

**PARENTAL INVOLVEMENT AND ITS EFFECTS ON STUDENTS'
ACADEMIC PERFORMACE IN PUBLIC SECONDARY SCHOOLS IN
KOROGWE, TANZANIA**

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**A DISSERTATION SUBMITTED IN FULFILMENT FOR THE
REQUIREMENTS OF THE MASTER DEGREE IN EDUCATION
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CERTIFICATION

I, the undersigned, certify that I have read and hereby recommends for the acceptance of the dissertation titled; **“Parental Involvement and Its Effects on Students’ Academic Performance in Public Secondary Schools in Korogwe, Tanzania”** that was done under my supervision and guidance for submission to the Open University of Tanzania for the award of the Masters of Education in Administration, Planning and Policy Studies.

.....

Dr. Michael W. Ng’umbi

(Supervisor)

.....

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DECLARATION

I, Annisia M. Mauka, do hereby declare that this dissertation is entirely my own work and it has not been presented to any other Institute of higher learning for a similar or other academic award. In addition, all the sources that I have used or quoted have been indicated and acknowledged my means of complete references”

.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to my mother who ensured that I attend the school at all costs.

ACKNOWLEDGEMENT

My studies could not have been possible without support from various people who assisted me with their ideas, criticism and encouragement. I cannot mention them all but just few will serve for the purpose of this study. The first is the supervisor, Dr Michael W. Ng'umbi of the Open University of Tanzania, who is also the current Dean of the Faculty of Education. The supervisor provided me with enthusiastic, motivation, criticisms and guidance which made me to take the study where it is now.

The second is my husband Dr. George Gidanva, who encouraged me and supported me financially and morally. I also feel guilty if I cannot appreciate the support of my sons who due to engagement in studies they missed me at home thus they were affected to miss my attention.

ABSTRACT

The study focused on parental involvement and its effects on students' academic performance in Korogwe. The study was guided by four objectives: 1. to relate parents' level of education with students' academic performance 2 to identify how parents' income influences the students' academic performance, 3 to establish how communication between teachers and parents affect the students' academic performance, and 4. to establish how home environment affects students' academic performance. The study employed sequential mixed methods design and it used interviews and questionnaire techniques to collect data to inform the audience. These techniques were also complemented by observation and document. The study findings showed that majority of parents had low level of education which is at primary level. It was noted that parents who had low level of education were less responsible for children schooling which may have led to their poor performance. Moreover, the results showed that low income of parents made them unable to provide sufficient home needs and school requirements for their children. Low income in the family also forced some students to take part in the income generation activities to support the families; thus reducing their time for learning. The findings showed that in most cases, great numbers of parents were not attending school meetings. This situation left students' problem unsolved and in long run, it could lead to students' failure in their studies. Lastly, the findings showed that students were involved in various domestics' chores which consumed most of students' learning time. The recommendations to address these problems are provided.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT	vi
ABSTRACT	vii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS	xiv
CHAPTER ONE	1
1.0 INTRODUCTION	1
1.1 Introduction.....	1
1.2 Background to the Problem	1
1.3 Statement of the Problem.....	6
1.4 The Purpose of the Study.....	7
1.5 Objectives of the Study.....	7
1.6 Significance of the Study.....	7
1.7 Delimitation of the Study.....	8
1.8 Definition of Key Terms.....	8
1.8.1 Parental Involvements	8
1.8.2 Student’s Academic Performance.....	8
1.8.3 Parents.....	8
1.8.4 Public Secondary School	9

1.9 Organization of the Study	9
CHAPTER TWO	10
2.0 LITERATURE REVIEW	10
2.1 Introduction.....	10
2.2 Theoretical Literature Review	10
2.3 Parents Education Level and Students' Academic Performance.....	13
2.4 Parents Income on Students Academic Performance	15
2.5 Communication between Teachers And Parents and Students' Academic Performance	20
2.6 Learning at Home and Students' Academic Performance.....	22
2.7 Research Gap	25
CHAPTER THREE	26
3.0 RESEARCH METHODOLOGY	26
3.1 Introduction.....	26
3.2 Area of Study	26
3.3 Research Approach.....	27
3.4 Research Design	27
3.5 Target Population.....	28
3.6 Sample and Sample Size.....	28
3.6.1 Sample	28
3.6.2 Sampling Techniques.....	29
3.7 Data Collection Techniques.....	30
3.7.1 Interview	30
3.7.2 Questionnaire	31

3.7.3 Documentary Review	32
3.7.4 Observation.....	32
3.8 Data Analysis.....	33
3.9 Validity and Reliability of the Research Instruments.....	33
3.9.1 Pilot Study	33
3.9.2 Triangulation.....	34
3.10 Ethical Consideration.....	34
CHAPTER FOUR.....	36
4.0 DATA PRESENTATION ANALYSIS AND DISCUSSION OF	
FINDINGS.....	36
4.1 Introduction.....	36
4.1.1 Characteristics of the Respondents.....	36
4.2 Students' Academic Performance.....	38
4.3 The Parents or Guardian Level of Education and Students Academic	
Achievements	39
4.4 Contribution of Family Income on Students' Academic Achievement.....	42
4.4.1 Students in Engaged Income Generation Activities and Its Effect on	
Learning.....	42
4.5 The Communication between Teachers and Parents and Students'	
Academic Performance.....	46
4.6 Learning at Home and Students' Academic Performance.....	49
4.6.1 Checking Exercise Books and Assisting Children in Their Studies at	
Home.....	49

4.6.2 Talking with Children on the Importance of Education and Provide Assisting Materials	51
4.6.3 Other Activities Performed By Students At Home.....	53
CHAPTER FIVE.....	57
5.0 SUMMARY, CONCLUSSION AND RECOMMENDATIONS	57
5.1 Introduction.....	57
5.2 Summary of the Study	57
5.3 The Findings of the Study	58
5.3.1 Parents or Guardian Level of Education on the Academic Performance	58
5.3.2 Effects of Family Income on Students’ Academic Achievements	58
5.4 The Effects of Communication between Teachers and Parents to Students’ Academic Performance.....	58
5.5 Effects of Home Environment on Students’ Academic Performance	59
5.6 Conclusion	59
5.7 Recommendations.....	60
5.7.1 Recommendations for Action.....	60
5.7.2 Recommendation for Further Research.....	61
REFERENCES.....	62
APPENDICES	70

LIST OF TABLES

Table 3.1: Composition of respondents from Selected Secondary Schools- Korogwe	29
Table 4.1: Heads of school profile in the sample schools (N=4)	36
Table 4.2: Characteristics of sampled teachers.	37
Table 4.3: Parents/ Guardians level of income.....	42
Table 4.3: Parents/ Guardians Occupation and their Responses.....	44

LIST OF FIGURES

Figure 4.1: Distributions of Students Scores, N=40 38

Figure 4.2: Responses from Parents and Guardians. 39

LIST OF ABBREVIATIONS

EFA	Education for All
ILO	International Labour Organisation
SEDP	Secondary Education Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
URT	United Republic of Tanzania
USA	United State of America
WCEFA	World Conference on Education for All

CHAPTER ONE

1.0 INTRODUCTION

1.1 Introduction

This study dealt with parental involvement and its effects on students' academic performance in public secondary schools education. Chapter one is organized in different subsections which are: background to the problem, statement of the problem, purpose and objectives of the study. Further, the research questions, significance of the study, definition of key terms and organization of the study are also discussed and presented in this Chapter.

1.2 Background to the Problem

Parental involvement in students' academic performance has attracted many educators and researchers in the field of education in the world. For example, Epstein, Bakker, Davis, Henderson, Lewis and Keith compose a short list of many scholars who have spent their time on parental involvement. For instance, Epstein (2002) had argued that, no school improvement has been created without parental involvement which strengthened parents, teachers, administrators and students' partnerships which end into benefiting students, improving schools, assisting teachers and strengthening families.

Historically, parental involvement emerged as compensation programme since 1960's and 1970's in United State of America (USA) and Europe as among of other programmes aiming at encouraging minority low income parents to prepare their

children for more successful schools and prevent education delays for children who at risk (Bakker, Denessen & Brus-Laeven 2007). It was just an appeal to support lower school children achievers through parents' intervention. For instance, in USA, during 1967 parental involvement was established as the programme for low income kindergarten and first graders students to sustain compulsory education programmes. Its execution manifested positive results by equipping parents with skills on how to help their children with home works for enhancement of education progress. Being potential in education, attempt to increase parental involvement in school had made improvement.

Likewise the Jomtien conference on Education for All (EFA) of 1990 accredited that many nations in the world have to ensure efficient management of education by involving local community including parents. This is because when parents become involved in education they will enhance pupils, community and users interests to be traced at the center (WCEFA, 1990). Consequently, it is an ideal for educationalist to ensure all challenges that are thought to hinder parental involvement are worked through particularly in secondary schools where currently students' academic performance is declining from time to time.

Moreover, the Salamanca Conference on Special Education held in Spain 1994 discussed that, parents should be encouraged to participate in educational activities at home and schools for the purpose of supervising and supporting their children learning. Similarly, the government should promote parental involvement through policy statements that allow formulation of parent-school association with the

intention of enhancing their children's education. The argument draws strong support on how parents are vital in their children schooling in the way of demanding policy (blue print) which will act upon constraints that limit parents in monitoring children education in secondary schools. This would strengthen efforts towards achieving quality education for all (EFA) (UNESCO, 2003).

Furthermore, the World Education Forum Conference of 2000 held in Dakar, Senegal discussed what the roles that governments should play in enhancing partnership with all education stakeholders including parents. This should go beyond not only in financing education and cost sharing but also should build in whole education process and learning for seeking quality education for all (UNESCO,2000).

This explains how families and parental involvement is highly required not only in financing education but also in monitoring the whole learning process. However, in real sense, government in many countries have not fully enhanced parental involvement for seeking quality education, the situation that had drawn attention for many scholars to work tirelessly in exploring hindrances for parental school involvement.

