribution towards the upbringing of their children; and the parents' nativity rate. The family unit, functioning on the basis of love and respect, is preeminent in all areas of comprehension, tenderness, selflessness, and caregiving, (Soelton, et al...2019). This creates a setting conducive to family life, where kids can grow up safe and happy. The modern understanding of their part in this process rejects the so-called unidirectional effect of parents over their children's development in favor of a complex triangular relationship between the child, the parent, and society at large. This dynamic is constantly viewed as a two-way street of influence and process from parent to child and back again, setting in motion a wide range of factors that may affect the children's growth and education in positive and negative ways (Parker 2015).

In this respect, they are typically linked and act under their own parental attitudes, which are transmitted through their demonstration of mutual confidentiality concerning the children's capabilities and their overall learning capacity, which propels them towards achieving success in the learning, education as a complex process. Thus, parents should assist their children with homework, since this is one of the most effective ways for them to show their support and help (Avezova & Sul-tonnazir 2023). Okello (2023) established that there exists a contextual and methodological gap relating to the role of parents in their children's education. According to Okello (2023), preliminary empirical review revealed that education in the premises of a family life, has a double meaning: it must be seen through the perspective of its contribution to the

overall child raising up and education, which is crucial to his/her proper formation of children's personality and further on, his/her preparation for leading an independent life.

Parental mindfulness, also known as "mindful parenting," is a practice where parents actively focus on being fully present and aware during interactions with their children, responding thoughtfully to their needs and behaviour rather than reacting automatically, all while accepting both themselves and their child without judgment, fostering a more positive and connected parent-child relationship (Larissa, Coatsworth & Greenberg 2009). Listening attentively, allowing freedom of expression and patience by the parent significantly enhances parent-child intimacy resulting in children's connectedness to nature and creative tendencies (Jingyu et al... 2024). Mindful parenting is a skill that can be gained from mindfulness childbirth and parental education to enhance deeper self-knowledge and self-compassion; and on an inter-personal level—being helpful in relationships (Lönnberg, Nissen & Niemi 2018). There are gaps in the literature regarding how parents learn and practice mindful parenting.

Perception of one's ability is regarded as a major construct of achievement behaviour and an important determinant of motivation; it is the parent's self-confidence, perception of ability and satisfaction of the basic Psychological Need of Competence in while supporting the child through education system from primary to college (Westerskovet al 2024). What people think of their own abilities, whether they see themselves as particularly intelligent, creative, or emotionally competent has been the topic of a lot of psychological research without proper understanding on oneself (Neubauer & Hofer 2022). Within the last two decades, a steadily increasing amount of literature has documented the influential role that self-perceptions of ability

play in human motivation and action and self-precepts of ability guide the choice of tasks and activities, determine how much effort is expended on a task and how long effort is sustained when difficulties emerge or failure occurs typical of the stages the parents go through education of children (Meyer 1987).

Emotional reaction refers to the range of possible responses individuals may have to a situation, varying from expressionless reactions to outward displays of emotions such as shaking, frowning, and expressing anger through words (King 2020). It is important to note that some individuals may be more emotionally expressive while others may be inexpressive, but this does not indicate the absence of intense unpleasant emotions. Emotion regulation develops throughout childhood and contributes to a host of important outcomes, including social functioning, behaviour, academic performance, and general health (Edvold Et al 2023). Every child is born with his nature, and children are entitled to good education and upbringing to build their character hence the parents have a crucial role in forming a child's character by becoming role models for their children, so they must choose a good parenting pattern in view of parenting environment (Oktaviani et al 2023).

Parent beliefs about how well they parent is a necessary component to understanding how their beliefs, actual parenting behaviours, and parent-child interactions are aligned (Van der Smee et al 2024). There are three essential dimensions of confidence in parenting that is, providing care that protects children from harm that includes boundaries for the safety of the child and others, parent-child interactions that support developmental, emotional and physical health, and enhancing a child's potential by helping parents learn parenting strategies that facilitate effective growth and development (Van der Smee et al 2024). Active listening in parenting is very key to

attaining mindful parenting by listening to children, hearing their distress and allowing them time to decide their course of action all done with no judgment or evaluation of what the child is saying, (Chatzinikola 2021) Parental listening is believed to be an important quality of parent-child interactions, and greatly influenced the well-being and self-disclosure among adolescents, hence better academic performance, (Weinstein, Huo & Itzhakov 2021). Parental attitude greatly impacts learning outcomes as evidenced by the fact that the support of parents with a democratic attitude provides a positive contribution to students' academic success, and social and personal competencies (Bodur & Aktan 2021). Parents have an important role in identifying children's talents and guiding them through Mutual understanding and close relationships between parents and children through family training classes (Zahed Zahedani et al... 2016). Parents need to be patient due to changes in mindful parenting that are associated with proximal changes that could lead to reduced youth behaviour problems such as dropping out of school (Coatsworth et al... 2018).

## **2.2 Parental Self-Efficacy and Retention of Girl Child in Primary Schools**

Parental self-efficacy (PSE) is a parent's belief in their ability to raise their child (Gessulat, Oppermann & Anders 2023). Children and their parents often differ in their perception of the relationship they share as the relationship changes when the children grow into adolescence, (Hannigan et al...2016). Delvecchio, Di Riso and Salcuni (2015) demonstrated that parents have a similar self-perception of family functioning and they share common cultural beliefs and values toward the family. In a society rife with gender stereotypes and discrimination, children frequently learn to accept gender roles that are not necessarily equitable to all genders (Krishna, Thomas, & Sreekumar 2024).

A parent actively helping with homework and discussing schoolwork with their child has a significant positive influence on the child's academic achievement, often leading to better grades, improved study habits, and a more positive attitude towards learning (Wang 2022). Parents' homework involvement appears to influence student success in so far as it supports student attributes related to achievement through improved attitudes about homework, perceptions of personal competence, and self-regulatory skills (Hoover-Dempsey et al... 2001). Whereas Wang, (2022) and Hoover-Dempsey et al... 2001 have predicted that, parental involvement in homework leads to better academic performance, they did not consider the shortcoming of the literacy levels of parents and how it affects their involvement. Therefore, new studies have revealed that most parents were aware of the benefits of education but the reality of their lives including educational and literacy challenges affected their involvement in their children's basic education (Ghanney 2018).

Parents need to know about their child's developmental stages to support their growth and academic progression (Krishna, Thomas, & Sreekumar 2024). Parents need to understand the developmental stages of their children and what skills their child should be acquiring at each age and tailor their parenting strategies accordingly, including providing appropriate activities and stimulation to foster learning in key areas like language, motor skills, cognitive abilities, and social interaction (Alghamdi et al... 2023). Related to social interaction and socio-cultural practices, in the African context, girls look after young siblings at home and do domestic chores while boys go to school and fellow pupils especially girls themselves feel culturally out of place as they do not want to compete with boys, particularly in a mixed gender school (Mohamoud, Mberia & Muturi 2017).

Children normally need extra academic support from parents through parent-child relationships which enhance adolescents' learning engagement via learning motivation and academic self-efficacy (Shao & Kang 2022). Parents should be aware that parental involvement affects academic achievement at all stages of child growth throughout the education life cycle irrespective of course areas, school levels and geographical areas (Ates 2021). Modern parents have to work to become mentors that provide opportunities for problem identification (e.g., what is causing low grades), reflection, and problem-solving actions that help children take ethical responsibility for their academic performance as well as actions to improve it (Mamta & Giraldo-García 2018).

Parents react emotionally to the academic performance of their children based on the learning strategies adopted as part of education planning and time, environment management and effort learning are correlated with academic achievement, (Rizky & Melly 2019). Some studies have shown a significant relationship between parental motivation and academic achievement by their children implying that when parents show motivation towards their children's education, the students tend to perform better academically (Shaira et al... 2024).

Parent-teacher meetings (PTM) play an integral role in girl child's education through parents have only realized now that learning during primary school goes beyond the walls of the classrooms and can only realize its full potential if parents are actively participating in their children's education (Mahnoor & Yaar 2021). Therefore, according to (Mahnoor & Yaar (2021) PTM is the time when parents and teachers can collaborate to work for the education of the children and PTMs processes and generally had a positive attitude toward them. Some scholars

have alluded to parent involvement as being present in the school building to parent engagement of viewing multiple constructions of how parents are involved yet generally, parents and school staff agree on barriers to parent involvements and offer contrasting solutions. The necessity of parents being physically present in the building, rather than parent engagement-multiple constructions of how parents are involved (Baker, Wise & Kelly 2016).

The initial stage of parent support in homework is to provide homework space for children for which Rogozinsky (2023) identified five elements namely; minimizing noise – where a quiet and peaceful place is prepared for children in the home; appealing colors - try to entice them with visual appeal by decorating the homework space with your children's favourite colors and for girl child pink is always favourite; Use Open Organization - as tempting as it may be to file everything at the homework station in drawers, boxes, and files, creating a visual effect that's less cluttered and more aesthetically pleasing it's better to keep supplies out in the open; keep it academic - One important thing to keep in mind is that the children's homework space should be just that: a space for doing homework and nothing else and; try aromatherapy as some studies have shown that certain scents, like citrus, can help people to concentrate. Van der Smee, McDonald & Spaaij(2024) indicated that the home is perceived to be a much safer learning environment for physical self-expression compared to physical education and the school in agreement with Rogozinsky (2023).

Parents rated their academic expectations, teachers rated parent involvement and child learning behaviours, and children rated their self-perceptions of their academic competence (Loughlin-Presnal & Bierman 2017). Parental educational expectations (PEEs) serve as an intermediary

variable between family background and children's educational attainment as revealed by the fact that the PEEs also had a direct impact on children's higher educational attainment independent of family background and; there was no significant gender difference in the effect of PEEs (Lai, Liu & Huang 2022) ). In addition, we also found that PEEs had a greater impact on middle- and low-income families. Therefore, we argue that against the background of the "Double Reduction" policy, parents should change their conception of education and raise their expectations for their children and encourage them to strive for higher educational achievements.

Parents have the duty to discuss with girl children the risky sexual behaviour that can lead to negative outcomes such as pregnancy and sexually transmitted infections. Adolescents may engage in risky sex less often if families talk about sexual safety or if adolescents engage in emotion regulation (ER) skills, where significant differences emerged on adolescent ER between families that talk about sexual health and those that do not (Shuster, Houck & Tooley 2021). Other scholars have concurred that parent-child communication about sexual issues can reduce risky sexual behaviour amongst adolescents which is of concern in sub-Saharan Africa where the prevalence of early pregnancy, unsafe abortion and HIV are high (Isaksen, Musonda & Sandøy 2020). Parent-child communication about sexual issues presents a feasible approach for reducing sexual risk amongst adolescents in sub-Saharan Africa.

### **2.3 Parents' Communication with School and Retention of Girl Child in Primary Schools**

Parental involvement in education has a significant impact on children's academic performance and holistic growth (Raja et al... 2023). Parents experience their involvement in their children's education as integrated into the rest of their parenting ideologies contrary to what teachers expect such as helping with school work (Hill 2022). The difference in perception of parental

involvement roles by teachers and parents creates a gap and presents a challenge in ensuring effective support mechanisms for parental involvement as role awareness/knowledge. Parenting self-efficacy greatly influences parents' contributions toward effective home-school partnerships (Ma, et al.... 2024). The differences in school type and teacher perceptions regarding parental engagement are the main reasons for differences in the extent of parental engagement and parent-teacher communication (Monfrance et al... 2024).

