

Parents' Support and Students' Continuation among Universal Secondary Education Schools in Masaka City, Uganda

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Abstract:- The general objective of this research was to examine a connection amongst parents' support and students' retention among Universal Secondary Education schools in Masaka City. The subsequent theories were the focus of the investigation; i) To assess the relationship between parents' provision of learning materials and students' retention, ii) To examine the relationship between parents' payment of supplementary fees and students' retention, and iii) To analyze the relationship between parents' monitoring of students' conduct and students' retention among Universal Secondary Education schools in Masaka City. This study adopted a correlational research methodology coupled using a quantitative approach. The size of the sample of 86 respondents is considered comprising of head teachers, parents, and teachers from the two selected Universal Secondary Education schools in Masaka city. Both descriptive analysis and correlation analysis was employed to provide answers to these investigation objectives. This investigation revealed that there's a robust optimistic and substantial connection amongst students' retention and parents' provision of learning materials among Secondary Universal Education institutes within Masaka City. This investigation as well revealed that there's a robust optimistic and substantial connection amongst students' retention and parents' payment of supplementary fees among Secondary Universal Educational institutes within Masaka City. Further, this study also revealed that there's a robust optimistic and substantial connection amongst parents' monitoring of student's conduct as well as students' retention among Secondary Universal Education institutes in Masaka City. Therefore, the study concludes that parents' support in terms of parents' provision of learning materials, payment of additional costs by parents, and a parent's monitoring of a student's conduct has a statistically significant association with students' retention in that an increase in the different aspects of parents' support resultantly leads to an improvement in students' retention among Universal Secondary Education schools in Masaka City. The study commends that these school administrators as well as parents ought to offer all the necessary support required by students such as scholastic materials as well as encourage, motivate, and regularly monitor students in their studies as this would influence an improvement in retention of

students in institutions offering universal high schooling within Masaka City.

Keywords:- Parents' Support, Parents' Provision of Learning Materials, Parents' Payment of Supplementary Fees, Parents' Monitoring of Students' Conduct and Students' Retention.

I. INTRODUCTION

➤ Background to the Study

Students' retention is among the fundamental requirements for expansion and advancement of these education sectors as well remains one of core subjects concerned in schools in many parts of the world (Mayoma & Nabukenya, 2022). Students' Persistence suggests that students whom are taking classes in school stay there and finish their course of study (Hughes, West, Kim & Bauer, 2018). According to this study, "student retention" also refers to kids attending, resuming, staying, and finishing their education (Emurugat, Eron, Kaahwa, & Gaite, 2022). In other words, the study conceptualizes students' retention in terms of the quantity of students that are admitted and continue their education at the Ordinary stage for four years.

As said by Kamundi (2021), students' retention, is a global anxiety that has an impact on the educational growth of students worldwide. In Bangladesh, the study conducted by Shihab (2018) showed that just 22% of indigenous students finished their first year of elementary school, and that another 18% attended some then dropped away. In Australia, Saret (2016) revealed that twenty percent of students dropped out of senior year. Another study conducted by Mayoma and Nabukenya (2022) revealed that In Saharan Africa, there are in excess 49 million pupils who are not in school undermining their rights and limiting their opportunities. In Kenya, roughly 13,000 young girls cannot be retained in schools each year (Mayoma & Nabukenya, 2022). The problem also exists in Uganda where 28% of the enrolled secondary school students do not complete secondary level education (Nabugoomu, 2019).

Many tactics have been implemented to guarantee that kids are kept in schools in order to prevent the negative consequences of low student retention. As an illustration, parent support has been utilized for a very long time (Kosgei, 2021). In order to guarantee that kids are supported in staying in school, this technique involves parents in a constant partnership-building process with instructors. According to Shahzad, Farooq, Sammer, Farhan and Shazia (2015) parent support to an emotional and intellectual support that parents and other family members give their children at home has a direct impact on them. Parents can support their children by among others visiting children in their schools, meeting with their teachers, participating in activities and events at the school, volunteering at school, getting resources for school events and assisting their children in choosing the field of studies (Thoha & Wulandari, 2016).

There are a number of previous studies that provide a link between parents' support and students' retention in schools Lee and Simpkins (2021) state that parents can support and motivate their children to attend school by giving them praise and rewards. The kids gain the drive and self-assurance necessary to focus in class and study as a result. Children who have parental involvement take an active role in their education fare better academically and have a more positive attitude about school, according to a study by Willems and Holbein (2015). On the other hand, parents who do not provide support could encourage their kids to have a bad attitude about school, which could lead to subpar academic performance or even the child quitting out (Ogg, Clark, Strissel & Rogers, 2021).