For the case of African countries, parental involvement in education has also attracted many scholars in relation to its contribution to students' progress. For example, in Nigeria, Eze (2002) commented that, parents are the first teacher at home and potential in early literacy skills acquisition of their children. Also he

insisted that, higher academic progress can be achieved if parents become more conscious and have positive attitude toward learning as well as high performance of students influenced by the level of parental involvement.

Studies from South Africa also uncovered that, the parents who perform actively in homework and study programme of their children contribute to their good performance. There are schools Acts that create parents as active partners in schools governance; even though low attendance in parents meetings, lack involvement in fundraising projects and reluctance in paying school fees in public secondary schools are the evidence of low parental involvement. Marjoribanks (2005) study in Kenya revealed that parental willingness to be involved in pupils homework is high with expectation of fostering students learning and supplementing teachers efforts yet it is hampered by number of factors. Equally, parental involvement is assumed to be more mothers' responsibility than fathers' responsibility.

Education policy and various programmes in Tanzanian have shown great concern on the roles that are played by various education stakeholders including parents. For instance, Education and Training Policy in Tanzania (1995) recognizes the roles of parents in education through decentralization, in which parents are involved in education process by financing education through cost sharing and put emphases on providing education through partnership with community (URT 1995).

Experiences from schools indicate parents are doing less to fulfill their responsibilities of paying school fees, attending parents-teacher meeting, contacting

to school about students academic progress and attendance which is contrary to the expected aim of the policy. Galabawa (2001) argues that, parents and students are clamoring for quality education for all, especially in democratic education system that requires parents to be informed, participate and influences decision that affecting their children.

Also, Secondary Education Development Programme SEDP I and SEDP II acknowledges the roles of parents in education that are likely to cover education financing, participating in construction of school buildings and ensuring that children are enrolled in schools, attending classes and are retained in education system (URT, 2004, URT, 2010).

Unfortunately, the role of parents in secondary education to some extent is limited and much rested on financing and construction of school buildings which is not fully achieved, on the other hand parents' participation and commitment in their academic progress, such as knowing about their children attendance in school, helping with home works is constrained. Generally, some parents have little or no involvement in all levels of education.

Furthermore, in Tanzania, there has been poor performance in secondary schools over the years and efforts are always undertaken to address the problem. Among the factors that are associated with the students' poor academic performance are the lack of facilities in schools, lack of teachers, indiscipline, unfavorable home environments and parental involvement, Mihayo (2004). It is possible that, factors like: low family

income, low levels of education of the parents, poor involvement of parents and other family members in the students' school activities may affect students' performance. It is also observed that in Korogwe Town Council almost all public secondary schools are day schools. Although there are many factors that affect students' academic performance, the factors related to parents involvements need to be considered for investigation.

Therefore, there is a need to conduct an empirical investigation to determine the effects of parental involvement in students' academic performance in public secondary schools in Korogwe town council.

1.3 Statement of the Problem

Various studies (Epstein, 1995; Epstein 2002; Kim, 2002; Mihayo, 2004; Sanders and Sheldon, 2009; Sheldon, 2009) show that there are effects of parental involvement on students' academic performance. Parental involvement is expected to provide a good and conducive climate for social, intellectual and emotional development of child, further it provides love, security, guidance and care that contributes to good academic performance. Carter (2002) suggested that, parental involvement is a powerful factor for good as well as bad for development of some of basic characteristics of a child that are fundamental for father learning in school.

Despite this fact, very little has been done in Tanzania and Korogwe in particularly to investigate into parental involvement and how it affects academic performance in

secondary schools. This study sets out to determine the effects of parental involvement. Specifically will focus on parental level of education, the communication between teachers and parents, family income and home environment and how they impact on students' academic performance in public secondary schools in Korogwe District Council.

1.4 The Purpose of the Study

The purpose of this study was to find out how parental involvement is associated with students' academic performance in Korogwe selected secondary schools.

1.5 Objectives of the Study

- i). To relate parents' level of education with students' academic performance in Korogwe selected secondary schools.
- ii). To identify how parents' income influences the students' academic performance in Korogwe selected secondary schools.
- iii). To establish how communication between teachers and parents affect the students' academic performance in Korogwe selected secondary schools.
- iv). To establish how home environment affects students' academic performance in Korogwe selected secondary schools.

1.6 Significance of the Study

It was expected that the outcome of the study would be significant to different levels including school, district, regional and national level. This would bring awareness to educational planners, policy makers, educational administrators and community at large to make sure that, there is good parental involvement at all school level.

The study was expected to provide inputs on how home set up is needed to facilitate the students' learning as various roles of the parents in financing, supporting (nutrition) and counseling would be revealed in assisting the students to learn.

1.7 Delimitation of the Study

The study was delimited to cover public secondary schools in Korogwe town council. The researcher will collect data to some secondary schools in Korogwe town council.

1.8 Definition of Key Terms

1.8.1 Parental Involvements

In this study, parental involvement has been used to mean the way the parents are involved in education activities of the children. It includes the way the parents communicate with the school on education matters, how parents assist the children with conducive learning environment at home, e.g., buying school uniform, providing nutrition, encouragement and follow ups the school assignments.

1.8.2 Student's Academic Performance

In this study academic performance is readymade student's academic results measurements that are obtained from examination schedules (weekly tests, terminal examinations, annual examinations).

1.8.3 Parents

In this study parents means father, mother or guardians of students.

1.8.4 Public Secondary School

In this study public secondary school are school owned by government.

1.9 Organization of the Study

The study was organized into five chapters. Chapter one contains the background to the problem, the statement of the problem, objectives of the study, research questions, significance of the study, limitation of the study, definition of terms and organization of the study. Chapter two covered theoretical framework, literature review related to the study and the research gap. Furthermore, chapter three concentrated on presentation of the research methodology, while chapter four is about data presentation, analysis and discussions. Chapter five presents a summary of the study, recommendations and conclusions basing on the findings. The last section provided the list of selected references and appendices.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature related to the study. It is organized in different sub sections that include; theoretical literature review, parents or guardians level of education and its effects on their children academic performance, the relationship between parents income and students' academic performance, communication between teachers and parents to the students' academic performance and learning at home and students' academic performance and research gap.

2.2 Theoretical Literature Review

This study was influenced much by Epstein's Framework. Epstein's Framework is a framework containing six important factors. This framework is based on findings from many studies about what factors are most effective when it comes to children's education (Epstein, 2009). Those six factors are parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community.

In parenting, it insists families with parenting and child rearing skills, understanding child and adolescent development, and setting home conditions that support children as students. For example, parents play a key role in helping students to get to school on time every day. Schools can help families understand and carry out this parenting responsibility in a number of ways (Epstein, 2002; Epstein 1998). With this aspect,

all families may establish home environments which are conducive to support children to learning at school.

Communicating refers to how best to design and conduct an effective two-way communication that is school to home and home to school, about school programmes and their children's progress. This will bridge the gap between parents and schools, which exist due to inadequate information between parents and teachers. It can be achieved through conferences with every parent at least once a year, with follow-ups as needed. Part of parents' names and contact to appear in students' admission forms, there should be special desk to ask parents to register again as the way to trap their commitment into serving the school. Volunteering: Parents need to be recruited and organized for help and support. It is believed that, most parents are professionals and others are businessmen while others are talented in various aspects, so they should be organized and start volunteering and help teachers in various aspects. This reduces the burden teachers experience when monitoring students' progress (Epstein, 2002; Burke, 1998).

Learning at home provides information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. In practice, may seem difficult but (Epstein 1998) provides workable sample practices. These include provision of information for families on skills required for students in all subjects at each level/form; information on homework policies and how to monitor and discuss schoolwork at home; information on how to assist students to improve skills on various class and school assessments, provision

of regular schedule of homework that requires students to discuss and interact with families on what they are learning in class; calendars with activities for parents and students at home, family mathematics, science, and reading activities at school, holiday learning packages or activities; family participation in setting student goals each year and in planning for high schools so as to keep them aware of future obligations and creating desire to see their children's future.

Decision making refers to including parents in school decisions and to developing parent leaders and representatives. Collaborating with the community pertains to identifying and integrating communities' services and resources to support and strengthen schools, students, and their families. Each of these factors can lead to various results for students, parents, teaching practices and the school climate. In addition, each factor includes many different practices of partnership. Lastly, each factor poses challenges to involve all families and those challenges must be met. That is why Epstein (2009) considers it to be important for each school to choose what factors are believed to be most likely to assist the school in reaching its goals for academic success, and to develop a climate of alliance between homes and the schools. Even though the main focus of these six factors is to promote academic achievements, they also contribute to various results for both parents and teachers (Epstein, 2002).

When looked critically the model has practical applicability in guiding how the parents should play their roles in guiding the students learning to realize good academic achievement. For example function of the communication. It is now

apparent that those schools which strengthen the communication between the teachers and the parents they are able to communicate on the factors that may impede the students' education development and the early intervention may be set by parents at home like finding additional time for the students to take remedial studies during school holidays. But this can only be informed through the school report to the parents. This has to mean that the schools which fail to provide comprehensive reports to the parents are hindering the student performance because the parents cannot know what measures they should take about their sons and daughters on learning.

2.3 Parents Education Level and Students' Academic Performance

In developed countries, research findings from both adults' education and early childhood intervention programmes note that the parent level of education is one of the most important factors influencing children reading level and other school achievements (Clark, 2007). More highly educated parents have greater success in providing their children with cognitive and language skills that contribute to early success in schools (Chen, 2007). Therefore, this makes those students to achieve higher than those whose parents are of low education level. In the same view, Davis (2005) argues that, households with higher level of education stress on the importance of education for their children because they perceive education as a tool for overcoming ignorance and poverty. The study indicated that, literate parents focus more on giving their children education and hence spend time on helping their children with their homework and checking what their children have learned at school. The evidence suggests that literate parents follow closer their children academic progress by purchasing books, monitoring their children and providing

stimulating experience (Jensen & Seltzer, 2000). These contribute to students' achievement.