Some empirical studies have demonstrated that students of highly involved family members in school management meetings and functions significantly outperformed those with family members who were not involved based on scores of the PLE for class 7, calling upon parents to consider regular attendance of school meetings and functions (Kahunzire, Muchwa Asiimwe & Kiyingi 2023). The joint endeavors between educational institutions and families are underscored in fostering student achievement (Raja et al... 2023). The most frequent one-way modes of communication involve websites, newsletters, email, texts, apps, and report cards as well as popular two-way interaction strategies through phone calls, home visits, parent-teacher conferences and virtual meetings, (Graham-Clay 2024).

Communication responsiveness in teacher-parent meetings refers to the ability of a teacher to actively listen, acknowledge, and respond thoughtfully to concerns, questions, and perspectives expressed by parents during a meeting, demonstrating a genuine effort to understand and address their needs, fostering a collaborative and trusting relationship (Asnat 2024). The ways of communication are primarily aimed at transmitting information to parents, and less common are those that provide an opportunity for active engagement of parents, using their knowledge, skills

and experiences as an important resource that can contribute to school openness and building partnerships with the school (Gorica, Popovski & Popovska 2021). In communication, feedback refers to the response given by the receiver of a message to the sender, essentially letting them know how well the message was understood and received, allowing the sender to adjust their communication accordingly (Meinam, et al... 2023). Prior research has shown associations between parent and teacher feedback and school-aged children's academic outcomes especially when positive feedback is enforced (Carver et al... 2022). Parents generally feel well-informed about their child's education when schools utilize consistent communication channels like online platforms, regular newsletters, parent-teacher conferences, and accessible student data, allowing them to readily access important updates and information regarding their child's academic progress and school-wide developments (Ellen et al... 2023). The main assumption made by Ellen et al... (2023) of literate parents and access to online communication channels does not hold in Uganda's environment regarding the implementation of Universal Primary Education (UPE) because the parents are not frequently and instantly consulted in the implementation of UPE partly due to limited communication channels and low levels of literacy in rural communities (Kyambade & Khumalo 2022).

Most parents generally feel comfortable providing feedback on communication they receive from their child's school or class teacher, especially when the communication is clear, timely, relevant, and delivered through a preferred method, fostering a sense of partnership and trust between the school and family (Bormann et al...2021). However, factors like the communication channel, the teacher's approach, and the parent's cultural background can influence their level of comfort in offering feedback (Packard et al... 2021). When comforting factors advocated by

Packard et al... (2021) are present, Major (2023) affirms that parents generally feel comfortable raising concerns or asking questions about communication received from school or class when they perceive the communication as open, frequent, accessible, and personalized, allowing them to feel informed about their child's progress and actively participate in their education, leading to a stronger sense of partnership with the school.

How engaged families are in their children's lives, whether at home or in school, predicts their success in school and in life (Kelty & Wakabayashi 2020). Ten semi-structured focus groups were conducted throughout one Midwestern state, including five urban groups, four rural groups, and one suburban group all drawn from high-poverty areas serving high-need communities which received Title I funds and the average free and reduced lunch rate across participating districts, and it was established that engagement through acknowledging the importance of relationships, inclusive opportunities, communication, parent education, and family activities greatly led to academic achievement for children from poor communities (Kelty & Wakabayashi 2020). Parental involvement is the foundation for family-school relationships that empower parents, improve student academic achievement, and encourage parents to participate in their children's e

Partnerships with parents have long been considered essential to the education of children. Epstein's work has been foundational to our understanding of the many types of parent involvement (Epstein et al 2021). Based on decades of research, Epstein et al... (2021) noted that "when students have support from school, home, and community, they are more likely to feel secure and cared for, build positive attitudes and school behaviour, work to achieve their full potential, and stay in school". Communicating is one of the six parent

involvement strategies outlined in Epstein's framework. In fact, teacher communication skills have been described as the strongest predictor of parent involvement (Gisewhite et al... 2021; Park & Holloway 2018).

The literature reviewed above have demonstrated the various ways and the crucial need of school to parent communication and there is a gap in literature on participation in designing communication strategy. The literature does not show the need for educators, students, and families design effective forms of school-to-home and home-to-school communications (Epstein et al 2021). This study established that, parents had the freedom to communicate with the schools but there were no mutually agreed forms of communication.

#### **2.4 Retention of Girl Children in Primary Schools**

The major factors affecting girl children in schools in Uganda are said to be culture-related: lifestyle of a particular community, strong cultural values, negative attitude towards education and engagement of girls in domestic work (Namukwaya & Kibirige 2014). Related to these factors are the school environment, gender division of labor and teacher's attitude.

In a study by Kwehangana (2012), it was revealed that girls' retention is influenced by; the contributions of administrators and senior women teachers, the presence of sanitary facilities, the adequacy of teaching-learning facilities, the teacher-learner relationship and teacher-learner–parent conferencing and; the nature and condition of physical structures equally influence the retention of girls in primary schools. Malelu, Gichohi and Mwenda (2024) noted that retention rates in primary schools were low, especially for girls across all the years which was attributed to social-cultural and social-economic factors.

Teachers are found to perceive top-performing girls as more impactful role models than top-performing boys in an online survey-based randomized experiment (Goulas et al 2025). Additionally, Goulas et al (2025) explored the qualities linked to top performers' role model status, finding that teachers perceive top-performing girls to possess an increased sense of learning autonomy and sense of being an example compared to top-performing boys. Since learning at school is always embedded in a social context, students' social relationships are considered key variables for their school well-being. But especially studies at the primary school level that examine gender-specific linkages between students' relationships with peers and teachers and components of their school well-being are lacking (Markus, Rieser & Schwab 2022).

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter shall highlight the research design, study population, sample size & selection, sampling technique and procedure, data collection methods, procedures of data collection, data analysis and measurement of variables.

#### **3.1 Research Design and Approaches**

The research applied a cross sectional research design. This design is justified because the data was obtained at one point in time. A mixed method approach was adopted using both quantitative and qualitative methods. The quantitative approach investigated the numerical findings leveraging the closed questionnaires while the qualitative approach investigated using the research questions using the data obtained through interview guides, documentary review and observation. The Quantitative research used numerical data to test hypotheses and relationships, while qualitative research explored meanings through non-numerical data like words and perceptions from the respondents. The mixed method combined both approaches to gain a more comprehensive understanding of the research topic. The mixed approach further helped to provide a more comprehensive understanding of the research problem than either approach alone.

Mixed methods enabled the researcher to converge quantitative and qualitative data to build a more robust understanding of the research problem. The use of qualitative data helped to explain and contextualize the quantitative findings and by using quantitative data the researcher was able to confirm and refine qualitative insights. Mixed methods were useful in addressing the research

questions that required both breadth and depth of understanding. Qualitative data provided rich contextual information that helped to explain the "why" behind quantitative findings, making results more meaningful and actionable.

### **3.2 Population and Sample**

The population is comprised of 51 Government aided primary schools in Kibaale district. The schools are grouped into 10 clusters also known as education Centers. The study population for each school in the cluster comprised of 12 members who included: 10 parents who are members of Parents Teachers Association (PTA) Executive 2 teachers (the Head Teacher, and Senior Woman Teacher). Therefore, the total population is 612 (51 schools multiplied by 12 participants).

The researcher adopted cluster sampling method by randomly selecting one school from each Cluster. The entire population of 12 participants from each selected school was subjected to the study. Thus the sample size was 120 (i.e. 12 participants multiplied by 10 sampled schools). The cluster sampling was justified because it helped to ensure that all education centers were represented, hence a very balanced geographical representation because one school was randomly selected from each cluster. The participation of parents on PTA Executive is justified because they represent the parents and are expected to be literate. The Teachers selected are leaders who are charged with girl children education affairs.

### **3.3 Methods of Data Collection**

#### **3.3.1 Primary Data Collection**

The primary data collection methods included; the survey, face-to-face interview, observation methods. The survey method used a closed questionnaire on 5 Linkert scale. The tools used are attached in appendices.

### **3.3.2 Secondary Data Collection**

The main method used was the documentary review method.

### **3.4 Research Instruments/Tools**

The data collection instruments were; a self-administered closed questionnaire, interview guide, observation checklist and documentary review checklist. The self-administered questionnaires were used to collect data from the 120 respondents in order to obtain their perceptions on parental involvement and retention of girl children in government-aided primary schools. The interview approach was used to collect data from the respondents. The results from interviews have helped in validating some information obtained through self-administered questionnaires. For the researcher to obtain some independent view of processes and systems, a direct observation method shall be used. The documentary analysis guide was used to identify the documents to be analyzed and the qualitative data will be derived from that process.

### **3.5 Data Validity, Reliability and Trustworthiness**

#### **3.5.1 Validity and Reliability of Tools**

The validity and Reliability tools were used to test the quality of quantitative data. The two tools were applied and findings obtained before full-scale data collection.

**a) Validity**– The content validity was tested using three experts in the study topic drawn from the District Education department. The experts helped to make a judgment on the validity of the items in the questionnaire. The expert judgment was tallied and a content validity index obtained. The same experts made judgments on the interview guide before using them in the field.

**Table 1: Content Validity Results**

Variables	Number of Items	CVI
Parental Role awareness	9	0.725
Parental Self-Efficacy	9	0.814
Parent's Communication with School	9	0.713
Girl children Retention in school	9	0.815

Source: Primary Data (2025)

**b) Reliability** – After identifying the sample subjects, the questionnaire instruments shall be piloted to the respondents from any three schools that are not included in the sample. The data collected from the pilot respondents shall be entered into the Statistical Package for Social Scientists (SPSS) and Cronbach's Alpha computed for each of the three dimensions of independent variable comprising this study. All the dimension had content validity above 0.70 and were considered reliable.

**Table 2: Reliability Results**

Variables	Number of Items	Cronbach Alpha
Parental Role awareness	9	0.756
Parental Self-Efficacy	9	0.766
Parent's Communication with School	9	0.787
Girl children Retention in school	9	0.804

Source: SPSS version (27)

The reliability results in Table 2 show that all variables had good internal consistency, with CVI values greater than 0.7. The CVI for Parental Role Awareness was 0.756, Parental Self-Efficacy was 0.766, Parent-School Communication was 0.787, and Girl children Retention in School was the highest at 0.804. These results, taken from SPSS version 27, indicate that the questionnaire items under each variable consistently measure the intended constructs.

### **3.5.2 Data Trustworthiness**

Zia et al, (2023), highlighted the need to guarantee of trustworthiness in qualitative research which is more complex than in quantitative research due to its subjective nature. According to Zia et al, (2023), a few researchers such as Lincoln & Guba, (1985), developed a widely accepted model and strategies to ensure the trustworthiness and generalizability of qualitative research which is measured by ensuring the credibility, transferability, dependability, and conformability of research design, process, and action. The researcher leveraged on the four aspects to ensure trustworthiness of proper design of data collection tools and collection of qualitative data as explained below:

- a) Credibility - was observed through freely participating for longer hours in school activities or PTA meetings to gain acceptability. This helped to get acceptance during the interviews and superficial behaviour during observation and interview sessions with the school and parents.
- b) Dependability was carefully planned and executed through proper documentation of the research process, data collection points and procedures, sticking to the approved data collection procedures or adjusting depending on the respondent.
- c) Transferability – this was observed throughout data collection process by comparing the data from parents of one school with another. Where an insightful revelation was obtained from one respondent, and another respondent didn't state so, an opinion on the insightful

revelation was sought from that next respondent to collaborate the earlier findings. Where findings finding from respondents of one school corresponded with others from another school community, such findings were rated as transferable and informed the qualitative data analysis criteria because they were dependable.

