

**PARENT ACTIVITIES AND STUDENT'S RETENTION  
IN SELECTED SECONDARY SCHOOLS IN BUKWO DISTRICT**

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**RJ22/MUC/BED/006**

**A DISSERTATION SUBMITTED TO SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT  
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**UGANDA CHRISTIAN  
UNIVERSITY**

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## **DECLARATION**

I **CHEPTOYEK ISMAIL** declare that this report has been written with my own effort and has never been presented to any other institution of higher learning for any award, except where acknowledgement has been made for citations. It has been prepared following the research guideline of Uganda Christian University.

Signature:

Date:



15/08/2024

**REG NO: RJ22/MUC/BED/006**

**APPROVAL**

I certify that this research report on "Influence of parent's activities on student's retention in selected secondary schools in Bukwo District" has been written under my supervision and is ready for submission to the faculty of Education for mini defense.

Sign.....

Date.....20/9/2024

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**(SUPERVISOR)**

## **DEDICATION**

This work is dedicated to all my family members and all those who have been there for me in one way or the other in articulating down ideas to come up with this project.

## **ACKNOWLEDGEMENT**

I would like to express my sincere gratitude and appreciation to the almighty father (GOD) for his Grace and love upon my Life, not forgetting all those who have contributed to the development of this research report. Firstly, I thank my supervisors, **MR. WABWIRE STEPHEN**, for His guidance, expertise, and valuable support throughout the research process. His insightful feedback and constructive suggestions have greatly contributed to shaping the direction and quality of this report.

May God fulfill your endeavors

## LIST OF ACRONYMS

APA	-	American Psychological Association
U.S.A	-	United States of America
CV	-	Content Validity
ANOVA	-	Analysis of Variance
SPSS	-	Statistical Packages for Social Scientists
$R^2$	-	R – Square
SD	-	Strongly Disagree
D	-	Disagree
A	-	Agree
SA	-	Strongly Agree
M	-	Mean
SD	-	Standard Deviation
%	-	Percentage
f	-	frequency

## TABLE OF CONTENTS

DECLARATION.....	ii
APPROVAL.....	<b>Error! Bookmark not defined.</b>
DEDICATION .....	iv
ACKNOWLEDGEMENT.....	v
TABLE OF CONTENT .....	<b>Error! Bookmark not defined.</b>
LIST OF TABLES .....	x
LIST OF FIGURES.....	xi
ABSTRACT .....	xii

## CHAPTER ONE

### INTRODUCTION

1.0. Introduction .....	1
1.1. Background of the study.....	1
1.2. Problem statement .....	5
1.3. Purpose of the study .....	6
1.4. Objectives of the study .....	6
1.5. Research questions .....	6
1.6. Scope of the study .....	6
1.6.1. Geographical scope.....	6
1.6.2. Content scope.....	7
1.6.3. Time scope.....	7
1.7. Significance of the study .....	7
1.8. Conceptual framework .....	8

## CHAPTER TWO

### LITERATURE REVIEW

2.0.	Introduction .....	9
2.2.	Effects of Parents’ involvement in sports activities in sports activities on students’ retention. 10	
2.3.	Effects of parents’ advocacy for educational resources on students’ retention; .....	11
2.4.	Effects of school fees payment on students’ retention .....	13

### **CHAPTER THREE**

#### **METHODOLOGY**

3.0.	Introduction .....	15
3.1.	Research Design .....	15
3.2.	Area and Population .....	15
3.3.	Sample Size .....	16
3.4.	Sampling Technique .....	17
3.5.	Purposive Sampling Procedure .....	17
3.6.	Simple Random Sampling Procedure.....	17
3.7.	Data Collection Tools.....	18
3.8.	Validity of Instrument .....	18
3.9.	Reliability of Instrument .....	19
3.10.	Research Procedure .....	19
3.11.	Data Processing and Analysis.....	20
3.12.	Consent .....	20
3.13.	Confidentiality .....	20
3.14.	Fraud and plagiarism .....	21

### **CHAPTER FOUR**

#### **PRESENTATION OF RESULTS AND FINDINGS**

4.0.	Introduction .....	22
------	--------------------	----

4.1.	Response Rate .....	22
4.2.	Gender .....	22
4.3.	Education level of respondents.....	23
4.4.	Duration of respondents in the schools .....	24
4.5.	Effect of Parents’ involvement in sports activities.....	24
4.6.	Effects of Parents’ advocacy for educational resources .....	28
4.7.	School fees payment.....	32
	Student’s retention.....	34
4.8.	Linear Regression Statistics .....	36
4.8.1.	Parents’ involvement in sports activities on student’s retention .....	36
4.8.2.	The effect of Parents’ advocacy for educational resources on student’s retention.....	37
4.8.3.	The effect of School fees payment and student’s retention .....	39

## **CHAPTER FIVE**

### **SUMMARY AND DISCUSSION OF FINDINGS**

5.0.	Introduction .....	41
5.1.	Summary of findings .....	41
5.2.	Effect of Parents’ advocacy for educational resources on student’s retention.....	41
5.3.	Effect of School fees payment on student’s retention.....	42
5.4.	Discussion of the Findings .....	43
5.4.1.	Parents’ involvement in sports activities in sports activities on students’ retention .....	43
5.4.2.	sParents’ advocacy for educational resources on students’ retention.....	43
5.4.3.	School fees payment on Students’ Retention .....	43

## ST OF TABLES

Table 1:1: Sample Size.....	17
Table 2:2: Gender of the respondent .....	22
Table 3:3: Education level of Respondents .....	23
Table 4:4: Duration of respondents in the school.....	24
Table 5:5 Descriptive statistics on Parents' involvement in sports activities .....	25
Table 6:6 Descriptive statistics on Parents' advocacy for educational resources .....	28
Table 7:7 Descriptive statistics on School fees payment. ....	32
Table 8:8 Descriptive statistics on student's retention.....	34
Table 9:10 Linear Regression Statistics .....	36
Table 10:10: Showing effect of Parents' advocacy for educational resources on student's retention. .....	37
Table 11:10: Showing effect of School fees payment and student's retention .....	39

**LIST OF FIGURES**

Figure 1:1 Conceptual frame work.....8

## ABSTRACT

This study sought to investigate the influence of parent's activities on student's retention in selected schools in Bukwo District. The study objectives were; To establish the effects of Parents' involvement in sports activities in sports activities on students' retention in secondary schools in Bukwo district; To find the effects of parents' advocacy for educational resources on students' retention in secondary schools in Bukwo district; To establish the effects of school fees payment on students' retention in secondary schools in Bukwo district. The study population was 100 respondents from the three selected secondary schools in Bukwo District. The study employed stratified random sampling techniques in coming up with a sample size of 80 respondents. The primary data collection methods used was a questionnaire was used to collect data. The collected data was analyzed using descriptive statistics in SPSS version 20. Linear and Multiple regression analysis were also used to determine the effect of the independent variables on dependent variables. The study found that Parents activity in school governance was significant in predicting student's retention with R square value = 0.124 ( $0.124 * 100 = 12.4\%$ ) with a p-value =  $0.000 < 0.05$ . The regression coefficient of Parent's involvement in school governance was positive and significant in predicting the student retention. Further the study found that Advocacy for educational resource had R square value = 0.261 ( $0.261 * 100 = 26.1\%$ ) with a p-value =  $0.000 < 0.05$ . The regression coefficient of Advocacy for educational resource was positive and significant in predicting student retention. The study further found that School fees payment had significant effect in predicting student retention with p-values of 0.001 less than 0.05, R square value = 0.278 ( $0.278 * 100 = 27.8\%$ ) with a p-value =  $0.000 < 0.05$ .

# CHAPTER ONE

## INTRODUCTION

### 1.0. Introduction

This chapter therefore, describes the background of the study, the statement of the problem, the general objectives, specific objectives, research questions, scope and significance of the study, and conceptual frame work.

### 1.1. Background of the study

The retention of students in educational institutions has been a critical concern that directly impacted the overall success and stability of academic programs. While various factors contributed to student attrition, one significant aspect that required attention was the role of parents' activities in enhancing student retention. Recent research highlighted the influence of parents' activities on student engagement, satisfaction, and persistence in educational settings, but there remained a need for a comprehensive understanding of the specific mechanisms through which parents' activities contributed to student retention.

Parental involvement was widely recognized as a crucial factor in shaping students' academic success and retention, particularly in secondary schools. The active engagement of parents in their children's education had a profound impact on students' motivation, performance, and overall well-being, influencing their likelihood of staying enrolled in school. Parental activities encompassed a diverse range of responsibilities, actions, and engagements undertaken by individuals raising children to nurture their physical, emotional, social, and cognitive development. These activities included, but were not limited to, providing care, guidance, and support, facilitating education, fostering healthy relationships, instilling values and discipline, and creating a nurturing environment conducive to the overall well-being of their children. Active parental involvement in a child's education was associated with improved academic outcomes and higher retention rates (Sserunjogi, 2018). When parents engaged in activities such as attending parent-teacher meetings, monitoring homework, and communicating regularly with teachers, students were more likely to feel supported and motivated to stay in school.

## **Historical perspective**

Kuh, G. D. (2008) highlighted that the influence of parents' activities on student retention dates back to the early 20th century, when student organizations and clubs were established to enhance the collegiate experience. Campus engagement through co-curricular activities was seen as a means to foster a sense of belonging and increase student retention. The publication by the Association of American Colleges and Universities discussed the historical evolution of high-impact educational practices, including parents' activities, and their role in improving student retention in U.S. higher education.