Education of parent predicts the possibility and the quality of parental involvement. The study of Georgiou and Tourva (2007) reported that, parents' education is related to the extent to which parents are involved to the children education. The research findings suggested that, the amount of schooling that parents received, have effects on how they structured their home environment and how they interact with teachers and their children to promote academic achievement; however, it might not be always the most important factor to which particular parent devotes resources for their children (Henderson & Mapp 2002).

In Tanzania, it has been established that poor families are more likely to be illiterate. Illiterate parents are not spending money on their children education as compared to their better off counterparts (Dachi, 2000). Parents with low level of primary education are the ones who are illiterate and do not value education much. To the contrary, qualified parents are more likely to value education.

The above observation is consolidated by Kapinga (2014) who studied the impact of the parental socioeconomic status on the academic achievement in secondary schools in Tanzania, he established that the parents with high academic qualification and formal occupation know the importance of education to their children and they were not reluctant to support them in paying fees, buying books and provision of funds for remedial classes known as tuition.

2.4 Parents Income on Students Academic Performance

The responsibility of training a child always lies in the hand of the parents. Parents of different occupation classes often have different styles of child rearing, disciplining their children and different ways to reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes (Rothestein, 2004). In line with the above assertion, Hill, Castelino, Lansford, Nowlin, Dodge, Bates and Pettit, (2004) had also argued that income of parents do not only affect the academic performance, but also may create difficultness for children from low background to compete well with their counterparts from high socio economic background, under the same academic environment.

Different studies that have been conducted in developed countries show that parents' income has impact on students' academic performance. Across all families, parents face major challenges when it comes to providing optimal care and education for their children. Families which economically and socially well-off support students' learning and make pupils learning by making conducive home environments that provide learning variety and they send their children to quality schools (Thomas, 2011). Parents from low-income households, face difficult in providing their children with extra classes and educational materials due to their low income and low attitude towards education.

The study conducted in Nigeria about the effects of parental socio-economic status on academic performance of students in selected schools by Ogunshola and Adewale

(2012) indicated that, there was significant relationship on socio-economic status and educational background in relation to students' academic performance in the selected area. In addition to that, other researchers in Nigeria including Eze (2002), Craig (2003), Hill et al., (2004) and Rothstein (2004) had also asserted that status of parents does not only affect the academic performance of students but also make it impossible for children from low socio-economic background to compete well with their counterpart from high socio-economic background under the same academic environment. Ogbu (1981) had analyzed the schoolwork performance of blacks in America; the findings indicated that, their lower performance is an adaptation maintained by two processes. The first is that, blacks occupy social and occupational positions that do not require high educational qualifications. Secondly, the job shortages and other hindrances generate doubts about the value of education.

In developing countries some researchers indicate that family financial ability determines students' academic performance. The students with parents who are well-off are more likely to perform better in academic matter while poor family background are said to encounter more problems in their academic than their counterpart does (Cooper and Crosner 2007). In addition, Clark (2007) argued that, education related activities as well as the family background are factors that stimulate students' education aspiration and motivation to achieve and perform well at school. Lack of necessity resources tends to affect the children level of participation in the educational process, their ability to interact with teachers and to think critically and their commitment to school, hence this situation leads to the poor academic performance.

Puja (1981) studied on the effect of social economic factors on pupils' performance at primary school levels and found that pupils' performance in both English and Mathematics was different depending on the basis of educational level of their parents or guardians. Children from non-educated parents scored poor grades in both subjects compare to those who parents are educated. Furthermore, Mbilinyi (1984) argued that, poor families from some households gave low priority to school activities whose children were kept busy herding, gathering and performing domestic chores after school session. In addition, to that, studies conducted by Guraywa (1995) in Dar es Salaam showed that, the societies from high social economic status do support their children by providing them with extra classes. The inequalities observed from primary school level extend to higher education levels and intensifies in wealth and educational achievement between children from advantage and disadvantage family background.

However, other literature suggest that, the most accurate predictor of students' academic performance is not parent income, education level or even social status but the extent to which the parents create conducive family background that encourage learning, set expectations for achievement and future careers, value education and become involved in their children education (Mwaniki, 1973; Hyneman, 1976; Ngorosho, 2003). Parent may be rich or educated but if they do not prioritize their children learning their abundant wealth and their education level would have no significance effect on their children school achievement. Therefore, availability of good living condition and capital value at home may not necessary influence pupils' academic performance in school subjects. What matter rather it is how the pupils use

the facilities to support their school learning (Ngorosho, 2003). In other words, students' from poor family environment could perform as high as those of rich family background if they make optimum use of available resources at their disposal and get the necessary encouragement.

Well off families who valued education engaged their children in households' activities during weekends. Similarly, other sent their children to tuition while others requested older siblings who had complete school to support their young sister and brother. Komba (2010) furthermore notes that, some parents who valued education ask their children to spend more time in schools so that when others were leaving school premises those spend two to three extra hours for revision. Though Dachi (2000) and Komba (2010) had established that, low income families with larger family size enrolled only few children at a time so as to reduce cost and others children waited for their turn.

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2.5 Communication between Teachers And Parents and Students' Academic Performance

Durojaiye (1976) explains that, parents and teachers are most influential from early period of schooling in child life. Parents normally start to possess education and teachers extend it. He emphasize the importance of home cooperated with school and establish good financial relationship with teachers. This means that, children intellectual potential for successes in school education depends in initial efforts of parents in cultivating this potential so as to prepare conducive learning environment. Harbison and Hanushek (1992) argued that, studies of educational performance particularly in developed countries invariably indicate that, learning occurs in the home is much more important than that which occur at school. The quality of education at home is typically reflected in the educational level of parents, their income level and other indicator of social economic status of the family. Parent or family input to education which include the level of both mother and father education exert a positive or negative and generally significant influence on student achievement.

Parental involvement in education has been a topic of interest for many years among those who are concerned with improving academic achievement for children (Hoover

and Sandler, 1997). After reviewing the literature, Henderson and Mapp (2002) indicate that student achievement is most commonly defined by report cards and grades, grade point averages, enrolment in advanced classes, attendance and staying in school, being promoted to the next grade, and improved behavior. Many researchers recognize the important role and strong positive bond between homes and schools play in the development and education of children (Sanders and Sheldon, 2009; Richardson, 2009; Sheldon, 2009; Edwards and Alldred, 2000; Henderson and Berla, 1994, Epstein (1998).

The theories put forward have been supported, and reaffirmed, by numerous studies that have shown that, good cooperation between schools, homes and the communities can lead to academic achievement for students, as well as to reforms education. Research has also shown that successful students have strong academic support from their involved parents (Sheldon, 2009). Furthermore, research on effective schools where those students are learning and achieving, has consistently shown that these schools, despite often working in low social and economic neighborhoods, have strong and positive school-home relationships (Sanders and Sheldon, 2009; Sheldon, 2009). More importantly, these effective schools have made a real effort in reaching out to their students' families in order to bring about liaison and cooperation.

Sanders and Sheldon (2009) maintain that schools become successful when a strong and positive relationship among students, parents, teachers and the community has been established. All students are more likely to experience academic success if their home environments are supportive. The benefit for students of a strong relationship

between schools and homes is based on the development of trust between parents and teachers. According to Epstein (1995) studies showed that, most teachers would like to have the families of their students involved. The problem is that few of them know how to go about getting the parents to participate and be involved.

2.6 Learning at Home and Students' Academic Performance

Dave's model developed by Bloom (1984) shows five aspects of home environment that influence the academic performance of a child. Bloom identifies five home environment processes namely: Work habits' of the family, which refers to degree of structure and routine in home management and the emphasis or lack of it in educational activities over leisure activities after school hours and during holiday.

Secondly, academic guidance and support which include parents' frequent encouragement on schoolwork and their knowledge of students' progress at school. The ability and quality of help provided by home for school related tasks includes adequate space and time for revision, relevant guidance and availability of learning materials.

Thirdly, intellectual stimulation which is done by family members to provide intellectual interest to the students, for example, the type of reading which is done, the nature and extent of conversation about ideas, and nature of intellectual model which parents provide.

Fourthly, language model and quality of language used by the parents and taught, either direct or indirectly to the child.

Lastly, is academic aspiration and expectation which includes the parents' knowledge on the students' current schoolwork and the parents' aspirations for the standard of the children educational achievement?

Kapinga (2014) is in line with the above position where suggests that the home set up such as space, furniture (chairs and tables), home chores distribution, silence and reading rooms provide encouragements for the students to take studies at home thus contribute to better academic achievements. Lunas (2014) also consolidates the above observation on the roles of the parents in facilitating students' academic achievement when established that the heavy agricultural work at home, bricks making and involvement in the petty businesses among the students hindered academic performance among the secondary students in rural Korogwe District Council.

Family being the first and major agency of socialization plays an essential role in styling children's life. It has been shown that most of children who are successful and well-adjusted come from home environment where good relationships exist between children and their parents, so parental involvement is much more likely to promote students school success when it occurs in the context of consistent home environment (Steinberg et. al., 1992). Whether parents are helping and support their children school life can directly affect their personal and social development as well as their academic success (Gecas, 1971; Harris and Goodall, 2008; Jeynes, 2007). This is to say, parental involvement makes a positive contribution to children's educational achievement. Epstein (1992) argues that students at all grade levels do

better academic work and have more positive school attitudes, higher aspirations, and other positive behaviors if they have parents who are aware, knowledgeable, encouraging, and involved.

Richardson (2009) shows that, schools need more involvement from parents since the chief benefits on their children's education are higher grades, positive behavior and attitude and more effective schools. According to (Epstein, 1995) parental involvement in their children's education takes on various forms. For instance, parents may be involved by volunteering at school, communicating with the school, participation in school decision-making, or supporting learning at home. According to Hoover and Sandler (1995), parents agree that they have an important role to play in home-based activities when it comes to children's learning. These home-based activities include, among others, monitoring their child's school work and progress, discussing school related issues with their child, and assisting with homework.