- d) Conformability was given due attention to ensure that the research findings are a result of the experiences and ideas of the participants, rather than the researcher's biases or interpretations. The respondents were always asked to confirm the facts stated to ensure that the intended answer is what actually the researcher noted.

### **3.6 Data Analysis Plans**

The Unit of analysis in this study was the individual. The individual was chosen because the study was tailored on individuals the parents and their perceptions about their roles and retention of their girl children in school. The data collected from the individuals were both quantitative and qualitative. The data obtained from the individual respondents was analyzed using both quantitative and qualitative data analysis techniques as described below:

#### **3.6.1 Quantitative data Analysis**

The questionnaires were pre-coded by the independent and dependent variables. The coding linked each question to an indicator, and then to the dimension and variable. The coded items contained in the questionnaires were entered into Statistical Package for Social Scientists (SPSS) in preparation for data entry. When the data collectors returned the questionnaires, they were checked for completeness. Substantially incomplete questionnaires were dropped and considered invalid. The complete questionnaires were entered into SPSS. The dimensions have been logically computed into variables one by one. The data was analyzed logically beginning with descriptive statistics and correlation coefficient and regression analysis.

The descriptive statistics has been presented using the means and the standard deviations (S.D) to measure the central tendency and dispersion respectively. The central tendency and variations were analyzed using the means and standard deviations. The higher values of the mean were an indication that the respondents perceived a particular aspect as being consistent and agreeable rating on the ordinal scale while the lower one showed the reverse. The lower value of standard deviation was interpreted to mean that there was unanimity on a particular aspect while the higher value indicates that the views of the respondents varied/differed significantly. In addition, the correlation coefficient and coefficient of determination were computed and used in the analysis of quantitative data.

### **3.6.2 Qualitative Data Analysis**

The data collected through the face-to-face interview, observation and documentary review was organized by generating categories of responses, patterns and themes. The data from the interview method was coded based on the themes developed, then sorted and analyzed based on the themes. The data from the documentary and observation review were analyzed based on the themes.

Content analysis was used to analyze documentary review data. This method involved systematically examining the content of documents to identify patterns, themes, and meanings. It was used to quantify the presence of certain words or concepts, or to analyze the overall message and tone of the document.

### 3.6.3 Measurement of Variables

Quantitative data analysis applied to all data obtained through the self-administered questionnaires. The 5-Likert scale shall be used ranging from strongly agree with 5 scores, agree 4 scores, not sure 3, disagree 2 to strongly disagree 1.

The relationship between the independent variable and the dependent variable were measured using the bi-variate Karl Pearson's correlation coefficient. The correlation coefficient helped to show the nature of the relationship (positive, negative or none) that existed between the independent and dependent variables. The Karl Pearson's correlation coefficient was computed to determine the strength (degree) of the relationship between variables. According to Pearson, there is a linear relationship when the correlation coefficient (R) between an independent variable (X) and a dependent variable (Y) is not equal to zero.

The linear relationship between variables X and Y may be positive or negative. The positive linear relationship between X & Y is weak if it is greater than zero but less than 0.25 ( $0 < R_{xy} < +0.25$ ); moderate if it is greater than +0.25 but less than +0.5 ( $+0.25 < R_{xy} < +0.5$ ); strong if it is greater than +0.5 but less than +0.75 ( $+0.5 < R_{xy} < +0.75$ ); very strong if it is greater than +0.75 but less than +1 ( $+0.75 < R_{xy} < +1$ ); and perfect when it is equal to +1 ( $R_{xy} = +1$ ) and none existent when equal to zero ( $R_{xy} = 0$ ). The researcher interpreted the correlation coefficient results using the benchmarks described above. Therefore, for the positive correlation coefficient, the degree of positive correlation coefficient increases from weak to perfection from 0 to +1. Similarly, the degree of negative correlation coefficient between X and Y increases from weak to perfection from 0 to -1. Accordingly, the researcher interpreted the results using the benchmarks indicated in a positive or negative relationship above.

### **3.7 Ethical Considerations**

The ethical aspects considered in this research were;

- a) Voluntary participation – the respondents participated in the research at their own wish without coercion. Therefore, they were informed of the purpose of conducting the research, that is to say, academic purposes before they could participate.
- b) The information obtained was handled with utmost confidentiality and anonymity was maintained.
- c) Voluntary participation by respondents was key in this research work.
- d) Plagiarism was avoided as much as possible to keep the research results as original as possible.

## **CHAPTER FOUR**

### **PRESENTATION OF RESULTS, ANALYSIS AND DISCUSSION OF FINDINGS**

#### **4.0 Introduction**

This chapter presents the analysis, interpretation and presentation of study findings. It is organized along the demographic data of the respondents, descriptive statistics and the main study objectives. It presents data on the response rate, the descriptive statistics and the findings on the objectives. The study also presents interpretations to the study findings as well as examining their potential implications in the context of this study. The study was guided by the following objectives; to examine the relationship between parental role awareness and retention of girl children in government-aided primary schools in Kibaale District to establish the influence of parental self-efficacy on the retention of girl children in government-aided primary schools in Kibaale District, and to analyze the relationship between parents' communication with school and retention of girl children in government-aided primary schools in Kibaale District.

#### **4.1 Response rate**

Response rate refers to the portion of respondents who participated in the study out of the selected sample size. In this study, 108 completed questionnaires were obtained from a selected sample of 120 respondents for the quantitative Data. The computed response rate of 90.0 percent shows that the results were not affected by non-response bias, given that it is well above the threshold value of 50 per cent, as recommended by Lindner and Wingenbach (2002) as seen in Table 3.

**Table 3: Response Rate**

Category	Data Type	Sample Size	Actual size	Response rate
Parents on PTA Executive	Quantitative	100	91	91.0%
School Administrators	Qualitative	20	17	85.0%
<b>Total</b>		<b>120</b>	<b>108</b>	<b>90.0%</b>

Source: Primary data (2025).

#### 4.2 Demographic Characteristics of the Respondents

This section presents the demographic characteristics and their descriptive statistics. It highlights how respondents were distributed by sex, age, and marital status. In order to show how the various study factors, differ among the various categories, the respondents' background information is crucial. The distribution of scores for the demographic variables is presented in table 4 below;

**Table 4 :Demographic characteristics of the respondents**

Item	Classification	Frequency	Percent
<b>Gender</b>	Male	56	51.8
	Female	52	48.2
	<b>Total</b>	<b>108</b>	<b>100.0</b>
<b>Age</b>	40-49	32	29.6
	20-29	18	16.7
	30-39	44	40.7
	50-59	12	11.1
	60 years and above	2	1.9
	<b>Total</b>	<b>108</b>	<b>100.0</b>
<b>Marital Status</b>	Divorced	2	1.9

Married	69	63.9
Separated	1	.9
Single	22	20.4
Widowed	12	11.1
Missing	2	1.9
<b>Total</b>	<b>108</b>	<b>100.0</b>

**Source: Primary data (2025)**

#### **4.2.1 Gender**

The study determined gender distribution in the study sample (respondents) in order to demonstrate the representation of males and females in the study. Based on the parameter of gender, the respondents were composed of 56 (51.8%) males and 52 (48.2%) females. It also shows that the study had almost an equal proportion of both genders though majority were the males. This shows that on PTA executive, there is a balanced representation of both men and women. Thus, strategies on retention of girl children in schools are always brought up and represented, especially by the female representatives.

#### **4.2.2 Age Group**

The study also sought to understand how different age groups were represented and how they held different viewpoints. Based on the age classification of the respondent, majority 44 (40.7%) were in the range of 30-39 years, followed by 32 (29.6%) respondents in the range of 40-49 years, and 18 (16.7%) were aged between 20-29 years, 12 (11.1%) were aged 50-59 years while the least, 2 (1.9%) respondents were in the range of 60 years and above. This shows the PTA Executive has members of different age representation. Majority are relatively mature above 30 years thus, being experienced to suggest better strategies of keeping the girl children in School.

### **4.2.3 Marital Status**

Furthermore, respondents (PTA executives) were asked to indicate their marital status, as this affects home stability and the retention of girls in schools. In terms of marital status, the majority of respondents, 69 (63.9%), were married, followed by 22 (20.4%) who were single, 12 (11.1%) who were widowed, and at least one (0.9%) who had separated. This demonstrates that the majority of respondents are from stable homes, which increases the likelihood of the girl children remaining in school.

### **4.3 Descriptive Statistics**

Descriptive statistics define the basic properties of data in a study. They give brief explanations for the sample measurements (Mvududu & Shannon, 2023). Descriptive statistics are useful research tools in a variety of domains, particularly for hypothesis creation, explanatory analysis, and data-driven decision-making. Advances in statistical approaches make data analysis more efficient (Alabi & Bukola, 2023).

In this section, descriptive statistic from the responses in form of mean and standard deviation. The respondents were requested to rate their opinion on the statements based on the study variables. And the responses were measured on the 5-point scale of strongly disagreed, disagree, neutral, agreed and strongly agree. Descriptive statistics were run to determine the extent of agreement or disagreement they had on the statements on a five-point Likert scale. Basing on the scale adopted; strongly agree (5) and, agree (4) indicate relevance of the statement while not sure (3) disagree (2) and strongly disagree (1) indicate that the statement is insignificant. As such, mean scores that are above 3 indicates that the respondents agreed on statement, 3 denotes that

the respondents are not sure of the statement and below 3 represents statements that are insignificant. The standard deviation was used to complement mean scores. As a result, the lower the standard deviation the more the significance of the statement.

#### 4.3.1 Descriptive Statistics on Parental Role awareness

The descriptive Statistics on Parental Role awareness are presented in table 5 below:

**Table 5: Descriptive Statistics on Parental Role awareness**

<b>Descriptive Statistics</b>							Decision
	N	Min	Max	Mean	SD	rule	
I actively participate in discussions about my child's educational goals	108	1	5	4.47	.648	Very High	
I am confident in my ability to plan for my child's future education.	108	1	5	4.45	.741	Very High	
I often discuss my child's academic progress with their teachers.	108	2	5	4.10	.716	High	
<b>Overall mean and SD for Education Planning</b>				<b>4.34</b>	<b>.533</b>	Very High	
I often attend school events like parent-teacher meetings and speech days	108	1	5	4.32	.783	Very High	
I create a dedicated study space for my child at home.	108	2	5	4.10	.640	High	
I set clear expectations for my child's academic performance.	108	2	5	4.25	.672	Very High	
<b>Overall mean and SD for Education Process</b>				<b>4.223</b>	<b>.475</b>	Very High	

I listen to my child with one ear (attentively)	108	1	5	4.50	.692	Very High
I allow my children to express their feelings during class meetings.	108	1	5	4.06	.667	High
I am patient with my children when they are having a hard time in academics.	108	1	5	4.17	.749	High
<b>Overall mean and SD for Mindful parenting</b>				<b>4.242</b>	<b>.4782</b>	Very High
<b>Grand Mean and SD for Parental Role awareness</b>				<b>4.270</b>	<b>.4070</b>	Very High
Valid N (listwise)	108					
Interpretation of Mean 1.0 -1.8= Very Low, 1.8-2.6 =Low, 2.6-3.4 =Moderate, 3.4-4.2=High and 4.2-5.0 = Very High and SD- Standard Deviation						

Source: SPSS (V27)

The study examined the Parental Role awareness. The results in table 5 above indicate very high grand mean of (4.270, SD= .4070) on the whole responses about Parental Role awareness, indicating that there is a very high Parental Role awareness among parents of government-aided primary schools in Kibaale district, Uganda.

