

Parental Involvement and Students' Moral Behaviour in Muslim Secondary Schools in Kampala Capital City, Uganda

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Abstract

The study aims to examine the influence of parental involvement on students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda. The study follows three specific objectives; i) To examine the influence of parent communication on students' moral behaviour, ii) To examine the influence of parental participation in school activities on students' moral behaviour, and iii) To examine the influence of home-school collaboration on students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda. A cross-sectional survey design was adopted with a quantitative research approach. A sample size of 68 individuals (teachers and administrators) was taken into account to provide sufficient data for statistical analysis generated from three Muslim secondary schools selected in Kampala Capital City. Descriptive and linear regression analysis techniques were employed in scrutinizing the quantitative data collected. The study found that parent communication had a statistically positive and strong significant influence on students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda ($\beta=0.595$, $P\text{-value}=0.000$). Also, the study found that parental participation in school activities had a statistically positive and strong significant influence on students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda ($\beta=0.634$, $P\text{-value}=0.000$). Further, the study found that home-school collaboration had a statistically positive and strong significant influence on students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda ($\beta=0.552$, $P\text{-value}=0.000$) at a 0.05 level of significance. The study concludes that parental involvement has a statistically positive and significant influence on students' moral behaviour such that an improvement in parental involvement through parent communication, parental participation in school activities, and home-school collaboration results into an enhancement in students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda. The study recommends that schools should strengthen parent-school collaboration by establishing regular communication with parents through meetings, newsletters, and digital platforms to discuss students' academic progress and moral behaviour influencing an enhancement in students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda.

Keywords: Parental Involvement, Parent Communication, Parental Participation in School Activities, Home-School Collaboration, and Students' Moral Behaviour.

Introduction

Moral behaviour among students is a fundamental aspect of education, as it influences discipline, academic performance, interpersonal relationships, and the overall school environment. Schools are expected not only to provide academic knowledge but also to

nurture values such as honesty, respect, responsibility, empathy, and self-discipline. However, the development of these moral values is greatly influenced by the home environment, where parents act as children's first teachers and role models. Consequently, parental involvement has become a

significant factor in influencing students' moral behaviour both at home and in school (Balaba & Bauyot, 2025). In recent years, worries related to declining moral standards and increasing cases of student misconduct have drawn attention to the need for stronger partnership between parents and schools. Educational stakeholders increasingly recognize that fostering students' moral development requires a shared responsibility between families and educational institutions. Therefore, understanding how parental involvement influences students' moral behaviour is essential for developing effective strategies that promote positive character development and create conducive learning environments (Yang, Chen, Wang, Li, Zhang & Huang, 2023). This study therefore sought to examine the influence of parental involvement on students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda. Specifically, it aimed to explore how different forms of parental participation contribute to the development of positive moral values and behaviours among students, while providing recommendations that may strengthen partnerships between parents and schools for improved student character development.

Historical Perspective

Globally, increases attention to parental involvement emerged during educational reforms in the late twentieth century demonstrated in the different influential framework of parental involvement, highlighting child-care, communication, undertaking, learning at home, decision-making, and partnership with the public. Contemporary global research continues to confirm that parental involvement is one of the major predictors of positive student behaviour. Across diverse cultural contexts, studies have found that students whose parents monitor their activities, communicate regularly, provide emotional support, and participate in school life are less likely to participate in harassment, substance abuse, truancy, violence, and other forms of misconduct. Conversely, weak parental involvement has been associated with increased behavioural problems and poor moral outcomes among students (Zhang & Huang, 2025). Following independence across many African countries during the 1950s and 1960s, governments

recognized the relevance of strengthening collaboration between parents or relatives and schools. Educational policies increasingly encouraged parental participation in school governance through Parent-Teacher Associations (PTAs), School Management Committees (SMCs), and community-based educational initiatives. These structures were established to promote not only academic achievement but also students' discipline and moral conduct. Studies in countries such as Kenya and Ghana indicate that active parental participation in school activities contributes to improved student discipline, stronger moral values, and positive social behaviour (Adelabu & Mncube, 2023).