Students generally feel well when parents help them to do better at school. In a study by Patall, Cooper and Robinson (2008), 95% of students reported that they did better in school at least some of the time when they received help with homework from their parents. Studies have shown marked improvement in students' academic achievement when their parents are involved with their homework (Keith and Keith, 1993). Readiness for school learning especially performance at secondary level depend much on home set up, the home activities, motivation by parents availability of relevant extra reading materials in the form of text books and kind of guidance available at home. Also, frequency communication is required between school staff

and parents to discuss ways to help their children. However, evidence suggests the most of these contacts are often school initiated (Komba, 2010). All these are pre requisites for children preparation for examinations and for good performance at school.

2.7 Research Gap

Much of literature in both developed and developing countries revealed that, academic performance is influenced by parents' involvements factors. With increase of poor performance in Tanzanian secondary schools, it is important to find out what are the problems which lead to poor performance. Although there are different factors which lead to poor performance, parents' involvement is one of factors affecting academic performance, as indicated by different scholars: (Epstein, 1995; Epstein 2002; Kim, 2002; Mihayo, 2004; Sanders and Sheldon, 2009; Sheldon, 2009). However, these studies have not examined in-depth the parents' involvements as an important aspect which affects academic performance. Moreover, researches on the effects of parental involvements on academic performance of public secondary schools in Tanzania are limited. Furthermore, although Epstein's Framework offers rich model to study parental involvement and academic performance, no study in Korogwe has used this theoretical framework to guide its investigation. Therefore, this study is an attempt to fill this gap.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodologies. It covers components of research design, area of study, targeted population, sample and sampling procedures, data collection methods, procedures used in data collection and analysis, at the end of the chapter, the ethical issues are also presented.

3.2 Area of Study

The study was conducted in Korogwe District in Tanga region. The researcher chose Korogwe district purposely because, there are 33 public secondary schools, of which 32 of them are day schools and only one school is boarding. Also all these schools are taking students from different wards in Korogwe district. Since students attend school and they go back to their homes, the home settings were considered to affect them in their studies. So the nature of schooling mode (day school) was expected to provide insights on the parental roles influence on the academic achievement, hence, the district with its schools were considered for investigation in this study. The population of Korogwe district engages in diverse economic activities ranging from big production industries, farmers, as well as marching people and petty business.

Characteristically the area is monoculture in nature community comprising of people dwelling from Tanga region and different religious orientation. For that matter people have common culture whose custom are used to guide people behavior and

ways of life. Also Academic performance of the students is very low to compare to other district in Tanga. The study explored detailed information that indicated how family background contributes to students' performance.

3.3 Research Approach

Research approach is the plan that enables the researcher to come up with solution to problem under study (Best and Khan, 1998). Given the nature of objectives, the current researcher used sequential mixed method in which both quantitative and qualitative approaches were employed. Qualitative approach allowed the researcher to gain deep and clear understanding of the respondent knowledge, feelings and experience regarding parents involvements and its influence on students' academic performance.

In addition, the approach was used because it provided the researcher with flexibility in questioning through verbal explanation. Quantitative approach was used to gather and analyze data on students' academic performance.

3.4 Research Design

A research design is arrangement for collection and analysis of data and all the procedures that will be employed to build the study. According to McMillan and Schumacher (2010) descriptive research design is mainly concerned with describing and explaining events as they were, as they are, or as they will be. This study employed the case study design in order to get description of the characteristics of parental involvements in their children academic performance. Thus, the researcher

collected in depth information from the respondents and analyzed it in order to be able to explain how parents' involvements influence academic performance of the children.

3.5 Target Population

Target population refers to the total number of subject or total environment of interest to the researcher (Best and Khan 2006). The targeted population, in this study included four public secondary schools, head of schools, normal teachers, selected students in those 4 secondary schools, and parents of the students around the school. Their involvement in this study was based on the fact that, they were expected to provide data in terms of their experience and views on the extent to which their parents are involved in school academic performance/affairs.

3.6 Sample and Sample Size

3.6.1 Sample

A sample is a small group of people that represent characteristic of the target population. There is no fixed number or percentage of subject that determines the size of an adequate sample, instead it may depend upon the nature of population of interest and the data to be gathered and analyzed (Best and Khan 2006). The study was conducted in four (04) selected public secondary schools out of 33 public secondary schools at Korogwe district. Respondents included 40 students, where by 10 students were selected from each school and five of them were from four and other five were from three. From each school 12 teachers were selected while three teachers were selected including academic master, discipline masters and teachers on

duty. In addition, four head teachers were selected one in each school and 40 parents were selected. Total sample were 96 respondents. Summary of sample is shown in table 3.1 below.

Table 3.1: Composition of Respondents from Selected Secondary Schools-Korogwe

Number	Category	No of respondents	Sampling technique
1.	Students	40	Simple random
2.	Parent or guardian	40	Purposive
3.	Teachers	12	Purposive
4.	Head teacher	4	Purposive
Total		96	

Source: Field Data (2015)

3.6.2 Sampling Techniques

Sampling is the process of selecting a number of individuals in such a way that they represent the large group of which they were selected (McMillan and Schumacher, 2010). Then purposive sampling was used due to the nature of the study whereby teachers, students and parents were purposely selected to provide reliable information to the researcher. Four teachers were selected from each school including head of school, academic master, discipline master and teacher on duty. Heads of schools was included because they are main administrators implementing academic programme in selected schools. Academic master, discipline masters and teachers on duty were selected as they were expected to give their view on experience concerning the study. Parents who were involved in this study are important because they are the ones who are taking care of their children at home and who help them in doing homework as well as follow up on their academic progress.

Students were used in this study because they were sought to provide valuable experiences on how their home settings is imparting on their studies.

3.7 Data Collection Techniques

3.7.1 Interview

This technique is popular because it is flexible and participatory. Interview is participatory, as it requires both the interviewer and the participant to join in an interactive conversation (Best and Khan, 1998). Interview is sub divided into structured and semi structured interviews.

In this research the researcher used semi-structured interview questions because they allowed flexibility in maintaining the course of interview and responses by classifying question to ensure that the required information was tapped from respondents.

The interview helps the researcher to use limited time available with every interviewee. It also helps the researcher to understand deeper of the interviewees' experiences, feelings and perspectives. Interview is simple because the interviewer has freedom to change some questions according to the reaction of the interviewee (Patton, 2004).

Therefore, the researcher used face to face interview to collect information from students and parents on the influence of parents' level of education, parents' income, communication between teachers and parents and learning at home and students'

academic performance at school. Parents and guardians were interviewed in their homes during the researchers visit and this observed the appointment made and agreed. Gray (2009) holds that interviews must be carefully recorded during interview to avoid distortion of information which would affect the research results. The current researcher therefore used both field note taking and the phone device to record the interviews. Later both methods of recording data were checked and compared to see what information was mis-recorded. Application of more than one method in data recording reduced the errors that would have happened in the data recording using one recording device.

3.7.2 Questionnaire

This study employed questionnaires containing both open ended and closed questions. The researcher used questionnaires because the study is concerned with variables that cannot directly be observed such as views, opinions, and feelings of the respondents. Such information is best collected through questionnaires (McMillan and Schumacher, 2010). Further Gray (2009) stresses that the questionnaire is a useful tool where the researcher can employ it to collect the people's opinion on the nature and effective of the programme.

In this study therefore the question was suited in collecting the respondents' opinion on the effects of the parental support on academic achievement of the students in selected secondary schools in Korogwe district council. The method is economical, respondents in distant locations can be reached and the questions are standardized, anonymity can be assured and question can be written for specific purpose. Also it

enabled the respondents to answer question easily without wasting time. The researcher administered questionnaires to students so as to get information on the effects of parents' level of education, parents' income, communication between teachers and parents and home environment on students' academic performance at school.

3.7.3 Documentary Review

The purpose of reviewing documentary sources was to allow the researcher to have better understanding of what has been said or written about the subject under the study. Best and Khan (1998) explain that in analyzing the documents the researcher might use sources old data like records, reports, printed forms, letters, diaries, books and other academic works, periodicals, catalogues, syllabi, court decision, pictures, file and cartoons. In this study, examination results were used as a documentary source. The students' academic records were obtained from the academic offices. These indicated the students' weekly tests, terminal and annual examination results for 2015.

3.7.4 Observation

Observation is a fundamental and critical method of inquiry for it is used to discover complex interactions in a natural setting. It gives the researcher an opportunity to look at what is actually taking place in the situation rather than relying on second hand information, Best and Khan (1998). In this study, the researcher used observation and recorded what was going on in different families and schools in general.

3.8 Data Analysis

The data obtained through questionnaire were organized and computer excel programme was used to convert the data to graphs showing the level of the academic achievement at various schools in Korogwe secondary schools. The interviews were read first, then the responses were organized around four themes and the report of the interview was supported by quotes from informants. The interviews followed the thematic approach.

3.9 Validity and Reliability of the Research Instruments

The researcher through the process of data collection and analysis of findings ensured validity and reliability of the instruments. In this study, the researcher employed pilot study, peer review and triangulation.

3.9.1 Pilot Study

The researcher ensured the validity and reliability of the research instruments by piloting the instruments before the actual data collection. The researcher conducted pilot study at Old Korogwe secondary school and involved six respondents that included one teacher, one parent, the school head and three students. The information obtained from the pilot study enabled the researcher to improve the items of questionnaire and interview guide accordingly. This assisted the researcher to conduct the research more successfully. The current researcher exposed the tools/questionnaire to the supervisor who due to his ability identified the areas for doing improvement. This included matching the questionnaire and interview with the research objectives.

3.9.2 Triangulation

The triangulation is process used in research to increase the credibility of the research results (Silverman (1997, Merriam 1995).In this study, the credibility of the research results was increased by applying more than one method. This involved employing the questionnaire, the interviews and the documents. The results obtained from questionnaire method were therefore cross checked with interviews method and then the documents. Example, poor examination results claimed to prevail in Korogwe after being said in the interviews was cross checked in the document that contained examination results.

Another triangulation method used was of more than one site; where the current researcher used to collect data using more than one research site (Semkiwa secondary school, Nyerere secondary school and Old Korogwe secondary school). Sites improve the reliability of data than if the study had relied on the single source for data collection. Lastly, the triangulation approach employed varied sample where the students, the parents and the teachers were involved to inform the study on the effects o the parental hood has on the academic achievement of the students in selected secondary schools in Korogwe.