In the current study, parental support was conceptualized as involving parental supply of learning materials, payment of supplementary fees paying of additional costs plus monitoring of students' conduct based on a study conducted by Ogg, Clark, Strissel and Rogers (2021). Provision of learning materials was conceptualized as the ability of the parents to provide their students with adequate learning materials like mathematical sets, pens, books, uniforms, school bags, pocket money and others (Kadondi, 2014). Payment of supplementary fees was conceptualized as portion of the costs that parents are required to pay each term, as decided upon by school administrators and PTAs (Emurugat, Eron, Kaahwa & Gaitte, 2022). However, parental monitoring of student's conduct was conceptualized like the process involving regular supervision of the conduct, attendance and performance of students by their parents through impromptu visits to schools, attendance to school functions such as visitation days and meetings (Emurugat, Eron, Kaahwa & Gaitte, 2022).

The present investigation was completed from USE schools within Masaka City that are facing the big challenge of retaining students even when their parents undertook the initiative of supporting their children by providing them with learning materials, paying supplementary school fees and monitoring their conduct in the schools (Masaka City was reflected in the USE Head-Count Report for Masaka, 2023). What bothers the researcher is the low students' retention

rates among these schools even when their parents have labored to support their children by providing them with the necessary learning materials, supplementary school fees and monitoring their conduct in the schools. This justified the need for a study to examine whether any statistical meaningful connection exists amongst parents' support and students' retention in USE schools in Masaka City (Masaka City was reflected within the USE Head-Count Report for Masaka, 2023).

II. STATEMENT OF THE PROBLEM

Parents' support was reflected by many like versatile tools that can be used to enhance students' retention in schools (Lee & Simpkins, 2021; Ogg, Clark, Strissel & Rogers, 2021). In view of the foregoing, administrators of USE schools in Masaka City solicit for parents' support and indeed implore parents to support their children by providing them with learning materials, paying supplementary school fees and monitoring their conduct in the schools (USE Head-Count Report for Masaka, 2023). The above notwithstanding however, low student's retention remains one of the key challenges being faced among USE schools in Masaka City. This is reflected in the USE Head-Count Report for Masaka (2023) which revealed that while the USE schools in the area admitted a total sum of 1,528 students in S.1 in 2019, less than 50% (681 students) were able to reach and sit for S.4 final examinations in 2022. The situation is even worse in some schools like Masaka Exodus Secondary School which admitted a total of 189 students in S.1 in 2019 but was only able to retain 58 students who sat for S.4 final examinations in 2022. Statistics from Nyendo mixed secondary school are also disheartening since out of the 215 students that were admitted in S.1 in 2019, the school was only able to retain 97 students who sat for S.4 final examinations in 2022 representing only 45.5% students' retention rate (USE Head-Count Report for Masaka, 2023)

The low students' retention rate in these schools is likely to lead to higher rates of illicit activity, joblessness, and poverty since dropping out of school often lack the necessary technical skills and knowledge to function in society. What bothers the researcher is the fact that the problem of low students' retention rate continues to prevail among USE schools in Masaka City even when their parents have labored to support their children by providing them with the necessary learning materials, supplementary school fees and monitoring their conduct in the schools. This justified the requirement for research to look at the connection amongst parents' support plus students' retention among USE schools in Masaka City.

➤ *Objectives of the Study*

This study was guided by both the general and specific objectives;

➤ *General Objective*

The study sought to examine the relationship between parents' support and students' retention among Universal Secondary Education schools in Masaka City.

➤ *Specific Objectives*

The research was directed by the subsequent particular goals:

- To assess the relationship between parents’ provision of learning materials and students’ retention among Universal Secondary Education schools in Masaka City.
- To examine the relationship between parents’ payment of supplementary fees and students’ retention among Universal Secondary Education schools in Masaka City.
- To analyze the relationship between parents’ monitoring of students’ conduct and students’ retention among Universal Secondary Education schools in Masaka City.

III. STUDY HYPOTHESES

➤ *These were the Potential Hypotheses used as the Study's Guidelines:*

- **H_{a1}:** There is no statistically significant relationship between parents’ provision of learning materials and students’ retention among Universal Secondary Education schools in Masaka City.
- **H_{a2}:** There is no statistically significant relationship between parents’ payment of supplementary fees and students’ retention among Universal Secondary Education schools in Masaka City.
- **H_{a3}:** There is no statistically significant relationship between parents’ monitoring of students’ conduct and students’ retention among Universal Secondary Education schools in Masaka City.