Theoretical Perspective

This study was grounded on an Ecological Systems Theory established by Bronfenbrenner in 1979 that explains how parental involvement contributes to students' moral development and behaviour. The theory enlightens that a child's growth is influenced by relations within diverse environmental systems. The theory identifies five environmental systems including the microsystem, mesosystem, exosystem, macrosystem, and chronosystem. The microsystem, which includes the family, school, peers, and community, has the most direct effect on a child's growth (Ettekal & Mahoney, 2017). According to this theory, parents are the primary agents within the child's microsystem and play a substantial role in shaping moral behaviour. Through guidance, supervision, communication, discipline, and role modeling, parents influence children's values, attitudes, and behaviours. The theory also emphasizes the mesosystem, which relates to the interaction between families and school. Strong association between parents and teachers creates consistency in expectations and reinforces positive moral values such as honesty, respect, responsibility, and self-discipline (El-Zaatari & Maalouf, 2022). The authors also argue that students whose parents actively partake in their education and uphold close relationships with schools are more likely to demonstrate positive moral behaviour such as discipline, respect, and responsibility in school than those students whose parents are minimally involved (El-Zaatari & Maalouf, 2022). The theory is applicable

here as it provides a framework for understanding the association between parental involvement and students' moral behaviour among schools.

Contextual Perspective

This study was conducted in Muslim secondary schools selected in Kampala Capital City, Uganda examining the influence of parental involvement on students' moral behaviour. This case study was considered because of the limited studies and empirical evidence on the influence of parental involvement on students' moral behaviour specifically in Muslim secondary schools. Additionally, Kampala Capital City was considered as declining moral behaviour among students has become a growing concern in secondary schools in Kampala Capital City with increasing cases of indiscipline, disrespect towards teachers, absenteeism, bullying, substance abuse, sexual misconduct, examination malpractice, violence, and failure to adhere to school regulations among some learners (Kampala Capital City Authority, 2022).

Conceptual Perspective

Parental involvement relates to the active contribution, support, and engagement of parents or guardians in their children's educational, social, emotional, and moral development. It involves the actions taken by parents to promote their children's learning, monitor their progress, communicate with teachers, contribute to school activities, provide guidance, and make a supportive home environment which boosts positive behaviour and academic success (Zhang & Huang, 2025). Students' moral behaviour refers to the patterns of actions, attitudes, and conduct demonstrated by learners that reflect their understanding and practice of moral values, ethical principles, and socially acceptable standards within the school environment and society. It involves behaviours that show respect for teachers and fellow students, integrity, honesty, responsibility for their actions, fairness, self-discipline, empathy, obedience to school rules, maintaining positive relationships with others, and concerns for the well-being of others (Balaba & Bauyot, 2025). In accordance to this study, parental involvement was conceptualized in form of parent communication, parental participation in school activities, and home-

school collaboration, while students' moral behaviour was conceptualized in form of respect for authority, obedience to school rules, honesty and integrity, self-discipline, responsibility and accountability as well as positive peer interaction among others.

Statement of the Problem

Ideally, students should demonstrate positive moral conduct by respecting school rules, relating well with teachers and fellow students, avoiding acts of misconduct, and making responsible decisions. The development of morally upright learners is expected to be a shared responsibility between schools, families, and communities, with parents playing a critical role as the first agents of socialisation who provide guidance, supervision, discipline, and moral modelling. Effective parental involvement through monitoring students' activities, communicating with schools, attending school meetings, and reinforcing positive values at home is expected to contribute significantly to improved students' moral behaviour (Kiyingi, Musisi & Kibuuka, 2025).

In Uganda, several policies and initiatives have been introduced by the Ministry of Education and Sports aimed at strengthening students' moral behaviour in secondary schools, with a strong emphasis on improving parental involvement or participation in schools. These policies recognize that discipline and positive behaviour among students are better achieved when schools and parents work together in guiding, monitoring, and supporting students both at home and at school. For instance, the Education Act (2008) provides a framework for improving school governance and encouraging cooperation among parents, communities, and education authorities in supporting learners' development. This has also promoted the engagement of parents through structures like Parent-Teacher Associations (PTAs) and School Management Committees (SMCs), which provide platforms for parents to partake in decision-making at school, monitor students' progress, and support discipline management (Ministry of Education and Sports, 2018).