3.10 Ethical Consideration

Gray (2009) insists on the need of the researcher to observe the principle of ethics when conducting research. This is because there could be some danger the respondents may experience or harm if their views are known to their superiors. Furthermore, it is not recommended to violet the right of individuals for the reason of

searching knowledge. So the researcher in the first place needs to establish an informed consent to ask the respondents to respond willingly and without being forced. Then, since it is not possible to estimate the danger the respondents may experience the researcher has to change the name by giving them codes and protect them for any harm or embarrassment from those superiors. In this study the respondents' names were hidden and the respondents were asked to participate willingly and anyone who was not interested was allowed to withdraw at any time during research processes. Further, the current researcher obtained a research clearance letter from the Directorate of Research and Postgraduate Studies, which allowed accessing various schools in data collection in Korogwe district

CHAPTER FOUR

4.0 DATA PRESENTATION ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This Chapter presents data, analyses them and advances the discussion. The findings are presented under four objective themes. These objectives themes are, parents or guardians level of education on their children performance at school, parents/guardians income and students' academic performance, communication between teachers and parents/guardians to the students' academic performance and learning at home and students' academic performance.

4.1.1 Characteristics of the Respondents

This section represents respondents' information in the study; head of schools, teachers, parents/guardians and students. These respondents come from public secondary schools.

Table 4.1 Heads of school profile in the sample schools (N=4)

School Codes	Head of School	Sex	Professional Qualification	School Leader Experience by Years
A	H1	Male	Degree	10
B	H2	Female	Diploma	16
C	H3	Female	Degree	4
D	H4	Male	Degree	2

Source: Field Data (2015)

Table 4.1 represents numbers of head of school. Years of experience as heads of school range from two to sixteen and there were two males and two females.

Although a head teacher in school B was diploma holder while the rest three were degree holders.

4.1.1.1 Teachers

Twelve teachers participated in this study. In each school, three teachers were selected including academic master, teacher on duty and discipline master. Table 4.2 represents characteristics of sampled teachers with regards of sex, professional grade, and years of teaching experiences.

Table 4.2 Characteristics of Sampled Teachers

Sex	Number	Percent
Male	08	66.7
Female	04	33.3
Total	12	100
Professional grade	Number	Percent
Diploma	05	41.7
Degree	07	58.3
Total	12	100
Years of teaching experience	Number	Percentage
1-10	09	75
11-20	03	25
Total	12	100

Source: Field Data (2015)

Table 4.2 indicates that there were 12 teachers including 08 (66.7%) males and 04 (33.3%) females. However, 05 (41.7%) of them are diploma holders and 07 (58.3%) are degree holders and they have one to twenty years of teaching experiences.

4.1.1.2 Students

There were 40 students whereby 22 (55%) were males and 18 (45%) were females. All students selected in form three and form four classes whereby 05 students were

selected in form four and 05 students were selected in form three in each school.

4.1.1.3 Parents

There were 40 parents who participated in the study where by 25 were females and 15 were males. Their educational experience ranges from non-formal education to higher learning.

4.2 Students' Academic Performance

Students' academic performance was assessed on the basis of midterm tests and terminal examination results for the year 2015. Data were collected through the documentary review at school. To assess the level of academic performance students' scores were categorized into five groups as follows A' 81-100% (Excellent) B' 61-80% (Very Good) C' 41-60 (Good) D' 21-40 (Fair) F' 0-20 (Failed). Data was finally summarized and presented in Figure 4.2 as follows:

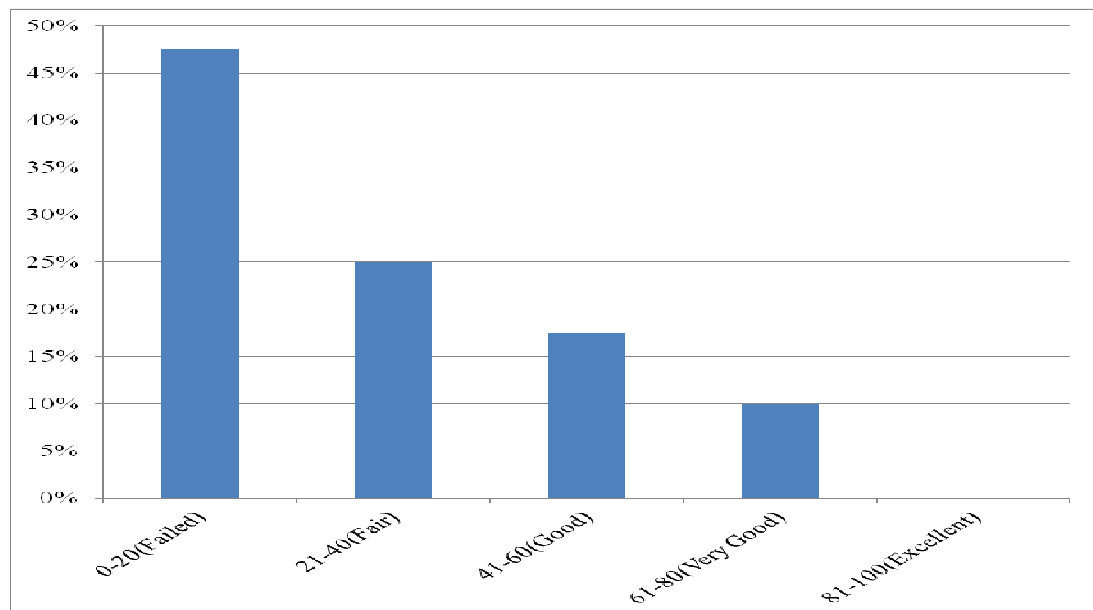


Figure 4.1: Distributions of Students Scores, N=40

Source: Field Data (2015)

The findings summarized in Figure 4.1 indicate that majority of students 47.5% scored grade F' which is the lower grade and failure. Also 25% of the students scored grade D' and 17.5% scored grade C' only 10% of the students scored grade B', however, no any student who scored grade A' in the terminal examination. Generally examination performance was not good as there was no any student who scored grade A' and only few scored B'.

4.3 The Parents or Guardian Level of Education and Students Academic Achievements

This objective was meant to investigate the parents or guardian education level on the involvement of students' academic performance. Data were collected using interview from parents and questionnaire from students. Therefore parents/guardians were interviewed to indicate the different levels of education they had reached in order to determine how it influenced academic achievement of the learners.

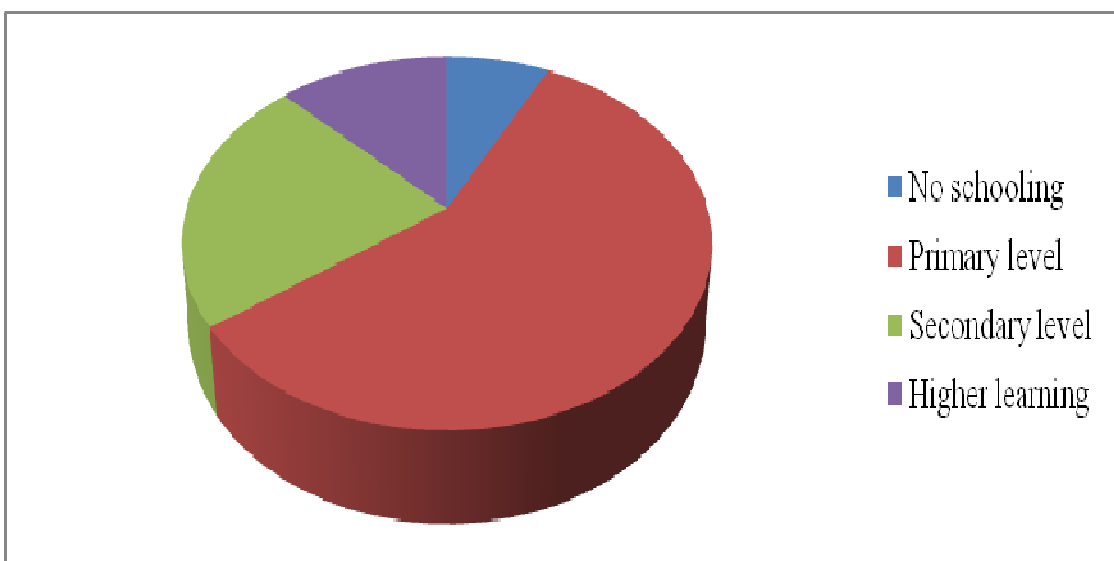


Figure 4.2: Responses from Parents And Guardians

Source: Field Data (2015)

Data on education levels as shown in Figure 4.2 indicate that out of 40 (100%) parents interviewed 23 (57.5%) had a primary level of education, 09 (22.5%) of them have secondary education and only 05 (12.5%) had higher learning level of education. However, 03 (7.5%) parents/guardians had never received any formal education.

Also, students were asked through questionnaire education level of their parents so as to know how it can lead to their school performance. Data shows that 4.5% of their parents did not attend to any formal learning while 59.5% have primary education although 24.5% have secondary education and 11.5% of the students show that their parents have higher learning.

In addition to that, students who were leaving with guardians showed that, 33.3% did not attend in any formal learning while 50% have primary education and 16% of their guardians have secondary education. These findings indicate that majority of parents and guardians had a primary education level while others did not attend to any formal education.

The education level of parents/guardians has physically powerful for the improvement in the academic performance of their children because if parents have primary level of education or non-formal education they cannot help students who are in secondary level of education. Clark (2007) reported that the parent level of education is one of the most important factor influencing children reading level and other school achievements. Moreover, Lam (1997) observed that the children of

formally better-educated mothers are more likely to be good academic achievers, compared to the children of poorly educated mothers.

These findings also concur with Puja's (1981) findings on her study about the effects of social economic factors on pupils' performance at primary school levels in Tanzania. It was found out that pupils' performance at both English and Mathematics differ on the basis of education level of parents or guardians. The children whose parents are not educated scored poor grade in both subjects compared with those whose parents were educated to higher level than secondary education. Thus, it was learned that pupils from educated parents that is high education perform better than those parents with primary and secondary education.