➤ *Scope of the Study*

This investigation focused on investigating a connection amongst parents’ sustenance as well as students’ retention amongst USE schools in Masaka City. Specifically, it focused on examining how each of the three elements of parents’ support relate with students’ retention among USE schools in Masaka City for the period between 2019 and 2023 because this is the period within which low students’ retention was more reflected among USE schools in Masaka City. This investigation specifically had been conducted amongst 2 selected USE institutes within Masaka City. Masaka city is situated in Uganda's Central Region, 130 kilometers southwest of the country's capital, Kampala, and is accessible via the Trans-African Highway, which connects it to Rwanda and the Democratic Republic of the Congo.

➤ *Significance of the Study*

This is expected that the investigation findings are perhaps important to stakeholders in the education sector in Masaka City like the head teachers, teachers and parents in comprehending the the parental role in their children's education. The findings of this research could benefit teaching service users (parents and students) in Masaka City since it might propose the different ways through which students’ retention can be improved.

IV. CONCEPTUAL FRAMEWORK

The conceptual framework hereunder presents the variable that is independent was parents’ support as well as the dependent variables which was students’ retention and how they relate to the objectives of this investigation.

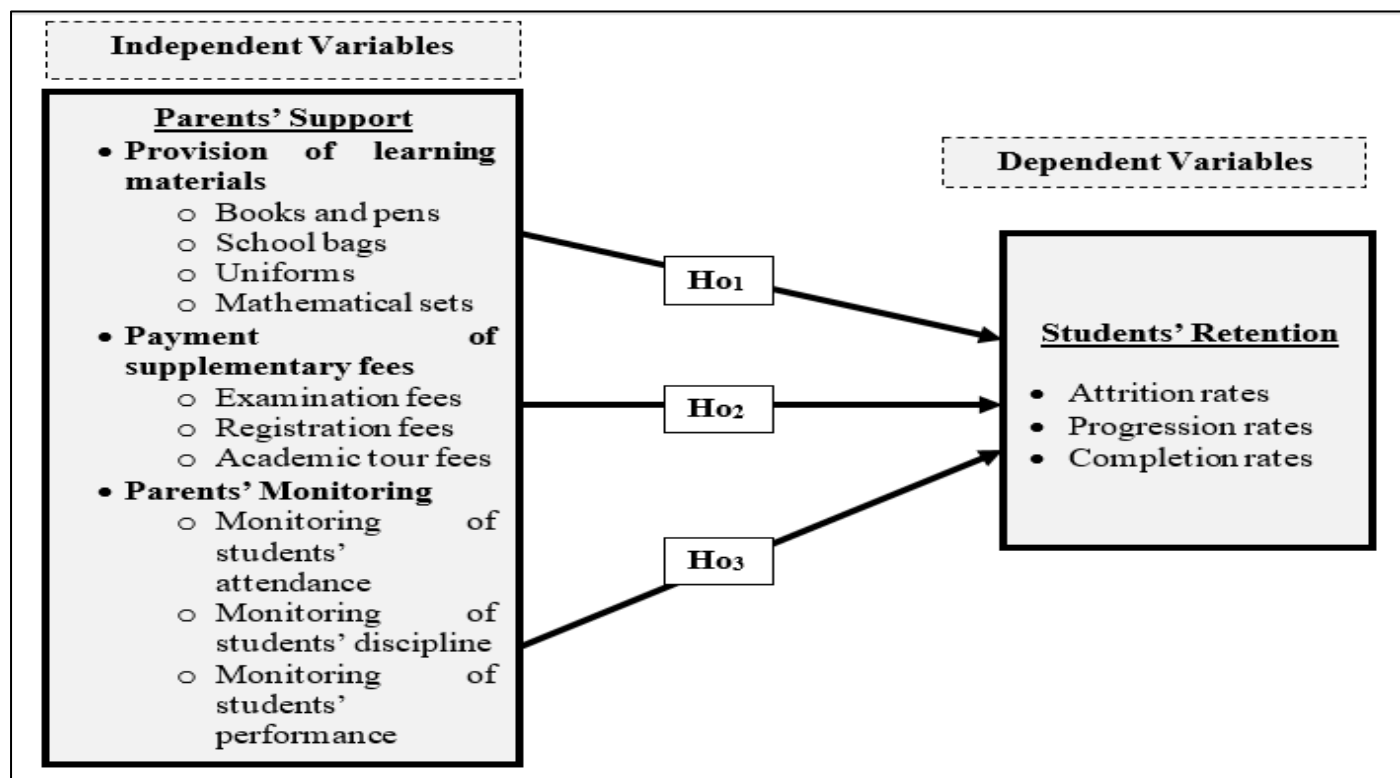


Fig 1: Conceptual Framework
 Source: Based on a Study Conducted by Ogg, Clark, Strissel and Rogers (2021)

The conceptual framework in Figure 1, illustrates parents' support as the independent variable involving the provision of parents of learning materials, payment of supplementary fees all as parents' monitoring all conceptualized to have a direct relationship with Students' Retention paying of additional costs which would be reflected by Attrition rates, Progression rates and Completion rates. However, the relationship might be confounded by intervening variables like literacy and income levels of parents as well as age of the students. This means that the intervening variables need be favorable for the ideal relationship other between parental support and Students' Retention to prevail.