However, despite the various efforts undertaken, declining moral behaviour among students has become

a growing concern in secondary schools in Kampala Capital City with increasing cases of indiscipline, disrespect towards teachers, absenteeism, bullying, substance abuse, sexual misconduct, examination malpractice, violence, and failure to adhere to school regulations among some learners (Kampala Capital City Authority, 2022). Empirical studies show that cases of poor students' moral behaviour are increasingly seen in several secondary schools in Uganda. Teachers often report cases such as unpunctuality to school, failure to complete assignments, disobedience of school rules and authority, as well as participation in risky behaviours like substance use outside school. These behavioural problems are partially accredited to insufficient parental monitoring, inadequate communication between parents and teachers, and low levels of parental participation in students' academic and moral development (Mukasa, Namazzi & Asimwe, 2025; Sekiswa, Okee & Kobusingye, 2025). The decline in students' moral behaviour has consequently led to unsafe learning environment, reduced instructional time, increased conflicts between students and teachers, and a decline in the overall students' academic performance or achievement. Understanding hoe parental practices such as supervision, communication with schools, provision of moral guidance, and participation in school activities affect students' conduct may provide useful insights for strengthening partnerships between parents and schools. This study therefore pursued to examine the influence of parental involvement on students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda, with the aim of identifying strategies for improving learners' discipline, ethical conduct, and overall character development.

Objectives of the Study

General Objective

The general objective of the study is to examine the influence of parental involvement on students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda.

Specific Objectives

- i. To examine the influence of parent communication on students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda.
- ii. To examine the influence of parental participation in school activities on students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda.
- iii. To examine the influence of home-school collaboration on students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda.

Study Hypotheses

These include the following null hypotheses;

H₀₁: There is no significant influence of parent communication on students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda.

H₀₂: There is no significant influence of parental participation in school activities on students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda.

H₀₃: There is no significant influence of home-school collaboration on students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda.

Conceptual Framework

This conceptual framework presents a pictorial illustration on the linkage between Parental Involvement and Students' Moral Behaviour.

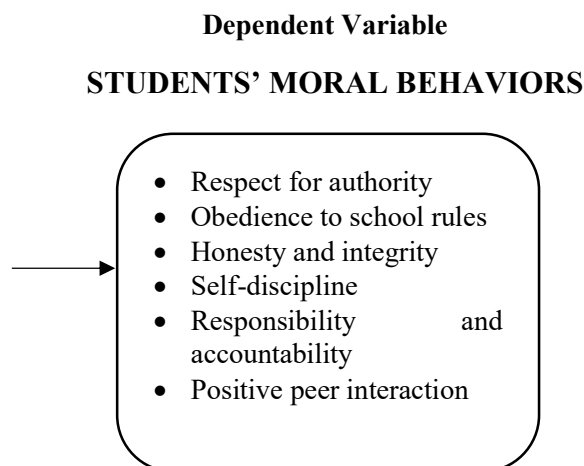
Independent Variable

PARENTAL INVOLVEMENT

Parent Communication

- Parent-Child Communication
- Parent-Teacher Communication
- Communication through Parent Associations and School Committees

Parental Participation in School Activities



Source: Adopted from Balaba and Bauyot (2025)

The conceptual framework indicates an association between parental involvement and students' moral behaviour. Parental involvement was conceptualized in form of parent communication, parental participation in school activities, and home-school collaboration, while students' moral behaviour was conceptualized in form of respect for authority, obedience to school rules, honesty and integrity, self-discipline, responsibility and accountability as well as positive peer interaction among others. Therefore, the above conceptual framework is founded on a supposition that parental involvement influences a development in students' moral behaviour.