Although both illiterate and semi illiterate parents with feeling of poor performance may not be able to encourage their children on their studies. Thus, the academic performance of such children is greatly or significantly hindered. It could be interpreted that the parents that were with low level of education might be sufficient enlightened about the needed success of their children education. In such a case, they assist and encourage their children to be adequately involved in their academic activities and hence provide them with basic needs that might enhance their performance. In the same community both categories (low and high income) knew each other and educating the children might become competitive to close gap of disparity among the children in the same community. Moreover, Craig and Ronald (2004) show that parent cognitive ability was substantially associated with parental education and parental occupation only to some extent associated with offspring.

4.4 Contribution of Family Income on Students' Academic Achievement

It was a challenge to measure parental income in the area of study because most of the students did not know their parents or guardians income per month. Therefore, the researcher used interview for parents and guardians in order to know the level on income of the students' parents per month. The researcher wanted to know levels of income of the parents or guardians in the field due to that reason the researcher categorized them into high income and low income. Responses on levels of income has summarized in Table 4.3.

Table 4.3: Parents/ Guardians Level of Income

Income	Category Income level in TShs per Month	Parents/Guardians
Low income	50,000/- to 150,000/-	27
High income	200,000/- to 700,000/-	13

Source: Field Data (2015)

4.4.1 Students in Engaged Income Generation Activities and Its Effect on Learning

Low income in the family also forced some students to take part in the income generation activities to support the family and themselves so that they can get their basic needs. The results from students' questionnaire shows that other students were engaged in income generation activities and parents did not stop them and encouraged them to concentrates in school issues. However, other parents do not want their children to engage themselves in these activities and students were forced to do so. Therefore, this situation can lead to poor performance and can affect academic performance in most public secondary schools as students do not attend lessons.

The parents were interviewed on the involvement of their children in assisting them to generate family income. The responses indicated that some children look for a paid job, while others disclosed that their children accompanied them to their business. One of the parents with a child in school C unveiled the following information:

I am a mama lische working near my home. I always seek assistance from my daughter because I cannot do it alone. When she comes back from school, she helps me prepare food for the business. Then we do business until late in the night. When we go back at home my daughter is too tired to do any academic work. Although I knew she needs time to revise and do her homework, our economic situation cannot allow me to free her for private studies.

Also one parent of a student in school B said:

I used to pay school fees to my child but I do not give him pocket money. When he comes back from school he drives a motor cycle (bodaboda) so as to get some cash. Ssometimes I thank God because he gets money for the family. Also heis used to doing this work during weekends.

On the whole, the parents responses indicate that some forms of child labour exists in most of low income families as they involve their children in income generation activities. A child who works at the expense of schooling is in child labour (URT, 2001). This kind of child labour has an impact on children academic performance as most of them concentrated more on business than on their studies.

This implies that some children are deprived their right to be cared for by their parents in the society and engaged in jobs instead of concentrating in education. Subbarao, Mattimore and Plangemann (2001) reported that Sub Saharan countries have already a higher proportion of children working than any other region, with 29

percent of children aged 5 to 15 years being economically active. ILO's (2001) observed on the nature of the works that children in Makete District showed that in poor families, children were supposed to assist families by engaging in income generating activities, the nature of activities being heavy and tiresome. This observation also extends the findings established by Lunas (2004) who established that many of the Kwangunda secondary schools students were not able to perform better in their national form four examination between 2009 to 2012 because most of the time they were involved in home activities of making brick for business.

Parents /guardians were interviewed to indicate the kinds of occupation are engaged in. During interview, they were asked to specify their occupation. Table 4.3 present summaries of their occupation and their responses.

Table 4.3 Parents/ Guardians Occupation and their Responses

Occupation	No of parents	Percentage
Formal employment	5	12.5
Petty business	17	42.5
Farmer	12	30
Doing domestic work	6	15
Total	40	100

Source: Field data July – August 2015

The findings in Table 4.3 reveal that out of 40 parents/guardians 17 (42.5%) were engaged in petty business such as selling things like tomato, onion, fish, fruits, vegetables, and food. However, 06 (15%) of them were doing domestics works, 12(30%) were engaged in faming activities and 05(12.5%) parents/guardians were in formal employment in formal, including private and public sector.

Study finds that large numbers of parents and guardians were employed in non-formal sector. Most of parents or guardians were found to engage in petty business and farming which they earned very little income and others female are doing domestic works and depending on their husbands to provide basic needs for them.

However, most students in public secondary schools are from the low income families, which imply that families could not meet some of their needs including school fees payments. This leads to failure to pay school fees or contributions and purchase of school requirements causing children to engage in income generation activities which result into poor performance as most of the time they are not in the classrooms attending lessons.

This finding concurs with Ngorosho (2003), Drew and Segi (2004) in which it was revealed that low parents' income lead to inability to pay school fees. Parents sent their children to engage in income generation activities which results in children poor performance.

Respondents revealed that parents' income was very meager and could not cover fees and other contributions and yet sustain the family needs. Occupation determines the quality of one's life and the entire home environment that in turn may influence the child's physical and mental development. The findings show that some students do not have any economic problem, which can affect their performance, but children themselves do not use their time effectively so as to perform better in their studies. However, not all students who are from public secondary schools are from low families' income.

Mdanda (1997) reported that poverty is more closely linked to backwardness in schoolwork than to dullness. Unemployment coupled with small wages is the sole causes of poverty. Such factors as poor food, little sleep and unhygienic domestic conditions may have a harmful effects on the child's health which may result in a lowering of his capacity to learn. This may rob him of a background and general knowledge, which is accepted as self-evident by most schools. When a child comes from a good home where the parent provides sufficiently for the needs of his family and where there is adequate opportunity for intellectual interests, the foundations are firmly laid by the time the child goes to school. However, in the case of the poor child, the father and mother may not, as a result of lacking finances, have the opportunity or the desire to stimulate the child intellectually.

4.5 The Communication between Teachers and Parents and Students' Academic Performance

Two important aspects of school and parents/guardians partnership were examined in this objective. The first was the extent to which parents were attending to schools so as to look for the continuation of their students and secondly, the approach used by the teacher to influence parents to attend school in order to cooperate with the teachers about their children academic achievement. Data were gathered through interview and questionnaire.

Through interview with parents' researcher asked, if they were active to the issue of follow up their children academic progressiveness. Very few parents this is 09 out of 40 parents show that they were attending school meetings and were going to take

academic report of their children but 31 parents out of 40 parents were not attending to school at all. One of the parents with a child in school A supported school and parent partnership and said that:

I usually go to school to look for my children because you may find that some students are walking around the town up to 8.00 am. When you ask them why they are there, they will tell you that, there is no transport for them to go to school.

This findings show that some parents are following their children to school so as to make sure that they are attending to school and they are performing better in their studies. However, other parents were not willing to go to school to follow academic performance of their children; this is shown by evidence of interview of both parents and students. This comments proved that parents ignored their responsibilities of making follow up of academic progress of their children. One of the parents with a child at school B complained that she does not have time to go to school and said:

Why should I lie, I do not have any time to go to school. It is not possible for me to leave my duties and attend to parents' meeting or to take report of my child. My child attends school every day. Although she is here today, it is because we have not finished paying school fees. Teachers are not friendly, that it is why they have decided to send back home our children because they have not paid school fees, but once I get the money I will pay the fees.

This parent continues to say:

Our president Kikwete said that no student shall miss studies because of fees. But I wonder about this school. Today they send back home our children. What shall we do now? As you see, we are here trying to prepare fish with my family and the money which we will get by selling fish, will allow me to pay fees.

Another parent in school D complaining that:

How can I attend the school meetings while I do not see the importance of education to our children? Since I started paying school fees for my first and second born, one of my daughters became pregnant when she was in form two and my son failed examinations. He decided to leave home in 2011 to find money in Mererani Arusha.

Not only parents that revealed they were not attending to school meetings but also students were reported through questionnaire that their parents were not attending to school where they were required. It was shown that 15(37.5%) were attending to school but 25(62.5%) were not attending to school.

Through interview, heads of schools said that they used to have school meeting in their schools, which made them to meet with parent to talk about studies and all issues relating to education of their children. The finding shows that, in most cases, great numbers of parents are not attending school meetings. Also teachers through their interview revealed that, most of parents are not fully involved in children's school progresses they are busy with their own activities. One of the teachers in school C insisted that:

Parents are not involved fully in their children academic matters, hoping that teachers are the only ones to make sure students' are doing well in academics. They are busy with their duties and forgot even to attend to school meetings. Only 30% of parents used to attend to school when they are required. Some of parents do not even buy for their children the necessary school facilities including exercise books, pens and pencils.

The result from the findings shows that some parents do not cooperate with school to look education matters of their children. This situation leaves students' problem unsolved and in long run, it can lead to failure in academics. However, when students performs poorly in their final examinations, the parents used to turn all their eyes

and fingers to teachers forgetting that parents are part of the cause of children's failures. Frequency communication is required between school staff and parents to discuss ways to help their children. Jubber (1994) reported that parents and teachers are most influential from early period of schooling in child life. Parents normally start emphasis of education to children and teachers extend it. He emphasize the importance of home cooperated with school and establish good education relationship with teachers. This means that children intellectual potential for successes in school education depend initial efforts of parents in cultivating this potential so as to prepare conducive environment for learning.

The fourth objective was to establish whether learning at home has effect on academic achievement of the students. This objective intended to look if parents are checking exercise books and assisting their children in their studies at home and if there is any supporting materials which help children to study at home and what kind of activities do students do when they are at home.

4.6 Learning at Home and Students' Academic Performance

4.6.1 Checking Exercise Books and Assisting Children in Their Studies At Home

The research findings reveals that large number of parents do not check their children exercise books because they do not know English language which is used in secondary schools learning, this is due to low level of education. However, other parents do not have time to help children in their studies. During interview, parents

were asked if they help their children in their studies but one of parents in school C explained:

I do not help my son because he knows everything that they have been taught at school by the teachers. I hold just primary level of education. How can I help someone who is studying at a higher level like form four? English language is a big problem to me.

