PARENTAL INVOLVEMENT ON STUDENTS' ACADEMIC ACTIVITIES IN COMMUNITY SECONDARY SCHOOLS IN TANZANIA

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN UNIVERSITY OF TANZANIA

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CERTIFICATION

I, the undersigned, certifies that I have read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation entitled: **"Parental Involvement on Students' Academic Activities in Community Secondary Schools (CSS's) in Tanzania"** in fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies at the Open University of Tanzania.

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Prof. Honoratha M.K. Mushi

(Supervisor)

...

Date

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DECLARATION

I, **Ilala V. Nyembeke** declare that this dissertation is my original work to the best of my knowledge except where stated and that it has been submitted to The Open University of Tanzania in partial fulfillment for the award of Master of Education in Administration Planning and Policy Studies (MED APPS) Degree and has not been presented to any other university or higher learning institution for similar or any other degree award.

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Signature

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Date

DEDICATION

My special dedication goes to Almighty God who gave me health, protection and blessings as well as my beloved wife Vumilia R. Nyanda and my children Dotehope and Diomedes for their love, care, blessing, inspiration and moral support.

ACKNOWLEDGEMENT

ABSTRACT

The main objective of the research was to assess parental involvement in their children's (students') academic activities in community secondary schools in Tanzania. The study was conducted at Kilosa District in Morogoro Region. The study employed quantitative and qualitative research methods in collecting and analyzing data, whereby questionnaires, interviews and documentary review were used to collect data. The total sample size was 175 respondents. The documentary guides assisted the researcher to determine the extent of parental involvement in community secondary schools. Findings revealed that, 67% parents of registered students in community secondary schools were not effectively involved in their children's academic activities such as guiding students in attempting homework, checking daily students' work, tracking students' attendance, volunteering in school activities, communicating with teachers and other school personnel including heads of schools. The study also identified that majority of parents with students in community secondary schools were challenged by limited formal education, poverty in their families, limited time and resources among parents and teachers, weak students' readiness to learn and the distance from home to school that hinder parents from attending meetings. These conditions negatively affected students' academic performance. On the basis of the findings, the study suggests and recommends that the government and other stakeholders in education should educate school community members to allow parents develop awareness of the need to get involved in academic activities of their children and education policy makers should prepare parental involvement policy which describes specific roles that parents of students in community secondary schools must fulfill.

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LIST OF ACRONYMS

CSS's	Community Secondary Schools
D-by-D	Decentralization by Devolution
FE	Free Education
MGD's	Millennium Development Goals
MOEVT	Ministry of Education and Vocational Training
NECTA	National Examinations Council of Tanzania
NGO's	Non-Governmental Organization
SEDP	Secondary Education Development Programme
SES	Socioeconomic status
SPSS	Statistical Package for Social Science
TDV	Tanzania Development Vision
TV	Televisions
UNICEF	United Nation Children Education Fund
URT	United Republic of Tanzania

CHAPTER ONE

1.0 INTRODUCTION

1.1   Background of the Study

Parental involvement in education has been defined as parents' interactions and participation with schools and their children to promote academic success (Hill *et al.,* 2004). Such interactions extend beyond the engagement with schools, to home life expectations and values for education that are communicated directly and indirectly to children. These conceptualizations focus on individual students, their families and the schools.

Parental involvement is a combination of commitment and active participation on the part of parents in schools and students matters, especially those related to their involvement in schools. Parental involvement in the school, like many other forms of community partnerships such as the Parent Teacher Association (PTA) or Parent Teacher Organization (PTO), helps to improve students' success. Limited or lack of parental involvement has been considered part of the shortcomings of the children's education for at least 40 years (Hornby & Lafaele, 2011). Various aspects of parental involvement such as participation, partnerships and a variety form of interactions have differential effects on students' academic outcomes (Domina, 2005; Fan, 2001; Fan & Chen, 2001; Jeynes, 2005, cited in Fan & Williams 2010).

From the perspective of these scholars, parental involvement is beneficial to students. Such involvements benefit students as well as teachers, the school, parents themselves, the community and other children within the families.   Everything

possible should therefore be done by the school system to encourage parents to get involved in school affairs.

Some literature suggests that parents and community involvement in school activities that are linked to student learning have a greater effect on academic achievement than more general forms of involvement (Henderson & Mapp, 2002). More importantly, parents' involvement activities may have a greater effect on academic achievement when the form of involvement revolves around specific academic needs. For example, Sheldon and Epstein (2005) found that activities that engage families and children in discussing mathematics at home can contribute to higher academic performance in mathematics when compared to other types of involvement. Harrison and Hara (2010) also concluded in a research done in North Carolina that family and community involvement can have a powerful and positive impact on pupil outcomes. Those studies agreed to some extent that parents' participation has a positive impact to learners. Rowing from the study, the question that this study sought to respond was whether parental involvement has similar positive effect on students' academic performance in Kilosa District Community Secondary Schools.

When parents talk to their children about school as well as when they ask their children how about what they do in schools, all signal parents' supervision of their children's school lives and parents view of the importance of their children's success in school (Borgonovi & Montt, 2012). It is beneficial for students' performance when parents highlight the value of school and talk with their children about what

they have learnt at school. Furthermore, parents' discussions of non-school related matters such as political or social issues, books, films or television programmes with their children has been shown to have a positive effect on children's motivation and academic skills (Borgonovi & Montt, 2012).

Moreover, it is a common belief that students' academic achievement depends on three basic things: teachers' efforts, student's efforts, and parental involvement in their children's education (Tella & Tella, 2010). Parents are responsible for their children's academic achievements. They are the ones who spend much time with the students during evening, nights and during long school vacations. This could be seen as a challenge because most parents spend much of their time and weekends at work places, something that may hinder parental involvement on students' academic performance. However, a father or mother can handle the roles of parenting to a person who stays with their children at home most of the time. These persons could be sisters, brothers, house maids or any other relative.

Singh *et al* (1995) identified four components of parental involvement in their children's school issues namely; parental aspirations for children's education, parent-child communication about school; home-structure and parental participation in school related activities. It should be emphasized that 'parental aspiration' refers to the parents' hopes and expectations for the child's continuing education; 'parent-child communication' about schools refers specifically to school related matters. 'Home structure' refers to the degree of discipline exerted by the parents to insist on homework completion and to limit potentially distracting activities (e.g. watching

T.V for a very long time) whilst 'parental participation in school more self evidently refers to parent support for and participation in school and class functions.

The establishment of community secondary schools has been one of the major educational reformations in Tanzania's secondary education since the 1980s. The 1995 Education and Training Act No. 10 defined Community Secondary Schools as schools owned by local communities or owned by an institution on behalf of a community (URT 1995). In this case, Community Secondary Schools in Tanzania are basically established by the people at ward, division or district levels before they are subjected to the central government for registration, supply of teaching and learning materials, teaching and administrative staff. Essentially, community secondary schools are a function of partnerships between the government and local communities (URT, 1995).

In addition, community secondary schools are planned and managed by the community in which the children live. These community schools have been expected to enable or create low-cost conditions for the communities, ensuring access to education for more children who would not otherwise have had the opportunity of attending school elsewhere in the country where educational costs are higher.

Community secondary schools in Kenya are called *"Harambee Schools";* in Tanzania they are referred to as *"Shule za Kata"* translated as "ward schools" due to the nature of community involvement, mobilization and contribution made by community members not only in establishing the schools but also in managing them.

By the 1980's, each region in Tanzania had one or two secondary school (URT, 1995). Most of these schools were boarding-schools located in urban areas. This situation was associated with three main challenges: First, only few children were selected to join secondary school because the number of qualified students did not match the limited spaces in the private and government schools which existed by that time. Secondly, children had to travel long distances to where the schools were located and there was no transport for purposes of serving students. Lastly, since the construction and financing of all schools were considered the function of the government, parents' level of participation in school matters was very low (Noel & Sotco, 2014).

The government of the United Republic of Tanzania launched a Secondary Education Development Programme (SEDP) in 2004 with the aim of improving access to secondary education (URT, 2009). In the long run, the programme was also in line with other governments' efforts to increase community participation in school management through decentralization by devolution (D-by-D) as envisioned by the Tanzanian National Education Act of 1978 and by the Education and Training Policy of 1995. For the first time a complete decentralization of school management through devolution to include members of the community (across all the wards) in form of School-Boards/School Committees was implemented in Tanzania in the late 1990s and early 2000s.

Among other things, the roles of School-Bodies include identification of location and mobilization of the communities for building and construction of schools; monitoring

school construction and providing feedback to the higher education-authorities at the district level regarding running of the school. In addition, it was the responsibility of the Board to oversee the implementation of school development plans (Tanzanian Educational Act, 1978; URT, 1995). Therefore, in addition to traditional engagement features where parents were passive recipients of their children's school reports and financing schools, legislation extended the right of parents and the communities to participate in the schools' governing structures.

A research study titled "Participation of Parents in the Administration of students in Integral Education" conducted in Dar es Salaam Day Secondary Schools by Katatumba (2007) showed that parents in Dar es Salaam were challenged by not having sufficient time to share with their children after school hours and even during non-school days. The study found that 32.1% of Dar es Salaam Day students witnessed that they never had opportunity of sharing with their parents about issues related to education, feelings, school reports and future plans. On the other hand, 75.2% of students declared that they had never seen their teachers at major family and school events. The researcher in the study intended to find out whether or not parents in Kilosa District were involved in their children's academic issues especially those who study in community secondary schools. The researcher was particularly interested to investigate the extent to which parents engage with their children's learning activities at home and share on other education matters.