The data presented in Table 5 indicate that respondents concurred that they carry out education planning, as indicated by a very high mean of 4.34, SD = 0.533. To demonstrate a very high mean for education planning, the results revealed a very high mean of 4.47, SD=0.648, as respondents stated that they actively participate in discussions about their child's educational goals. The findings also revealed that parents are very confident in their ability to plan for their child's future education (mean = 4.45, SD = 0.741). Furthermore, with a high mean of 4.10 and

SD of 0.716, parents agreed that they frequently discuss their child's academic progress with their teachers.

On assessing the education process, the findings in table 5 above show a very high overall mean of 4.223 (SD=.475) among all respondents about the education process in Kibaale government-aided schools. To demonstrate this very high mean, the results indicate a high mean of 4.32 (SD=0.783). As respondents revealed that they frequently attend school events like parent-teacher meetings and speech day, respondents indicated that they create a dedicated study space for their children at home (mean = 4.10, SD = 0.640) and that they set clear expectations for their children's academic performance, indicated by a very high mean of 4.25, SD = 0.672.

On mindful parenting, the finding in Table 5 indicated that parents practice mindful parenting with an overall very high mean of 4.242 (SD=0.4782). This is supported with a very high mean of 4.50 (SD=0.692), where respondents agreed with the statement that they listen to their children with one ear (attentively); with a mean of 4.06 (SD=0.667), respondents agreed that they allow their children to express their feelings during class meetings; and with a high mean of 4.17 (SD=0.749), respondents agreed that they are patient with their children when they are having a hard time in academics.

From the findings, it was revealed that the standard deviation grand score value of 0.4070 indicated that all the items on the sub-variables of Parental Role awareness were not spread. This indicated that there was high internal consistency that could measure the same concept.

The respondent's views were more unanimous on involvement in education process (SD 0.475), followed by mindful parenting (SD=0.487) and education planning (SD 0.533). This implies that the parents comprehended their participation through education process as majority indicated that, they often attended school events like parent-teacher meetings and speech days, followed by setting clear expectations for their child's academic performance and they created a dedicated study space for my child at home.

### 4.3.2 Descriptive Statistics on Self-Efficacy

The Descriptive Statistics on Self-Efficacy are presented in Table 6 below:

**Table 6: Descriptive Statistics on Self-Efficacy**

<b>Descriptive Statistics</b>						
	N	Min	Max	Mean	SD	Decision rule
I actively engage in my child's education by helping with homework and discussing schoolwork.	108	1	5	4.10	.820	High
I actively try to learn about my child's developmental stages to support their growth.	108	2	5	4.01	.755	High
I feel confident in my ability to identify areas where my child may need extra academic support.	108	1	5	4.06	.874	High
<b>Overall mean and SD for Parent's perception of their abilities</b>				<b>4.056</b>	<b>0.609</b>	<b>High</b>
When my child receives a good grade, I feel very proud	108	1	5	4.62	.817	Very High

Seeing my child actively engaged in their studies makes me feel optimistic.	108	2	5	4.43	.728	Very High
When my child shares positive experiences from school, I feel excited.	108	2	5	4.55	.588	Very High
<b>Overall mean and SD for Emotional Reaction</b>				<b>4.532</b>	<b>0.495</b>	<b>Very High</b>
I feel comfortable discussing difficult topics with my child, like sex and drugs.	108	1	5	3.60	1.063	High
I am confident in my ability to support my child's educational development.	108	2	5	4.23	.731	Very High
When my child is facing a new challenge, I feel confident in my ability to guide them through it.	108	2	5	4.22	.715	Very High
<b>Overall mean and SD for Confidence in Parenting Skills</b>				<b>4.020</b>	<b>0.550</b>	<b>High</b>
<b>Grand Mean and SD for Self-Efficacy</b>				<b>4.203</b>	<b>0.413</b>	<b>Very High</b>
Valid N (listwise)	108					
Interpretation of Mean 1.0 -1.8= Very Low, 1.8-2.6 =Low, 2.6-3.4 =Moderate, 3.4-4.2=High and 4.2-5.0 = Very High and SD- Standard Deviation						

Source: SPSS (V27)

The study examined the self-efficiency of parents. The results in table 6 above indicate very high grand mean of (4.203, SD=0.413) on the whole responses about self-efficiency of parents, indicating that there is a very high self-efficiency among parents of government-aided primary schools in Kibaale district, Uganda. From the findings, the standard deviation of grand score value of 0.413 less than 2.0, indicated that all the items on the sub-variables of Self-Efficacy were not spread. This indicated that there was high internal consistency that could measure the same concept.

The results in Table 6 show that respondents agreed that they have a high ability in parenting, as indicated by a high mean of 4.056, SD=0.609. To demonstrate a high mean, the results revealed that parents actively engage in their children's education by helping with homework and discussing schoolwork (mean=4.10, SD=0.820); with a high mean of 4.01, SD=0.755, the results showed that parents actively try to learn about their children's developmental stages to support their growth; and finally, parents feel confident in their ability to identify areas where their children may need extra academic support (Mean=4.06, SD=0.874).

When assessing parents' emotional reactions, the results in table 6 above show a very high overall mean of 4.532 (SD=0.495). To demonstrate this very high mean, the results indicate a very high mean of 4.62 (SD=0.817), as respondents revealed that when their children receive a good grade, they feel very proud. Additionally, respondents indicated that seeing their children actively engaged in their studies makes them feel optimistic (mean = 4.43, SD = 0.588) and that when their children share positive experiences from school, they feel excited (mean = 4.55, SD = 0.588).

With an overall high mean of 4.020 (SD=0.550), Table 6's findings on parents' confidence in their parenting abilities showed that they are confident in their abilities. This is corroborated by a very high mean of 4.23 (SD=0.731), which indicates that respondents agreed with the statement, "I am confident in my ability to support my child's educational development." Another very high mean of 4.22 (SD=0.715) indicates that respondents felt confident in their ability to help their children through new challenges, and a high mean of 3.60 (SD=1.063) indicates that respondents felt comfortable talking to their children about difficult subjects like sex and drugs.

#### 4.4.3 Descriptive Statistics on Communication with the School

The Descriptive Statistics on communication with the School are presented in table 7 below:

**Table 7: Descriptive Statistics on Communication with the School**

<b>Descriptive Statistics</b>							Decision
	N	Min	Max	Mean	SD	rule	
I feel comfortable when contributing my ideas and opinions during school/class meetings.	108	3	5	4.24	.594	Very High	
I normally have the opportunity to share my thoughts and perspectives on the topics discussed during school/class meetings.	108	1	5	4.05	.805	High	
The level of participation from other parents in school/class meetings is very satisfactory.	108	1	5	3.68	.931	High	
<b>Overall mean and SD for Parent's Participation</b>				<b>3.995</b>	<b>0.553</b>	<b>High</b>	
The school management frequently communicates about school events and my child's education matters.	108	1	5	3.96	.927	High	
When the school management is contacted over child education issues, there is a quick response.	108	1	5	3.99	.902	High	
I am satisfied with the overall responsiveness of the communication I receive from the school.	108	2	5	3.89	.868	High	
<b>Overall mean and SD for Parent' Communication Responsiveness</b>				<b>3.948</b>	<b>0.708</b>	<b>High</b>	

I feel well-informed about important updates and information related to my child's education.	108	1	5	4.26	.741	Very High
I feel comfortable providing feedback on communication I receive from the School/Class teacher.	108	1	5	4.30	.764	Very High
I feel comfortable raising concerns or asking questions about the communication I receive from school/class.	108	2	5	4.24	.695	Very High
<b>Overall mean and SD for Feedback</b>				<b>4.265</b>	<b>0.563</b>	<b>Very High</b>
<b>Grand Mean and SD for Communication with The School</b>				<b>4.069</b>	<b>0.495</b>	<b>High</b>
Valid N (listwise)	108					
Interpretation of Mean 1.0 -1.8= Very Low, 1.8-2.6 =Low, 2.6-3.4 =Moderate, 3.4-4.2=High and 4.2-5.0 = Very High and SD- Standard Deviation						

Source: SPSS (V27)

The study examined the parents' communication with the school. The results in table 7 above indicate a high grand mean of (4.069, SD=0.496) on the whole responses about self-efficiency of parents, indicating that there is high parents' communication with the school among parents of government-aided primary schools in Kibaale district, Uganda. From the findings, the standard deviation grand score value of 0.495 less than 2.0, indicated that all the items on the sub-variables of Self-Efficacy were not spread. This indicated that there was high internal consistency that could measure the same concept.

The results in Table 7 show that respondents agreed that they feel comfortable when contributing their ideas and opinions during school/class meetings, as indicated by a very high mean of 3.995, SD=0.553. To demonstrate a high mean, the results revealed that parents feel comfortable when

contributing their ideas and opinions during school/class meetings (mean=4.24, SD=0.594); with a high mean of 4.05, SD=0.805, the results showed that parents normally have the opportunity to share their thoughts and perspectives on the topics discussed during school/class meetings; and finally, parents feel that the level of participation from other parents in school/class meetings is very satisfactory (mean=3.96, SD=0.931).

When assessing parents' Communication Responsiveness, the results in table 7 above show a high overall mean of 3.948 (SD=0.708). To demonstrate this high mean, the results indicate a high mean of 3.96 (SD=0.927), as respondents revealed that the school management frequently communicates about school events and the children's education matters. Additionally, respondents indicated that when the school management is contacted over children's education issues, there is a quick response. (mean = 3.99, SD = 0.902) and that parents in the PTA are satisfied with the overall responsiveness of the communication they receive from the school (mean = 3.89, SD = 0.868).

With an overall high mean of 4.265 (SD=0.563), Table 7's findings on parents' feedback showed that the parents give feedback to the school. This is corroborated by a very high mean of 4.26 (SD=0.741), which indicates that respondents agreed that parents feel well-informed about important updates and information related to their children's education. Another very high mean of 4.30 (SD=0.764) indicates that respondents felt comfortable providing feedback on communication they received from the school/class teacher, and a very high mean of 4.24 (SD=0.695) indicates that respondents felt comfortable raising concerns or asking questions about the communication they received from school/class.

**Table 8: Descriptive Statistics on Girl children Retention**

<b>Descriptive Statistics</b>						
	N	Min	Max	Mean	SD	Decision rule
Girls feel comfortable and respected by peers and teachers at school	108	1	5	4.10	.864	High
Girls have access to counselling services as and whenever they are needed.	108	1	5	3.78	.900	High
Girls feel comfortable talking to their teachers about personal concerns.	108	1	5	3.77	.963	High
<b>Overall mean and SD for School Environment</b>				<b>3.883</b>	<b>0.735</b>	<b>High</b>
Girls even when they are engaged in education remain responsible for housework.	108	1	5	4.06	.936	High
When the mother is sick or engaged outside the home, the girl children can miss school to bridge the housework load.	108	1	5	3.97	1.018	High
The girl children is often engaged in housework in the evening after school even if there is homework to be accomplished.	108	1	5	4.08	1.033	High
<b>Overall mean and SD for Gender Division of Labor</b>				<b>4.037</b>	<b>0.816</b>	<b>High</b>
While at school, the girls are given equal treatment by the school leaders.	108	1	5	4.24	.796	Very High
The school has facilities and supplies that support girls while at school such as sanitary pads.	108	1	5	4.17	.956	High
Teachers make choices that support girls' education.	108	1	5	4.02	.820	Very High

<b>Overall mean and SD for Teachers Attitude to Girl children Education</b>			<b>4.142</b>	<b>0.669</b>	<b>High</b>
<b>Grand Mean and SD for Girl children Retention</b>			<b>4.021</b>	<b>0.575</b>	<b>High</b>
Valid N (listwise)	108				
Interpretation of Mean 1.0 -1.8= Very Low, 1.8-2.6 =Low, 2.6-3.4 =Moderate, 3.4-4.2=High and 4.2-5.0 = Very High and SD- Standard Deviation					

Source: SPSS (V27)

The study studied the parents' Girl children Retention. The results in table 8 above indicate a high grand mean of (4.021, SD=0.575) on the whole responses about Girl children Retention, indicating that there is high girl children retention among government-aided primary schools in Kibaale district, Uganda. From the findings, the standard deviation grand score value of 0.575 less than 2.0, indicated that all the items on the sub-variables of girl children retention were not spread. This indicated that there was high internal consistency that could measure the same concept.