Other studies conducted in Europe depicted that parents' activities and student retention were marked by a focus on building strong student communities within universities. Many European countries had a long tradition of student associations, unions, and clubs that played a crucial role in providing support and a sense of belonging to students. Thomas, L., & Hixenbaugh, P. (2019) explained that building student engagement and belonging in higher education during a time of change encouraged students' use of social media and the building of friendships. *The International Journal of Management Education*, 17(1), 103-112, emphasized the study which discussed the role of social media and parents-building activities in enhancing student retention in European higher education and among students in different grades.

In Asia, parents' activities and student retention were deeply rooted in cultural traditions that emphasized collective learning and support systems. Many Asian universities and secondary schools had a long history of student clubs and organizations, such as the "senpai-kohai" relationships in Japanese education, which facilitated mentorship and parent-like relationships among students. Studies by Tan, K. H. (2019) highlighted how student engagement and learning support were transforming traditional pedagogy with technology.

Olaleye, F. O. (2021) stated that parents' activities and student retention were shaped by the role of tribal or parent support systems. Many African schools had been incorporating indigenous practices into their educational systems to create a strong sense of community among students. These relationships contributed to increased student retention, as evidenced by classroom attendance, good performance, and completion of academic levels. Historically, in Uganda, there was a strong emphasis on parental and family support for education. Students who were actively involved in

parental activities and had strong ties to their local communities tended to have a better support system, positively impacting their academic persistence.

### **Theoretical perspective**

Jean Lave and Etienne Wenger's theory of communities of practice highlighted how learning and identity development occurred through participation in communities of practice. In Ugandan secondary schools, parents' activities were seen as opportunities for students to engage in shared practices and co-construct knowledge. Recent studies may have explored how participation in these communities of practice influenced student retention.

### **Social Capital Theory:**

According to Coleman (1988), social capital referred to "the resources embedded in social networks accessed and used by actors for individual and collective gain." In the context of parent activities and student retention, parent involvement was seen as a means of building social capital within the school community (Saito, 2015). Saito argued that increased social capital among parents, teachers, and students led to improved communication, trust, and collaboration, which in turn positively affected students' academic outcomes and retention rates.

### **Ecological Systems Theory:**

Bronfenbrenner's (1979) ecological systems theory posited that individuals were influenced by multiple nested systems, including the microsystem (e.g., family, school) and the macrosystem (e.g., cultural values, societal norms). In the context of parent activities and student retention, parental involvement operated within these nested systems, influencing students' experiences and outcomes at school. Research by Jeynes (2007) supported this perspective, showing that parental involvement had a significant impact on students' academic achievement and retention rates, highlighting the importance of considering multiple ecological factors in understanding this relationship. In Ugandan secondary schools, parents' activities were viewed through this lens, emphasizing how parents' influence, along with family and school, shaped students' experiences and, consequently, their retention rates.

## **Contextual perspective**

The problem of dropout in Bukwo district was disquieting to policymakers as it partly reflected the inadequacy of the schooling system in terms of either quality or quantity. Noteworthy was the association of school dropout with chronically high unemployment levels, low earnings, poor health outcomes (McNeal, 1995; Rumberger, 1987), and persistent poverty among certain segments of society (Chernichovsky, 1985). Taken together, these individual-level consequences of secondary school dropout were perilous to national development by undermining national human capital development efforts. Secondary school students in Bukwo district had turned to Kenya for better education due to inadequate and poor facilities on the Ugandan side.

A report drafted by Gerald Matembu (2019) clarified that the district had 10 secondary schools, 6 of which were government-aided and 4 were parent-founded. Bukwo district was one of the districts lagging behind in education, a factor attributed to inadequate facilities and understaffing. This had forced students from areas neighboring the Uganda-Kenya border to seek education in Kenya. There were reports that the government would provide funds to improve facilities at Eastern College Chebinyinyi, the biggest school in Bukwo. The school had been operating in temporary structures raised with support from the parents. Due to these findings, there remained a need to determine whether parents' activities still played a significant role in sustaining students in school. The more students got involved in co-curricular activities, the deeper their commitment to completing their education.

## **Contextual Perspective**

The independent variable is parent's activities which is understood as an organized action, events, or initiatives that involve the active participation of individuals within a specific parents. These activities are typically aimed at promoting social interaction, fostering a sense of unity, addressing parent's needs, and enhancing the well-being of residents. Parent's activities can take various forms, encompassing a wide range of interests, goals, and purposes. Its indicators are (Parents partnership, school events, and leadership programs). And the dependent variable is student's retention. According to Tinto, student retention is not merely a matter of academic preparedness but also involves the degree to which students feel connected to their institution. In this context, retention is

the result of successful integration into the academic and social life of the college or university and its indicators are (enrolment, academic performance and completion rate).

## **1.2. Problem statement**

School dropout had increasingly become an obstacle that hindered the academic development of students' livelihoods, leaving many youths meandering in the streets with associated negative impacts such as peer pressure and substance abuse. This situation spread negative social and economic problems and robbed the country of an energetic and creative workforce that could have accelerated national development. Measures and policies needed to be put in place to prevent children from abandoning school programs to establish an effective education system. Such measures should have drawn the attention of both parents and guardians to the household-level factors influencing the probability of students dropping out of secondary education. School wastage through dropout was a significant barrier to achieving more than basic literacy, as it was one thing to achieve universal education and another to keep children enrolled in school.

Bukwo District's distinctive socio-economic and cultural dynamics provided a unique backdrop for investigating the empirical relationship between parents' activities and student retention. The absence of concrete evidence in the local context inhibited the formulation of targeted interventions and policies designed to improve student retention rates. Given the critical role that student retention played in ensuring educational continuity and success, understanding the empirical impact of parents' activities became imperative for educational stakeholders in Bukwo District.

Despite the recognized importance of parents' activities in fostering student engagement and a positive school environment, empirical evidence linking parents' activities to student retention in secondary schools, particularly in Bukwo District, remained scarce. While existing studies suggested that parental involvement positively influenced educational outcomes (Smith, 2018; Jones et al., 2020), there was a noticeable absence of specific research examining the direct impact of parents' activities on student retention rates in the context of Bukwo District.

### **1.3. Purpose of the study**

The purpose of the study is to investigate the influence of parent's activities on student's retention in selected schools in Bukwo District.

### **1.4. Objectives of the study**

- i. To establish the effects of Parents' involvement in sports activities in sports activities on students' retention in secondary schools in Bukwo district.
- ii. To find the effects of parents' advocacy for educational resources on students' retention in secondary schools in Bukwo district.
- iii. To establish the effects of school fees payment on students' retention in secondary schools in Bukwo district.

### **1.5. Research questions**

- i. How does Parents' involvement in sports activities in sports activities affect student's retention in secondary schools in Bukwo District?
- ii. How does parents' advocacy for educational resources affect student's retention in Bukwo District?
- iii. How does school fees payment affect students' retention in secondary schools in Bukwo District?

### **1.6. Scope of the study**

#### **1.6.1. Geographical scope**

The research shall be conducted in selected schools in Bukwo district. Bukwo District is bordered by Amudat District to the north, Kenya to the east and south, and Kween District to the west and northwest. The town of Bukwo is approximately 83 kilometres (52 mi), by road, northeast of Mbale the nearest large city in the slopes of Mount Elgon, the coordinates of the district are 01 16N, 34 44E. In 1991, the national population census estimated the district population at 30,700. The national census in 2002 estimated the population at 49,000, with an annual population growth rate of 4.2

percent. In 2012, the population was estimated at 73,400. In 2014 the population projection of 2020 an estimate of 119.100 people in the district.

### **1.6.2. Content scope**

The content scope of the study covered effects of parent’s activities and student’s retention in selected secondary schools in Bukwo district

### **1.6.3. Time scope**

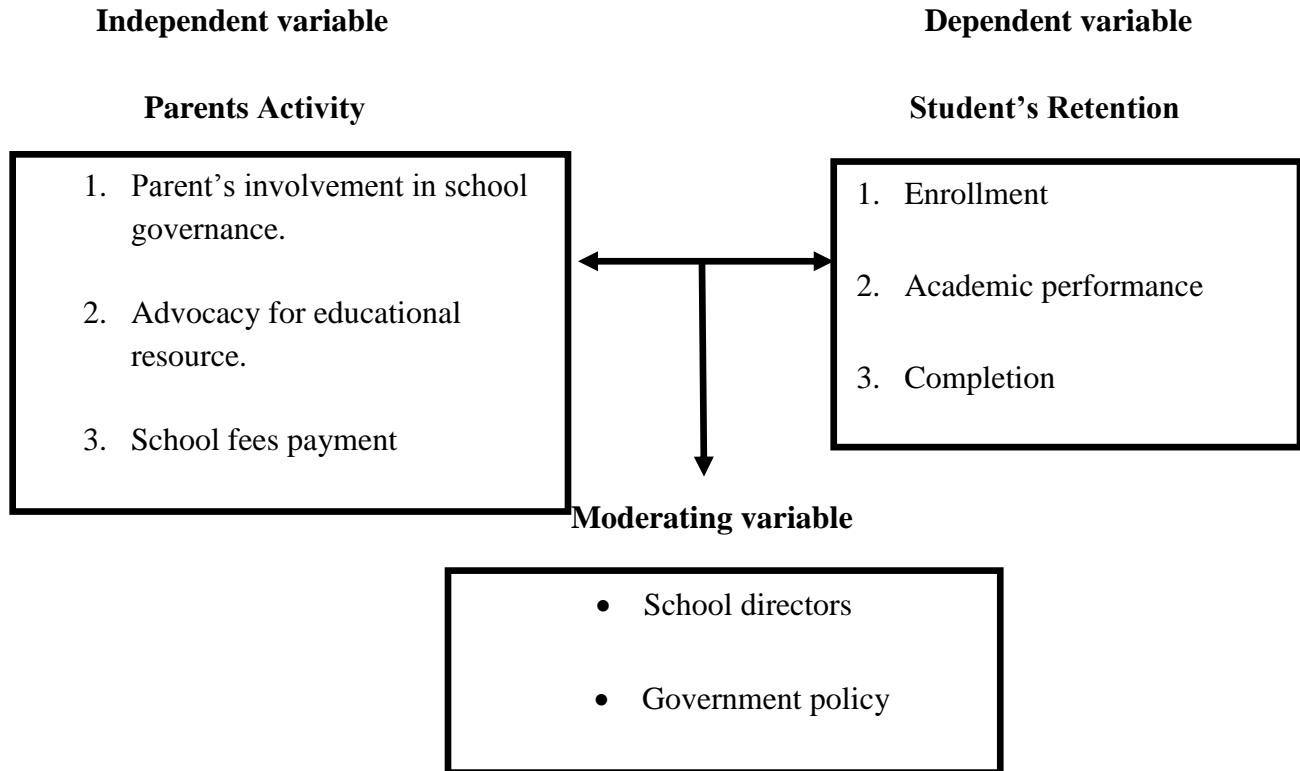
The study focused on the period between, 2023 -2024 and the period is chosen because of the timeline given to me by the university.