Despite the introduction of Tanzania's educational reforms to promote schools-parental involvement, it is still not clear whether the developments of such

programmes have been promoted and whether parental involvements in community secondary schools have encountered any challenges specifically in academic matters. Literature reviewed revealed that parental involvement in the activities of the school has a positive impact on students' academic achievement and the success of the school (Halsey, 2004; Christie, 2005). Little is however known about the effects of parental involvement to students in rural settings such as Kilosa District. Owen & Philip (2013) and Carter (2002) declare that the participation level of parents in school matters defers among rural areas, boarding schools and urban areas.

The level of Tanzanian parents' involvement in community secondary schools students' activities was a question which needed to be addressed. This study was eager to determine the extent of parental involvement on students' academic activities and their relationship in students' academic achievement in community secondary schools in Kilosa District.

1.2   Statement of the Problem

In Tanzania, community secondary schools (CSSs) were introduced as a solution towards increasing population in the country leading to increasing number of students in primary and secondary schools. The efforts made by the government of Tanzania and communities in expanding secondary schools which extended to ward level, lowering education expenses to improve the education systems are challenged by poor students' academic performance. Parents, teachers and the government are the key stakeholders who have stake in community secondary schools and these have the role to play in solving a problem of poor academic performance.

According to Lareau (1987), parental involvement is seen as an integration of home and school. This practice encourages parents to participate in the life of the school, as well as attend to the learning of their children at home (Epstein *et al*, 2002). One of the parents' aspirations is to see their children having succeeded in their schooling. Taking into consideration that parents are key stakeholders in education process, the level of involvement in their children's academic activities is a question which needs to be addressed. Hence, the proposed study sought to assess parental involvement on students' academic activities as a way of improving students' academic performance using community secondary schools in Kilosa District as representative cases.

1.3 General Objective

The general objective of this study was to assess parental involvement on their children's (students') academic activities in community secondary schools in Tanzania, with a focus on Kilosa District community secondary schools as case studies.

1.4 Specific Objectives

This study was guided by the following research objectives:

i) Determine the extent to which the parents are involved in academic activities in Kilosa District community secondary schools.

ii) Determine the relationship between parental involvement and their children's (students') academic performance in community secondary schools in Kilosa District.

iii) Identify challenges that parents encounter when they get involved in community secondary schools academic activities in Kilosa District.

iv) Explore parents' opinions on opportunities that community secondary schools can harness in order to enhance their children's academic performance in community secondary schools activities in Kilosa District.

1.5   Research Questions

The following were the research questions for the study:

i) To what extent are the parents involved in academic activities in community secondary schools in Kilosa District?

ii) What is the relationship between parental involvement and their students' academic performance in community secondary schools in Kilosa District?

iii) What are the challenges that are encountered by parents, students, management, community members, etc. when involved in community secondary schools matters in Kilosa District?

iv) What are parents 'opinions on opportunities that community secondary schools can harness from their communities (especially from parents) to enhance their children's academic performances in community secondary schools in Kilosa District?

1.6   Significance of the Study

The researcher believed that, data and recommendations which were obtained from this study were significant to community secondary schools' students, parents, heads of schools, school boards, decision makers and researchers because these groups

constitute major education stakeholders who have stake in the education sector. The results of the study has potential to offer education stakeholders such the information they need to prepare strategies of ensuring better academic performance/achievements at community secondary schools. The study also motivated scholars and researchers to carry out more research on parents' involvement in students' academic performance in order to establish acceptable and effective ways of parental participation in community secondary school academic performance/achievements. The findings from this study further guided education policy makers and education planners on how to assign specific roles to parents of students who are enrolled in community secondary schools. Further, the study added different dimensions to the schools, government and society on community secondary schools' performance when students' parents are involved in decision making for matters pertaining to academic activities in community secondary schools.

1.7 Scope and Limitations

1.7.1 Scope

The study was conducted in community secondary schools in Kilosa District. Study participants were the heads of schools, school management teams, students, parents, Regional Education Officer, District Education Officer and Ward Education Coordinators. Participating schools in the district were only 15 selected from 36 community secondary schools in the district. This selection enabled the researcher to assess the parental involvement on students' academic performance since the included education stakeholders provided the necessary information for the study as

they were key participants with extensive experience in community secondary school practices.

1.7.2   Limitations

The study had a number of limitations. First, it was not possible to assess all variables that affect academic performance in a single academic based study like this one. This study considered only six variables adapted from Epstein's framework of six types of parental involvement in education for their children. The variables include parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community (Epstein, 1995). The variables guide educators to develop comprehensive parental- school partnerships.

The study was also limited to questionnaires and interviews for school facilitators, administrators and parents to assess parental involvement in community secondary schools in Kilosa District.

1.8   Definition of terms.

For the purpose of this study the following definitions of terms will be applied:

Academic activities include physically attending classes where there is an opportunity for direct interaction between the facilitator and students, submitting academic assignment, taking examinations, attending study groups, discussions and practices and extracurricular activities.

Academic performance: This refers to the ability of students to study and remember facts, being able to study effectively and see how facts fit together and

form larger patterns of knowledge, and being able to think for one self in relation to facts and being able to communicate knowledge verbally and in writing.

Community secondary school with respect to this study refers to an education institution that has been constructed by the government funds and parents contributions at the ward or village level.

Partnership: is the relationship between parents and their children and teachers that are involved in the same school activities

Parent: is a father or mother; one who begets or one who gives birth to or nurtures and raises a child. It also implies a relative or any one who plays the role of a parent as a guardian for a child or children.

Parental involvement: This is a general term that denotes the participation of parents in the academic success of their children. It is the amount of support that a student gets or expects to get from parents or guardians during the time when he or she is undergoing an education programme.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of various literature related to the study based on the involvement of parents on the academic activities of their children in community secondary schools. The aim of this chapter is to provide relevant information on the whole process of parental involvement in academic activities.

2.2 Parental Involvement

Epstein (1995) defines parental involvement as families and communities who take an active role in creating a conducive and caring educational environment. Further state that parents who are involved with their children's education are those who constantly show good parenting skills, communicate with the school staff, volunteer their time in the school, help their children learn at home, take an active role in school related decision making, and who regularly collaborate with the school community. Joyce Epstein identifies six types of parental involvement in the school – parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community (Kimu, 2012).

For a long time parents have been traditionally playing this function, though they were highly not given a valuable opportunity to partake in the decision-making process in their schools (Hill *et al*, 1990). Parental involvement is nowadays accepted and asserted to effective school development (Hayness, *et al,* 1991). Parents

have been contributing insights and knowledge that complement and strengthen social and professional program in schools (Ibid). It is for this reason this study intended to assess parental involvement in community secondary schools in order to determine the extent of their involvement in academic activities, develop the relationship which exist between parental involvement and students' achievement and investigate challenges that face parents when get involved in school matters so as to find the possible solutions.

2.3   Academic Activities

Academic activities include all things that relate to the work done in schools, especially work which involves studying and reasoning. Students can acquire new skills, new friends, career ideas, and travel opportunities by participating in academic activities. Examples of academic activities includes; reading and writing skills, counting skills, projects, essay competition, debates, research groups, subjects clubs, subjects exhibition and carrier day. Focusing on these activities, we can observe that parents like teachers have the role to play to their children. Parents may get involved in activities helping their children to read and write, conduct debates, couch sports and games, assisting students in designing and conducting various projects and other many activities. (Roger, 2002)

Parental involvement may have very essential contribution in school-based activities of their children. These activities may involve contacts with teachers, checking the attendance of children in school, monitoring their activities in school, checking their periodical academic progress reports. All these things might be very helpful in

secondary level academic achievements of the children. Parents become more concerned about the learning opportunities that secondary schools provide. As children move from primary school to the secondary school, parents also crystallize their educational expectations for their children. As students complete school education, parents become increasingly concerned about their teen's further education and about the effects of secondary school programs on postsecondary opportunities (Catsambis & Garland, 1997). Therefore, secondary education in community secondary schools needs to be supported by all stakeholders including the parents.

Parental involvement and parental participation are used interchangeably in studies to refer to the support of parents in school activities in and out of school for the benefit of the pupils (Kgaffe, 2001; Lanther, Wright-Cunningham & Edmonds, 2003). When considering the term parental participation it refers to a variety of parental behaviours, such behavior may take place at home while others may take place at the school. The activities may be working in the children's canteen, providing children's basic needs, providing clerical support to teachers, attending school social activities, supervising children on school excursions, helping with homework, making decisions on the nature of the curriculum, amongst others (Monadjem, 2003).

All these need to be assessed among parents of students in community secondary schools. It is expected that if parents participate fully in providing all these support, learning may become smooth and many students in community secondary schools

will perform better. Therefore, regarding this study , parental participation is a comprehensive and inclusive term that includes all types of parental behaviours at home and at school that relate to children's education across all of the six Epstein's (1995) types of parental involvement activities.

In a collaborative climate where there is a mutual relationship between parents and teachers, parents are accountable for their children's homework, provision of additional funds for students educational trips and school attendance. In Zambia government has endorsed parental involvement in the education and mandated schools to form Parent Teachers Associations (P.T.A's). In this relationship parents have agreed to assist government in paying a small amount of money as P.T.A. levy and share the cost of students' tuition. The funds are used for school development and enhance students learning (Nsana & Mbangweta, 2002). Of recent, a new system of association has emerged in schools called Parent, Children and Teachers Association (P. C. T.A).The main objectives of the association are to promote positive behaviour amongst students and monitors students work. When parents see that their contribution is recognized, their sense of belonging is enhanced. Once they own the school they share the blame for a decline in students' academic performance. In order to avoid such disappointment parent show interest in students' achievement by conducting daily spot checks on their work (ibid).