The results in Table 8 show that respondents agreed that there is an enabling school environment, as indicated by a high mean of 3.883, SD=0.735. To demonstrate a high mean, the results revealed that girls feel comfortable talking to their teachers about personal concerns (mean=4.10, SD=0.864); with a high mean of 3.78, SD=0.900, the results showed that girls have access to counselling services as and whenever they are needed.; and finally, girls feel comfortable talking to their teachers about personal concerns (mean=3.77, SD=0.963).

When parents' views on gender division of labor, the results in table 8 above show a high overall mean of 4.037 (SD=0.816). To demonstrate this high mean, the results indicate a high mean of 4.06 (SD=0.936), as respondents revealed that girls even when they are engaged in education

remain responsible for housework. Furthermore, respondents showed that when the mother is sick or engaged outside the home, the girl children can miss school to bridge the housework load (mean = 3.97, SD = 1.018) and that the girl children is often engaged in housework in the evening after school even if there is homework to be accomplished (mean = 4.08, SD = 1.033).

With a general high mean of 4.142 (SD=0. 0.669), Table 8's results on Teachers Attitude to Girl children Education. This is validated by a very high mean of 4.24 (SD=0.796), which indicates that respondents agreed that while at schools, the girls are given equal treatment by the school leaders. Additional with a high mean of 4.17 (SD=0.956) indicates that respondents think that the schools have facilities and supplies that support girls while at school such as sanitary pads, and a high mean of 4.02 (SD=0.820) indicates that respondents agreed teachers make choices that support girls' education.

#### **4.4 Bivariate Analysis**

Bivariate analysis refers to analyzing pairs of variables using correlation or cross-tabulation (Scannella & Polizzi, 2021), Correlation analysis refers to two or more variables which are relevant, and the purpose is to measure the degree of how closely related the two variable factors are. Correlation does not equal to causation, also not a simple instantiate dependency. The fields correlation analysis covers almost include all aspects we usually face. Prior to running the correlations, the researcher ran the normality tests to determine whether parametric methods are suitable for data analysis.

#### 4.4.1 Normality Tests

The data underwent parametric tests to ensure assumptions were met. Normality was assessed using histograms, Kolmogorov-Smirnov, and Shapiro-Wilk tests, revealing significant results (sig < 0.05), indicating non-normal distribution. Kurtosis, skewness, Outliers, and linearity were also assessed using scatter plots, box plots, Q-Q normal plots, P-P normal plots, and histograms.

**Table 9: Tests of Normality**

#### Tests of Normality

Particulars	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Transformational leadership style	.148	218	.000	.941	218	.000
Transactional leadership style	.186	218	.000	.898	218	.000
Job satisfaction	.167	218	.000	.899	218	.000
Intention to stay	.129	218	.000	.920	218	.000

a. Lilliefors Significance Correction

#### Source: primary data (2025)

The normality test outcomes are detailed in Table 4.2 above. Data are deemed normally distributed if the Kolmogorov-Smirnov test yields a P-value greater than 0.05. Results indicate non-normal distribution (Sig=0.000), necessitating the application of non-parametric methods (Spearman's Rank-Order Correlation and Ordinal logistic regression). Despite the significant results from Kolmogorov-Smirnov and Shapiro-Wilk tests, confirming non-normality of data, the researcher proceeded to conduct skewness and kurtosis tests to validate these initial findings.

#### 4.4.2 Kurtosis and Skewness

Kurtosis refers to the relative flatness or peakedness of a distribution in comparison to the normal distribution (Behera & Bhatta, 2024). While Skewness refers to the degree of asymmetry of a given data around its mean (Palwishah et al., 2024).

**Table 10: Kurtosis and Skewness**

Particulars	N	Skewness		Standard	Kurtosis		Standard
		Statistic	Std. Error	ized Skewness	Statistic	Std. Error	ized Kurtosis
Parental Role Awareness	218	-0.314	0.165	-1.90303	0.394	0.328	-1.20122
Parental Self efficacy	218	0.25	0.165	-1.54545	1.033	0.328	3.14939
Parent Communication with the school	218	0.24	0.165	-1.46061	1.101	0.128	8.601563
Girl children Retention	218	0.18	0.165	-1.14545	0.027	0.328	-0.08232
Valid N (listwise)	218						

**Source: Primary Data (2024).**

The normality of the data was assessed using standardized skewness and kurtosis. For instance, the statistical value of -0.314 for Parental Role Awareness was divided by its standard error of 0.165, resulting in -1.90303. Table 4.3 above shows that the majority (87.5%) of standardized

values for skewness and kurtosis are less than 3.29, indicating the data are normal as recommended by Mishra et al... (2019) for sample sizes between 50 and 300. Therefore, in this study, the data were considered normally distributed, allowing for the use of parametric methods such as Pearson product moment correlation and linear regression.

#### **4.5 Correlation analysis of the study variables**

The correlation analysis results are as shown in Table 9. Correlation analysis was carried out with the aim of measuring the possibility of any existing linear relationship between parental involvement in school activities and retention of girl children in government-aided primary schools in Kibaale district, Uganda through determining and interpreting the magnitude and direction of the resulting statistic. This was done using the Pearson Correlation coefficient (Hair et al..., 2013; Field, 2009). The resulting relationships are shown in the Table 9.

After performing quality and normality checks on the data, data was found to be normally distributed, thus parametric method of a Pearson moment correlation was used to determine the relationship between the variables.

To determine the relationships between the variables in the study, a Pearson correlation was performed. Taylor's (1990) interpretation was used in this study (Taylor, 1990). Absolute correlation coefficients below 0.35 are generally thought to indicate a weak or low association, while correlation coefficients between 0.36 and 0.67 are thought to indicate a modest or moderate correlation, and 0.68 to 1.0 are thought to indicate a strong or high correlation. The results of the study's correlation analysis are presented in the various sections that follow in line with the objectives.

#### 4.5.1 Presentation of Correlation Results

The correlation results on the relationship of each of the three dimensions of independent variable – parental involvement in school activities with the dependent variable – girl children retention in primary schools. The correlation results are presented in Table 9 below:

**Table 10: Correlations Results**

Variables	Correlations			
	1	2	3	4
Parental Role Awareness (1)	1			
Parental Self efficacy (2)	.724**	1		
Parent Communication with the school (3)	.510**	.640**	1	
Girl children Retention (4)	.357**	.510**	.685**	1

\*\* . Correlation is significant at the 0.01 level (2-tailed). \* . Correlation is significant at the 0.05 level (2-tailed).

**Source: Primary data (2025)**

#### 4.5.2 Explanation of the Correlation Coefficient between Parental Awareness and Retention of girl children in Kibaale District

The results revealed that there is a significant a moderate positive association ( $r=.357^{**}$ ,  $p=0.01$ ) between parental role awareness and girl children retention. The result suggests that there is a 35.7 percent chance that girl children retention will increase with an increase in parental role awareness. This implies that higher levels of parental role awareness are related to higher levels of girl children retention among government-aided primary schools in Kibaale. This is a moderate size effect, considering that the correlations were between 0.35 and 0.65, representing moderate relationships between the predictor variables and the dependent variable (Taylor,

1990). Additionally, while it is recognized that correlations do not infer causality, the coefficient of determination ( $R^2$ ) reveals strong shared variance between parental role awareness and girl children retention. parental role awareness ( $R^2 = .127$ ), which when turned into percentages means that parental role awareness contributes 12.7% of the variability in girl children retention. These are quite strong amounts of shared variances between parental role awareness and girl children retention, showing preliminary support for the first objective.

#### **4.5.3 Explanation of the Correlation Coefficient between Parental Self efficacy and Girl children Retention in Kibaale District**

The results discovered that there is a significant a moderate positive association ( $r=.510^{**}$ ,  $p=0.01$ ) between parental self-efficacy and girl children retention. The result suggests that there is a 51.0% percent chance that girl children retention will rise with an increase in parental self-efficacy. This implies that improvement of parental self-efficacy is related to higher levels of girl children retention among government-aided primary schools in Kibaale. This is a moderate size effect, considering that the correlations were between 0.35 and 0.65, representing moderate relationships between the predictor variables and the dependent variable (Taylor, 1990). Additionally, while it is recognized that correlations do not infer causality, the coefficient of determination ( $R^2$ ) reveals strong shared variance between parental self-efficacy and girl children retention. Parental Self efficacy ( $R^2 = .260$ ), which when turned into percentages means that parental self-efficacy contributes 26.0% of the variability in girl children retention. These are quite strong amounts of shared variances between parental self-efficacy and girl children retention, showing preliminary support for the second objective.

#### **4.5.4 Explanation of the Correlation Coefficient between Parent Communication with the school and Girl children Retention in Kibaale District**

The results discovered that there is a significant a strong positive association ( $r=.685^{**}$ ,  $p=0.01$ ) between parent communication with the school and girl children retention. The result proposes that there is a 68.5% percent chance that girl children retention will improve with an increase in parent communication with the school. This implies that improvement of parent communication with the school is related to higher levels of girl children retention among government-aided primary schools in Kibaale. This is a high size effect, considering that the correlations were between 0.65 and 1.0, representing strong relationships between the predictor variables and the dependent variable (Taylor, 1990). Moreover, while it is documented that correlations do not infer causality, the coefficient of determination ( $R^2$ ) reveals strong shared variance between parent communication with the school and girl children retention. Parent communication with the school ( $R^2 = .469$ ), which when converted into percentages means that parent communication with the school explains 46.9% of the variability in girl children retention. These are quite strong amounts of shared variances between Parent Communication with the school and girl children retention, showing preliminary support for the three objectives.

#### **4.6 Multivariate Analysis**

Multivariate analysis refers to all statistical methods that simultaneously analyze multiple measurements on each individual or object under investigation. More explicitly, any analysis of more than two variables can be considered as multivariate analysis (Hair et al..., 1998). Multivariate data analysis facilitates a graphic display of the underlying latent factors and interface between individual samples and variables (Eticha et al..., 2010; Nielsen & Munck, 2003).

#### 4.6.1 Regression Analysis

Regression analysis refers to the idea that two data sets are related and that, if one data set changes, the other data set will follow suit. Regression analysis is used in a variety of applications, including sales forecasting, developing new products and services, predicting future market trends, and more (Scannella & Polizzi, 2021).

Regression analysis was executed to reveal the magnitude by which predictor variables of parental role awareness, parental self-efficacy, and parent communication with the school predicts girl children retention among government-aided primary schools in Kibaale. Prior to running regressions, tests of multiple regression were undertaken to ensure that robust regression results are obtained (Tabachnick & Fidell, 2001). As a prerequisite, as already explained in section 4.5 the correlation coefficients of the study variables ruled out any problems of multicollinearity, with no variable coefficient being above  $\pm.90$  (Yong & Pearce, 2013). However, to confirm that there was no multicollinearity in the data other collinearity diagnostics such as Variance Inflation Factor (VIF) and tolerance statistics ( $1/VIF$ ) were inspected to assess if the predictor had strong linear relationships. All these were within the recommended thresholds, for example, all VIF values were below 3 and tolerance values were above 0.33 (Hair et al., 2006), confirming there is no multicollinearity in the data as seen in Table 10.