Another parent revealed this in relation to parent's support at home on the assignments:

I used to look the exercise books for my children and assist them in their home works. My first born helps his young brother too, because he has finished form six and is now waiting to join the university.

A student revealed that parents do not help them in their studies. Therefore 22(55%) out of 40 students were not getting any academic support at home and only 18(45%) were getting academic support at home although others were getting support from their relatives.

The response from parents and students revealed that most students are not getting support from their parents due to low level of education of their parents. Other children got support from their elder siblings or relatives while at home. It was found that parents with low education neglect to make follow up of their children's education. When children return from school such parents are not in a position to see what students were taught in schools and identify mistakes in their children works or discover whether students works have been marked. They were not in a position even to read together a book with their children and to see how conversant children are in reading information from the book. All these problems lead to deterioration of the

students and hence poor performance. Muola (2010) in his study reported that parents with a habit of being close to their family will not only find it easy to provide for the physical needs to their child, but will also be in a position to give him attention, encouragement, stimulation and support with his schoolwork.

4.6.2 Talking with Children on the Importance of Education and Provide Assisting Materials

Researcher wanted to know if parents were talking with their children about the important of education and providing assisting materials related to academic issues. Also researcher wanted to know if they were encouraging their children to study at home. The findings show that most of the parents were talking with their children about the importance of education. Example one parent reported:

I used to talk with my children about the important of education and gave them many examples of other people who have studied and they have good life. One of the examples I gave was our neighbor who has good and strong house because invested in education. Further I informed that we cannot even afford to have three meals per day because we don't have income to buy food and good income comes from good education.

Another parents said:

I discussed with my children and told them that without education they will suffer much and they will blame others and seek assistance all the times. Also, I told them that they can own their own property if they work hard at school.

Although most of parents were talking the important of education to the children, but there were other parents who they have no time to discuss with their children anything about their studies. Almost all students supported that their parents or guardians told them the importance of education. Kim (2002) in his research

findings indicates that parental involvement makes a positive contribution to children's educational achievement. Parental involvement is much more likely to promote adolescent school success when it occurs in the context of an authoritative home environment (Steinberg et al., 1992).

On the other hand parents do not buy books and other materials which are needed by their children to support them in their academic issues. This support depends on parents' education, income and how they value education. Some students blamed their parents, they said that, at school they were getting everything from their teachers, but they were not getting the money to buy books and other materials for studying from their parents.

According to the questionnaire by students, 22(55%) students out of 40 students complained that no any supporting material at home that can help them in their studies. While only 18(45%) students out of 40 reported that, they have materials in their home that can help them in their studies. Those materials include books, pamphlets and exercise books from their relatives who have already completed ordinary level of education.

This finding implies that most parents were talking the importance of education to their children but they were not buying them supporting materials' at home and this is due to low level of education and poverty among the families. The availability of children's books was a problem and learning material in home was scanty. This shows that parents think that what their children get from school

were enough to make them to have good academic performance. Further, such parents provide minimal support to their children education. Buying a book to a child is a problem. Although Muola (2010) has explained that the high level of education, which often goes with high occupational status, means that the parents will be able to provide the necessary learning facilities and to assist the child with schoolwork. This parental involvement, which could be lacking in parents whose education and occupation are low, may have a motivating effect on the child.

4.6.3 Other Activities Performed By Students At Home

It was seen that most students during weekends and after school hours participates in households' activities rather than studies. Most common domestic works performed at home were cleaning the house, cleaning of utensils, fetching water, income generating activities and petty business. According to the field data, through interview by parents and teachers and questionnaire from students show that, most activities performed include cleaning followed by cooking fetching water and income generating activities. Some of the interviewed parents noted that they ordered their children to do much of their work during weekends because in those days they were available at home. A parent in Mtonga place had said:

I work as mama ntilie. During weekends my children do farm works, washing their clothes, and help me in my petty business (prepare and selling food near our home). Nevertheless, my last born is not involved in this, as she goes to Madras.

Another parent told the researcher:

When my children are back from school and during weekends, they fetch water, clean the house, and wash clothes, cooking, going to the market

and doing other home activities. They have to assist us because their mother has a baby to attend to.

In order to prove the information obtained from students' interview was done by 12 (100%) teachers from each selected schools. They were asked to explain from their experiences what do students perform at home after school hours but 11(91.7%) teachers said that students are doing domestic activities, others are playing only, looking television, care for their young brother and sisters, and others doing income generating activities. Only 1 (8.3%) said that they were studying and doing school activities. One of the teachers in school A commented:

They are doing informal jobs such as driving motor cycle (bodaboda) and day workers. Most of them concentrate in earning money and others are allied with groups of using drugs (ganja).

Another teacher in school C explained:

They do activities such as cooking washing, taking care of their young brother and sisters cleaning, attending petty business and sometimes doing homework for the few hours.

The researchers noted through observation that amount of works vary from one family to another depending on number of children in the family, which range between two and seven. It was observed that, home works habits depend on the number of siblings and age. Those families where there more than one growing children works was normally shared, but when he or she was alone he or she have to fulfill all role by her or himself.

This comment proves truth that learners are performing many domestic works and they do not have the time to study at home. However, it was found that domestic

works were related to academic achievement of the students it was proved that participation in domestic works alone would not affect students' performance what matter most was the extent and duration of participation. The researcher asked parents and students whether domestic works affect academic performance but most of them said that it is not affecting academic achievement of the learners but other agreed that it effect while other were not knowing at all.

It was clearly shown that the way of bringing up children differs from one society to another. At the same time, the value and norms of society are transmitted from one generation to another, it has been revealed that in Tanga as in other societies parents are responsible for management and guidance of their home places, that is to say parents or guardians are responsible for day to day running of their households. The training of those who stays with parents that is children starts from early age, until they grow up, and these children imitate the adult members.

In addition to that, the above explanation revealed that parents or guardians and other members of the family believed that those pupils had to participate fully in family activities. There is also a certainty that participation in those activities help to prepare children for the future lives. In that case most parents regard the failure to participate in those activities as a wrongdoing and they have to be punished. However, there are some works, which are fulfilled according to gender like fetching water for girls and income project for boys. Therefore, it could be said that domestic works are part and parcel of lives of children. Domestic works more often burden students because they do not get enough time to study at home. Larson and Verma (1999) reported that

after school hours few students spend their time in doing home works and school activities others spend their time in watching television, sports, reading, internet games, doing households activities and part time employment. Malekela (1983) investigating the performance of boarding secondary schools established that boarding students performed better than those at urban day schools. Day scholars students especially girls, spend a lot of time in doing domestic work instead of undertaking private studies and doing homework. Camp (1990) shows that several studies have examine American adolescent overall after school hours they use time in academic activities and this lead to positive impact in their academic achievement.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The aim of this study was to investigate parental involvement and its effects on students' academic performance in public secondary school in Korogwe District. The previous chapters showed various aspects of the problem. Chapter one dealt with background to the problem, review of the related literature was done in chapter two. Chapter three dealt with research methods and designs that addressed the objectives in chapter one and in chapter four the research findings was presented, analyzed and discussed. This chapter provides summary, conclusion and recommendation of the study.

5.2 Summary of the Study

The purpose of this study was to investigate the parents' involvement and its effects on students' academic performance in public secondary school in Korogwe District. Four research objectives and questions were formulated to guide the data collection on the respondents. The study used Epstein's Framework as a theoretical framework, which shows variables and facilitating factors that influence academic performance of the students. The literature review focused on general information related to research dimensions informed by the objective of the study, empirical studies undertaken in developed and developing countries and in Tanzania in particular.

The sample of the study comprises forty students, twelve normal teachers, four head

teachers and forty parents. The study utilized mixed approach. Data collection was done through interviews, questionnaire, observation and documentary review.

5.3 The Findings of the Study

5.3.1 Parents or Guardian Level of Education on the Academic Performance

This findings indicated that majority of parents/guardians had low level of education which is primary level. It was noted that parents/guardians who had low level of education were less responsible for children schooling which lead to poor performance in selected secondary schools in Korogwe district council.

5.3.2 Effects of Family Income on Students' Academic Achievements

It was found that the low income of parents/guardians made them unable to provide sufficient home and school requirements for their children. Low income in the family also forced some students to take part in the income generation activities to support the families for themselves so that they can get their basic needs. This was found to affect academic achievement of the children. However, high-income families viewed payment of school fees and other contribution as affordable. The study also found that large numbers of parents/guardians were employed in non-formal sector. Most of them were found to engage in petty business and farming which they earn very little income and others are doing nothing, but depending on their husbands.

5.4 The Effects of Communication between Teachers and Parents to Students' Academic Performance

The result from the findings shows that some parents do not cooperate with school by making follow-up on education matters of their children. The finding shows that,

in most cases, great numbers of parents are not attending school meetings and others do not know school programmes at all. This situation leaves students' problem unsolved and in long run, it can lead to failure in their studies.

5.5 Effects of Home Environment on Students' Academic Performance

The response from parents and students revealed that most students are not getting academic support from their parents due to low level of education. The research findings reveals that large number of parents do not check their children exercise books because they do not know English language which was used in secondary school curriculum.

It was also found that most of parents were discussing the important of education to their children, but there were other parents who had no time to discuss with their children anything about their studies. The study also implies that most parents were not buying their children supporting materials' at home and this is due to low level of education and poverty among the families. It was found that many students were involved in various domestics' works including fetching water, cooking, cleaning, and income generation activities. Those activities consume most of students' time, which they could use for studying. The length and frequency of their participation in domestic woks greatly affected students' academic achievement because they lacked time to study at home, they arrived to school late and slept in class because of being tired.

5.6 Conclusion

Based on the findings of this study it is concluded that parents' involvements in

academic achievement of the students is very important. Both low and high-income students need cooperation from their parents that could promote effective learning and their happiness. Factors like income, education level of parents, domestic works and home environment affect academic achievements of the learners. The low income and low level of education of parents/guardians made home environment less conducive as family fail to provide sufficient material and support necessary for students' academic achievements.