This ultimately motivates students to be serious with their school work, hence improve their academic performance. Parents therefore have a major role in their children's education.

2.4 The Extent of Parental Involvement on Students' Academic Activities and Performance

The influence of parents can be viewed focusing on their attitude, and their supportiveness to children. But the level of involvement depends on the perception parents have towards their children education. Parental involvement is concerned with taking part in schools or academic improvement of their children (McNergney, 2001).

In many communities parents believe that their children academic success is the future success of the individual student and entire family. Therefore, once a child performs well, happiness arise in parents mind and vise-versa. Some studies like that of Henderson & Berla (1994) and Pena (2000), showed that parents' attitudes make enormous effects on students' attitude, attendance, and academic performance. There are parents who have positive attitude to education, and these parents encourage their children to study hard, and they are highly involved in their children education (Kathleen, *et al*, 2001), and thus students achievement increases because of greater involvement from parents (Rich, 2001).

In addition to that, McMillan (2000) noted that parental pressure has a positive and negative significant effect on public school performance. This becomes particularly obvious when the exactness of the parental pressure is brought to bear on the children's academic performance. Similarly, children of passive parents are found to perform poorly academically. Ryan (2005) study showed that academic performance is positively related to having parents who enforce rules at home. This is the true

experience because parental involvement improves behaviours of children's education such as good school and class attendance among students, good performance on home works, and readiness of students to seek for help from parents and teachers. (Cotton & Wikelund 2001). Also parental involvement in children education provides fear of failure among students and forces them to work hard so as to achieve the highest scores in their academic performance.

McNergney (2001), provided six types of programmes that could be used by different schools including the community secondary schools to form strong parental skills .These skills includes schools assisting parents on child-rearing skills, schools can communicate with parents about various school programmes and students' academic progress and requirements, schools can create good environment to let parents volunteers in school academic activities, schools can encourage parents to be involved in learning activities at home, schools can involve parents in decision making, and also schools can coordinate with wealthier people and agencies to provide resources and services to families, student and the community.

According to a study carried out among Latino students in Chicago, Marschall (2006) observes that although there are many causes of low academic achievement; lack of cooperation among schools, parents and their communities plays a big role. This suggests that both the determinants and effects of parents' participation in school matters should be considered in order to ensure quality education and quality performance. Quality performance has been a key determinant for students' further

studies and later acquisition of jobs. Therefore factors influencing it had to be carefully studied in order to find solutions.

Getting parents involved in children academic improvement need a direct link between schools and home environment. On parental involvement and academic achievement, studies have shown to date that the two constructs seems to be positively related (Halsey, 2004). Findings have demonstrated that parent's involvement in the education of the children has been found to be of benefit to parents, children, and schools (Tella & Tella 2003; Campbell, 1995).

Study by Lwaitama, (2000) points out that education starts at home with parents and their attitudes affect the quality of education which their children get. Most parents in Tanzania take little interest in their children's education. As a matter of facts, repeated evidence has confirmed that the most accurate predictor of student achievement is the extent to which the family is involved in the child's education, and not the family's level of income (Wikelund, 2005)

According to Epstein & Sanders (2002), families and schools have worked together in striving to give learners' quality education since the beginning of formal schooling. For that matter, parents are required to provide their children with skills and material things. But, now days because of need and hope for children to achieve high academic performance in their studies, schools and parents need to form joint efforts so as to promote students learning in a smooth manner. Nancy & Lorraine (2004) in their study found that parental involvement with school involves fulfilling roles such as volunteering to school projects, communicating with teachers and other

school personnel, assisting children in their academic activities at home and participating in various school events.

Parental involvement in student learning formed efficiency in promoting students' performance (Cotton & Wikelund (2006). Parameters that may result in better students' academic performance includes, parents to assist students in their daily home works, guide their children in planning for their life and this involves motivating them to study hard different subjects including science subjects and also parents should maintain day to day communication with school personnel so as to track their children progress at school. Thus, the study intended to determine the relationship between parental involvement and students' academic performance.

2.5 Parental Involvement in School Matters Decision Making

The study carried out by Marschall (2006) to Latino students in Chicago, showed that parental involvement in school matters, helped parents in increasing skills and knowledge which fostered them to assist their children in school related activities and home activities. On the other hand, Carnie (2003) study showed that there is need to give chance to parents in order to participate fully in decision making processes that focus on the performance of school objectives. It is expected that all parents participate in issues such as school development plans, policy formulation, school budgeting and annual programmes evaluation.

Gorton (1983) as quoted by Kaggwa (2003) signified that there are no administrators who can effectively and efficiently do all the administrative activities on his/her own.

Administrators have to involve teachers, students as well as parents in order to fulfill certain task, because all are key education stakeholders in schools. The selection of career guidance including the choice of different subject combinations to students must be supported by parents and teachers. This help students and parents meet their expected goals they inspire for.

In other countries like Zambia, a community school is a "community-based, owned, and managed, learning institution that meets the basic education needs of pupils, who for a number of reasons cannot enter government schools" (Graundvaux-Miller & Karla, 2002). A committee of community representatives manages and organizes these schools, which can be locally or externally initiated. Community schools target orphans, underprivileged children, and girls. Community schools provide educational opportunities for underserved groups (rural poor, ethnic.minorities, girls) at a sustainable cost. They are located within communities that do not have easy accessibility to public schools. Management of the schools involves a partnership among private organizations, communities, and government. Teachers are recruited, trained, and supported from the local area. Schools use a locally relevant, child-centred curriculum and pedagogy while covering the basic knowledge and skills required by the formal education system, so that successful pupils can continue in government schools. Community schools often provide education where families have no alternative (Hartwell & Pittman, 1999).

However, Eccless & Harold (1996) as quoted by Nancy *et al* (2004) observe that parents' confidence in their own intellectual abilities is the most salient predictor of

their participation in children's schooling. Parents need to be guided on the knowledge and skills of secondary school management. Epstein and Sanders (2002) discuss parents' diverse ways of participating in school management also to include communicating with teachers, participating in academic-related activities at home, and communicating the positive value of education to the learners, adding that these are each related to school performance. While the propositions advanced by Epstein & Sanders (2002) might be accepted without controversy, in the context of the study, critical consideration of these propositions indicated the need for investigation. First, the authors indicated what parental participation in school management could influence but they do not indicate why and how it could do so. Second, it is to be noted that, methodologically, Epstein and Sanders conducted their study in an industrialized setting and where parental levels of education are relatively high, especially when compared to schools in Kilosa District.

2.6   The Challenges of Parental Involvement in School Academic Matters

Parents have for long been noted for their key role in financing schools right from the colonial era especially, after the first world war had affected donations for missionaries to run schools in Tanzania (Ssekamwa, 1997). In their study however, Nancy & Lorraine (2004) found out that impoverished families are less likely to be involved in schooling than wealthier families, and schools in impoverished communities are less likely to promote parental participation in school matters. This conforms to Feyfant & Rey's (2006) argument that there are families who have the right intentions but are powerless especially those from rural backgrounds or those with little in the way of education. However, family's wealth may be one thing and

financing schools or providing scholastic materials to their children may be another thing in parental involvement. That is why this study intended to determine challenges that parents encounter when they get involved in community secondary schools academic matters.

SSonko (2001) observes that there are parents who do not value educating their children and have been heard saying "… we did not go to school yet we are serving well than those who say they are educated". It is likely that parents' with negative attitudes toward education or those who do not have clear perceptions of their roles will let their children miss classes if they do not provide students' requirements hence causing them to lag behind in academic performance. Alternatively such parents may be of low economic status hence affecting their children in the same way and the Nation as a whole.

Parent- school relationships do not occur in isolation but in community and cultural contexts. This statement is in conformity when considering Kilosa District where most people are peasants and are of low socio-economic status with low levels of income; parents are likely to find difficulty in providing school necessities and sustaining their children in school. Moreover, lack of educational skills may affect parents' role in evaluating and planning for good academic performance with the administrative staff (Nancy & Loraine, 2004). That is why the researcher intended to assess whether illiteracy and poor motivation are challenges of parental involvement

In Tanzania, the government has been allocating fund for education sector in large proportion. The recurrent expenditure on education is accounted to be about 35% of

the overall budget (Mushi, 2009). But the government has a big load to provide all support to all school in the country. Therefore a support from the parents is required in order to cut across all other expenses that the government failed to shoulder out. A good number of reformations were put in, including involving individuals and parents in financing education (cost sharing) and encouraging private and Non-Governmental Organizations to chip in to invest in the education sector (Galabawa, 2004). That is why we have witnessed many community secondary schools being built by community members throughout the country in order to meet the main objective of Tanzania Development Vision 2025; that aims to have a well-educated and learned society.

With regard to the implementation of cost sharing in education, the government is no longer the only organ responsible for promoting the quality of teaching and learning resources. The government to a large extent is not in the position to cover all educational expenditure and supervision (Fumpuni, 2008). Further, given the true situation that all students in all levels of education demand quality education, heavy financial investment in education is significantly needed. Therefore educational administrators must explore other alternative sources of financing secondary education in Tanzania especially in the rural areas with the aim of achieving educational development.

Hence, the study needed to find out whether parents irrespective of their socio-economic status pay school contributions, provide scholastic materials and other school requirements for good academic achievement of their children.

Malaspina (1993), Butler (1992), and Conley (1993) found that shortage of time appears to be an issue for teachers and parents; teachers have little time available for meetings due to the rigid structure of school days and parents may have jobs and other commitments to schedule around. An additional difficulty may be that teachers have families and do not have the flexibility to meet at the parent's convenience, particularly when so many women are teachers.