**Table 11; Multiple regression results**

	Coefficients a						
	B	SE	Beta	t	P	Tolerance	VIF
(Constant)	.584	.461		1.267	.208		
<b>Independent variables</b>							
Parental Role Awareness	.120	.145	.085	2.829	.029	.472	2.120
Parental Self efficacy	.249	.160	.179	1.554	.013	.377	2.653
Parental Communication with the school	.714	.107	.614	6.654	.000	.586	1.706
<b>Model summary</b>							
R				.694			
R <sup>2</sup>				.481			
Adjusted R <sup>2</sup>				.466			
<b>ANOVA</b>							
F-values				F (3,104) = 32.126			
P-values				0.000			
<b>Dependent Variable: Girl children Retention</b>							
p= Null hypothesis probability, B= unstandardized beta, SE –standard Error							

Source: SPSS (Version, 27).

**Line of the best fit (also called goodness of fit)**

$$Y=0.584 + 0.120 X_1 + 0.249 X_2 + 0.714 X_3+\varepsilon$$

Where;

Y=Girl children Retention

X1=Parental Role Awareness

X2=Parental Self efficacy

X3=Parent Communication with the school

ε- error term

As seen in Table 10, the overall is significant as seen with the F-value of 32.126 with P-value (the probability which supports the null hypothesis) to be 0.00, less than 0.05 significant level. The model also made a significant contribution of 48.1 percent ( $r^2 = 0.481$ ) of variation in girl children retention in primary government aided schools in Kibaale district in Uganda keeping other factors constant.

#### **4.6.1.1 Parental Role Awareness and Girl children Retention**

As regards the first objective of the study, which sought to establish the effect of Parental Role Awareness on Girl children Retention, the findings in the Table 10 show that parental Role Awareness have a positive and significant effect on girl children retention in primary government aided schools in Kibaale district in Uganda, ( $\beta = 0.120$ ,  $p = 0.029 < 0.05$ ), these results indicate that with each unit increase in parental Role Awareness leads to increase in girl children retention by 0.120. The findings imply that when parents are aware of their roles awareness in terms participating in education planning, education process and mindful parenting helps in improving girl children retention among government-aided primary schools. Thus, objective one was fully supported.

#### **4.6.1.2 Parental Self efficacy and Girl children Retention**

As regards the second objective of the study, which sought to establish the effect of parental self-efficacy on girl children retention, the findings in the Table 10 show that parental self-efficacy has a positive and significant effect on girl children retention in primary government aided schools in Kibaale district in Uganda, ( $\beta = 0.249$ ,  $p = 0.013 < 0.05$ ), these results show that with each unit increase in parental self-efficacy causes an increase in girl children retention by 0.249

units. The findings imply that parent's belief in their ability to successfully perform the tasks and responsibilities associated with raising and nurturing their child, in relation to having good perception of ability, Emotional Reaction and confidence in parenting skills Successes helps in improving girl children retention among government-aided primary schools.

#### **4.6.1.3 Parental Communication with the school and Girl children Retention**

As regards the third objective of the study, which sought to establish the effect of parental communication with the school on girl children retention, the findings in the Table 10 reveal that parental communication with the school has a positive and significant effect on girl children retention in primary government aided schools in Kibaale district in Uganda, ( $\beta = 0.714$ ,  $p = 0.010 < 0.05$ ), these results show that with each unit increase in parental communication with the school cause an increase in girl children retention by 0.714 units. The findings infer that ongoing exchange of information, ideas, and concerns between parents and school staff especially teachers and administrators about a child's learning, behaviour, and overall development, in relation to having participation, responsiveness and feedback, helps in improving girl children retention among government-aided primary schools.

#### **4.7 Qualitative Results**

This data was collected using interviews, documentary reviews and observation methods. These methods were used to obtain a deeper understanding of the parental involvement in school activities and how they impacted on girl children education in Government aided primary schools in Kibaale District. The findings are explained in the sections below using research questions aligned to the study problem.

#### **4.7.1 What parental role awareness factors relate to retention of girl children in government-aided primary schools in Kibaale District?**

The following factors were identified on parent role awareness during the interviews:

##### **4.7.1.1 Parents have relegated their parenting of girl children to government**

The parents indicated that the government aided schools were for government from primary education up to the University. The respondents used phrases infer to this statement were; *“government took over the role of school dues”* others stated that, *“the girl children for President Museveni receive a lot of support from his government”*, and some stated that, their role was *“to vote President Museveni and leave school fees issues to him as usual”* and finally, some parents intimated that, *“parents are aware of their roles to provide some necessities for their children, however, they did not full fill their duties, but children remained in school uninterrupted”*. The content in those statements point to one fact, the parents have abdicated their parenting roles and relegated them to government.

##### **4.7.1.2 Parents knew girl are too poor to provide other scholastic materials**

The parents knew their role to provide some materials but realized they didn't have money, one of the respondents stated, *“the role of parent is to buy school uniforms and exercise books, but poverty is a lot”*, other respondents stated that, *“parents have no money, government should take up full responsibility”*. Despite the fact that some parents expected government to be in-charge of educating their children, they were aware of their non-school fees roles but chose not to fulfil them citing poverty among the parents.

#### **4.7.1.3 The Parents were not providing girl children with basic necessities**

The Researcher conducted an observation session the sampled primary schools, this involved silently attending class sessions for lower primary and upper primary classes and interacting with children during lunch time. The observation was meant to validate the facts provided by school teachers on girl children necessities. It was observed that the number of girl children without scholastic materials such as exercise books and pencils was high especially in lower classes. Many teachers interviewed across the district from the sampled schools indicated that, some girls lacked sanitary pads.

#### **4.7.1.4 Girls more absent than boys due to house chores**

The class attendance registers for the selected schools for primary 5 class for years 2022 -2024 were reviewed to confirm regularity in attendance of classes. The patterns of class attendance by girl children when analyzed indicated that, on average, 30-40 percent of girls were missing classes during the first (February – April) and third (September – December) school term and about 5-10 percent missed in the second term (May – August).The patterns of class attendance were discussed with the concerned teachers who revealed that, there were agricultural activities (planting and weeding of seasonal crops) in the first and third school terms while little or none in the second term – the girls would stay home to help their mothers with house chores and carrying their baby siblings while the parents were busy working in the gardens.Related to this, some parents preferred education boys than girls expecting more future benefits from the sons, one of the respondents stated that “supporting boys education is better than girlsas girls may not be beneficial to the family when they finish education goes away of marries”.

## **4.7.2 What aspects of parental self-efficacy influence retention of girl children in government-aided primary schools in Kibaale District?**

### **4.7.2.1 Parents missing school meetings and Events**

The researcher reviewed the list of parents based on register of children at the beginning of academic year 2023 and 2024 for sampled Primary schools and the annual PTA meeting attendance registers for the same years to analyze the rate of attendance of PTA by parents. It was noted that on average, less than 30 percent of registered parents actually attended the PTA meetings during the two years reviewed. This clearly shows that; the parents were not confident in attending to issues concerning their children thus low self-efficacy. The minutes and agenda for the meeting were also reviewed and realized that there were no matters specifically discussing retention of girl children in school or the specialized need for girl children.

### **4.7.2 Parents not supporting Children where they needed academic support**

Some parents were interviewed about the support they give to the children's education activities when they are at home. Incidentally, the parents indicated that they do nothing to support children in home work directly but encourage their older siblings in the upper classes to support the younger ones in doing their work. Many the parents stated that, "the parents cannot do the homework because majority are not literate", others categorically said, "the school home work was difficult especially for the upper primary for the parents to support them". This infers that, the parents are not confident in giving extra academic support for children while at home.

#### **4.7.2.3 Parents more confident in supporting their children in Private schools**

The parents who had children in both governments aided and private schools indicated that, they were keener and more confident while executing parenting roles on children in private schools. Some parents indicated that “the meetings for private schools were better organized and short”, while others felt more compelled to attend to follow up on their fees “Attending PTA meetings for private schools enables a parent to know if fees are well utilized to educate the children”. The expressions made by the parents with dual sponsorships – government aided and parents’ own sponsorship in private schools implies that one of the reasons for low parental involvement in government aided school activities was because they lacked full ownership because they don’t pay school fees.

#### **4.7.3 What are the major factors regarding parents’ communication with the school that affect retention of girl children in government-aided primary schools in Kibaale District?**

##### **4.7.3.1 Poor channels and timing of Communication channels with parents**

The government aided schools did not have proper communication with parents regarding upcoming meetings and events due to lack of circulars when children break up for holidays. Some parents said that, “*the meetings are called through verbal communication by telling the children, some children forget the messages or miscommunicate it*”, other parents said “the government aided schools do not have known means on communication, others use radios while others tell the children to tell the parents”.

##### **4.7.3.2 Class meetings Targeting Teacher –Parent- Girl Child interactions were impactful**

The Researcher visited one government aided primary school where the Head teacher innovatively organized school day and invited parents for a visitation of their children to interact

with class teachers and their children at school and to also shared lunch brought in by the parent to the school. The purpose of the visit was to observe, interact with parents and learners to observe their participation and emotions. Unlike PTA meetings, this event was highly attended and emotionally involving for all parties' parents, teachers and girl children. The Researcher observed this event made the parents very excited about participation in school activities especially meeting their class teachers for the first time and above all, sharing a meal with children in a school environment. The parents recommitted themselves to always participate in class attendance with similar aspects in future. One of the parents stated that, "this event of interacting with class teacher to discuss each child's education status and education needs is very important, peculiar aspects of girl child have been discussed freely" Majority of girl children stated that, "they had never seen the love of their parents publicly, sharing a meal at school and seeing them more interested in their education was a very good innovation".

#### **4.8 Discussion of the Findings**

The findings are discussed objective by objective as indicated in the sections below:

##### **4.8.1 Parental role awareness and retention of girl children in government-aided primary schools in Kibaale District**

The findings of this study has confirmed earlier studies by Siddiqui, Dixon & Gorard ( 2023) as it revealed that, success of education systems is dependent on the parents' participation and making long-term commitments to their children's education, the study clearly indicated that parents were doing planning for education of girl children with a positive correlation coefficient (0.35), coefficient of determination of 0.127 (12.7%) and parental role awareness was found to be significantly affecting girl children retention in government aided schools. Whereas in the

quantitative results it was clear that, parents were participating in the long-term goals for their children to complete their education in concurrence with, Wati & Sahid, (2022), qualitative findings revealed that parents were discouraging girls education asserting that, they were meant to get married and serve other families that would marry them in future. The findings of this study have brought in a new aspect regarding education planning for the girl children, the perception that, educating a girl child is educating for another family in future, hence invalidating, the trust and hope narrative by Ahmed et al...., (2024).

It is confirmed by this research that when parents get actively involved in the education process of their children, students perform better academically, attend school more regularly, and develop socially and emotionally, (Chima, Onyebuchi & Idowu, 2024). The event observed by the researcher where the parents were called to participate in school day and shared packed lunch with children created a lot of emotional attachment by the teachers, girl children and parent. Whereas the parents are expected to attend school meetings frequently and to be counsellors to their children (Ssenkasi & Hassan, 2021), the findings in this study has revealed that majority of the parents did not attend PTA meetings. Therefore, this study has established that parental involvement should go beyond attending PTA meetings at school. There is need for emotional and sentimental engagements such as a parent carrying food to share lunch with his/her child and also have a personal meeting involving three parties – the teacher, girl children and parent in government aided schools. The parents who do not attend PTA meetings in government aided schools do attend them when they have other children in private schools. Government aided schools must create non-monetary incentives to attract parent participation in school activities as opposed to monetary incentives advocated by Martorell, et al, (2025), one such incentive is

requiring the children to tell their parents to visit them and carry along lunch package – the emotional attachment incentive.