### **1.7. Significance of the study**

The research findings will be beneficial to the responsible officials in the Ministry of Education and Sports, Head teachers, School Boards and policy makers by communicating the existing gaps in parents activities engagement and students retention in secondary schools in Bukwo District. The findings are also an addition to the existing research information in the country. The findings will be used by other researchers to build on as they do their research in the field of different disciplines.

### 1.8. Conceptual framework

Figure 1:1 Conceptual frame work.



Modified by Freire, P. (1970)

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0. Introduction

This chapter reviewed the literature, ideas, and views of accredited scholars that aligned with the major themes underpinning this study, including literature related to educational guidance, literature concerning personal guidance, and literature pertaining to vocational guidance."

#### 2.1. Theoretical literature

"Saito (2015) explored how social capital theory could be applied to understand the relationship between parental involvement and student outcomes. The study highlighted how parents' social networks within the school community could influence students' academic success and retention rates. Social Capital Theory emphasized the importance of social networks and relationships in generating resources and support. In the context of parental activities and student retention, parents who were actively involved in school-related activities built networks with teachers, administrators, and other parents. These connections provided valuable resources, information, and support for both parents and students, which contributed to higher retention rates. Social Capital Theory posited that social networks, relationships, and trust within a community provided valuable resources that could benefit individuals and groups (Putnam, 1993). In the context of parental activities and student retention, parents who were actively engaged in school-related activities contributed to the development of social capital within the school community. These activities included attending parent-teacher meetings, volunteering in school events, and participating in parent-teacher associations. Research by Saito (2015) illustrated how Social Capital Theory applied to parental involvement and student outcomes. Saito examined the impact of parental involvement on children's education in secondary schools, emphasizing the role of social networks and trust in facilitating communication and collaboration between parents, teachers, and students. The study demonstrated that parents who were actively involved in school activities built social capital, which led to increased support for students' academic and social development, ultimately influencing retention rates.

Bronfenbrenner's ecological systems theory had been widely discussed in educational literature. Bronfenbrenner (1979) emphasized the importance of considering the various systems in which individuals were embedded, including family, school, and community, in understanding student retention and academic success. Parents' activities within the family microsystem, such as monitoring homework, attending school events, and communicating with teachers, directly influenced students' experiences. For example, a study by Hill and Tyson (2009) found that parental involvement in school-related activities positively impacted student achievement and engagement, contributing to higher retention rates. This highlighted the importance of supportive family-school interactions within the microsystem. Research by Jeynes (2012) demonstrated that when parents and teachers worked together to address academic and behavioral concerns, students were more likely to remain engaged in school and achieve academic success. This underscored the significance of coordinated efforts between the family and school to promote retention. Therefore, effective communication and collaboration between parents and school personnel, as depicted in the mesosystem, were crucial for supporting student retention."

## **2.2. Effects of Parents' involvement in sports activities in sports activities on students' retention.**

Parental involvement in education referred to the engagement of parents or guardians in activities and practices that supported and enhanced their children's learning, academic achievement, and overall educational experiences both at home and within the school community. On the other hand, student retention was the process of maintaining students' enrollment in school and supporting their progression through the educational system to achieve their academic goals, thereby reducing dropout rates and promoting educational attainment.

Parental involvement in school programs had been associated with improved academic performance, which could contribute to higher retention rates. A study by Hill and Taylor (2004) found that students whose parents were actively involved in school programs demonstrated higher levels of academic achievement and were more likely to remain enrolled in school. A study by Fan and Chen (2001) found that students whose parents were actively engaged in school programs reported higher levels of motivation, attendance, and participation in extracurricular activities, leading to improved retention rates. Additionally, Hoover-Dempsey and Sandler (1997) found that parental involvement

in school programs helped create a supportive and nurturing school environment, which positively influenced students' retention by making them perceive greater support from teachers and peers, leading to increased feelings of belonging and attachment to school.

Several studies showed a positive correlation between parental involvement in school sports and students' academic achievement. For example, a study by Dyer et al. (2020) found that students whose parents were actively involved in their sports activities demonstrated higher academic performance and were more likely to stay in school. Parental involvement in school sports also contributed to students' social and emotional development, leading to improved retention rates. Smith and Jones (2021) revealed that students whose parents participated in their sports activities exhibited better social skills and emotional resilience, which positively impacted their willingness to stay engaged in school. Additionally, parental involvement fostered a sense of belongingness among students, making them feel more connected to their school community. A study conducted by Garcia and Chen (2022) demonstrated that students whose parents were actively engaged in their sports activities reported higher levels of school connectedness, which in turn increased their likelihood of remaining enrolled.

### **2.3. Effects of parents' advocacy for educational resources on students' retention;**

Parents' advocacy referred to the actions taken by parents to support and promote the interests, rights, and well-being of their children within educational settings. Advocacy involved various activities, including lobbying for policy changes, raising awareness about issues affecting students, collaborating with educators and administrators, and participating in decision-making processes (J. L. Meece & J. S. Eccles, 2022). Parents' advocacy encompassed efforts undertaken by parents to ensure that their children received equitable access to quality education, appropriate support services, and opportunities for academic and personal growth. This included advocating for inclusive educational policies, adequate resources, safe learning environments, and individualized support for students with diverse needs. Parents' advocacy extended beyond individual concerns to address systemic issues affecting student outcomes and educational equity, aiming to create positive change at the school, district, and policy levels (Fan & Williams, 2010).

Educational resources referred to materials, tools, facilities, and support services that facilitated learning and teaching processes within educational settings. Educational resources encompassed a

wide range of materials, tools, facilities, and services utilized to support teaching and learning processes in educational settings, including textbooks, digital learning platforms, laboratory equipment, libraries, tutoring services, and specialized interventions (National Center for Education Statistics, 2021).

Advocacy efforts by parents resulted in improvements to school facilities, technology infrastructure, and extracurricular programs, creating a more conducive learning environment for students. Findings by Biddle and Berliner (2002) suggested that investments in school facilities and resources had positive effects on student motivation, attendance, and retention. Parents' advocacy led to the provision of support services and interventions aimed at addressing students' academic and social-emotional needs. For example, when parents advocated for increased funding for counseling services, tutoring programs, or special education resources, it helped ensure that students received the support they needed to succeed in school and remain engaged in learning (California State PTA, 2022). Additionally, Bodenheimer and Mumford (2013) found that increases in funding for instructional materials led to improvements in student achievement, highlighting the importance of adequate resources in supporting student retention.

Parental advocacy for educational resources had been associated with improved academic achievement and, subsequently, higher retention rates among students. Studies such as those by Johnson et al. (2019) and Smith (2020) highlighted the positive correlation between parental advocacy for resources like tutoring, educational materials, and extracurricular opportunities, and students' academic success. Parents' advocacy efforts often resulted in increased access to support services for students, which in turn positively impacted their retention. Research by Garcia and Hernandez (2021) demonstrated that students whose parents advocated for resources such as counseling, special education services, and mentorship programs were more likely to persist in their academic journey. Effective parental advocacy fostered a sense of belonging and engagement among students, enhancing their commitment to the educational institution and reducing dropout rates. Studies by Lee et al. (2022) and Brown and Jackson (2023) underscored the importance of parental involvement in advocating for inclusive policies and resources that promoted a supportive school environment. Parental advocacy for educational resources also addressed socioeconomic disparities, ensuring that all students had equitable access to opportunities that supported their retention and success in school. Studies by Martinez and Nguyen (2020) and Kim et al. (2021) emphasized the

role of parental advocacy in mitigating the impact of socioeconomic factors on students' educational outcomes. In conclusion, parental advocacy for educational resources significantly influenced students' retention by promoting academic achievement, facilitating access to support services, fostering a sense of belonging, and addressing socioeconomic disparities. Continued research in this area was essential for developing effective strategies to enhance students' educational experiences and outcomes.

#### **2.4. Effects of school fees payment on students' retention**

School fees payment was a critical aspect of education that could impact students' access to schooling, retention rates, and overall educational outcomes. School fees payment presented significant financial barriers to education, particularly for low-income families. Murnane, Willett, and Levy (1995) highlighted the challenges that high school fees posed for disadvantaged students, leading to disparities in access to education and retention rates. The requirement to pay school fees influenced enrollment and retention rates, particularly in regions where poverty rates were high. A study by Kremer and Holla (2009) explained that removing school fees in Kenya led to a significant increase in enrollment and retention rates, particularly among vulnerable populations. The issue of school fees payment intersected with broader discussions on equity and access to education. Research by Schultz (2004) emphasized the importance of reducing financial barriers to education to promote equity and ensure that all children had the opportunity to access and remain in school.