Parents often feel to bear no power when they communicate with educators (Gareau & Sawatsky, 1995). Educators, for a fear of being overwhelmed, are reluctant to share their power with parents. A study of the power struggle of parents in the Chicago school system found that many parents were chided by teachers and administrators for their arrogance in thinking they could run the schools (Marchesani, 1993). Dixon's research (1992) outlined that the barrier to more parent involvement is not parent apathy but lack of support from educators. In some cases, parents actually felt that their children might be singled out or treated unfairly in grading by teachers who deemed parents to be interfering" (Marchesani, 1993). Carlson's (1991) research further supports this finding as she states that, despite the strong confirmation by statistics and research reports of the benefits of parent involvement, programs are still rare and resistance from teachers is often strong. Teacher control creates walls between home and school and limits parent involvement.

2.7   The Knowledge Gap

The literature reviewed has shown how it means by parental involvement to students. Many studies have been carried out in developed places and few studies have been

carried to assess parental involvement in community secondary schools. The nature of community secondary schools in Tanzania is different from urban to rural. Taking into considerations these factors, a gap that needed to be fulfilled is to determine whether parents of registered students in community secondary schools are involved in their children academic activities and to investigate challenges of parental involvement in community secondary schools and finally develop possible solutions to those challenges.

2.8   Conceptual Framework

Hill & Taylor (2004) suggests that parental participation in school matters is directly related to school effectiveness and high academic performance; these theoretical propositions suggest that the low academic performance of schools in Tanzania could be related to the extent to which parents are involved in school matters.

The variables to be included in this study were conceptualized using the Conceptual framework delineated in Figure 2.1.

Figure 2.1 below summarizes the idea contained in the model that if the independent variables and mediating variables are of positive attitudes towards students` learning, then the process would produce good performance in academic activities among students who are the entire beneficiaries. In this study it is anticipated that if parents` involvement, altitude and expectations and their practices like teaching, guiding, counseling, coaching and self evaluation at home are positive towards education process of their children, students would highly get motivated and become ready for

learning at school. As a result, these children would attain good performance in their academic activities.

Independent variables	Mediating variables	Dependent variables
Parental Involvement	**Processes**	**Students' Academic performance**
• Parenting (Involving provision of Housing, Health, Nutrition, Safety and motivation to students) • Monitoring students' academic progress • Volunteer for school projects. • Decision making at school meetings • Communication with teachers and other school personnel	• Teachers facilitating learning • Administrators supervising implementation of curriculum • Policy makers preparing education policies • Government employing teachers	Students' participation in: • Class assignment • Tests • Quizzes • Projects • End of term Examinations. • National form IV Examinations

Figure 1.1: Conceptual Framework

Adapted from Epstein, 1995

The study assumed that if home environments including sleeping houses, study rooms which is likely to be full of study materials like books, tables, electricity or lamps, support from parents and/or from brothers and sisters in attempting home

work and guiding students in attempting out school activities, school environment (teachers, books, attractive classrooms, school counselors, security), study time etc are well set and organized. Hence, students can be motivated to study even after school hours and this would lead to good performance on academic activities.

It was expected that students can be motivated and perform better in examinations if parents would provide essential scholastic materials to students such as exercise books, pencils, pen, books, school uniform and school contributions, while teachers would be helping students to develop independent learning, cooperative learning, coaching students on critical thinking and helping students to make self evaluation. However , cultural practices and norms which are famous in Tanzanian regions, including early marriages among girls, early pregnancy among girls, Jando and Unyago for both girls and boys hinder or decrease the students' motivation to learn, hence limit good performance among them (Malibiche, 2011). Therefore parents and teachers should discourage all those practices among their children and in community at large.

In supporting the idea of this conceptual framework, behaviorism theory of learning was used. This theory assumes a learner to be essentially passive, responding to environmental stimuli. The learner will repeat the desired behavior (e.g. good performance) if positive reinforcement (a pleasant consequence) follows the behaviour. The negative reinforcement would make learners cease from repeating behavior. From this context, parents' activities, altitudes, perceptions to their children can be said to influence the academic performance of students such that, if

students are provided with necessary school requirements, would be motivated to study hard and hence perform well in their examinations. In other words, when parents volunteer in construction of students' hostels, libraries and laboratories they facilitate the students' academic activities because these are essential requirements for better learning.

Focusing on the mediating variables, teachers have the role to facilitate learning into classroom settings. Teachers are the ones who provide feedback to both students and parents on performance of academic activities. The government and administrators should ensure that all projects and programmes that have been introduced by parents are well initiated to other education stakeholders such as students and teachers. The government should monitor contributions collected from parents and allocate teachers and other administrative staffs to schools to ensure smooth running of schools as these are agents for students' good performance in academics. The education planners, curriculum developers and policy makers should prepare what is supposed to be included in the curriculum as the society needs.

CHAPTER THREE

3.0 METHODOLOGY OF THE STUDY

3.1   Introduction

This chapter presents the research procedures or methodology that was employed in the process of the study. It describes the study design, study approach, study area, study population, sample and the sampling procedures, data collection procedures and instruments for data collection, validation of the instruments and data analysis procedures for the study.

3.2   Research Approach

This study employed both qualitative and quantitative research approach. Qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behavior. It is a function of researcher's insights and impressions (Kothari, 2004). Quantitative approach involves the generation of data in quantitative form which can be subjected to rigorous quantitative analysis in a formal and rigid fashion. It is classified as experimental approach (Kothari, 2004). The qualitative approach was used in this study because it enabled getting first hand explanation or experiences and views of the respondents, which also necessitated the use of questionnaires and interviews as method of data collection. Qualitative research was used in order to gather the views, opinions and attitudes on parental involvement in community secondary schools. Quantitative research was used in order to collect data on the extent of parental involvement in community secondary schools students'

activities. Thus a documentary checklist was used as a method of collecting data to obtain secondary data.

3.3 Research Design

A research design is an arrangement of conditions for collection and analysis of data in a manner that aims at combining relevance of the research purpose and objectives with economy in procedures (Kothari, 2004). As the study aimed at exploring opinions about practices and attitudes on parents' involvement in the performance of their children's /students' academic activities a descriptive case study design was employed. This particular design was chosen because of the type of data needed for the study. A case study research focuses on peoples' practices, beliefs, attitudes, opinions and habits or any of the variety of education or social issues (Orodho & Kombo, 2002). The researcher intended to analyze issues in detail and thus provided possibility for the researcher to employ questionnaires and interviews to unearth in-depth information. Therefore both qualitative and quantitative data were collected and analyzed in this study.

3.4 Location of the Study

The study was conducted in Kilosa District, Morogoro Region, Tanzania. Kilosa Distict is located in East central Tanzania about 300 kilombero west of Dar es Salaam along latitude 7'0'00' South and longitude 37'0'00'' East. It covers an area of about 12,944 square kilometers and is one of the seven districts in Morogoro region. Other districts are Gairo, Mvomero, Morogoro Rural, Morogoro Municipal, Kilombero, Ulanga and Malinyi. Kilosa district borders Gairo District and Dodoma

Regions in the North, Iringa Region and Mpwapwa District in the West, Mvomero and Morogoro Districts in the East and Kilombero, Malinyi and Ulanga Districts in the South. Kilosa is one of the oldest districts (Second order administrative Division) in Tanzania. As per 2012 Population and Housing Census the District recorded 438,175 people where 218,398 are males and 219,797 are females. (NBS: 2012). Most of the area in Kilosa District is rural, except few towns like Mikumi and Kilosa and Dumila.

According to Singleton (1993), the ideal setting is one that is related to the researcher's interest, easily accessible and that allows the development of immediate rapport. The choice of the District is determined by the familiarity of the researcher to the study area and the fact that the researcher is also a teacher in the District. This allowed for creation of rapport with the respondents during the data collection. The district was selected for this study due to the reasons that, there are many community secondary schools which have been established in recent years whose performance in academics is low.

3.5 Population, Sample and Sampling Procedures

3.5.1 Population of the Study

Omary (2011), argued that population is the totality of any group of units which have one or more characteristics in common that are of interest to the researcher. It involves a larger group of people, institution or thing that has one or more characteristics in common on which a study focuses. It consists of all cases of individuals or elements that fit a certain specification (Kothari 2004). The target

population for this study was students, parents, teachers and educational administrators at the ward and at school level from fifteen community secondary school in Kilosa District.

3.5.2 The Sample of the Study

A Sample is defined as a number of people or things taken from a large group and used in a test to provide information about the group (Hornby, 2000). A researcher seeks to identify a larger population from which the sample is drawn by using various sampling procedure (Shaughnessy *et al*, 2003). The samples for this study were students, administrators and teachers and the parents. Given the constraints in geographical location of the district, the researcher interviewed thirty five (35) parents, forty (40) teachers and administrators and hundred (100) students from the selected schools in Kilosa district. The total number of respondents who participated in this study was one hundred and seventy five (175) based on their gender. Table 1 summarizes this sample distribution. It shows the number of expected respondents from each sample category, and the actual number of respondents who responded to questionnaires and interviews.