Literature Review

Parental Involvement and Students' Moral Behaviour

Parental involvement plays a significant role in shaping students' moral behaviour because parents are the earliest and most influential agents of socialization in a child's life. Before children interact with teachers and peers, they acquire basic values, beliefs, attitudes, and behavioural patterns from their families. Through guidance, discipline, communication, supervision, and personal example, parents influence how children understand and practice values such as trustworthiness, respect, accountability, empathy, self-control, and obedience (Shen, Li, Meng & Hu, 2025). The authors assert that students learn behaviours by observing and imitating significant people around them, particularly their parents. Therefore, parents who demonstrate ethical conduct and consistently reinforce positive

behaviours provide students with models that foster desirable moral behaviour (Shen et al., 2025).

According to Salahuddin, Hassan, Gillani, Khan and Haider (2025) parental involvement influences students' moral behaviors through the provision of moral guidance and value education at home. Parents introduce children to concepts of right and wrong by explaining acceptable behaviours, setting rules, correcting misconduct, and discussing the consequences of actions. When parents consistently communicate expectations regarding honesty, respect for others, responsibility, and discipline, students are more likely to internalize these values and apply them in school settings. The authors argue that students' moral development is strengthened through social interactions in which adults (parents) encourage moral reasoning and discussions about ethical issues. Thus, parents who involve their children in discussions about moral choices assist them develop the ability to make responsible decisions independently (Salahuddin et al., 2025).

Parental involvement shapes students' moral behaviour through parental supervision and monitoring of students' activities. Effective supervision enables parents to understand their children's friendships, academic progress, use of technology, and involvement in risky behaviours. Students whose parents monitor their activities are more likely to avoid behaviours such as truancy, bullying, substance abuse, aggression, and violation of school rules. In contrast, inadequate supervision may expose students to negative peer influence and behaviours that undermine moral

development (Qianfeng, Zongqing & Zhao, 2023). The authors assert that schools with stronger family and community involvement experience fewer student disciplinary problems, demonstrating that active family or parental involvement contributes to improved students' moral behaviour and school discipline (Qianfeng et al., 2023).

According to Mabanag, Dinglasa, Buna and Lumahang (2025) parental involvement also affects students' moral behaviour through collaboration between parents and schools. Schools are important environments for moral education, but their efforts are more effective when supported by parents. Regular communication between parents and teachers allows both parties to share information about students' academic progress, behavioural challenges, and social growth. The authors assert that effective parental involvement includes communication, learning support at home, involvement in school activities, as well as decision-making. Such partnerships create consistency between the values taught at home and those promoted at school, strengthening students' moral conduct and behaviour. This collaboration also helps identify behavioural problems early and ensures coordinated interventions, which strengthens students' discipline and school adjustment (Mabanag et al., 2025).

Parental involvement through parental emotional support contributes significantly to students' moral behaviour. Students who experience warmth, acceptance, and encouragement from parents often develop self-confidence, empathy, and concerns for others. Supportive parenting helps students develop emotional regulation and social skills, which are essential for maintaining positive relationships with teachers and classmates (Calderon-Villarreal, Garcia-Hernandez, Olvera-Gonzalez & Elizondo-Garcia, 2025). On a contrary, the authors argue that the absence or inadequacy of parental involvement may negatively affect students' moral development. When parents fail to provide supervision, guidance, and positive role modeling, students may struggle with self-discipline and may become more vulnerable to negative influences from peers and society. Such students may demonstrate behaviours such as disrespect for authority, dishonesty, violence,

absenteeism, and poor adherence to school regulations (Calderon-Villarreal et al., 2025).

Parent communication is a critical dimension of parental involvement that significantly influences students' moral behaviour. It refers to regular exchange of information, ideas, concerns, and expectations between parents and children, as well as between parents and school authorities regarding students' academic progress, social development, and conduct. Effective communication enables parents to provide moral guidance, understand their children's challenges, and reinforce acceptable behaviours. Through open and consistent communication, parents can discuss values such as honesty, respect, responsibility, empathy, and self-discipline, which shape students' attitudes and behaviour within and outside the school environment (Mugomba, Ssegawa, Muwaga & Wamaungu, 2023). The authors argue that communication between families and schools is a fundamental component of effective parental involvement because it creates shared responsibility for students' academic and behavioural development as well as reduces disengagement in school activities (Mugomba et al., 2023).