➤ *Definition of Key Terms*

- **Students' Retention:** This suggests that kids who are registered within schools stay at school and complete its program (Hughes, West, Kim & Bauer, 2018). In words, the investigation conceptualizes students' retaining in terms of the quantity of students that are admitted and continue their education at the Ordinary level for four years.
- **Parents' Support:** This was the expressive and academic assistance given at home by parents alongside additional close relatives. Under this current investigation, parental support will be conceptualized as involving the supply of parents with learning materials, the supply of parents with monitoring of students' conduct (Thoha & Wulandari, 2016).
- **Provision of Learning Materials;** This is conceptualized as the ability of the parents to provide their students with adequate learning materials like mathematical sets, pens, books, uniforms, school bags, pocket money and others (Kadondi, 2014).
- **Payment of Supplementary Fees:** It was conceptualized as portion of the costs that parents are required to pay each term, as decided upon by PTAs and school administrators (Emurugat, Eron, Kaahwa & Gaite, 2022).
- **Parents' Monitoring;** This is conceptualized as the process involving regular supervision of the conduct, attendance and performance of students by their parents through impromptu visits to schools, attendance to school functions such as visitation days and meetings (Emurugat, Eron, Kaahwa & Gaite, 2022).

V. LITERATURE REVIEW

Under this section, attempts are generated to evaluate the literature existing related to elements of parents; support and students' retention in schools. Documents studied for this study are broadly classified as dissertations, journals articles and policy documents.

➤ *Theoretical Review*

The Epstein idea of parental involvement in children's education served as the foundation for this investigation. According to Epstein (1992), the idea acknowledges that parents and schools engage in distinct activities and cooperative practices aimed at maximizing children's results.

Although scholars and theorists have progressed toward this understanding of parental support, The foundation of this study was the Epstein hypothesis of parental involvement in the education of their children. The approach acknowledges that parents and schools carry out certain actions independently and others in tandem with the common objective of optimizing children's results (Epstein, 1992). Though researchers and theorists have progressed toward such a conception of Epstein and Sanders (2006) voiced worry that early research on parental engagement did not provide guidance on how schools should encourage more comprehensive parenting support. Dietz (1997) said that just a small percentage of parents get involved when a school restricts their ability to raise money or join committees. Consequently, the school does not truly include parents or benefit from their potential involvement. Rather, Epstein and Dauber (1991) advocate for a more comprehensive paradigm of parental participation that generates a wide variety of parental involvement. Thus, a typology was created by Epstein and associates (Epstein, 1992) with the goal of thoroughly classifying the range of involvement activities that parents might partake in. This hypothesis is relevant because it can clarify the methods in which parentages can be elaborate and hence support the level of education and development of their kids. This theory explains how parents are supposed to fulfill their obligations, such as parents' supply of learning materials, paying of additional costs plus monitoring of students' conduct in conjunction with the school to enhance retention of pupils in educational institutions.

➤ *Parents' Provision of Learning Materials and Students' Retention*

A plethora of research exists on a connection amongst students' retention as well as parents' provision of learning materials in schools. Usman (2014) According to his research, parents' provision of basic requirements to their children at school has an impact on the completion rate of their children at public day and boarding primary schools in Nakaloke town council, Uganda. According to him, several parents failed to bring their kids with meals, school supplies like files, and basic necessities like functioning fees. Low retention was likely caused by the parents' lack of support and encouragement, which was linked to the failure to supply such basic necessities.

Kadondi (2014) stated that Lack of writing supplies and exercise books may cause students to become spectators or onlookers in the classroom instead of completing any assignments. It discourages their attendance levels According to a study by Tibanyenda (2012) on the factors influencing student dropout in army schools in Kampala, Uganda, low retention in primary schools is brought on by parents' neglect to provide basic school supplies like books, pens, and pencils as well as uniforms. As a result, the children are compelled to leave school early. Mbabazi (2014) further underlined that the reason behind schools' inability to retain students failure by parents to provide scholastic materials to their children. This also concurs with Owano (2013) who showed that parental engagement in the children's lives, demonstrated by the

assignment of school tasks, results in student stability and retention.