Table 3.1: Composition of the Sample

S/N	Sample Category	Number of Respondents Expected	Number of Respondents Observed	The Percentage of Respondents Noted
1	Administrators	15	15	100
2	Parents	40	35	87.5
3	Teachers	25	25	100
4	Students	100	100	100
TOTAL		**180**	**175**	**97.2**

Source: Field data (2016)

3.4.3 Sampling Procedures

Sampling procedures are techniques by which the researchers use in selecting items for sample (Kothari, 2004). For this study, random sampling and purposive sampling procedures were used to get the sample. Purposive sampling was used to select teachers and administrators from each of the selected schools in order relate their ideas and experiences on parental involvement and students' academic performance. Parents of registered students were selected randomly to participate in the study. Also community secondary schools involved in the study were randomly selected basing on their divisions. Finally, a random sample of students was selected from all community secondary schools under study. Random sampling was used because it gives each of the subjects an equal chance of being selected, thereby ensuring a high degree of sample representation.

3.6 Research Instruments

This section provides a description of the instruments used in the data gathering process. In this study more than one research techniques was used for gathering data on parents' involvement on their children's academic activities since there is no single research technique which is completely adequate, valid and reliable by itself (Cohen *et al*, 2000) and (Patton, 1990).

3.6.1 Questionnaires

Questionnaires were used for data collection from the Head of schools, teachers and students. Closed and open ended questions were included in the questionnaires form to enable respondents to provide their views on the extent of parental involvement in

academic activities of their children. A 4-point Likert scale of 28 items was administered to students and two open ended questions. Also a 4-point Likert scale of 21 items and 4 –essay questions was administered to heads of school and teachers. Questionnaires enabled the researcher to obtain data within short time as it was presented in paper format and there is no likelihood of researcher bias. Amin (2005) and Sarantakos (1988) confirm the usefulness of questionnaires in terms of their simplicity, time used for data collection and easiness for researcher to administer. The instrument is also relevant to respondents who can read and write.

3.6.2 Interview Schedules

Yin (2003), states that interview is one of the most important sources of data and defines the interview as a two-way conversation that gives the interviewer the opportunity to participate actively in the interview. The researcher used interview schedules to collect data from the parents. Kerlinger (1973) observed that more people are willing to communicate orally than in writing, this therefore provided data more readily in an interview. The interview schedule was structured basing on the research questions of the study.

3.6.3 Documentary Review

This is also among the instruments used to collect data. It involves deriving information by carefully reviewing written documents or visual information (Enon, 1995). Documents are important sources of data in many areas of study (Best & Khan, 1992). In documentary review, records, reports, academic works, circulars and policies are used as sources of data (Goetz & Locompte, 1994). In this study,

documents were used to collect secondary data especially the information from the minutes of parents' school meetings and their attendance in some schools events. The researcher also used existing records such as parents' meeting minutes, the volunteer activities and the counseling and feedback documents related to the study in order to determine the extent of parental involvement.

3.7   Validation of instruments

Validity is an important key to effective research. If research tools are invalid, then the research becomes worthless. Validity of the data collecting tools is thus a requirement for both qualitative and quantitative research (Cohen *et al*, 2007). It involves the quality of data gathering tools or procedures that measure what is supposed to be measured (Kombo *et al*, 2006). Therefore, to attain validity of the tools used in this study, the tools were sent to supervisor as a part of research proposal for suggestions, recommendations and advice. The suggestions and advices given by the supervisor were helpful in improving and made improvements for the instruments. To ensure validity of research instruments; pilot testing of questionnaires was carried out in one community secondary school in Kilosa District. This helped to assess the language clarity in questionnaires, ability of questionnaires to tap information from the respondents and the questionnaires' acceptability in terms of length and ethical considerations for the respondents.

Moreover, as Denscombe (1998) comments, that there is no single research tool that is adequate in itself in collecting valid and reliable data. This study therefore, used different data collecting tools including interviews, questionnaires and documents, in

the sense that one tool could supplement the other. Additionally, interview questions for parents were translated into Kiswahili language to enable the respondents understand and respond easily.

3.8   Data analysis Procedures

Data analysis refers to the examination and analysis of data and making interferences (Kombo *et al,* 2006). It involves uncovering underlying structure, extracting important variables, detecting any anomalies, and testing any underlying assumptions (ibid). The data expected to be gathered in this study were both qualitative and quantitative. Data gathered from interviews were documented, analyzed and presented qualitatively through thematic analysis as per research objectives and/or research questions.

This technique allow the researcher to draw inferences based on specific characteristics she/he objectively identified (Holst, 1969) cited by (Shaughnessy *et al*, 2003). The quantitative data collected from questionnaires and documentary guides were descriptively analyzed using Computer Spreadsheet and Statistical Package for Social Science (SPSS) computer software in order to simplify discussions and interpretations.

The relationship between parental involvement and academic performance was analyzed by correlation approach using prediction study. A prediction study is a correlation study in which the goal is to predict the value of one variable (the criterion variable), given the level of another variable (the predictor variable) with the predictor variable occurring first (Kombo *et al*, 2006).

3.9 Ethical considerations

Ethical Issues in research touches on all stakeholders of research, the respondents, the researcher, the funding agencies and the users. Ethical consideration is very important in the research, especially the research whose subjects is people or animals (Kombo et al., (2006). As researchers anticipate data collection, they need to consider and respect the participants and the site of research. Therefore, the researcher's responsibility is to make sure that, participants physically and psychologically are protected from any discomfort or dangers, which may arise due to the research procedures (Fraenkel & Wallen, 2006).

In this study, the respondents' rights were assured of maximum protection as the names of individual subjects were not included in data collection forms and never be used in any publications that describe any part of this research. Another measure that was taken in the conduction of this study was to ensure the confidentiality of research data as Fraenkel & Wallen (2006) argue that, once the data in the study have been collected, a researcher should make sure that they are reserved and that the data that they provided were treated with extreme confidentiality by limiting access to identifiable information and assigning security codes to computerized records.

Moreover, the researcher requested a research permit from District Executive Director (Appendix V), since the research study was being conducted in his schools. Finally, the study used the statement of confidentiality in the questionnaire form that 'the questionnaire was confidential, and would be used for the research purpose only to ensure confidentiality (Appendix I, II & III).

CHAPTER FOUR

4.0 THE RESEARCH FINDINGS, ANALYSIS AND DISCUSSION

4.1   Introduction

This chapter presents analysis and discussions of the results of the study in relation to the purpose of the study, research objectives and research questions. Quantitative data analysis was conducted using the Statistical Package for Social Science (SPSS) for window software package version 16.0. Frequencies were run to determine the percentage of responses for various items. Qualitative data on the other hand was conducted through thematic analysis on the basis of the purpose of this study which was the assessment of parental involvement on students' (children) academic activities in community secondary schools in Tanzania, using Kilosa District as case study.

The chapter is organized in six sections as follows: description of the sample, parental involvement in academic activities in CSSs, the analysis of the extent of parental involvement in CSSs, the relationship between parental involvement and their children's academic performance, challenges that parents encounter when they get involved in CSSs and parents' opinions on opportunities that can be harnessed to enhance children's academic performance in CSSs.

4.2   Description of the Respondents Characteristics

This section presents the results of the analysis of the study sample based on a number of characteristics, namely, age, sex, care of students, education and

occupation of the parents or guardians, the family size and the number of students studying in community secondary schools.

4.1.1   Analysis of the sample size by Sex and Age

Table 4.1 of this study shows the analyses 100 students; 52 boys (52%) and 48 girls (48%). Their age ranged from 15 to 18 years with a mean age of 16.67 years (Std = 0.81). This sample implies that all students involved in the study were at the age under which the care of parents/guardians is necessary. This is because according to the compulsory enrollment policy that every child whose age is 7 years must be enrolled for standard one primary education. This means that a child would mostly likely be in form one at the age of 15 years (Education Act, No.25, (35) (i) of 1978). Fifteen years children fall at a childhood age level under which a parent can not get exempted from parental care and assistance at home and at school.

Table 4.1 : Sample size by Sex and Age

			Frequency	Percent	Valid Percent	Mean	Std. Deviation
Sex	N Valid	Boys	52	52	52	1.48	0.5
		Girls	48	48	48		
		Total	100	100	100		
Age in years	N Valid	15	4	4	4	16.67	0.81
		16	42	42	42		
		17	37	37	37		
		18	17	17	17		
		Total	100	100	100		

Both boys and girls were involved in the study because all children regardless of their gender need to be treated equally in terms of education provision, support and freedom of study.

4.1.2 Children's Care and Education and their Parents/Guardians' Occupations

Findings from table 4.2, showed that students under the care of their mothers were 31 (31%), those under their fathers' care were 9 (9%), those under their mothers and fathers' care were 49 (49%) and those under guardians' care were 8 (8%) while students who were living alone were 3 (3%). The parents/guardians' (N=100) level of education was divided into three categories. The first was students from families in which both parents/guardians whose highest level of education is primary or below and these were 63 students (63%). The second category was a group of 25 students from families in which both parents/guardians had secondary level of education (25%). The last category was made up of 12 students from families in which at least one of the parent/guardian had post-secondary education as the highest education level (12%).

Parents' education is fundamental in student academic performance. The educated parents are most likely to understand the education needs of their children and would work out to fulfill the needs. Parental perception of the value of education is influenced by the level of education and awareness of the benefits of education (Coleman, 2004). Primary education is a very low level stage of education to allow a parent to judge issues critically and even to assist his/her children in their lessons or other academic activities. Therefore these finding revealed that regardless of the fact that many students were living with both their parents, the low level of the parents' education is most likely potential to hinder them from being involved in their children's academic activities. Such parents have the likely hood to consider

secondary education as not being important. Even the 49% of students who were found to be living with both parents the condition remains unsatisfactory, because it was expected that all students stay with both parents for good parenting and assurance of provision of social services including education

Table 4.2: Children care and Education and Their Parents/Guardians'
Occupations

			Frequency	Percent	Valid Percent	Mean	Std. Deviation
Care of children	N Valid	Mother	31	31	31	2.43	1.103
		Father	9	9	9		
		Mother & Father	49	49	49		
		Guardians	8	8	8		
		Alone	3	3	3		
		Total	100	100	100		
Education level of Parents/guardians	N Valid	Primary	63	63	63	1.49	0.7
		secondary	25	25	25		
		Post secondary	12	12	12		
		Total	100	100	100		
Occupation of Parents/guardians	N Valid	Agriculture	66	66	66	1.53	0.8
		Business	15	15	15		
		Employed	19	19	19		
		Total	100	100	100		

Many students stay with their mothers because their fathers have divorced or own another family due to the traditional practice of polygamy in many families. This was explained by one of the mother parent who was interviewed. She said;

"It reaches a time when my child does not go to school because I play the role of a father and a mother. I therefore fail to give my boy child necessary services. We are forced to work as cheap labourers in order to get food. My husband is enjoying his life with other women".