In addition, some parents do not cooperate with school to look education matters of their children which lead to poor performance. Also poverty in students' families leads to frequent and prolonged participation in domestic works. As a result, they left with limited time for doing school activities like revision, private study and homework. This indicates that children rights are violated at household level, parents and the guardians are answerable for this.

5.7 Recommendations

Based on the findings and conclusion of this study the researcher recommendations are as follows:

5.7.1 Recommendations for Action

- i. School system should introduce and make sustainable counseling unity to deal with students. This will help to solve some of the problems originating from their parents as well as helping them to cope with those problems. This has to mean that school guidance and counseling has to be strengthened in

secondary schools to respond to the needs of students whose home settings do not encourage home learning.

- ii. Local government at ward level should advise parents to cooperate with school administration through close supervision of their children's academic progress and through balancing of domestic chores with studies at home. This will improve performance of students.
- iii. Government under the Ministry of Education and Vocational Training should make sure that the students who are selected to join form one are selected in the schools around their ward to avoid long distance from home to school. Otherwise, the government should provide school buses for students to avoid waste time in between homes and schools. Alternatively, provision of hostels for students in public secondary schools is recommended for students who otherwise walk long distances to school. Lastly, the government should also provide education to the parents and community so as to know the importance of education for their children.

5.7.2 Recommendation for Further Research

It is suggested that a similar study should be conducted in other districts especially in Tanga region using a bigger sample than this as this was done in only four secondary schools. Furthermore, research should be conducted to investigate differences in academic performance between day scholars' students and boarding students in public secondary school in Tanzania main land. Additionally, a gender study to investigate how girls and boys are affected by home set up in their academic achievement is recommended.

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APPENDICES

APPENDIX 1: Questionnaire for Students

Introduction

Dear student, this questionnaire seeks information on the parents' involvement and its effects on students' academic performance in public secondary school in Korogwe district. Please kindly respond to the following question as requested. Information from this document will be confidential and in no way will it be communicated to another person.

Please note: Your name should not appear anywhere in this document.

Please circle the appropriate response(s)

A: Personal Information

1. How old are you please?
2. What is your sex?
 - a. Male
 - b. Female
3. How many are you in your family?
4. Which form are you?
 - a. Form 3
 - b. Form4
5. What kind transport are you using from home to school?
 - a. Bus
 - b. Bicycle
 - c. Foot
 - d. Other specify please.....

6. If you are using foot, how much time do you use to work from home to school?
 - a. Less than one hour
 - b. One hour
 - c. More than one hour
7. Do you have both parents?
 - a. Yes
 - b. No
8. If no, whom do you stay with?
 - a. Mother
 - b. Father
 - c. Guardians, specify please.....

B: General information**Education**

9. What is the level of education of your father?
 - a. No schooling
 - b. Primary level
 - c. Secondary level
 - d. Higher learning
10. What is the level of education of your mother?
 - a. No schooling
 - b. Primary level
 - c. Secondary level
 - d. Higher learning

11. For those who are living with guardians. What is the education level of your guardians?
 - a. No schooling
 - b. Primary level
 - c. Secondary level
 - d. Higher learning
12. Do your parents or guardians look education to be important for your life?
 - a. Yes
 - b. No
13. Do you discuss together with your parents or guardians the issue of going to father studies?
 - a. Yes
 - b. No
14. Are your parents or guardians aware about your expectations in education?
 - a. Yes
 - b. No
15. Can you tell me what is your expectations.....

Income

16. What is your father's occupation?
 - c. Formal employment
 - d. Petty business
 - e. Other employment (Specify)
17. What is your mother's occupation?
 - a. Formal employment

- b. Petty business
 - c. Other employment (Specify)
18. What is your guardians occupation?
- a. Formal employment
 - b. Petty business
 - c. Other employment (Specify).....
19. Are you aware about your parents or guardians income per month?
- a. Yes
 - b. No
20. If yes what is your parents income per month in Tanzanian shillings
.....
21. Are your parents or guardians giving your basic school needs like school fees and uniform?
- a. Yes
 - b. No
- If yes, how often
- Every term
- Only once per term
22. If no how do you get your needs including school fees and other needs.....

Communication

23. Does your parent or guardians visit school whenever they are required?
- a. Yes
 - b. No

24. Do your parents or guardians have a good relationship with your teachers?
- a. Yes
 - b. No
25. Does the school communicate with your parents or guardians concerning your academic progress?
- a. Yes
 - b. No
26. If yes, which means of communication do the teacher used?
- a. Memos
 - b. Phone calls
 - c. News papers
 - d. Other communication (specify)
27. Is there any parents or guardians meeting in your school?
- a. Yes
 - b. No
28. How often per year those meetings are held?
- a. Once per year
 - b. Twice
 - c. Others specify.....

Learning at home

29. Do your parents or guardians check your exercise books?
- a. Yes
 - b. No
30. Do your parents or guardians assist you to do assignment at home?

- a. Yes
 - b. No
31. Which facilities are available at home, which can support your study?
- a. Books and past papers
 - b. Only books
 - c. No any supporting materials
32. Do your parents or guardians encourage you to study at home?
- a. Yes
 - b. No
33. Are you given any kind of academic support/assistance at home?
- a. Yes
 - b. No
34. If yes how do your parents or guardians support/assist you in your studies.....
35. What activities do you perform before school hours?
- a. Cleaning
 - b. Fetching water
 - c. Prepare children for school
 - d. Cooking
 - e. Doing nothing
36. What activities do you perform after school hours?
- a. Private study
 - b. Tuition and private study
 - c. Domestic work and private study

- d. Only domestic works
37. How much time do you take to do them?
- a. 1hour
 - b. 2hours
 - c. 3 hrs
38. What common activities do you do over weekends?
- a. Private study
 - b. Tuition and private study
 - c. Domestic work and private study
 - d. Only domestic works
39. How long it takes to accomplish those activities?
- a. 1-2hrs
 - b. 3-4hrs
 - c. 6+ hrs
40. Do these activities affect your school performance and attendance?
- a. Yes
 - b. No

Thank you for your Participation

Appendix 2: Interviewing schedule for Parents or Guardians

A. Personal information

1. Do you have a child? Yes or No
2. If yes, how many children do you have?
3. Do you have a child who is at school? Yes or No
4. If yes, how many children are in secondary school?
5. For those who are at school what level of education do you prefer them to reach?
6. Explain please....
7. Why are you educating your children?

B. General information

Education level

8. Have you ever going to school?
9. What is your educational level?
10. What are your expectations with regards to your child's education?
11. Is your child aware of your expectations?
12. Do you have discussions with your child about education, and his/her interests?
13. Do you find education to be important for your child? Do you believe your child is aware of that?
14. What do you believe you as parents or guardian can do in order to prevent your child from dropping out of school before graduating in from four?

Income

15. What is your occupation status?
16. What is your current job situation?

17. How much do you earn per month in Tanzanian shillings?
18. How about your income level, is it satisfactory to your family needs? Yes or No
19. If no, how can you afford to pay school fees and other needs for the children and at home in general?

Communication

20. How often does the school contact you?
21. How often do you contact the school?
22. What is the main reason for this communication?
23. Do you have a good relationship with your child's teachers?
24. Are you aware of school policies and programs?
25. Do you feel like the school is trying to reach out to you as a parent and to develop a partnership with you?
26. If your child has a problem at school, do you find the school responds to it effectively?

Learning at home

27. Do you find it important that your child does his/her homework?
28. Do you emphasize to your child that he/she does his/her homework?
29. What is your attitude towards your child's homework? Do you find it too much or too little?
30. Do you assist your child with his/her homework?
31. Do you monitor your child's homework? Do you make sure he/she does its homework?
32. Are you aware of all the subjects your child is learning at school and what he/she is learning in each subject?
33. What major activities do your children at home mostly perform before school hours?
34. What major activities do your children at home mostly perform after school hours?

35. What major activities do your children at home mostly perform during weekend?
36. What are your general view on the parental involvements and its effect on academic achievement in your school?

Thank you for your Participation

APPENDIX 3: Interview for Head of Schools

A) Personal information

1. School.....
2. Sex
3. Years in teaching profession
4. Years of experience of head of school.....

B) General information

5. How many students in your school
6. Do you ever receive complains from students that they are facing any problem in their home place. Yes () or No () .
7. If yes what are these problems
8. Do parents or guardians cooperate with school concern academic matter of their children?
Yes () or No ()
 - a. If yes how
 - b. If no why
9. What are parents or guardians attitude and expectations towards education of their children?
10. What are your comments' on students' attendance to normal school and evening classes?
11. a). Do you prepare progressive report for students to parents? Yes () or No ()
b). If yes how did those report reach to the parents?
12. From your experience what activities do students perform at home?

13. How do those activities performed at home affect academic achievement of the children?
14. What is your general view on the parental involvements and its effect on academic achievement in your school?

Thank you for your Participation

APPENDIX 4: Interview for Teachers

A) Personal information

1. Name of school
2. Job title/official position..... (Academic, Discipline or TOD.)
3. Years in teaching profession.....
4. For how long have you been teaching in this school.....
5. Sex

B. General information

6. How can you rate the academic performance of your students?
7. Is there any different in performance between students of low and high income families?
(Yes or No)
If yes, explain how and why.....
8. What do you think can be done by parents or guardians to improve performance of their children?
9. How does income of parents or guardians affect academic performance of students?
10. Is your school having evening classes? Yes () or No ()
If yes;
 - a. Are parent willing for their children to attend at evening program?
 - b. Is there any contribution in those classes?
 - c. Can parents afford to pay for it?
11. Does the school communicate with parents or guardians to present the academic progress of their children?
12. From your experience what activities do students perform at home?

13. Do you think those activities in question 08 above have effect on performance of students? (Yes or No)

If yes how and why.....

14. Are parents or guardians aware of school policies and programs?

15. What are your general view on the parental involvements and its effect on academic achievement in your school?

Thank you for your Participation