Parental participation in school activities is an important dimension of parental involvement that contributes significantly to the development of students' moral behaviour. It constitutes the parents' active engagement in school-related events like attending parent-teacher meetings, partaking in school governance, volunteering in school programmes, supporting co-curricular activities, attending academic and disciplinary discussions, and collaborating with teachers to promote students' overall development. When parents participate actively in school activities, they demonstrate commitment to their children's education and behavioural growth, which reinforces the importance of discipline, responsibility, respect, and accountability among students (Njugia, Ndiga & kimotho, 2024). Additionally, the authors posit that participation of parents in school activities strengthens students' moral behaviour by creating a shared responsibility for character development between parents and schools. Schools often provide formal instruction on values, ethics, and discipline, but these efforts become more effective when parents actively

support and reinforce them. Through participation in school meetings, parents become aware of school rules, behavioural expectations, and challenges affecting students, enabling them to provide appropriate guidance at home which directly influences an improvement in students' moral behaviour (Njugia et al., 2024).

According to Ikechukwu, Ugonne and Ihediwa (2026) home-school collaboration as a dimension of parental involvement influences students' moral behaviour by creating consistency between the values taught at home and those promoted at school. Parents are the first agents of moral socialization, while schools provide structured environments where children interact with teachers and peers. When parents and teachers work together, students receive similar messages about acceptable behaviour, school rules, and social responsibilities. This consistency reduces confusion about behavioural expectations and encourages students to internalize positive values. The authors also assert that through regular interaction between parents and teachers, information about students' conduct, peer relationships, academic challenges, and emotional needs can be shared. This allows parents and teachers to develop appropriate interventions before negative behaviours become serious. For example, when a student demonstrates dishonesty, absenteeism, disrespect, or aggression, collaboration between the school and family can help identify underlying causes and provide consistent guidance which improves students' moral behaviour (Ikechukwu et al., 2026).

Methodology

Research Design

A cross-sectional survey research design was adopted with a quantitative research approach in this study. A cross-sectional research design allows the researcher to collect data from respondents at a single point in time and examines relationships between an independent variable and dependent variable (Kassu, 2019). Thus, this design allowed the measurement of different dimensions of parental involvement, that is, parent communication, parental participation in school activities, and home-school collaboration, and establish how these dimensions influence students' moral behaviour at a single point in time. The

quantitative approach enabled the use of statistical techniques such as frequencies, percentages, and regression analysis to determine the strength and direction of the association between parental involvement and students' moral behaviour.

Target Population and Sample Size

A study population refers to a set of individuals or items with specific characteristics that the researcher is interested in investigating in a given survey from whom data can be collected or inferred and a sample drawn (Majid, 2018). Because of the time factor, 3 Muslim secondary schools were considered in Kampala Capital City, Uganda with an approximate population of 82 individuals constituting teachers and school administrators from which a sample was drawn (Kampala Capital City Authority, 2022). Teachers and school administrators were considered because they interact closely with parents and students and are able to provide information regarding students' discipline, conduct, and behavioural patterns. A Krejcie and Morgan formula was used to determine the sample size given as;

$$n = \frac{X^2 N p(1-p)}{d^2(N-1) + X^2 p(1-p)}$$

Where; n = Sample size, X^2 = Chi-Square value (3.841) at 95% confidence interval, N = Population size (82), p = Population proportion (0.50), and d = Degree of precision (0.05).

$$n = \frac{3.841 * 82 * 0.5 * 0.5}{(0.05^2 * 81) + (3.841 * 0.5 * 0.5)}$$

n = 68 individuals

A sample of 68 individuals (teachers and administrators) was taken into account to provide sufficient data for statistical analysis while remaining manageable within the available time and resources.