The occupation of the parents or guardians of the students in the sample was also analyzed and divided into three groups as follows; Students' with both parents engaged in agriculture were found to be 66%, those dealing with business 15% and parents employed in the government or any other employers were 19%. The sample came from 15 different community secondary schools in Kilosa District. The findings therefore reveals that most of the people in Kilosa District were peasants as majority of its area is rural with exception of few areas like Mikumi, Ruaha and Kilosa towns which are found to be business towns and that many people travel from other peripheral areas to search for their basic needs at these places. Mikumi ward is influenced by the presence of Mikumi national parks, while Ruaha ward is mostly influenced by the presence of Kilombero sugar company Ltd and Kilosa town is the headquarters of Kilosa District Council.

The findings also shows that 19% of the parents whose children are studying in community secondary schools in Kilosa District were carrying tertiary activities such as teachers, police officials, health officials, ward and village officials, office attendants and many others whose major role is to give services in the community. As far as the parental involvement is concerned, very few parents have formal activities that can be generating income for the family through out the year to let students get assisted in their academic matters and programs as a whole because agricultural activities have been drastically influenced by natural weather and the

changing climate, market and capital, at the same time, many parents are peasants who mostly own small farms and very low income.

4.1.3 Family size and the number of students in the family who are studying at CSS's

The researcher was interested to know the family size and the number of children who were studying at CSS's among children in the family. The aim was to find out whether a family size was among the challenges that hinder parental involvement to students' academic activities. The findings in table 4.3 showed that 34 (34%) students were from families which had less than 4 children, and 39 (39%) students came from families which had 4 children, while only 27 (27%) students came from the families constituting more than 4 children. This condition indicates that many students were coming from families whose parents were able to care for them. Such families were able to ensure that their children studied comfortably and at the end they got good success.

An investigation on the influence of parental marital status, family type and size on academic performance of secondary school students conducted in Nigeria by (Egunsola, 2014) had similar results with this study since it was concluded that parental marital status, family type and size had significant influences on the academic performances of students; and marital status of parents and their family sizes in particular had very high correlation with students' school achievement. So, parents and all significant stakeholders should provide a healthy, peaceful and

conducive home environment for the educational growth, development and progress

of their wards in school, at home and in the general life (Egunsola, 2014)

.

Table 4.3: Family size and the number of students studying at CSS's

			Frequency	Percent	Valid Percent	Mean	Std. Deviation
Family size	N Valid	Less than 4 children	34	34	34	1.93	0.78
		4 children	39	39	39		
		More than 4 children	27	27	27		
		Total	100	100	100		
Children studying at CSS	N Valid	One	60	60	60	1.46	0.61
		Two	34	34	34		
		Three	6	6	6		
		Total	100	100	100		

In connection to that, results in table 4.3 showed that among 60% (N=60), of students

there was only one student in his/her family who was studying at community

secondary school, while 34% (N=34) of students said that there were only two

children who were at community secondary school from their families. Six percent

(N=6) students said that there were three children in their families who were studying

in community secondary school. These findings revealed that many students in the

CSS's were in a position to perform well in their academic activities because their

parents were expected to be fully involved in CSS's activities. Students were

expected to be supported by parents/guardians in order to have good achievement.

Based on the findings, it was concluded that family status, parents' level of

education, their occupation and family size had some influence on the academic

achievements of their children. This conclusion was grounded on consideration made

while assessing parental involvement in community secondary schools in Tanzania, specifically in Kilosa District.

4.2 The Extent of Parental Involvement in Students' Academic Activities in Community Secondary Schools

Parental involvement has a very essential influence in school-based activities of their children. Table 4.4 presents students responses on the extent of parental involvement in their children's academic activities. The findings revealed that 66% of students (N=66) agreed that their parents/guardians made frequent follow ups on their school academic progress, while 34% of students (N=34) disagreed. However, 67% of students (N=67) disagreed that their parents provide them essential scholastic materials such as uniforms, note books, pens and pocket money, while only 33% of students (N=33) agreed. 55% of students (N=55) also disagreed that their parents/guardians frequently made follow ups on their school attendance, while 45% of students (N=45) agreed.

The findings also showed that 73 students (73%) and 84 students (84%) declared that their parents/guardians never asked them about what they have done at school during the day and never took their time to assist them with their school homework. Only 41 students (41%) witnessed that their parents/guardians arranged proper tuition sessions for them, while 59% of the students (N=59) disagreed. The findings indicated that parents of students in community secondary school are not effectively involved to their students' academic activities.

Table 4.4: Students' Views on the Extent of Parental Involvement in CSS's

S/N	Parental involvement	Responses									
		SD		D		A		SA		TOTAL	
		N	%	N	%	N	%	N	%	N	%
1	My parents/guardians make frequent follow ups on my school academic progress.	15	15	19	19	32	32	34	34	100	100
2	My parents/guardians frequently provide me with school requirements timely (school uniform, fees and other school contributions, exercise and reference books, pocket money).	32	32	35	35	21	21	12	12	100	100
3	My parents/guardians frequently make follow ups on my school attendance.	24	24	31	31	27	27	18	18	100	100
4	My parents/guardians usually inform me about the importance of education to me, the family and the society.	35	35	17	17	38	38	10	10	100	100
6	My parents/guardians frequently ask me about what I have done at school during the day	30	30	43	43	21	21	06	06	100	100
8	My parents/guardians encourage me to express my opinion and talk to me about my feelings about my school and my academic progress.	16	16	39	39	30	30	15	15	100	100
9	My parents/guardians frequently keep their promises to me about my studies	34	34	27	27	21	21	18	18	100	100
10	My parents/guardians frequently reward me when I perform well in my subjects.	30	30	25	25	29	29	16	16	100	100
12	My parents/guardians frequently take their time to assist me with my school homework	39	39	45	45	09	09	07	07	100	100
18	My parents/guardians make frequent follow ups with school about my behaviour.	23	23	34	34	19	19	24	24	100	100
28	My parents/guardians arrange proper tuition sessions for me.	31	31	28	28	21	21	20	20	100	100
	Average	**29**	**28**	**31**	**31**	**24**	**24**	**16**	**16**	**100**	**100**

A study conducted by Uwezo in 2003 emphasized the role of parents and stated that parents have the responsibility to create supportive learning environments at home as well as to ensure that the learning environments in schools is good. It is furthermore underlined that parents have the responsibility in demanding better students' academic outcomes from the government. It is suggested that parents should be more involved in schools activities by checking their children's homework and exercise books, that teachers should ensure they have a dialogue regarding the children's performance and that community leaders should emphasize the importance of education and its future values (Uwezo, 2013). Therefore, it was expected by the researcher that parents of students registered in community secondary schools in Kilosa District fulfill these responsibility that have been suggested by Uwezo. Unfortunately, many parents at Kilosa District community secondary schools were not involved in their students' academic welfare such as contacting with teachers, checking daily attendance of their children in school, monitoring their students' activities at school and at home, checking their periodical academic progress reports and helping them in doing homework and assignments at home.

Findings also revealed that many parents do not inform their children about the importance of education to them and the family as supported by 52% of students (N=52) who responded to the questionnaires. The findings also showed that 55% of students (N=55) agreed that their parents/ guardians do not encourage their children to express their opinions and talk to them about their feelings on school and their academic progress, and don't reward their children when they perform well in their lessons, while only 45% of students agreed on the items. 61% of students (N=61)

showed that their parents never keep their promises to their children about studies, while 39% of students agree the statement. This indicated that parents in community secondary schools have no tendency of fulfilling their promises geared to their children when they perform well in their academic activities. Moreover, literature shows that when parents are talking to their children about school as well as how they are doing in school, it signals the parents' supervision of their children's school lives and the importance of their children's succeeding in school (Borgonovi & Montt, 2012).

The results also showed that the extent of participation is minimal to many parents/guardians as it can be seen that students lack motivation and courage from their parents who are primary motivating agents in students' learning. For example 55% of students (N=55) disagreed that their parents/guardians frequently reward them when they perform well in different subjects, while only 45% of students (N=45) agreed that they are rewarded by their parents/guardians. It is the researcher's belief that, when a student is motivated to learning activities, he/she can do the best in examinations and assignments. Also results showed that 57% of students (N=57) disagree on the item that their parents/guardians make frequent follow ups with school about their behavior, while only 43% of students (N=43) agreed. This is a true fact because to have parents at school you have to call them by letter or oral through their children and it is very rarely to meet a parent/guardian at school uncalled.