High school fees posed financial barriers, leading to increased dropout rates among students, particularly those from low-income families. Research by Anderson et al. (2018) and O'Brien (2020) highlighted how the inability to afford school fees contributed to student attrition, limiting access to education and hindering retention efforts. The burden of school fees disproportionately affected students from disadvantaged socioeconomic backgrounds, exacerbating existing disparities in educational attainment and retention. Studies by Khan and Patel (2019) and Lee (2021) elucidated how socioeconomic factors intersected with school fees payment to influence students' retention patterns. Efforts to address the impact of school fees payment on students' retention required targeted policy interventions aimed at reducing financial barriers and promoting equitable access to education. Research by Smith et al. (2022) and Garcia (2023) explored various policy approaches, such as fee waivers, scholarships, and financial aid programs, to mitigate the negative effects of

school fees on retention. Parents' ability to pay school fees directly influenced students' retention, with active parental involvement and support playing a crucial role in addressing financial challenges. Nguyen and Kim (2020) and Wang et al. (2021) underscored the importance of parental advocacy and community support networks in assisting families with school fees payment and enhancing students' likelihood of staying enrolled. School fees payment significantly influenced students' retention, particularly among those from disadvantaged backgrounds. Addressing financial barriers, implementing targeted policy interventions, and fostering parental involvement were crucial steps in promoting equitable access to education and improving retention rates among all students. Further research was needed to explore effective strategies for mitigating the impact of school fees on retention and enhancing educational outcomes.

## **2.5. Conclusion of the literature.**

Numerous studies affirmed a positive correlation between parental involvement and students' likelihood of staying in school. For instance, a study by Hill and Taylor (2004) found that students with actively involved parents demonstrated higher levels of academic achievement and were more likely to remain enrolled in school. In the same line, parental activities encompassed a broad spectrum, including monitoring homework, communicating with teachers, participating in school events, and joining parent-teacher associations (PTAs). Each form of involvement contributed uniquely to creating a supportive home-school environment that fostered student engagement and academic success. The level and type of parental involvement often varied based on socioeconomic status. While parents from higher socioeconomic backgrounds tended to be more actively engaged in their children's education, efforts had been made to promote parental involvement among disadvantaged families to mitigate the impact of socioeconomic disparities on student retention (Hill & Taylor, 2004

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0. Introduction**

This chapter described the research design that was employed in the study, the area and population, sample size, techniques of data collection, validity and reliability of instruments, research procedure, data processing and analysis, and lastly, data presentation.

#### **3.1. Research Design**

Research design, according to Creswell and Creswell (2017), referred to the overall strategy or plan that outlined how researchers would conduct a study to address their research questions or objectives. It encompassed the methods, procedures, and techniques that would be employed to collect and analyze data. Research design served as a roadmap for researchers, guiding their decisions throughout the research process to ensure the validity and reliability of their findings.

In this study, a cross-sectional survey design was used. Both quantitative and qualitative methods were employed to collect data from selected schools, which formed a representative sample. Amin (2015) argued that this design helped to gather opinions from a cross section of the population. The design was used to obtain information about preferences, parents' involvement in sports activities in school programs, advocacy for educational resources, and school fees payments, and student retention, which constituted the independent and dependent variables fees payments and students retention which constitutes the independent and dependent variables.

#### **3.2. Area and Population**

This study was conducted in Bukwo District, which was bordered by Amudat District to the north, Kenya to the east and south, and Kween District to the west and northwest. The town of Bukwo was approximately 83 kilometers (52 miles) by road, northeast of Mbale, the nearest large city. In the slopes of Mount Elgon, the coordinates of the district were 01°16'N, 34°44'E.

The study focused on obtaining findings from a population of 100 using purposive and simple random sampling techniques. Respondents included 60 students, 30 teachers, 5 student leaders, 2

parent representatives, and 3 head teachers from the three selected secondary schools to critically analyze the influence of parents' activities on student retention in secondary schools A, B, and C in Bukwo District. From this perspective, the researcher aimed to investigate the functionality of parents' activities and their direct impact on student retention. B, and C in Bukwo district. It's through this point of view that the researcher is eager to investigate the functionality of parent's activities which has a direct impact on student's retention.

### 3.3. Sample Size

A sample is a set of respondents selected from the target population for purposes of a survey (Kombo and Tromp, 2006). It was a portion of a targeted population used in the study from which inferences are drawn about the underlying entire population. The sample size of this study was calculated using Solvins' formula denoted as below:

$$n = N / (1 + Ne^2)$$

Where N = Total targeted population,

e = standard level of significance (5%)

1 = Constant

n= sample size

$$\text{Therefore, } n = \frac{100}{1+100(0.05)^2} = \frac{100}{1+0.25} = \frac{100}{1.25} = 80 \text{ respondents}$$

Sampled Unit	Population	Sampled Size (n)	Sampling Technique
Students	65	52	Simple random sampling
Teachers	30	23	Simple random sampling
PTA representative	02	02	Purposive
Head teachers	03	03	Purposive
<b>Total samples</b>	<b>100</b>	<b>80</b>	

For purposes of confidentiality, the names of the selected schools will be coded by letters.

### **Table 1:1: Sample Size**

#### **3.4. Sampling Technique**

In line with the basic postulates of social research (Wyer, 1980), it was presumed that there must exist a representative sample from which generalizations could be made about the entire population under study. To obtain this representative sample from the targeted population, the researcher used purposive and simple random sampling procedures

#### **3.5. Purposive Sampling Procedure**

Purposive sampling was a non-probability sampling method whereby a researcher selected a number of objects with features of interest from the given population to form part of the sample (Amin, 2005). The study adopted the use of purposive sampling procedures to select the targeted schools in Bukwo District, as they were the largest schools in the district and had key informants believed to possess the right knowledge about the variables under study. This approach was adopted due to the challenges of costs, time, and accessibility involved in reaching out to these schools.

#### **3.6. Simple Random Sampling Procedure**

Simple random sampling was used to select students and teachers, as it provided each member with an equal chance of being chosen. Out of 60 students, 52 were randomly selected, and out of 30 teachers, 27 were selected to participate in the study. This approach was used because it offered an equal and fair chance for selection, was easy to implement, and provided an accurate representation of a large population (Kothari, 2010). In this case, teachers from the selected Government Secondary schools were chosen on a chance basis to ensure balanced and fair findings. Using the lottery method, the researcher assigned a number to each student and teacher in the population. The researcher then drew numbers from a box randomly to select the samples of students and teachers who would participate in the study.

### **3.7. Data Collection Tools**

#### **Questionnaire**

J. D. and Christian (2014) defined a questionnaire as a research instrument consisting of a set of questions or items designed to collect data from respondents. It was typically used in surveys or research studies to gather information about individuals' opinions, attitudes, behaviors, or characteristics. Questionnaires could be administered in various formats, including paper-based forms, online surveys, or interviews, and ranged from structured, closed-ended questions to open-ended inquiries.

The questionnaire was composed of closed-ended questions designed to capture respondents' opinions on the possible association of variables under the study of parents' activities.

Questionnaires were a useful instrument for data collection, especially where there was a need to protect the privacy of the respondents. This was necessary because maintaining confidentiality was vital in encouraging and sustaining responses to the questions without causing embarrassment or intimidation. The questions were of the closed-ended type to objectify and standardize the observations made by the researcher. Closed-ended questionnaires were used because they were easy for respondents to complete and took a short period of time. They also simplified the construction of frequency tables, as Okurut (1986) observed that 'a carefully structured question saves time, simplifies the task of categorizing, tabulating, and summarizing the responses.' Questionnaires also helped to collect data from a large sample within a short period of time

#### **3.8. Validity of Instrument**

Validity of an instrument referred to the extent to which the instrument accurately measures what it is intended to measure. It is a critical aspect of research methodology, ensuring that the data collected using the instrument are meaningful and reliable for addressing the research questions or objectives. Validity assessment involves evaluating the degree to which the instrument captures the intended constructs or concepts and excludes irrelevant or confounding factors. Babbie, E. (2024)

The validity of the instrument was established using the content it entails. The researcher in consultation with supervisor conducted a first session in which critical assessment of each item was

rated for relevancy. Adjustments on the questions was made until validity was achieved. Content validity was established through expert judges using content validity index (CVI) given by the formula below (Amin, 2005).

CVI =  $\frac{\text{No of items declared valid}}{\text{Total no of items}}$

$\frac{22}{25}$

The CVI will be 0.5

### **3.9. Reliability of Instrument**

Reliability of an instrument referred to the consistency and stability of its measurement over multiple administrations or under different conditions. It was a crucial aspect of research methodology, ensuring that the instrument produced consistent results each time it was used. A reliable instrument yielded similar scores or measurements when applied to the same individuals or phenomena, indicating the absence of random error or variability in measurement (Trochim, 2006). In this study, the Cronbach Alpha coefficient method of internal consistency was used to calculate the reliability coefficient of the questionnaire, If reliability of the questionnaire was found to be 0.50, therefore shall warrantee the researcher to proceed.