➤ *Parents' Payment of Supplementary Fees and Students' Retention*

A plethora of research exists on the connection amongst pupils' continued attendance in schools and parents' paying of additional fees. Using a descriptive survey technique, Maina (2015) investigated the methods used by communities and schools to increase secondary school student retention in low-income areas: a case study of Nairobi County, Kenya's Mathare Slums. The results demonstrate that methods used to increase retention include obtaining bursaries and sponsors, letting parents pay over time, educating parents about the value of education, and providing advice and counseling services. According to the research, the government should not only give free secondary education but also free boarding schools for low-income students. Additionally, the community should become involved in providing financial support for schools so that young people who are not enrolled in classes can receive assistance.

Using a descriptive survey approach, Mbabazi (2014) investigated the effects of school dropout in a subset of Kabale Municipality primary schools. The study's conclusions demonstrate that the majority of students who drop out of school do so because of financial challenges. If the government assisted in meeting educational needs, low-income parents might be less likely to pull their kids out of school due to a lack of funds for books plus additional necessities.

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Emurugat, Eron, Kaahwa and Gaité (2022) discovered that although most parents desire to keep their kids in school, many are unable to pay the fees necessary to keep their kids in school, which causes them to drop out. This is a result of the poverty cycle. Children indicated that a variety of variables affected their ability to stay in school. The manifestation of poverty in many contexts plays a major role in the low percentage of school retention. When parents are unable to pay for their child's education, meet their personal wants, and get their child working, the youngster's perspective is thrown off, which might result in the child joining unhealthy organizations, falling in love, or even being pregnant and drop outs.

➤ *Parents' Monitoring of Students' Conduct and Students' Retention*

A plethora of research exists upon a connection amongst parents' monitoring and retention of pupils within educational institutions. An investigation conducted by Wagaba (2017) found out that parent's monitoring of students' conduct through The probability of student retention is significantly correlated with attendance at school meetings. Additionally, parents who participate in open houses, parent-teacher conferences, and other school events demonstrate their commitment to their kids, which in turn promotes high rates of student retention (Zeichner, Bowman, Guillen, & Napolitan, 2016).

A study conducted by Yue, Shi, Luo, Chen, and Garth (2017) found out that lack of time for monitoring is one of the most significant factors that affects parent's availability for their children. This is because parents are away most of the time working. Some parents work away from home, others have to do more than one job even when it may pay off financially, it negatively impacts on their availability for their children, and because they are not available, such parents cannot be involved in aspects of parenting that relate to availability and accessibility due to insufficient time and gaps on better nurturing styles which eventually affects literacy achievement of children from such families.

Additionally, Zhao, Wang, Zhou, and Jiang (2018) posited that with regard to the primary rationale of fostering children, the movement of parents because of work experience caused children who are left behind distress, affecting their psychosocial well-being. Movement of parents also caused children emotional adversities resulting from prolonged parent-child separation hence depriving children of the attention and support. The truth is there is no way a parent can be away and same time be fully engaged with daily happenings towards children, because involvement demands presence. As a result, you find parents that have all the wealth they need to provide for all the need of their children but still scoring very low on parent involvement because parental involvement is not limited to just providing for the child.

Emurugat, Eron, Kaahwa and Gaité (2022) looked at the partnership roles that parents play in the Busoga Region of Uganda to encourage retention in primary schools. They noted that supervision and careful work monitoring are necessary to guarantee the youngster is not exposed to risky lifestyles or drawn to the wrong peer group at home or at school. According to reports, this is the main reason why kids drop out of school. Additionally, stricter enforcement of the bylaws requiring kids to attend school is necessary. Parents and kids will be so terrified of this that they will be motivated to put in a lot of effort to establish strong alliances that will help the kids succeed in school.

➤ *Literature Gap*

The sources mentioned above indicates that a number of studies occurred done upon components from parents' support. However, it is observed that studies shows a connection amongst these components plus retentive from students especially within USE schools are not well

documented. Some of the previous scholars simply explain how components of parental support are carried out without showing whether they have any empirical relationship with retention of learners in secondary education. Additionally, many research investigations completed in this area concentrated on relating parents' support on academic performance of students. Very little information was available on parents' support and students' retention. The applicability of some of the previous findings is also limited in the context of Uganda since many of them were conducted outside Uganda. Therefore, the goal of the present investigation was to close the conceptual and content gaps left by other researches into the connection among students' retention and parental support within a USE school under Masaka City.