Figure 4.1 summarizes the students' responses on the extent of parental involvement in CSS's.
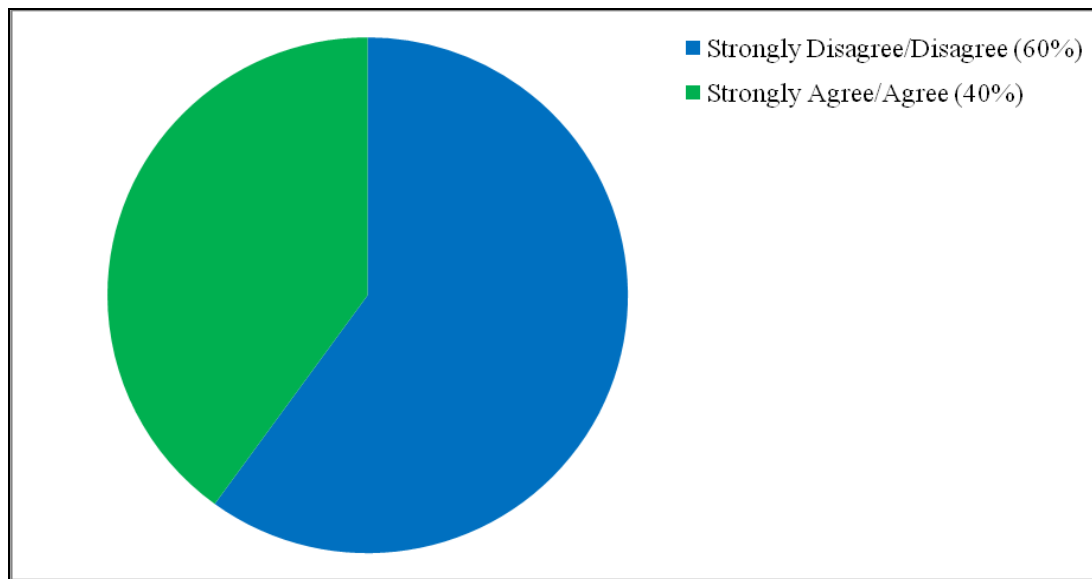
Figure 4.1: Students' Views on the Extent of Parental Involvement In Academic Activities.

Teachers on their side had almost the same responses to the questionnaires items administered in order to assess parental involvement in community secondary schools students' academic activities as presented in table 4.5.

From table 4.5, majority teachers an average of 68% teachers (N=27) declared that many parents are less involved in their academic activities. Teachers declared that parents do not know what their children are expected to learn each year, parents don't check daily that homework is done by their children or even supervise, parents don't talk to teachers about problems that face their children at home and few parents attend school events such as science fair, plays and academic competitions. This indicated that students and teachers are left alone in the learning process something that implies breakdown of one of the bridge; a parent who is the essential stakeholder

in the education process. For this reason it is expected that, the academic achievement of their children is affected.

Table 4.5: Teachers' Views on the Extent of Parental Involvement in CSS's

S/N	Parental involvement	Responses									
		SD		D		A		SA		TOTAL	
		N	%	N	%	N	%	N	%	N	%
1	Parents send their children to school ready to learn	05	13	06	15	22	55	07	18	40	100
2	Parents teach children to behave well at home at school	06	15	14	35	15	38	05	13	40	100
6	Parents know what children are expected to learn each year.	21	53	14	35	04	10	01	03	40	100
7	Parents check daily that homework is done.	21	53	15	38	02	05	02	05	40	100
9	Parents talk to teachers about problems that face their children at home	12	30	16	40	09	23	03	08	40	100
10	Parents attend meetings at school	17	43	08	20	11	28	04	10	40	100
12	Parents encourage students to set academic performance goals at the beginning of each term	13	33	21	53	04	10	02	05	40	100
13	Parents remind students in their core business in the school and encourage them to remain focused on their study	12	30	19	48	07	18	02	05	40	100
14	Parents encourage students to think and act like winners and not losers	08	20	22	55	07	18	03	08	40	100
15	Parents assist teachers to identify threats that may hinder academic success	16	40	15	38	06	15	03	08	40	100
16	Parents ensure regular continuous assessment test to monitor students' progress	13	33	23	58	03	08	01	03	40	100
17	Parents attend school events such as science fair, plays and academic competitions	13	33	20	50	04	10	03	08	40	100
20	Parents volunteer to mentor in guidance and counseling session	17	43	17	43	05	13	01	03	40	100
	Average	**13**	**33**	**16**	**40**	**08**	**19**	**03**	**07**	**40**	**100**

However, from table 4.5 it can be seen that 73% of teachers (N=29) responded positively that parents send their children to school ready to learn and 50% of

teachers (N=20) they teach their children to behave well at home and at school. This indicated that many parents do think that their role in students is to send them to school only, and wait them complete their studies. They forget that, sending students to school is one function of parenting, but there are many other responsibilities that parents need to be fulfilled, including monitoring learning process so that at the end of the course their children get better achievements

Also, 63% of teachers (N=25) disagreed that parents attend meetings regularly at school, while only 37% of teachers (N=15) agreed. This shows that few parents attend meetings at school, signifying low participation in decision making and school management. For that matter teachers are left over with all roles regarding students. 86% of teachers (N=34) disagreed that parents of students studying in CSS's encourage their children to set academic performance goals at the beginning of each term, while only 14% of teachers (N=6) agreed. This shows that majority parents never plan anything for their children during the course and after completing secondary education something which facilitate poor performance in academics for many students in community secondary schools. And this statement was also supported by 78% of teachers (N=31) who disagree that parents remind students in their core business in the school and encourage them to remain focused on their study, while only 22% of students (N=9) agreed.

On the other hand, 75% of teachers (N=30) disagreed that parents encourage students to think and act like winners and not losers, while 25% of teachers (N=10) agreed. This implies that many parents have negative attitude towards community secondary

schools in Kilosa district   and thus, they wish not to participate maximally. Again 78% of teachers (N=31) disagreed that parents assist teachers to identify threats to their children that may hinder academic success, while only 22% (N=9) agreed. It has been discovered that many parents in community secondary schools rely on their children's explanation. For example, a student who misses classes for two days may wish to cheat a teacher that he/she has been sick and be supported by his/her parent or guardian. Finally, teachers will fail to identify this cheating and laziness behaviour of their student, thus leads to poor academic performance to many students.

In connection to that, 91% of teachers (N=36) disagreed that parents ensure regular continuous assessment test to monitor students' progress, while 9% of teachers (N=4) agreed. This implies that many parents are not engaged in academic monitoring and assessment to their children. 86% of teachers (N=34) disagreed that parents volunteer to mentor in guidance and counseling session, while only 14% of teachers agreed. Regardless it has been found that parents do not volunteer in various programs at school, they fail also to participate in guidance and counseling. It is the researcher's belief that guidance and counseling is important in learning process as it promotes good behaviour that leads to better academic performance. This is supported by Borgonovi & Montt (2012) who declare that one way to improve poor academic results is for parents and teachers to discuss the children's behaviour or progress. That is why; the researcher has been interested to see that all parents of registered students in community secondary schools are involved in various school matters including the academic activities of their children.

Figure 4.2 presents a summary for teachers' views on the extent of parental involvement:
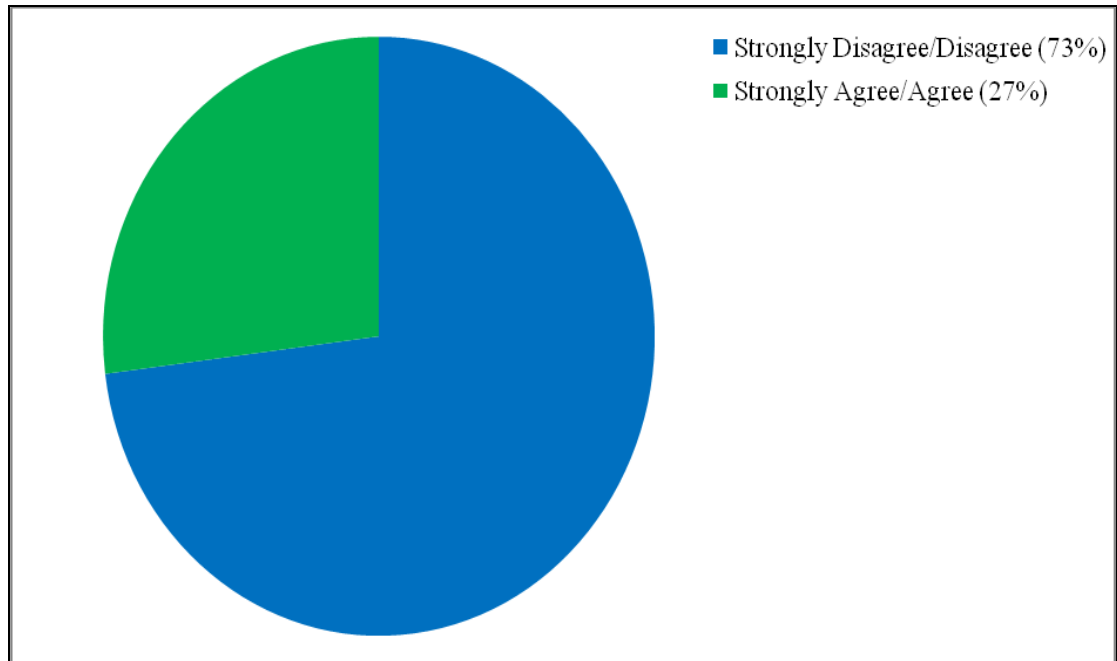
Figure 4.2: Teachers Views on the Extent of Parental Involvement in CSS's

Apart from that, the researcher interviewed parents of students registered in the selected community secondary schools in Kilosa District on whether they were involved in various school matters or not. Every interviewed parent responded yes, she/he is involved in school matter (Appendix III item 3 and 4), and when asked in which ways are they involved, parents had the following responses:

P5: "I attend school meeting and pay different contributions such laboratory construction fee"

P12: "I buy school uniforms, exercise books and pens for my children who are studying".