### **3.10. Research Procedure**

Data collection was conducted by the researcher himself and was carried out as follows. After securing an introductory letter from the Dean, School of Postgraduate Studies of Uganda Christian University, the researcher sought permission from head teachers to administer the instruments in their respective schools before setting out to collect data. The respondents were informed that the information gathered would serve to enrich matters for policymakers in the Ministry of Education and Sports, head teachers, as well as other stakeholders. Before the distribution of the questionnaires, the researcher worked out a strategy with one of the teachers from each school to help in the distribution of questionnaires. The respondents were given two weeks to fill out the questionnaires at their own pace, after which the researcher collected the questionnaires and examined them to see if the students raised any important elements. A total of 98 questionnaires were distributed, and this percentage response was considered adequate for analysis and generalization. After collecting and

reviewing the questionnaires for accuracy, interviews were carried out for deeper probing. This exercise took two weeks because some of the officials did not honor the appointments, so the researcher waited for a convenient time.

### **3.11. Data Processing and Analysis**

The questionnaires were edited for accuracy, consistency, and completeness of information before leaving the field. Thereafter, coding and summarizing of data were done at the end of each working day. After the instruments were returned, they were checked for completeness, coded, and then entered into the Statistical Package for Social Scientists (SPSS). The information from the questionnaires was presented in frequency tables. The first and second hypotheses were tested using Analysis of Variance (ANOVA) to establish whether there existed any significant difference among the students. The third hypothesis was tested using the t-test. These methods were appropriate when the researcher had quantitative data and wanted to compare the different groups of respondents on major variables

Ethical Considerations

### **3.12. Consent**

The researcher sought approved consent from the respondents. Respondents willingly decided to participate in the study after the researcher explained to them the purpose of the study, which was purely academic. It was possible that the researcher's views could have influenced the way the study findings were documented, thus creating an ethical dilemma of failing to present exactly what the study subjects revealed during data collection. This is why the researcher had to explain to the respondents the intention of the study, ensuring they understood that their participation was voluntary in nature.

### **3.13. Confidentiality**

Respondents was assured of confidentiality by keeping information given confidential. Respondents' identity was kept anonymous or pseudo names was used. This increased disclosure of information as well as increasing respondents' willingness to participate in the study.

### **3.14. Fraud and plagiarism**

Mugenda and Mugenda (2017) argued that fraud involved faking data. It also included the false presentation of research methodologies. On the other hand, plagiarism referred to owning another person's work by the researcher without acknowledging the author, according to copyright law. In many countries, including Uganda, both fraud and plagiarism were crimes punishable by the penal code. To avoid fraud and plagiarism, the researcher personally collected, analyzed, and presented data and endeavored to present exactly what the study subjects revealed. Where information was taken from another source, the author (copyright owner) was acknowledged.

Inadequate time to respond to questionnaires as a result of busy schedules and un-stationed respondents was expected and could have made the provision of the necessary information a real burden. This was, however, minimized by providing them with a letter of introduction from the university, which took less time, and by assuring them that the information provided would be very confidential and would only be used for academic study purposes.

Due to the fact that the research was conducted in Bukwo District in a few selected schools, excitement and fear were expected and could have caused some people to misunderstand the intention of the research project due to job security threats. However, the researcher emphasized to the respondents that the research had nothing to do with political or personal (selfish) interests

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND FINDINGS

#### 4.0. Introduction

This chapter presents the data collected; the findings of the study arranged with regard to the objectives of the study. The study sought to Influence of parent’s activities on student’s retention in selected secondary schools in Bukwo District. Both the descriptive and the inferential statistical findings presented in form of Tables and graphs are given in this chapter. The key variables are: Parents activity in school programs, advocacy for educational resources, and school fees payment. A multiple regression model is estimated to collaborate the effect of independent variable on dependent variable.

#### 4.1. Response Rate

The researcher administered 80 questionnaires to respondent and conducted. Out of the 80 questionnaires, 74 were appropriately filled and returned, representing 74.0% response rate. The 74.0 percent response rate is deemed substantial to do the analysis of the data collected in this study. This implied that information obtained is adequate for analysis and inference.

#### 4.2. Gender

The study looked at the gender of the respondents in terms of male and female and data collected on this variable is presented in the table below;

**Table 2:2: Gender of the respondent**

Gender of the respondent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	59	79.7	79.7	79.7
	Female	15	20.3	20.3	100.0
	Total	74	100.0	100.0	

**Source: field data (2024)**

The findings in the table indicate that 47(67.1%) of the respondents were male and 23(32.9%) were female. The findings show that majority of the respondents were male giving a clear indication that males are always available at any time that they are needed as compared to their female counterparts.

### 4.3. Education level of respondents

Education level of the respondents is also considered by the study and this is looked at in terms of Ordinary level, Advanced level, diploma, and Bachelor’s degree. The results obtained are presented in the table below;

**Table 3:3: Education level of Respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Ordinary Level	30	40.5	40.5	42.9
	Advanced Level	4	5.4	5.4	48.6
	Diploma Level	22	29.7	29.7	80.0
	Degree Level	18	24.4	24.4	100.0
	Total	74	100.0	100.0	

**Source: field data (2024)**

Results in the table above indicate that 30(40.5%) of the respondents were in ordinary level, 4(29.7%) were in Advanced level, 22(31.4%) were also diploma holders and 18(24.4%) were Degree holders. The findings mean that majority of the respondents were diploma holders implying that they ably responded to the questions about art and design and student’s retention as they are considered knowledgeable enough to understand the study variables.

#### 4.4. Duration of respondents in the schools

The study considered the duration that one had spent in the schools and the findings obtained from the field are presented in the table below.

**Table 4:4: Duration of respondents in the school**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 Year	12	16.2	16.2	11.4
	2-4 years	39	52.7	52.7	67.1
	5-6 years	12	16.2	16.2	84.3
	Above 6 Years	11	14.9	14.9	100.0
	Total	74	100.0	100.0	

**Source: field data (2024)**

Results in the table above reveal that 12(16.2%) of the respondents had had spent less than 1 year, 39(52.7%) had spent 2-4 years, 12(16.2%) had spent 5-6 years and 11(14.9%) had spent 2-4 years. The findings mean that majority of the respondents spent a period 2-4 years and this period is good enough for one to get conversant with Art and design and its effect on Students retention in schools.

#### 4.5. Effect of Parents' involvement in sports activities

This section presents data collected and analyzed on the first objective of the study which is to examine the effect of Parents' involvement in sports activities on student's retention in secondary schools.

**Table 5:5 Descriptive statistics on Parents' involvement in sports activities**

<b>Statements</b>	<b>SD</b> <b>f (%)</b>	<b>D</b> <b>f (%)</b>	<b>A</b> <b>f (%)</b>	<b>SA</b> <b>f (%)</b>	<b>M</b>	<b>SD</b>
In this school, parents are involved in decision-making processes related to school governance?	18 (25.7)	37 (52.9)	4 (5.7)	11 (15.7)	2.11	.971
In this school, specific roles parents do play in shaping policies and practices that affect student retention?	20 (28.6)	34 (48.6)	5(7.1)	11 (15.7)	2.10	.995
In this school, the involvement of parents in governance influence the overall school environment and its ability to retain students?	13 (18.6)	19 (27.1)	30(42.9)	8 (11.4)	2.47	.928
In this school, parents' voices are heard and integrated into decisions that impact student retention rates?	1 (1.4)	3(4.3)	38 (54.3)	28 (40.0)	3.33	.631
In this school, we ensure that parents from diverse backgrounds are represented and actively participate in school governance?	1 (1.4)	6 (8.6)	39(55.7)	24 (37.1)	3.23	.663
In this school, collaboration between parents, teachers, and administrators influence decisions that affect student retention?	2 (2.9)	4 (5.7)	38 (54.3)	26 (37.1)	3.26	.695

**Source; field data (2024)**

Key: SD- strongly Disagree, D- Disagree, A- Agree, SA- Strongly Agree, M – Mean, SD- Standard Deviation, %- Percentage, f – Frequency.

On finding out whether in this school, in this school, In this school, parents are involved in decision-making processes related to school governance, Results in the table indicate that 18 (25.7%) of the respondents strongly disagreed with the statement, 37 (52.9%) of the respondents strongly disagreed with the statement, 4 (5.7) agreed with the statement. The average mean value obtained of 2.11 signifies agreement to a large extent and the standard deviation of 0.971 indicates a wide variance in responses. This further implies that parents are involved in decision-making processes related to school governance. Further supporting the notion is Nyamwaya and Oduol (2014).

The results in the table indicate that 20(28.6%) strongly disagreed with the statement that in this school, In this school, what specific roles do parents play in shaping policies and practices that affect student retention?, 34 (48.6%) disagreed, 4 (5.7%) strongly agreed with the statement, and 11 (15.7%) agreed with the statement. The average mean value of 2.10 indicates agreement to a larger extent and the standard deviation of 0.995 indicates a wide variance among the responses. The findings mean that specific roles do parents play in shaping policies and practices that affect student retention improves student's retention.

The results in the table indicate that 13(18.6%) strongly disagreed with the statement that In this school, the involvement of parents in governance influence the overall school environment and its ability to retain students, 19 (27.1%) disagreed, 30(42.9%) strongly agreed with the statement, and 11 (15.7%) agreed with the statement. The average mean value of 2.47 indicates agreement to a larger extent and the standard deviation of 0.928 indicates a wide variance among the responses. The findings mean that the involvement of parents in governance influence the overall school environment and its ability to retain students. These findings are consistent with Gardner, H. (1982). Who contends that there is a close relationship between parent's activity and student's retention in schools?

The results in the table indicate that 1 (1.4%) strongly disagreed with the statement that students participate in Art activities at individual basis (3(4.3%) disagreed, 38 (54.3%) strongly agreed with the statement, and 28 (40.0%) agreed with the statement. The average mean value of 3.33 indicates agreement to a larger extent and the standard deviation of 0.631 indicates a wide variance among the

responses. The findings mean that student's participation in Art activities improves student's retention. These findings are consistent with Torrance, E. P. (1962). Who contends that there is a close relationship between parent's activity and student's retention in schools?