Sampling Procedure

A sampling procedure is a systematic process engaged by the researcher to choose a subgroup of individuals (sample) from a given study population (Singh & Masuku, 2017). The researcher employed a combination of probability sampling techniques to ensure that all members of a given population possess

a certain probability of being selected. Firstly, purposive sampling was used in selecting school administrators as they possess specific knowledge and experience regarding students' behaviour, discipline management, and parental involvement practices. Secondly, simple random sampling was employed in choosing teachers from selected Muslim secondary schools in Kampala Capital City. Teacher lists obtained from school authorities provided the sampling frame, from which respondents were selected randomly. Simple random sampling technique offers an equal chance of selection to all members of the study population into a sample, reduces selection bias, and increases the representativeness of the sample (Elfil & Negida, 2017).

Data Collection Methods

Questionnaire Survey Method

A questionnaire survey method refers to a data collection practice in which an investigator gathers information related to the study variables from respondents by asking a set of structured questions, usually in written form (Anokye, 2020). The questionnaire survey method was suitable as it allows the scholar to collect information from a fairly large number of respondents in a short period. This survey method enabled the measurement of respondents' perceptions regarding parental involvement and students' moral behaviour using structured questions.

Data Collection Instruments

Structured Questionnaire

A structured questionnaire denotes a data collection instrument that entails a set of pre-determined, standardized questions organized in a particular order, with specific response options provided for each question (Kuphanga, 2024). This study used structured questionnaires to collect numeric data from individuals which contained closed-ended questions measured using a five-point Likert scale that is, 1= Strongly Disagree to 5= Strongly Agree. The questionnaire constituted of 3 major sections i.e., Section A: Demographic information, Section B: Parental involvement, and Section C: Students' moral

behaviour. Questionnaires were administered directly to teachers and school administrators in the given schools. The researcher clarified the purpose of the study and provided directions on completing the questionnaires. Completed questionnaires were collected immediately or on agreed dates to ensure a high response rate.

Validity and Reliability

To warrant validity of the contents in the instrument, the questionnaire was revised by various experts in education, research methodology, and educational psychology. Their comments and recommendations were used to modify unclear questions and ensure that all important aspects of parental involvement and moral behaviour are adequately covered. A Content Validity Index (CVI) was achieved through requesting experts to ascertain the relevance of questionnaire items. Items considered relevant by experts were retained, while inappropriate or unclear items were revised or removed. The Content Validity Index (CVI) was measured as;

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

A CVI of 0.7 or above specifies that the contents of the questionnaire are considered acceptable for the instrument (Amin, 2005).

$$CVI = \frac{20}{25}$$

$$CVI = 0.800$$

The questionnaires were declared valid for data collection since the CVI generated of 0.800 was above 0.7 as proposed by Amin (2005).

Additionally, the reliability of the instrument was ascertained through a pilot study conducted among respondents from a secondary school in Kampala Capital City that was not included in the main study. Internal consistency of the questionnaire items was determined using a Cronbach Alpha coefficient. According to Amin (2005) a Cronbach Alpha coefficient of 0.7 or above is deemed acceptable, signifying that the items consistently measure the intended constructs.

Table 3.1: Reliability Statistics

Cronbach's Alpha	No. of Items
.859	20

Source: Primary Survey Data (2026)

The questionnaires were considered reliable for data collection since the Cronbach's Alpha coefficient generated of 0.859 was above 0.7 as proposed by Amin (2005).

Data Analysis

Quantitative data analysis allows the researcher to analyze, summarize, and interpret numerical data using statistical techniques in order to attain meaningful conclusions. Both descriptive and linear regression analysis techniques were employed in analyzing the data collected. Descriptive analysis including frequencies and percentages was used to summarize the demographic characteristics of individuals presented in form of tables. To examine the influence of the different dimensions of parental involvement on students' moral behaviour, simple linear regression analysis was conducted to generate a foundation for testing the study hypotheses and determine empirical evidence at a 5% significance level. Simple linear regression analysis is vital in defining the strength and direction of an influence of one predictor variable on an outcome variable (Maulud & Abdulazeez, 2020).