The findings of this study showed that parents actively participated in education planning mainly through discussion with children about their future education goals and discussing progress of the children's education which affirms earlier study Deysolong, (2023) who emphasized that by actively participating in their child's education, parents contribute to their academic success, emotional well-being, and overall development. Therefore, this study re-affirms earlier findings regarding the benefits of parental involvement through education planning.

Whereas the previous research established that planning for child's future education can facilitate optimal development and contribute to healthier outcomes for children from disadvantaged families utilizing collective efficacy and contribution to community (Stoddard & Pierce, 2015), the findings in this study demonstrated that, parental awareness was moderate and parents had relegated their parental role to government after introduction of free primary education. The majority of the girl children in government aided primary schools come from the disadvantaged socioeconomic backgrounds leading to lower educational attainment and intergenerational social immobility (Kaspar., 2023). Therefore, there is no future-readiness in education aimed to re-examine the purposes of education to include country-specific contexts and trajectories in the future with the purposes of education being to develop the learners for; living, learning, and lifework (Foo Seong & Chua, 2023).

Whereas the parents are expected to follow up on academic progress of their children in order to help their children to achieve academically through positive support and encouragement (Hyder

& Anbar, 2025) this study established that most parents did not take that responsibility seriously as they felt that the government had taken over some of their responsibilities when free primary education was introduced. By disregarding the responsibility after introducing free primary education, the parents abdicated their responsibilities identified by Munthe & Westergård, (2023), that is to say; expert, critic, informer, supporter, communication broker, good parent, moral values and the he defeated roles. The parents are very paramount in ensuring girl child retention because expert role involves other peculiar stages of growth including guidance before and during puberty stages.

#### **4.8.2 Parental self-efficacy and Retention of girl children in government-aided primary schools in Kibaale District**

The findings of this study have demonstrated that there is a very high self-efficiency among parents of government-aided primary schools in Kibaale district, Uganda in conformity with Gessulat, Oppermann & Anders, (2023). However, the parent's perception of their own efficacy was inaccurate, some parents could not support children on their homework on the grounds that they were illiterate hence invalidating the assertion by some scholars on this subject Wang, (2022). According to Wang, (2022), the practice of parents helping students with homework is not a recent phenomenon and has likely been occurring for as long as formal education has existed. The assumption that the parents are literate and can help in coursework was wrong as this study has revealed the need to rethink involving parents in coursework, hence negating the girl children education activities.

This study has established that, there are no parent-teacher meetings (PTM) in the government aided primary schools yet the meetings play an integral role in girl child's education through

parents have only realized now that learning during primary school goes beyond the walls of the classrooms and can only realize its full potential if parents are actively participating in their children's education (Mahnoor & Yaar, 2021). Therefore, in line with Mahnoor & Yaar, (2021) the parents in one of the schools where the PTM was organised, the girl children and the parents actively participated which implied this is workable activity in government aided schools. The nature of engagement can be online and for majority of the parents, the physical presence of the parent is more desirable, (Baker, Wise & Kelly, 2016).

The research findings indicated that, the parents could not effectively support their girl children with homework partly because majority of the parents were illiterate or semi-literate. It therefore follows that the parents who were illiterate could not establish proper space and environment for doing homework as proposed by Rogozinsky, (2023). The five elements namely; minimizing noise, Use Open Organization, keep it academic try aromatherapy also the physical learning environment by Van der Smee, McDonald & Spaaij, (2024) where a home is perceived to be a much safer learning environment for self-expression compared to physical education could not be put in place for the girl children. The findings in this side are inclined to the fact that the parents for most government aided private schools were not well off and could not create good home work environment for their children.

#### **4.8.3 Parents' communication with school and retention of girl children in government-aided primary schools in Kibaale District**

The findings show that, the parents do actively communicate with the school through participation, responding to school invitations and feedback and communication has strong correlation coefficient with girl children retention in government aided schools which agrees

with Raja et al..., (2023) who asserts that parents communication with the school has a significant impact on children's academic performance and holistic growth. However, the findings in this study have indicated that on average, about 30 percent participate in PTA meetings for Government aided primary schools and the number of participations increases when the school puts up special incentives.

Whereas parental involvement in education has a significant impact on children's academic performance and holistic growth (Raja et al..., 2023), the findings of this study revealed that, parents did not regularly attend PTA meetings when called upon. The difference in perception of parental involvement roles by teachers and parents also created a gap and presents a challenge in ensuring effective support mechanisms for parental involvement as role awareness/knowledge. In this study, the parents gave more preference to private schools where they had children as a follow up on the school fees they pay.

The schools sampled were not performing well in PLE partly because parents were not actively involved in constant communication with the schools which confirms the findings by some empirical studies that have demonstrated that students of highly involved family members in school management meetings and functions significantly outperformed those with family members who were not involved based on scores of the PLE for class 7, calling upon parents to consider regular attendance of school meetings and functions (Kahunzire, Muchwa Asimwe & Kiyingi, 2023). The findings regarding poor performance also confirms the earlier study which demonstrated that joint endeavors between educational institutions and families are underscored in fostering student achievement (Raja et al... 2023).

This study established that, when parents were excited when they were invited to carry lunch and share with their children after class meeting in agreement that communication responsiveness in teacher-parent meetings refers to the ability of a teacher to actively listen, acknowledge, and respond thoughtfully to concerns, questions, and perspectives expressed by parents during a meeting, demonstrating a genuine effort to understand and address their needs, fostering a collaborative and trusting relationship (Asnat, 2024). During the meetings, it was established in this study that there was always instant feedback which refers to the response given by the receiver of a message to the sender, essentially letting them know how well the message was understood and received, allowing the sender to adjust their communication accordingly (Meinam, et al...2023).

In this study, the respondents indicated that they felt comfortable providing feedback on communication they receive from their child's school or class teacher, especially when the communication is clear, timely, relevant, and delivered through a preferred method, fostering a sense of partnership and trust between the school and family (Bormann et al...2021). However, communication with parents was largely analog, involving telling pupils to tell parent to come to school for meetings which is different from other counties like emails and other online channels (Packard et al...2021).The findings of this study did not demonstrate the partnerships the teachers had with parents which have long been considered essential to the education of children (Epstein et al...2021).

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This Chapter summarizes the study undertaken, draws conclusions and then makes recommendations based on the findings. The main objective of this study was to establish the influence of parental involvement in school activities on the retention of girl children in government-aided primary schools in Kibaale District. The specific objectives were; Examine the relationship between parental role awareness and retention of girl children in government-aided primary schools in Kibaale District; establish the influence of parental self-efficacy on the retention of girl children in government-aided primary schools in Kibaale District and; analyze the relationship between parents' communication with school and retention of girl children in government-aided primary schools in Kibaale District. The researcher collected data from 10 schools using the close ended self-administered questionnaires. The other methods used to collect data were interviews, documentary review and observation. The data collected was analysed using SPSS. The research findings were both quantitative (descriptive statistics, correlations and regression) and qualitative findings. The summary, conclusions and recommendations are presented in the sections below:

#### 5.1 Summary

##### 5.1.1 Parental role awareness and retention of girl children in government-aided primary schools in Kibaale District.

Descriptive statistics revealed that there is a very high parental role awareness among parents of government-aided primary schools in Kibaale district, Uganda (mean=4.270, SD= .4070). The

correlation coefficient between parental role awareness and retention of girl children in government aided primary schools is moderately positive at 0.357 (ranges between 0.25 and 0.5). The result suggests that there is a 35.7 percent chance that girl children retention will increase with an increase in parental role awareness. The coefficient of determination is 0.127 (12.7%) which shows that 12.7% variability in the retention of girl children is associated with changes in parental role awareness. Regression results show that parental Role Awareness have a positive and significant effect on girl children retention in primary government aided schools in Kibaale district in Uganda, ( $\beta = 0.120$ ,  $p = 0.029 < 0.05$ ), these results indicate that with each unit increase in parental Role Awareness leads to increase in girl children retention by 0.120. The results from qualitative data indicate that, the parental role awareness factors affecting retention of girl children in government aided schools such as; laziness created by free primary education, stereotypes of looking at girls being prepared for marriage to benefit other families in future and, uncontrolled migrations which delay the girls from completing their major part of education before the age of 18.

### **5.1.2 Parental self-efficacy on the retention of girl children in government-aided primary schools in Kibaale District**

Descriptive statistics revealed that there is a very high self-efficiency of parents, indicating that there is a very high self-efficiency among parents of government-aided primary schools in Kibaale district, Uganda (mean 4.203, SD=0.413). The correlation coefficient between self-efficacy of parents and retention of girl children in government aided primary schools is strong positive at 0.51 (ranges between 0.5 and 0.75). The result suggests that there is a 51.0 percent chance that girl children retention will increase with an increase in self-efficacy of parents. The

coefficient of determination is 0.26 (26.0%) which shows that 26% variability in the retention of girl children is associated with changes in self-efficacy of parents. Regression results show that parental self-efficacy has a positive and significant effect on girl children retention in primary government aided schools in Kibaale district in Uganda, ( $\beta = 0.249$ ,  $p = 0.013 < 0.05$ ), these results show that with each unit increase in parental self-efficacy causes an increase in girl children retention by 0.249 units. Majority of parents lacked efficacy to support girl children in their homework due to illiteracy but used their peers/elder siblings to support in home work. Parents also showed more activeness in supporting children who study in private schools.

### **5.1.3 Parents' communication with school and retention of girl children in government-aided primary schools in Kibaale District**

Descriptive statistics revealed that there is a very high parental communication of parents, indicating that there is high parents' communication with the school among parents of government-aided primary schools in Kibaale district, Uganda (mean = 4.069, SD=0.496). The correlation coefficient between Communication with the School and retention of girl children in government aided primary schools is strong positive at 0.685 (ranges between 0.5 and 0.75). The coefficient of determination is 0.47 (47.0%) which shows that 47% variability in the retention of girl children is associated with changes in self-efficacy of parents. Regression results show that parental communication with the school has a positive and significant effect on girl children retention in primary government aided schools in Kibaale district in Uganda, ( $\beta = 0.714$ ,  $p = 0.010 < 0.05$ ), these results show that with each unit increase in parental communication with the school cause an increase in girl children retention by 0.714 units. The parents have indicated that, the schools do not have events that bring together parents, girl children and teachers. There

were challenges in that the PTA meetings are very irregular and there are no alternative avenues of having termly interactions involving teachers, girl children and parents preferably at class level.

## **5.2 Conclusions**

### **5.2.1 Parental role awareness and retention of girl children in government-aided primary schools in Kibaale District.**

This study has demonstrated that, parental role awareness significantly influences and retention of girl children in government-aided primary schools in Kibaale District which confirms Epstein's that parenting involvement occurs when family practices and home environments support children as students and when schools understand their children's families. Key lessons involve, learning at Home as key aspect of parental involvement when information, ideas, or training are provided to educate families about how they can "help students at home with homework and other curriculum-related activities, decisions, and planning. The qualitative findings showed that, when parents were called up on to play roles at school that they would play while home, both the parents and girl children were excited.

Parent's role awareness can contribute to TPB because parents with greater awareness of child development stages and typical behaviours at different ages are more likely to have positive attitudes towards their children's behaviour and development. Parental role awareness, through education or experience, can lead to a more informed and positive view of the parent-child relationship, influencing the attitudes towards specific parenting behaviours.