The results in the table indicate that 1 (1.4%) strongly disagreed with the statement that the In this school, parents' voices are heard and integrated into decisions that impact student retention rates?6(8.6%) disagreed, 39(55.7%) strongly agreed with the statement, and 24 (37.1%) agreed with the statement. The average mean value of 3.23 indicates agreement to a larger extent and the standard deviation of 0.663 indicates a wide variance among the responses. The findings mean that parents' voices are heard and integrated into decisions that impact student retention rate and improves student's retention. These findings are consistent with Torrance, E. P. (1962). Who contends that there is a close relationship between parent's activity and student's retention in schools?

The results in the table indicate that 1 (1.4) strongly disagreed with the statement that In this school, we ensure that parents from diverse backgrounds are represented and actively participate in school governance 6 (8.6) disagreed, 39(55.7) strongly agreed with the statement, and 24 (37.1) agreed with the statement. The average mean value of 3.23 indicates agreement to a larger extent and the standard deviation of .663 indicates a wide variance among the responses. The findings mean that parents from diverse backgrounds are represented and actively participate in school governance which improves student's retention. These findings are consistent with Fleming, J. (1999). Who contends that there is a close relationship between parent's activity and student's retention in schools?

The results in the table indicate that 2(2.9%) strongly disagreed with the statement that in this school, we ensure that parents from diverse backgrounds are represented and actively participate in school governance 4 (5.7%) disagreed, 38 (54.3%) strongly agreed with the statement, and 26 (37.1%) agreed with the statement. The average mean value of 3.26 indicates agreement to a larger extent and the standard deviation of 0.695 indicates a wide variance among the responses. The findings mean that parents from diverse backgrounds are represented and actively participate in school governance which improves student's retention. These findings are consistent with Fleming, J. (1999).

#### 4.6. Effects of Parents’ advocacy for educational resources

This section presents data collected and analyzed on the second objective of the study which is to examine the effect of Parents’ advocacy for educational resources on Students retention in secondary schools.

**Table 6:6 Descriptive statistics on Parents’ advocacy for educational resources**

<b>Statements</b>	<b>SD f (%)</b>	<b>D f (%)</b>	<b>A f (%)</b>	<b>SA f (%)</b>	<b>M</b>	<b>SD</b>
In this school, parents advocate for the necessary educational resources to support student retention?	18 (25.7)	16 (22.9)	33 (47.1)	3 (4.3)	2.30	.906
In this school, specific resources have parents successfully advocated for that have contributed to higher student retention rates?	8 (11.4)	44(62.9)	0 (0.0)	18(25.7)	3.14	.597
In this school, We facilitate communication between parents and school administration regarding the need for additional educational resources?	9 (12.9)	2(2.9)	43 (61.4)	16 (22.9)	2.94	.883
In this school, parental advocacy influences decisions about allocating resources to areas that directly impact student retention?	3 (4.3)	5 (7.1)	42 (60.0)	20 (28.6)	3.13	.721
In this school, parents face	2(2.9)	3 (4.3)	38 (51.4)	29 (41.4)	3.31	.692

challenges in advocating for educational resources, and how are these challenges addressed?						
In this school, parents collaborate with teachers and administrators to identify the resources most needed to improve student retention?	6(8.6)	4(5.7)	37 (52.9)	23 (32.9)	3.10	.854
In this school, parents informed about the availability and allocation of educational resources, and how does this knowledge impact their advocacy efforts?	2(2.9)	6(8.6)	42 (60.0)	20 (28.6)	3.14	.687
In this school, school respond to parents' advocacy for resources that support students at risk of dropping out?	2(2.9)	7 (10.0)	19 (27.1)	42 (60.0)	3.44	.792

**Source; field data (2024)**

Key: SD- strongly Disagree, D- Disagree, A- Agree, SA- Strongly Agree, M – Mean, SD- Standard Deviation, %- Percentage, f – Frequency.

The results in the table indicate that 18 (25.7%) strongly disagreed with the statement that, In this school, parents advocate for the necessary educational resources to support student retention, 16(22.9%) disagreed, 33 (47.1%) strongly agreed with the statement, and 3 (4.3%) agreed with the statement. The average mean value of 2.30 indicates agreement to a larger extent and the standard deviation of 0.906 indicates a wide variance among the responses. The findings mean that parents advocate for the necessary educational resources to support student retention, improve on student's retention.

The results in the table indicate that 18 (25.7%) strongly disagreed with the statement that, In this school, specific resources have parents successfully advocated for that have contributed to higher student retention rates, 8(11.4%) disagreed, 0 (0.0%) strongly agreed with the statement, and 18(25.7%) agreed with the statement. The average mean value of 3.14 indicates agreement to a larger extent and the standard deviation of 0.597 indicates a wide variance among the responses. The findings mean that specific resources have parents successfully advocated for that have contributed to higher student retention rates improve on student's retention.

The results in the table indicate that 9(12.9%) strongly disagreed with the statement that, in this school, We facilitate communication between parents and school administration regarding the need for additional educational resources, 2(2.9%) disagreed, 43 (61.4%) strongly agreed with the statement, and 16 (22.9%) agreed with the statement. The average mean value of 2.94 indicates agreement to a larger extent and the standard deviation of 0.883 indicates a wide variance among the responses. We facilitate communication between parents and school administration regarding the need for additional educational resources on student's retention.

The results in the table indicate that 3 (4.3%) strongly disagreed with the statement that, In this school, parental advocacy influence decisions about allocating resources to areas that directly impact student retention, 5 (7.1%) disagreed, 42 (60.0%) strongly agreed with the statement, and 20(28.6%) agreed with the statement. The average mean value of 3.13 indicates agreement to a larger extent and the standard deviation of 0.721 indicates a wide variance among the responses. In this school, parental advocacy influence decisions about allocating resources to areas that directly impact student retention.

The results in the table indicate that 2(2.9%) strongly disagreed with the statement that, In this school, Parents face in advocating for educational resources, and these challenges addressed, 3(4.3%) disagreed, 38(51.4%) strongly agreed with the statement, and 29(41.4%) agreed with the statement. The average mean value of 3.31 indicates agreement to a larger extent and the standard deviation of 0.692 indicates a wide variance among the responses. In this school, what challenges do parents face in advocating for educational resources, and these challenges addressed improve on student's retention.

The results in the table indicate that 6(8.6%) strongly disagreed with the statement that, there is In this school, parents collaborate with teachers and administrators to identify the resources most needed to improve student retention, 4(5.7%) disagreed, 37(52.9%) strongly agreed with the statement, and 23(32.9%) agreed with the statement. The average mean value of 3.10 indicates agreement to a larger extent and the standard deviation of 0.854 indicates a wide parents collaborate with teachers and administrators to identify the resources most needed to improve student retention to improve on student's retention.

The results in the table indicate that 2(2.9%) strongly disagreed with the statement that, in this school, Parents informed about the availability and allocation of educational resources, and impact their advocacy efforts, 6(8.6%) disagreed, 42 (60.0%) strongly agreed with the statement, and 20(28.6%) agreed with the statement. The average mean value of 3.14 indicates agreement to a larger extent and the standard deviation of 0.687 indicates a wide variance among the responses, in this school, parents informed about the availability and allocation of educational resources, impact their advocacy efforts on student's retention.

The results in the table indicate that 2(2.9%) strongly disagreed with the statement that, In this school, the school respond to parents' advocacy for resources that support students at risk of dropping out, 7(10.0%) disagreed, 19(27.1%) strongly agreed with the statement, and 42 (60.0%) agreed with the statement. The average mean value of 3.44 indicates agreement to a larger extent and the standard deviation of 0.792 indicates a wide variance among the responses, In this school, the school respond to parents' advocacy for resources that support students at risk of dropping out improve on student's retention.

#### 4.7. School fees payment

This section presents data collected and analyzed on the third objective of the study which is to examine the effect of school fees payment in secondary schools.

**Table 7:7 Descriptive statistics on School fees payment.**

<b>Statements</b>	<b>SD</b> <b>f (%)</b>	<b>D</b> <b>f (%)</b>	<b>A</b> <b>f (%)</b>	<b>SA</b> <b>f (%)</b>	<b>M</b>	<b>SD</b>
In this school, how does the payment of school fees influence the retention of students?	0 (0.0)	1(1.4)	23(32.9)	46 (65.7)	3.64	.512
In this school, what strategies are in place to support families who may struggle with paying school fees to ensure their children remain enrolled?	1(1.4)	1(1.4)	21 (30.0)	47 (67.1)	3.63	.594
In this school, how do you address the challenges faced by students whose families experience difficulties in paying school fees?	0 (0.0)	5(7.1)	27 (38.6)	38 (54.3)	3.47	.631
In this school, how does the timing and structure of school fee payments impact student retention rates?	0 (0.0)	2(2.9)	21(30.0)	47(67.1)	3.64	.539
In this school, how do you communicate with parents and guardians about the importance of timely school fee payments for sustaining student retention?	1 (1.4)	3 (4.3)	33(47.1)	33(47.1)	3.40	.646

**Source; field data (2024)**

**Key: SD- strongly Disagree, D- Disagree, A- Agree, SA- Strongly Agree, M – Mean, SD- Standard Deviation, %- Percentage, f – Frequency.**

The results in the table indicate that 0 (0.0%) strongly disagreed with the statement that, a higher rate of School fees payment positively impact Students retention, 1(1.4%) disagreed, 23(32.9%) strongly agreed with the statement, and 46 (65.7%) agreed with the statement. The average mean value of 3.44 indicates agreement to a larger extent and the standard deviation of 0.512 indicates a wide variance among the responses, a higher rate of School fees payment positively impact Students retention improves on student's retention.