VI. METHODOLOGY

The technique that was employed to carry out the study is described in this chapter. It covers the population, number of samples, sampling methods, data collection tools, data analysis, and ethical issues in addition to the research design.

➤ *Research Design*

A correlational research design was adopted in the current study. According to Pallant (2011), a correlational research design is useful in describing the strength and direction of a connection amongst two variables. The researcher finds this research design appropriate since he seeks to investigate the relationship between students' retention plus parents' support among USE institutes under Masaka City. This study adopted a quantitative approach. A quantitative research approach was defined by Creswell (2013) as an approach for testing objectives and examination of relationships among variables. According to Ahmad and Usop (2011), there are several benefits to use a quantitative method as a framework, including lower costs, guaranteed secrecy, and easier and faster data processing.

➤ *Study Population*

The study population involved Head Teachers, Members of Parent Teacher Association (PTA), and teachers among the two selected USE schools in Masaka City. A preliminary survey conducted by the researcher indicated that school A has 1 Head teacher, 15 Members of Parent Teacher Association (PTA), 32 school teachers. On the other hand, school B has 1 Head teacher, 17 Members of Parent Teacher Association (PTA), and 44 school teachers. The total study population was therefore 110 individuals.

➤ *Sample Size*

86 respondents were chosen as a sample from the 110 people in the population. The sample size was selected following the sample size guideline provided by Krejcie and Morgan (1970) tables (Attachment II).

➤ *Sampling Technique*

The researcher employed both census plus the sample size guidelines provided in the Appendix II tables by Krejcie and Morgan (1970) relating to the study respondents. A

census inquiry was used to select all the Head Teachers in the selected schools. Maina and Kwasira (2015) also observed that a survey approach, that selects every member of the population, removes sampling bias, which could have otherwise jeopardized the validity of the study's conclusions. The selection of every member of the population was done using a straightforward random sample procedure, which removes sampling bias and preserves the validity of the study's conclusions. A basic random sampling method was employed to choose Members from Parent Teacher Association (PTA) and teachers in the study area. Simple random sampling, as described by Cooper and Schindler (2013), is superior to other methods because it reduces sample selection bias, permits sample statistics to be extrapolated to general population parameters, eliminates classification error, and simplifies and uncomplicatedly interprets data.

➤ *Data Collection Instruments*

This researcher used questionnaires as the study instruments to collect information from all the selected respondents. Every response to the survey was evaluated using a five-point Likert scale: 5 for strongly agreeing, 4 for agreeing, 3 for not sure, 2 for disagreeing, and 1 for strongly disagreeing.

➤ *Data Analysis*

The Statistical Package for Social Research Scientists (SPSS) is a computer-based statistical tool that was used to code and enter all of the acquired data. The goals of the study and the measurement of the data were used as a guide for data analysis in order to identify patterns in the data obtained about the chosen variables. Statistical methods including inferential and descriptive statistics were applied during the data analysis process. The relationship between the dependent and independent variables was ascertained with the aid of inferential statistics, specifically Spearman's Correlation analysis.

➤ *Ethical Considerations*

The researcher carefully referenced all the work borrowed from other authors. Additionally, the researcher ensured that no respondents' name was recorded in any form on the questionnaires to ensure anonymity and confidentiality. Participation in this study was also voluntary and respondents were assured of their right to withdraw from the study if they wished.

VII. STUDY FINDINGS

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

A. *Findings on the Demographic Compositions of Respondents*

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

Table 1: Demographic Composition of Respondents

Demographic Composition			
Category	Items	Frequency	Percentage
Gender	Female	34	39.5
	Male	52	60.5
	Total	86	100.0
Age Groups	25-30 years	11	12.8
	31-35 years	38	44.2
	36-40 years	16	18.6
	Above 40 years	21	24.4
	Total	86	100.0
Level of Education	Diploma	13	15.1
	Bachelors' Degree	65	75.6
	Masters' Degree	8	9.3
	Total	86	100.0
Marital Status	Single	22	25.6
	Married	64	74.4
	Total	86	100.0
Period of Work or Association	0-2 years	9	10.4
	3-5 years	28	32.6
	6-10 years	37	43.0
	Above 10 years	12	14.0
	Total	86	100.0

Source: Field Data (2024)

The outcomes in Tableau 1 revealed that most respondents 52 (60.5%) were males and the least proportion 34 (39.5%) of the respondents were females. The study also revealed that a bigger proportion 38 (44.2%) responders are 31-35 ages, proceeded with 21 (24.4%) of the respondents who were aged above 40 ages, plus 16 (18.6%) responders are aged 36-40 ages, as well as the least proportion 11 (12.8%) responders are 25-30 ages. Additionally, the study findings revealed that majority 65 (75.6%) responders had completed their study to the bachelor's degree level, succeeded with 13 (15.1%) responders who had completed a diploma education level, plus this least proportion 8 (9.3%) responders who having completed their study to the master's degree level. The results of the investigation further indicated that the largest number of responders, 64 (74.4%) are married and the least proportion 22 (25.6%) of the respondents were single.