### **5.2.2 Parental self-efficacy on the retention of girl children in government-aided primary schools in Kibaale District**

There is a strong positive correlation coefficient between Parental self-efficacy and retention of girl children in government aided primary schools in Kibaale District. Parental self-efficacy informs decision making and collaboration with the community (Epstein, 2021). There are peculiar gender related challenges that impacting self - efficacy in raising girl children through education system.

Parents' self-efficacy can contribute to theory of planned behaviour (TPB) because the parent's attitude towards specific parenting behaviour affects his/her attitudes. If a parent believes they can successfully manage a challenging situation, they are more likely to view that behaviour positively. For example, it was established in this that, parents who actively try to learn about my child's developmental stages are able to support their growth.

### **5.2.3 Parents' communication with school and retention of girl children in government-aided primary schools in Kibaale District**

Communication with school was found to be the factor that had highest correlation coefficient with girl child retention although the schools did not proper communication channels with the parents. Taking the lesson from Epstein (2021), parental involvement in communication with the school will be better enhanced when educators, students, and families design effective forms of school-to-home and home-to-school communications. Form this study the lesson learned is that, more participatory approaches should be devised so that amicable communication policy is acceptable to the parents and teachers.

This study has revealed that contribution of communication with the school to the TPB is important because open communication about a child's progress, learning styles, and classroom dynamics can help parents form more accurate and positive attitudes towards their child's education. Also, When parents feel informed and involved, they are less likely to harbour negative perceptions about the school or their child's learning experience.

### **5.3 Recommendations**

#### **5.3.1 Parental role awareness and retention of girl children in government-aided primary schools in Kibaale District.**

The following are recommended:

a) The government aided schools should create more awareness about parental role awareness.

The parents have considered government support in form of universal primary education as government takeover of their parental roles. The parents should be informed to take full responsibility of their girl children education and view government contribution as support. Girl children needs are far beyond what the boys require to remain in school. Such additional needs for girls include sanitary pads and changing rooms. This should be conducted by December, 2025.

b) More sensitization by the district leadership is needed for parents to understand education planning, participation in education by end of January, 2026. When parents feel informed and involved, they are less likely to harbor negative perceptions about the school or their child's learning experience, education process, and mindful parenting with emphasis on gender

differences and how best to use equity in education resource allocation between boys and girls at family level.

c) The parents need more sensitization on the nature and importance education investment. It was established during the study that some parents felt that educating girl children does not benefit the parents but where she would be married after education. The major benefit of educating a girl child is to liberate her from ignorance before money benefits come into play.

### **5.3.2 Parental self-efficacy on the retention of girl children in government-aided primary schools in Kibaale District**

a) There is need to create self-efficacy awareness through community sensitization. The parents had low perception on their responsibilities especially helping children with homework, they need to put in place mechanisms of having the homework with paid support from literate people from the community.

b) More research is needed on non-monetary incentives that can enable the parents to become emotional in raising and educating girl children

### **5.3.3 Parents' communication with school and retention of girl children in government-aided primary schools in Kibaale District**

a) There should be a PTA meetings schedule to enable proper planning ball stakeholders involved. One of non-monetary incentive is combining class visitation with PTA meeting where one can be conducted from morning to noon and the meeting conducted in the afternoon.

- b) Special visitation and events should be arranged by schools to enable more meaningful engagement.
- c) Hybrid meetings that combine online and physical attendance can help some dot.com parents to attend online.

#### **5.3.4 Recommended areas for future research**

- a) The literature reviewed above have demonstrated the various ways and the crucial need of school to parent communication and there is a gap in literature on participation in designing communication strategy. The literature does not show the need for educators, students, and families design effective forms of school-to-home and home-to-school communications (Epstein et al... 2021). It is recommended that, a study on formulating communication strategy in government aided schools that is school-home and home-school should be undertaken.
- b) There is a gap in literature on family practices and home environments support regarding supporting children as students and the schools understanding their children's families. There is need to conduct a study on "factors influencing differences in girl children in home and in school environment" for teachers to understand the 'whole' girl child.
- c) There is need to research on the roles of parents during Parent – teacher conferences namely: expert on the child, child's needs, educational ideas or knowledge, decisions; the critic of the of child, of teacher and school; the informer; the controller of information, participation, willingness to cooperate; the supporter of the teacher; defender/advocate of the child; A communication broker as he/she changes/tries to change the perspective that the teacher has by reframing it; the good parent by supporting child, following up schoolwork, "a teacher", moral values; the defeated (finally) accepting the teacher's narrative or conclusion;

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## APPENDIX 1: CLOSED QUESTIONNAIRE

### Introduction

This questionnaire was intended to collect the data on the topic “ Influence of parental involvement in school activities and retention of girl child in Kibaale District, Uganda” The questionnaire was close ended using the Linkert scale of 5 with Strongly agree (5), Agree (4), not sure (3), disagree (2) and Strongly disagree (1). The data collected remained confidential and respondents remained anonymous. Section A collected the characteristics of respondents and section B collected data on independent and dependent variables. Questions coded as B1 collected data on the first dimension of independent variable parental role awareness, code B2 on second dimension parental self-efficacy, B3 on the third dimension parent’s communication with the school and the last one B4 collected data on dependent variable, girl child retention.

### SECTION A: CHARACTERISTICS OF THE RESPONDENT

A111 Sex (1) Male  (2) Female

A112 Age (1) 20-29  (2) 30-39  (3) 40 -49  (4) 50-59   
(5) Above 60 years

A113 Marital Status 1. Married  2. Single  3. Widowed  4. Divorced   
5. Separated

### SECTION B: RESEARCH VARIABLES

For this section, indicate your perceptions by ticking the most applicable choice applicable to your situation and experience. The choices are: **SA** = Strongly Agree, **A**=Agree, **NS**=Not Sure, **D**= Disagree and, **SD**= Strongly Disagree.

**B1: PARENTAL ROLE AWARENESS**

Item	Statement	S	A	N	D	S
		A		S		D
<b>B11</b>	<b>EDUCATION PLANNING</b>					
B111	I actively participate in discussions about my child's educational goals					
B112	I am confident in my ability to plan for my child's future education.					
B113	I often discuss my child's academic progress with their teachers.					
<b>B12</b>	<b>EDUCATION PROCESS</b>					
B121	I often attend school events like parent-teacher meetings and speech days					
B122	I create a dedicated study space for my child at home.					
B123	I set clear expectations for my child's academic performance.					
<b>B13</b>	<b>MINDFUL PARENTING</b>					
B131	I listen to my child with one ear (attentively)					
B132	I allow my children to express their feelings during class meetings.					
B133	I am patient with my children when they are having a hard time in academics.					

**B2: SELF-EFFICACY**

Item	Statement	S	A	N	D	S
		A		S		D
<b>B21</b>	<b>Parent's perception of their abilities</b>					
B211	I actively engage in my child's education by helping with homework and discussing schoolwork.					
B212	I actively try to learn about my child's developmental stages to support their growth.					
B213	I feel confident in my ability to identify areas where my child may need extra academic support.					
<b>B22</b>	<b>EMOTIONAL REACTION</b>					

Item	Statement	S A	A	N S	D	S D
B221	When my child receives a good grade, I feel very proud					
B222	Seeing my child actively engaged in their studies makes me feel optimistic.					
B223	When my child shares positive experiences from school, I feel excited.					
<b>B23</b>	<b>CONFIDENCE IN PARENTING SKILLS</b>					
B231	I feel comfortable discussing difficult topics with my child, like sex and drugs.					
B232	I am confident in my ability to support my child's educational development.					
B233	When my child is facing a new challenge, I feel confident in my ability to guide them through it.					

### **B3: COMMUNICATION WITH THE SCHOOL**

Item	Statement	SA	A	N S	D	SD
<b>B31</b>	<b>PARTICIPATION</b>					
B311	I feel comfortable when contributing my ideas and opinions during school/class meetings.					
B312	I normally have the opportunity to share my thoughts and perspectives on the topics discussed during school/class meetings.					
B313	The level of participation from other parents in school/class meetings is very satisfactory.					
<b>B32</b>	<b>COMMUNICATION RESPONSIVENESS</b>					
B321	The school management frequently communicates about school events and my child's education matters.					
B322	When the school management is contacted over child education issues, there is a quick response.					
B323	I am satisfied with the overall responsiveness of the communication I receive from the school.					

Item	Statement	SA	A	N	D	SD
<b>B33</b>	<b>FEEDBACK</b>					
B331	<ul style="list-style-type: none"> <li>I feel well-informed about important updates and information related to my child's education.</li> </ul>					
B332	I feel comfortable providing feedback on communication I receive from the School/Class teacher.					
B333	<ul style="list-style-type: none"> <li>I feel comfortable raising concerns or asking questions about the communication I receive from school/class.</li> </ul>					

#### **B4: GIRL CHILDREN RETENTION**

Item	Statement	S	A	N	D	SD
<b>B41</b>	<b>SCHOOL ENVIRONMENT</b>					
B411	Girls feel comfortable and respected by peers and teachers at school					
B412	Girls have access to counselling services as and whenever they are needed.					
B413	Girls feel comfortable talking to their teachers about personal concerns.					
<b>B42</b>	<b>GENDER DIVISION OF LABOR</b>					
B421	Girls even when they are engaged in education remain responsible for housework.					
B422	When the mother is sick or engaged outside the home, the girl children can miss school to bridge the housework load.					
B423	The girl children is often engaged in housework in the evening after school even if there is homework to be accomplished.					
<b>B43</b>	<b>TEACHERS ATTITUDE TO GIRL CHILDREN EDUCATION</b>					
B431	While at school, the girls are given equal treatment by the school leaders.					
B432	The school has facilities and supplies that support girls while at school such as sanitary pads.					

Item	Statement	S A	A	N S	D	SD
B433	Teachers make choices that support girls' education.					

## **APPENDIX 2: INTERVIEW GUIDE**

### **Introduction**

This interview guide was used to conduct the interviews, though tailored to the dimensions of the independent variable and the dependent variable, the questions sought to provide open answers the research questions which remained as open as possible within the confines of the research problem. The respondents interviewed and their responses remained anonymous, no name of title was quoted while analyzing the response.

### **The interview questions**

1. a) In your view, are parents aware of their role in educating their girl children up to highest levels of education?  
b) If yes, what shows that they are aware of their roles? If no, why do you think that they are not aware?
2. a) Are parents confident of their roles of educating girl children?  
b) If yes, how do parents show confidence in their parenting skills for a girl children? If no, what shows lack of confidence?
3. a) Do parents actively participate when invited to participate in parents meetings and other school events?  
b) If yes, how do they participate? If no, why don't they participate?
4. What are the factors responsible for girl children drop out before completion of primary school education?
5. What are the major causes of girl children absence in class?

### APPENDIX 3: OBSERVATION CHECKLIST

<b>Variable</b>	<b>Dimension</b>	<b>Observable Aspects</b>	<b>Time &amp; Location</b>
1. Parental Involvement (independent)	a) Education Planning	a) Children at school – Whether girl children wear school uniforms; whether children have lunch during lunch time; whether girl children have and use scholastic materials such as, exercise books, pens and pencils during lessons	10 sampled schools

#### Appendix 4: DOCUMENTARY ANALYSIS GUIDE

<b>Document</b>	<b>Source of Document</b>	<b>Review approach</b>
1. Girl children retention (Dependent)	Class Registers and PLE Results	Check a cohort of one class from P.1 – PLE
2. Minutes of PTA meetings records	Minutes of PTA meetings to review proceedings and attendance by parents, especially on girl children education	Review issues discussed and parent's attendance in numbers