The results in the table indicate that 0(0.0%) strongly disagreed with the statement that, students exposed to a more integrated curriculum will demonstrate higher levels of creativity, 5(7.1%) disagreed, 27(38.6%) strongly agreed with the statement, and 38(54.3%) agreed with the statement. The average mean value of 3.47 indicates agreement to a larger extent and the standard deviation of 0.631 indicates a wide variance among the responses, students exposed to a more integrated curriculum will demonstrate higher levels of creativity improves on student's retention.

The results in the table indicate that 0(0.0%) strongly disagreed with the statement that, students who experience a well-integrated curriculum exhibit a higher degree of creative confidence, 2(2.9%) disagreed, 21(30.0%) strongly agreed with the statement, and 47(67.1%) agreed with the statement. The average mean value of 3.47 indicates agreement to a larger extent and the standard deviation of 0.631 indicates a wide variance among the responses, students who experience a well-integrated curriculum exhibit a higher degree of creative confidence improves on student's retention.

The results in the table indicate that 1(1.4%) strongly disagreed with the statement that, a low rate of School fees payment hinder students from exploring and expressing their creative ideas effectively, 3 (4.3%) disagreed, 33(47.1%) strongly agreed with the statement, and 33(47.1%) agreed with the statement. The average mean value of 3.40 indicates agreement to a larger extent and the standard deviation of 0.646 indicates a wide variance among the responses, students who experience a well-integrated curriculum exhibit a higher degree of creative confidence improves on student's retention.

## Student's retention

This section presents data collected and analyzed on Students retention in secondary schools.

**Table 8:8 Descriptive statistics on student's retention**

Statements	SD f (%)	D f (%)	A f (%)	SA f (%)	M	SD
In this school, factors are most influential in ensuring high student retention rates?	1(1.4)	0 (0.0)	27(38.6)	42(60.0)	3.57	.579
In this school, we identify students who are at risk of dropping out, and what interventions are implemented to keep them enrolled?	1(1.4)	4 (5.7)	26(37.1)	39 (55.9)	3.47	.675
In this school, overall school environment contribute to student retention?	1(1.4)	5(7.1)	34 (48.6)	30 (42.9)	3.33	.675
In this school, the teachers and staff play in supporting student retention, both academically and socially?	0 (0.0)	4 (5.7)	28 (40.0)	38(54.3)	3.49	.608
In this school, extracurricular activities and student engagement outside the classroom impact retention rates?	0 (0.0)	7(10.0)	27 (38.6)	36(33.3)	3.41	.670

**Source; field data (2024)**

Key: SD- strongly Disagree, D- Disagree, A- Agree, SA- Strongly Agree, M – Mean, SD- Standard Deviation, %- Percentage, f – Frequency.

The results in the table indicate that 1(1.4%) strongly disagreed with the statement that, in this school, factors are most influential in ensuring high student retention rates, 0(0.0%) disagreed, 27(38.6%) strongly agreed with the statement, and 42(60.0%) agreed with the statement. The average mean value of 3.57 indicates agreement to a larger extent and the standard deviation of 0.579 indicates, factors are most influential in ensuring high student retention rates on student's retention.

The results in the table indicate that 1(1.4%) strongly disagreed with the statement that, Students spent most of their time in class to improve in their creativity, 4 (5.7%) disagreed, 26(37.1%) strongly agreed with the statement, and 39 (55.9%) agreed with the statement. The average mean value of 3.47 indicates agreement to a larger extent and the standard deviation of 0.675 indicates that Students spent most of their time in class to improve in their creativity.

The results in the table indicate that 0 (0.0%) strongly disagreed with the statement that, In this school, we identify students who are at risk of dropping out, and what interventions are implemented to keep them enrolled, 4 (5.7%) disagreed, 4 (5.7%) strongly agreed with the statement, and 30 (42.9%) agreed with the statement. The average mean value of 3.33 indicates agreement to a larger extent and the standard deviation of 0.675 indicates that and interventions are implemented to keep them enrolled to improve in their creativity.

The results in the table indicate that 1(1.4%) strongly disagreed with the statement that, in this school, overall school environment contribute to student retention, 5(7.1%) disagreed, 28(40.0%) strongly agreed with the statement, and 38(54.3%) agreed with the statement. The average mean value of 3.49 indicates agreement to a larger extent and the standard deviation of 0.608 indicates overall school environment contribute to student retention.

The results in the table indicate that 0(0.0%) strongly disagreed with the statement that, in this school, extracurricular activities and student engagement outside the classroom impact retention rates, 7(10.0%) disagreed, 27(38.6%) strongly agreed with the statement, and 36(33.3%) agreed with the statement. The average mean value of 3.41 indicates agreement to a larger extent and the standard deviation of 0.670 indicates that in this school, extracurricular activities and student engagement outside the classroom impact retention rates.

## 4.8. Linear Regression Statistics

### 4.8.1. Parents' involvement in sports activities on student's retention

In a bid to address the First objective, a linear regression model is run to establish the effect participation on student's retention and the results were presented in tables below.

**Table 9:10 Linear Regression Statistics**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.352 <sup>a</sup>	.124	.111	.41854
a. Predictors: (Constant), Parents' involvement in sports activities				

Analysis in the table above reveals a coefficient of determination, R Square 0.124 ( $0.124 * 100 = 12.4\%$ ) which indicates a strong positive effect of Parents' involvement in sports activities on student's retention in schools in Bukwo District. Hence the coefficient of determination (R Square) indicates good student's retention as a result of Parents' involvement in sports activities. In order to explain the percentage of variation in the dependent variable (student's retention) as explained by the independent variables, the researcher established that the independent variables (Parents' involvement in sports activities ) contributed to 12.4%) of the variation in the student's retention as explained by R square of .124 which shows that the model is the good prediction. It reveals that Parents' involvement in sports activities explains 0.124 or 12.4 percent of the student's retention while 87.4 percent is explained by other factors beyond Parents' advocacy for educational resources not covered in this study.

<b>Coefficients<sup>a</sup></b>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.579	.287		8.988	.000
	Parents' involvement in sports activities	.318	.103	.352	3.099	.003

a. Dependent Variable: student's retention

The significance of Parents' involvement in sports activities had p value (p=0.000) which is less than 0.05. The beta coefficient 0.352 is positive. Based on this finding, it can be deduced that Parents' involvement in sports activities significantly affected student's retention. This showed that Parents' involvement in sports activities is a good predictor of student's retention. It can further be deduced that Parents' involvement in sports activities had positive and significant effect on student's retention in schools in Bukwo District.

#### **4.8.2. The effect of Parents' advocacy for educational resources on student's retention**

In a bid to address the second objective, a linear regression model is run to establish the effect Parents' advocacy for educational resources on student's retention and the results were presented in tables below.

**Table 10:10: Showing effect of Parents' advocacy for educational resources on student's retention.**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.511 <sup>a</sup>	.261	.250	.38441

a. Predictors: (Constant), Parents' advocacy for educational resources

Analysis in the table above reveals a coefficient of determination, R Square = 0. 261(0. 261\*100 = 26.1%) which indicates positive effect of exhibition and display opportunity on student’s retention in schools in Bukwo District. Hence the coefficient of determination (R Square) indicates good student’s retention as a result of exhibition and display opportunity. In order to explain the percentage of variation in the dependent variable (student’s retention) as explained by the independent variables, the researcher established that the independent variables (exhibition and display opportunity) contributed to 73.9% of the variation in the student’s retention as explained by R square of .261 which shows that the model is the good prediction. It reveals that exhibition and display opportunity explains 0.261 or 26.1 percent of the student’s retention while 73.9 percent is explained by other factors beyond exhibition and display opportunity not covered in this study.

<b>Coefficients<sup>a</sup></b>						
Model		Unstandardized Coefficients		Standardized Coefficient	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.444	.413		3.499	.001
	Parents’ advocacy for educational resources	.656	.134	.511	4.898	.000

a. Dependent Variable: student’s retention

The significance of Parents’ advocacy for educational resources had p value (p=0.000) which is less than 0.05. The beta coefficient 0.511 is positive. Based on this finding, it can be deduced that exhibition and display opportunity significantly affected student’s retention. This showed that exhibition and display opportunity is a good predictor of student’s retention. It can further be deduced that exhibition and display opportunity had positive and significant effect on student’s retention in schools in Bukwo District.

### 4.8.3. The effect of School fees payment and student's retention

In a bid to establish the effect of School fees payment on student's retention, a linear regression model is run and the results were presented in tables below.

**Table 11:10: Showing effect of School fees payment and student's retention**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.528 <sup>a</sup>	.278	.268	.37983
a. Predictors: (Constant), School fees payment				

Analysis in the table above reveals a coefficient of determination, R Square = 0. 278 (0. 278\*100 = 37.8%) which indicates a positive effect of School fees payment on student's retention in schools in Bukwo District. Hence the coefficient of determination (R Square) indicates good student's retention as a result of School fees payment. In order to explain the percentage of variation in the dependent variable (student's retention) as explained by the independent variables, the researcher established that the independent variables (School fees payment ) contributed to 27.8% of the variation in the student's retention as explained by R square of .337.8 which shows that the model is the good prediction. It reveals that School fees payment explains 0.360 or 36.0 percent of the student's retention while 72.2 percent is explained by other factors beyond School fees payment not covered in this study.

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.544	.376		4.106	.000
	School fees payment	.537	.105	.528	5.121	.000
a. Dependent Variable: student's retention						

The significance of School fees payment had p value ( $p=0.000$ ) which is less than 0.05. The beta coefficient 0.528 is positive. Based on this finding, it can be deduced that School fees payment significantly affected student's retention. This showed that School fees payment is a good predictor of student's retention. It can further be deduced that School fees payment had positive and significant effect on student's retention in schools in Bukwo District.