Ethical Consideration

Permission to conduct the study was obtained from appropriate education authorities and school administrators before data collection.

Participation was voluntary, and respondents were informed about the significance of the study before completing the questionnaires. Informed consent was also attained from participants.

Confidentiality and anonymity were maintained by avoiding the collection of personally identifying information and ensuring that collected data is used only for academic purposes. Respondents had the freedom to pull out from the study at any given time without negative consequences.

The researcher also ensured honesty in data collection, analysis, and reporting by presenting findings accurately without manipulation or fabrication.

Study Findings

This section gives an overview on the study findings relative to the specific study objectives.

Findings on Demographic Composition of Respondents

The study assesses the demographic composition of respondents in selected Muslim secondary schools in Kampala Capital City, Uganda and results are provided in Table 4.1;

Table 4.1: Demographic Composition of Respondents

Category	Items	Frequency	Percent
Gender	Male	38	55.9
	Female	30	44.1
	Total	68	100.0
Age Group	25-35 years	11	16.2
	36-45 years	29	42.6
	46-55 years	15	22.1
	Above 55 years	13	19.1
	Total	68	100.0
Level of Education	Diploma	5	7.4
	Bachelors	51	75.0
	Masters	12	17.6
	Total	68	100.0
	Married	54	79.4

Marital Status	Single	14	20.6
	Total	68	100.0
Duration Worked at the School	1-5 years	10	14.7
	6-10 years	42	61.8
	Above 10 years	16	23.5
	Total	68	100.0

Source: Primary Survey Data (2026)

Table 4.1 indicates that out of 68 respondents, 38 (55.9%) were males and 30 (44.1%) were females. The findings also indicate that out of 68 respondents, 11 (16.2%) were aged 25-35 years, 29 (42.6%) were aged 36-45 years, 15 (22.1%) were aged 46-55 years, and 13 (19.1%) were aged above 55 years.

In addition, the findings indicate that out of 68 respondents, 5 (7.4%) had attained a diploma level of education, 51 (75.0%) had attained a bachelors' level of education, and 12 (17.6%) had attained a masters' level of education.

The findings also indicate that out of 68 respondents, 54 (79.4%) were married and 14 (20.6%) were single. Further, the findings indicate that out of 68 respondents, 10 (14.7%) had worked for a duration of 1-5 years at the given school, 42 (61.8%) had worked

for a duration of 6-10 years at the given school, and 16 (23.5%) had worked for a duration of above 10 years at the given school.

Findings on the Study Objectives

This section gives an overview on the study specific objectives as highlighted in the subsequent sub-sections below;

Influence of Parent Communication on Students' Moral Behaviour in Muslim Secondary Schools in Kampala Capital City, Uganda

This study examines the influence of parent communication on students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda and results are indicated in Table 4.2.

Table 4.2: Regression Analysis on the Influence of Parent Communication on Students' Moral Behaviour in Muslim Secondary Schools in Kampala Capital City, Uganda

Model Summary							
Model		R	R Square		Adjusted R Square	Std. Error of the Estimate	
1		.595 ^a	.354		.345	.39619	
a. Predictors: (Constant), Parent Communication							
Coefficients ^a							
Model			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
1	(Constant)		1.393	.430		3.235	.002
	Parent Communication		.597	.099	.595	6.020	.000
a. Dependent Variable: Students' Moral Behaviour							

Source: Primary Survey Data (2026)

Table 4.2 indicates that parent communication has a statistically positive and strong significant influence on students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda ($\beta=0.595$, P-value=0.000) at a 0.05 level of significance. The findings show that a unit increase in parent communication results into an increase in students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda by 59.5%. This implies

that an increase in parent communication leads to an improvement in students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda.

The model summary results indicate an Adjusted R Square of 0.345, demonstrating that parent communication explains 34.5% of the total variation in students' moral behaviour and the remaining 65.5% of the total variations are explained by other factors. This implies that parent communication significantly

influences a positive change in students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda. Therefore, to improve students' moral behaviour, there should be an enhancement in parent communication in Muslim secondary schools in Kampala Capital City, Uganda.