In regards to the period of work or association, the study findings revealed that the bigger proportion 37 (43.0%) responders had operated or associated alongside the school

for a while of 6-10 ages, followed by 28 (32.6%) responders had operated or associated alongside the school for a while of 3-5 years, then 12 (14.0%) responders had operated or associated alongside the school for a period of above 10 years, and the least proportion 9 (10.4%) of the respondents had operated or associated alongside the school for a while of 0-2 years.

B. Findings on the Objectives of the Study

The results are shown under the following section in relation to specific investigation objectives.

➤ *Relationship between Parents' Provision of Learning Materials and Students' Retention among Universal Secondary Education Schools in Masaka City*

This study sought to assess a connection amongst a parent's provision of learning materials plus retention of students among Secondary Universal Educational institutions within Masaka City. The relationship was analyzed using Spearman's Rank correlation analysis and the Results are displayed within Tableau 2.

Table 2: Correlation Analysis between Parents' Provision of Learning Materials and Students' Retention among Universal Secondary Education Schools in Masaka City

		Parents' Provision of Learning Materials	Students' Retention
Parents' Provision of Learning Materials	Spearman's Correlation Coefficient	1.000	.753**
	Sig. (2-tailed)	.	.000
	N	86	86
Students' Retention	Spearman's Correlation Coefficient	.753**	1.000
	Sig. (2-tailed)	.000	.
	N	86	86

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

Source: Field Data (2024)

These study outcomes within Tableau 2 demonstrated a substantial and optimistic correlation amongst parents' provisions of learning materials and retention of students among Schools offering Universal secondary studies within Masaka City ($r = 0.753$, $P\text{-value} = .000$) at a 0.01 significance level. These study findings imply that an increase in parents' provision of learning materials strongly and significantly leads to an improvement in students' retention among Universal Secondary Education schools in Masaka City.

➤ *Relationship between Parents' Payment of Supplementary Fees and Students' Retention among Universal Secondary Education Schools in Masaka City*

This study also sought to examine a connection amongst students' retention and parents' payment of supplementary fees among Secondary schools under Universal Education within Masaka City. The relationship was analyzed using the analysis of Spearman's Rank correlations and these outcomes were presented within Tableau 3.

Table 3: Correlation Analysis between Parents' Payment of Supplementary Fees and Students' Retention among Universal Secondary Education Schools in Masaka City

		Parents' Payment of Supplementary Fees	Students' Retention
Parents' Payment of Supplementary Fees	Spearman's Correlation Coefficient	1.000	.569**
	Sig. (2-tailed)	.	.000
	N	86	86
Students' Retention	Spearman's Correlation Coefficient	.569**	1.000
	Sig. (2-tailed)	.000	.
	N	86	86

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

Source: Field Data (2024)

According to Table 3's study findings, parent payment of additional fees and retention of students in Secondary schools under Universal Education are strongly positively and significantly correlated in relation to Masaka City ($r = 0.569$, $P\text{-value} = .000$) at a 0.01 significance level. These study findings imply that an increase in parents' payment of supplementary fees substantially and significantly leads to an improvement in students' retention among Universal Secondary Education schools in Masaka City.

➤ *Relationship between Parents' Monitoring of Students' Conduct and Students' Retention among Universal Secondary Education Schools in Masaka City*

This study further sought to analyze a connection amongst a parent's monitoring of students' conduct and retention of students among Secondary schools under Universal Education within Masaka City. This relationship was analyzed using Spearman's Rank correlation analysis and Tableau 4 presents the findings.

Table 4: Correlation Analysis between Parents' Monitoring of Students' Conduct and Students' Retention among Universal Secondary Education Schools in Masaka City

		Parents' Monitoring of Students' Conduct	Students' Retention
Parents' Monitoring of Students' Conduct	Spearman's Correlation Coefficient	1.000	.641**
	Sig. (2-tailed)	.	.000
	N	86	86
Students' Retention	Spearman's Correlation Coefficient	.641**	1.000
	Sig. (2-tailed)	.000	.
	N	86	86

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

Source: Field Data (2024)

These study conclusions within Table 4 showed there exists a substantial and advantageous connection amongst parents' monitoring of students' conduct and retention of students among Secondary schools under Universal Education within Masaka City ($r = 0.641$, $P\text{-value} = .000$) at a 0.01 significance level. These study findings imply that an increase in parents' monitoring of students' conduct considerably and significantly leads to an improvement in students' retention among Universal Secondary Education schools in Masaka City.