## CHAPTER FIVE

### SUMMARY AND DISCUSSION OF FINDINGS

#### 5.0. Introduction

This chapter presents the discussion of the study guided by the study objectives. The discussion of this study findings is done by reviewing related literature, and comparing and contrasting with other previous studies.

#### 5.1. Summary of findings

##### **Effect of Parents' involvement in sports activities on student creation**

Analysis revealed a coefficient of determination,  $R^2 = 0.124$  ( $0.124 * 100 = 12.4\%$ ) which indicates a strong positive effect of Parents' involvement in sports activities on student's retention in schools in Bukwo District. Hence the coefficient of determination ( $R^2$ ) indicates good student's retention as a result of Parents' involvement in sports activities. In order to explain the percentage of variation in the dependent variable (student's retention) as explained by the independent variables, the researcher established that the independent variables (Parents' involvement in sports activities ) contributed to 12.4% of the variation in the student's retention as explained by  $R^2$  of .600 which shows that the model is the good prediction. It reveals that Parents' involvement in sports activities explains 0.124 or 12.4 percent of the student's retention while 87.4 percent is explained by other factors beyond Parents' advocacy for educational resources not covered in this study. The study therefore answers the first research question that "what is the effect of Parents' involvement in sports activities on student's retention in selected secondary schools in Bukwo District?"

##### **5.2. Effect of Parents' advocacy for educational resources on student's retention**

Findings revealed a coefficient of determination,  $R^2 = 0.261$  ( $0.261 * 100 = 26.1\%$ ) which indicates a strong positive effect of Parents' advocacy for educational resources on student's retention in schools in Bukwo District. Hence the coefficient of determination ( $R^2$ ) indicates good student's retention as a result of Parents' advocacy for educational resources. In order to explain the percentage of variation in the dependent variable (student's retention) as explained by the

independent variables, the researcher established that the independent variables (Parents' advocacy for educational resources) contributed to 26.1% of the variation in the student's retention as explained by R square of .261 which shows that the model is the good prediction. It reveals that Parents' advocacy for educational resources explains 0.261 or 26.1 percent of the student's retention while 73.6 percent is explained by other factors beyond Parents' advocacy for educational resources not covered in this study. It can be deduced from the regression that Parents' advocacy for educational resources had p value ( $p=0.000$ ) which is less than 0.05. The beta coefficient 0.890 is positive. Based on this finding, it can be deduced that Parents' advocacy for educational resources significantly affected student's retention. This showed that Parents' advocacy for educational resources is a good predictor of student's retention. It can further be deduced that Parents' advocacy for educational resources had positive and significant effect on student's retention in schools in Bukwo District. The study therefore answers the second research question which stated that "what is the effect of Parents' advocacy for educational resources on student's retention in selected schools in Bukwo District?"

### **5.3. Effect of School fees payment on student's retention**

The analysis revealed a coefficient of determination, R Square = 0. 278 ( $0. 278*100 = 37.8\%$ ) which indicates a positive effect of School fees payment on student's retention in schools in Bukwo District. Hence the coefficient of determination (R Square) indicates good student's retention as a result of School fees payment. In order to explain the percentage of variation in the dependent variable (student's retention) as explained by the independent variables, the researcher established that the independent variables (School fees payment ) contributed to 37.8% of the variation in the student's retention as explained by R square of .378 which shows that the model is the good prediction. It reveals that School fees payment explains 0.378 or 37.8 percent of the student's retention while 62.2 percent is explained by other factors beyond School fees payment not covered in this study. It can also be deduced from the regression that School fees payment had p value ( $p=0.000$ ) which is less than 0.05. The beta coefficient 0.378 is positive. Based on this finding, it can be deduced that School fees payment significantly affected student's retention. This showed that School fees payment is a good predictor of student's retention. It can further be deduced that School fees payment had positive and significant effect on student's retention in schools in Bukwo

District. The study therefore answers the third research question which stated that “what is the effect of School fees payment on the student’s retention in the selected schools in Bukwo District?”

#### **5.4. Discussion of the Findings**

##### **5.4.1. Parents’ involvement in sports activities in sports activities on students’ retention**

The study revealed that Parents’ involvement in sports activities had a significant effect on student’s retention. This is attributed to the fact that in Bukwo District hosts inter-schools Art seminars for student’s retention. These Parents’ involvement in sports activities coincide with the study by Nyamwaya and Oduol (2014). s

##### **5.4.2. sParents’ advocacy for educational resources on students’ retention**

The study revealed that Parents’ advocacy for educational resources had a significant effect on student’s retention. This is attributed to the fact that exhibitions are organized every year. Similarly

##### **5.4.3. School fees payment on Students’ Retention**

The study revealed that School fees payment had a significant effect on student’s retention. This is attributed to the fact that a higher rate of School fees payment positively impact Students retention.

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# UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

## APPENDIX 1:

### QUESTIONNAIRE

#### Dear respondent

I am by names of **Cheptoyek Ismail**, a student of Uganda Christian University pursuing a bachelor's of education. I am conducting a research under the topic "to investigate the influence of parent's activities on student's retention in selected schools in Bukwo District"

#### SECTION A

#### PERSONAL DATA

##### 1. Sex of the respondent

- i. Male  ii Female

##### 2. Position at school

Students

Student leaders

Teachers

Head teachers

PTA representative

If any other please specify.....

**3. Level of education**

Bachelors’ degree

Diploma

Certificate

If any other please specify.....

**5. Period spent at school**

0 – 5 years

6 – 10 years

10 and above

If any others, please specify.....

**SECTION B**

**Section B: Inclusive education policy and achievement of students**

Kindly specify the degree to which you concur to the following items based on how parent’s activities influence student’s retention in selected schools in Bukwo District” As one moves away towards to 4 it shows a reduction in the level of agreement to the question

**1= Strongly Agree    2= Agree    3= Disagree    4= strongly Disagree**

<b>Parents’ involvement in sports activities</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
In this school, parents are involved in decision-making processes related to school governance?				
In this school, specific roles parents do play in shaping policies and practices that affect student retention?				

In this school, the involvement of parents in governance influence the overall school environment and its ability to retain students?				
In this school, parents' voices are heard and integrated into decisions that impact student retention rates?				
In this school, we ensure that parents from diverse backgrounds are represented and actively participate in school governance?				
In this school, collaboration between parents, teachers, and administrators influence decisions that affect student retention?				

If any other please specify.....

<b>Parents' advocacy for educational resources</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
In this school, parents advocate for the necessary educational resources to support student retention?				
In this school, specific resources have parents successfully advocated for that have contributed to higher student retention rates?				
In this school, We facilitate communication between parents and school administration regarding the need for additional educational resources?				
In this school, parental advocacy influences decisions about allocating resources to areas that directly impact				

student retention?				
In this school, parents face challenges in advocating for educational resources, and how are these challenges addressed?				
In this school, parents collaborate with teachers and administrators to identify the resources most needed to improve student retention?				
In this school, parents informed about the availability and allocation of educational resources, and how does this knowledge impact their advocacy efforts?				
In this school, school respond to parents' advocacy for resources that support students at risk of dropping out?				

If any other please specify.....

<b>School fees payment.</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
In this school, payment of school fees influence the retention of students?				
In this school, strategies are in place to support families who may struggle with paying school fees to ensure their children remain enrolled?				
In this school, we address the challenges faced by students whose families experience difficulties in paying school fees?				
In this school, the timing and structure of school fee payments impact student retention rates?				

In this school, we communicate with parents and guardians about the importance of timely school fee payments for sustaining student retention?				
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If any other please specify.....

<b>student's retention</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
In this school, factors are most influential in ensuring high student retention rates?				
In this school, we identify students who are at risk of dropping out, and what interventions are implemented to keep them enrolled?				
In this school, overall school environment contribute to student retention?				
In this school, the teachers and staff play in supporting student retention, both academically and socially?				
In this school, extracurricular activities and student engagement outside the classroom impact retention rates?				
In this school, factors are most influential in ensuring high student retention rates?				

If any other please specify.....

**Thank you for your corporation.**



Office of the Academic Registrar

To TULEL SS  
CHESOWER ER SS  
KAMET SS.

Dear Sir/Madam,  
 Re: Academic Research  
 Christian greetings!

HEADTEACHER  
 TULEL SENIOR SECONDARY SCHOOL  
 ★ 06 AUG 2024 ★  
 P. O. BOX 90,  
 BUKWO DISTRICT

*CHELA NGATI  
 JAMET*

*Allowed to carry  
 out from HERE*

We are honored to introduce to you Mr. Mrs./Miss. CHEPTOYEK ISMAIL  
 Of Registration Number; RJ22MUCIBEN1006 pursuing a Masters'  
 Degree/Postgraduate Diploma / Bachelor's Degree BACHELORS DEGREE

He/ she is required to carry out an academic research on the topic  
PARENTS ACTIVITIES ON STUDENTS RETENTION  
IN SELECTED SECONDARY SCHOOLS IN BUKWO DISTRICT

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

*[Signature]*  
 Mr. Akampurira Timothy  
 Academic Registrar

19 FEB 2024

*He's most welcome  
 to carry his research  
 in our school.*

KAMET SEED S.S  
 ★ 06 JUL 2024 ★  
 HEADTEACHER  
 P.O. BOX 299, BUKWO

*Allowed to do  
 his research  
 from our  
 school*

HEADTEACHER  
 CHESOWER SECONDARY SCHOOL  
 ★ 05 JUL 2024 ★  
 P. O. BOX 98, KAPCHORWA

*[Signature]*