Influence of Parental Participation in School Activities on Students' Moral Behaviour in Muslim

Table 4.3: Regression Analysis on the Influence of Parental Participation in School Activities on Students' Moral Behaviour in Muslim Secondary Schools in Kampala Capital City, Uganda

Model Summary						
Model		R	R Square		Adjusted R Square	Std. Error of the Estimate
1		.634 ^a	.401		.392	.57417
a. Predictors: (Constant), Parental Participation in School Activities						
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.951	.432		2.204	.000
	Parental Participation in School Activities	.733	.110	.634	6.652	.000
a. Dependent Variable: Students' Moral Behaviour						

Source: Primary Survey Data (2026)

Table 4.3 indicates that parental participation in school activities has a statistically positive and strong significant influence on students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda ($\beta=0.634$, $P\text{-value}=0.000$) at a 0.05 level of significance. The findings show that a unit increase in parental participation in school activities results into an increase in students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda by 63.4%. This implies that an increase in parental participation in school activities leads to an improvement in students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda.

The model summary results indicate an Adjusted R Square of 0.392, demonstrating that parental participation in school activities explains 39.2% of the total variation in students' moral behaviour and the

Table 4.4: Regression Analysis on the Influence of Home-School Collaboration on Students' Moral Behaviour in Muslim Secondary Schools in Kampala Capital City, Uganda

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

Secondary Schools in Kampala Capital City, Uganda

This study also examines the influence of parental participation in school activities on students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda and results are provided in Table 4.3.

remaining 60.8% of the total variations are explained by other factors. This implies that parental participation in school activities significantly influences a positive change in students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda. Therefore, to improve students' moral behaviour, there should be an increase in parental participation in school activities in Muslim secondary schools in Kampala Capital City, Uganda.

Influence of Home-School Collaboration on Students' Moral Behaviour in Muslim Secondary Schools in Kampala Capital City, Uganda

This study further examines the influence of home-school collaboration on students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda and results are indicated in Table 4.4.

1		.552 ^a		.305		.294		.41124		
a. Predictors: (Constant), Home-School Collaboration										
Coefficients ^a										
Model			Unstandardized Coefficients		Standardized Coefficients		t		Sig.	
			B	Std. Error	Beta					
1	(Constant)		2.580	.263			9.809		.000	
	Home-School Collaboration		.367	.068	.552		5.376		.000	
a. Dependent Variable: Students' Moral Behaviour										

Source: Primary Survey Data (2026)

The findings in Table 4.4 indicate that home-school collaboration has a statistically positive and strong significant influence on students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda ($\beta=0.552$, $P\text{-value}=0.000$) at a 0.05 level of significance. The findings show that a unit increase in home-school collaboration results into an increase in students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda by 55.2%. This implies that an increase in home-school collaboration leads to an improvement in students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda.

The model summary results indicate an Adjusted R Square of 0.294, demonstrating that home-school collaboration explains 29.4% of the total variation in students' moral behaviour and the remaining 70.6% of the total variations are explained by other factors. This implies that home-school collaboration somewhat and significantly influences a positive change in students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda. Therefore, to improve students' moral behaviour, there should be an enhancement in home-school collaboration in Muslim secondary schools in Kampala Capital City, Uganda.

Conclusions

The study concludes that parental involvement has a statistically positive and significant influence on students' moral behaviour such that an improvement in parental involvement through parent communication, parental participation in school activities, and home-school collaboration results to an enrichment in students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda.

Recommendations

The study recommends that schools should strengthen parent-school collaboration by establishing regular communication with parents through meetings, newsletters, and digital platforms to discuss students' academic progress and moral behaviour influencing an enhancement in students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda. The study also recommends that parents should regularly participate in school activities through actively attending school meetings, counselling sessions, workshops, and extracurricular activities that promote character education and moral development which would improve students' moral behaviour in Muslim secondary schools in Kampala Capital City, Uganda.

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