VIII. CONCLUSION

The study concludes that parents' support in terms of parents' provision of learning materials, payment of additional costs by parents, and a parent's monitoring of a student's conduct has a statistically significant association with students' retention in that an increase in the different aspects of parents' support resultantly leads to an improvement in students' retention among Universal Secondary Education schools in Masaka City.

RECOMMENDATIONS

The study recommends that the school administrators and parents should provide all the necessary support required by students such as scholastic materials as well as encourage, motivate, and regularly monitor students in their studies as this would influence an improvement in retention of students within Secondary schools under Universal Education within Masaka City.

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APPENDICES

Appendix I: Structured Questionnaire

Dear respondent,

You have been chosen as one of the respondents to take part in this study and confidentiality will be strictly maintained regarding your responses. The provided information will be handled strictly for study purposes. Your involvement in this research is optional, and you have the right to withdraw at any point.

Do you consent to participate in this study? Agree or Disagree

Instructions: Please tick the most appropriate response of your choice

➤ *SECTION A: DEMOGRAPHICS OF RESPONDENTS*

1. What is your Gender?

1. Female 2. Male

2. What is your age group?

1. 25-30 years 2. 31-35 years 3. 36-40 years 4. Above 40 years

3. What is your level of education?

1. Diploma 2. Bachelors' Degree 3. Masters' Degree

4. What is your marital status?

1. Single 2. Married

5. For how long have you worked or associated with this school?

1. 0-2 years 2. 3-5 years 3. 6-10 years 4. Above 10 years

➤ *SECTION B: PARENTS' SUPPORT*

Use a Likert scale for this section where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

Instructions: Please tick where appropriate using the scale above that best describes your opinion to the statements related to different dimensions of Parents' Support;

Part I: Parents' Provision of Learning Materials

No.	Parents' Provision of Learning Materials	SD	D	NS	A	SA
1.	The parents provide exercise books and text books to their students at the school					
2.	The parents regularly provide pens and pencils to their students at the school					
3.	The parents provide digital resources such as tablets, phones, and iPad to their students to aid in academics at the school					
4.	The parents provide school bags and uniforms to their students at the school					
5.	The parents provide mathematical sets and calculators to their students at the school					

Part II: Parents' Payment of Supplementary Fees

No.	Parents' Payment of Supplementary Fees	SD	D	NS	A	SA
1.	The parents regularly provide examination fees to their students and paid on time at the school					
2.	The parents provide their students with fees for participation in extra-curricular activities at the school					
3.	The parents regularly provide their students with educational trips and academic tour fees at the school					
4.	The parents facilitate students with laboratory and workshop fees to buy materials and equipment used in science labs at the school					
5.	The parents regularly provide their students with registration fees at the school					

Part III: Parents’ Monitoring of Students’ Conduct

No.	Parents’ Monitoring of Students’ Conduct	SD	D	NS	A	SA
1.	Parents keep track of their students daily activities, homework completion, and behavior at the school					
2.	Parents regularly communicate with teachers and school administrators to stay informed about their students’ conduct and academic progress					
3.	Parents regularly attend parent-teacher meetings and school events to monitor students’ performance at the school					
4.	Parents effectively monitor their student attendance and regularly ensure that students attend school					
5.	Parents actively listen to their students concerns and perspectives to understand their conduct and underlying issues at the school					

➤ **SECTION C: STUDENTS’ RETENTION**

Use a Likert scale for this section where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

Instructions: Please tick where appropriate using the scale above that best describes your perception about the statements related to Students’ Retention;

No.	Students’ Retention	SD	D	NS	A	SA
1.	There is an increase in the number of students’ completion rates at the school					
2.	There is an increase in the number of students who return to the institution from one academic year to the next at the school					
3.	There is a reduction in the number of students who leave or student dropout rates at the school					
4.	There is a reduction in the number of students who transfer to another institution at the school					
5.	There is an increase in the number of students who successfully complete or pass their levels and transition to the next level at the school					

Thank you very much for your time.

APPENDIX II: KREJCIE AND MORGAN TABLE OF SAMPLE SIZE DETERMINATION

<i>N</i>	<i>S'</i>	<i>N</i>	<i>S'</i>	<i>N</i>	<i>S'</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S'* is sample size.

Source: Krejcie & Morgan, 1970