P23: "I work with teachers on the discipline of my child when I am called by the school".

P34: "I attend different ceremonies example graduation ceremony held at school".

P8: "I make follow up on the academic progress of my child".

Focusing on these responses, it was concluded that many parents are not involved in the academic activities of their children rather the majority of the parents tried to fulfill statutory demands such as contributions. Parents' involvement in financing not only focuses on school contributions, but may also include students' personal requirements that enable them acquires education easily. These may include clothing, sanitary materials, exercise books and proper medication when they fall sick both at home and at school.

Even if teachers are very good, such requirements have to be in place in order to help the student study well, yet they all require money. For example, among all parents interviewed no one ever helped his/her children in home works, or make thorough follow ups on their children's attendance. Parents do not volunteer in classrooms, on fieldtrips, or for special events and even encourage their children on successes and support them on poor performances and other many areas of parental involvement. Now if a parent attends meeting and he/she does not ask for academic progress and just wait for graduation ceremony, it does not sense.

The parents' responses also indicated that many parents do not understand what actually parental involvement in academic activities is, they lack knowledge and awareness of the parental involvement roles. Therefore, it can be concluded that schools and government should prepare a parental involvement policy in community secondary schools in Tanzania so as to guide parents know their specific roles and responsibilities on how they should get involved in academic activities of their children.

Apart from the views and judgments made by students and teachers through questionnaires given, a researcher employed the documentary checklist to determine the extent of parental involvement using all selected community secondary schools in Kilosa District. The result from the document was as shown in table 4.6.

Table 4.6: Results From Documentary Checklist on the Extent of Parental Involvement in CSS's

S/N	Item	Below 50%		50% and above	
		N	%	N	%
1	Parents attendance register on meetings	09	60	06	40
2	Parents visitors book records	14	93	01	07
3	Parents mentoring records	15	100	00	00
4	Parents volunteers book records	14	93	01	07
5	Students exercise books (scholastic materials)	00	00	15	100
6	Parents contribution records (School contributions)	00	00	15	100
7	Parents letters of comments on academic performance (feedback)	13	87	02	13
8	Letters or memo from parents	15	100	00	00
9	Telephone calls records	15	100	00	00
10	Report forms pick –up records	08	54	46	80
	Average	**10**	**68**	**05**	**32**

In table 4.6, the documents showed that an average of 65% of schools (N=10) among (N=15) parents do not attend meetings at school or visit schools to make follow ups on their children academic progress and their behaviour. There was no mentoring records carried out by parents, they never volunteer to various school programs. Also the researcher witnessed few parents' letters of comments on academic performance (feedback) of their children.

The information showed that the communication between parents and school was not satisfying. Parents had no tendency of collecting their children's academic report forms. Bundles of students' academic progress report forms which were not collected from all schools by parents/guardians were very huge. This indicated low participation of parents.

On the other hand, the researcher noted that many parents above 50% of them were able to provide scholastic materials, such as exercise books and pens to their children ready to learn. They also succeeded to pay the school contributions at an average of 50%. From this data it showed that in many community secondary schools, parents do just send their children at school to learn, but they don't make any other efforts to assist them in different academic activities so that they succeed in their studies during the course and the end of the course. There is a great gap between teachers at school and parents at home such that students are kept in dilemma.

The researcher summarized the results from the two instruments used as shown below to determine the average percentages from the respondents who answered the questionnaires and the documentary guides.

Table 4.7: Summarized Results from the Three Research Instruments

Source	Disagree (%)	Agree (%)	Total (%)
Students' questionnaires	60	40	100
Teachers questionnaires	73	27	100
Documentary checklist	68	32	100
Average	**67**	**33**	**100**

From table 4.7, the results showed that 67% of respondents disagreed, while 33% of respondents agreed on different items that determined the extent of parental involvement in community secondary schools. This summary signifies that, many parents of students registered in community secondary schools in Kilosa District are not involved in their children's academic activities as it was expected for good parent, this leads to poor academic achievements. Therefore teachers, administrators and the government should do whatever possible to let parents get involved in student's academic matters by using meetings, media and advocacy session to sensitize parents and the community on the importance of parental involvement to students' academic activities in community secondary schools.

4.3 The Relationship Between Parental Involvement and Their Children's Academic Performance

The second objective of this study was to determine the relationship between parental involvement and their children's academic performance in community secondary schools in Kilosa District. Different arguments were obtained from the respondents as shown below:

Table 4.8: Students' Views on the Relationship Between Parental Involvement And Students' Academic Performance

S/N	Statement	Students Responses									
		SD		D		A		SA		TOTAL	
		N	%	N	%	N	%	N	%	N	%
5	My parents/guardians provide me with proper balanced diet, cloth and shelter.	17	17	21	21	29	29	33	33	100	100
7	My parents/guardians care for my health and often provide me with a proper health checks ups.	39	39	35	35	18	18	08	08	100	100
19	My parents/guardians participate in various school programmes meant for parents and students.	35	35	31	31	18	18	16	16	100	100
25	My parents/guardians applaud me when I join and participate in games and sports at school	33	33	29	29	21	21	17	17	100	100
	Average	**31**	**31**	**29**	**29**	**22**	**22**	**19**	**19**	**100**	**100**

Table 4.8 shows the students' views on the relationship between parental involvement and their academic performance in CSS's. 62% of students (N=62) agreed that their parents/guardians provide them with proper balanced diet, cloth and shelter while only 38% of students (N=38) disagree. This information indicate that many parents are keen to ensure that their children are given basic needs of getting food, clothes and shelter. Parents on their side had the same ideas as that of their children. They declared that there is a positive relationship between parenting and academic performances of students. In answering the interview questions, one parent said;

> "If a student receives his/her basic needs for school on time as required, he/she will do well in studies and in classroom works".

The implications of this response is that parents are sure that provision of basic needs to students leads to good academic achievements of their children. These findings are

similar that; parent involvement in a child's education is consistently found to be positively associated with a child's academic performance (Hara & Burke, 1998; Hill & Craft, 2003; Marcon, 1999). Specifically, children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree.

Also 74% of students (N=74) disagreed that their parents/guardians care for their health and often provide them with a proper health checks ups, while only 26% of students (N=26) agreed. This indicates that since many parents are poor, and comes from rural areas where there is shortage of health centres and dispensaries. Parents have no tendency of making health checkups until when their children fall sick. This is a challenge to ignorant and illiterate community. It is a true case to many people in the villages, literally when you meet people at the health centre; you know that they are sick. Many people have no tendency to go to the hospital or health centres for health check up but they always go for treatment. Truly, students' absenteeism is due to some illness. Therefore, parents are supposed to be carefully to monitor their children health status because good health leads to happy studies which in turn bring them into good academic success.

In connection to that, 66% of students (N=66) disagreed that their parents/guardians participate in various school programmes meant for parents and students, while 34% of students agreed. This indicated that many parents/guardians in Kilosa District are reluctant to volunteer in various school programs such as fieldtrips and social events. Also 62% of students (N=62) disagreed that their parents/guardians applaud them

when they join and participate in games and sports at school, while only 38% of students agreed. This shows that parents of children studying at CSS's believe that sports and games is wastage of time and resource, thus students do not require any assistance for that. But the reality is that, extracurricular activities have greater impact to students' academic successes as it acts as a social learning to students. Therefore, there is no means that parents should escape from this responsibility.

The results were also presented in figure 4.3
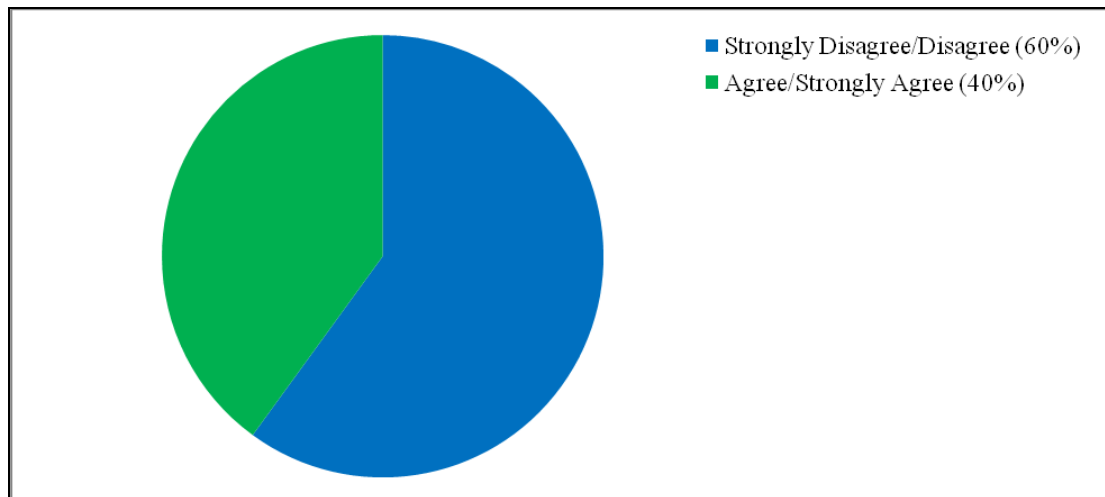
Figure 4.3: Students' Views on the Relationship Between Parental Involvement and Academic Performance

Teachers on their side had the following suggestions when answering the open ended questions of the questionnaires given. Table 4.9 shows that 32.5% of teachers (N=13) said when parents are involved in academic activities, there is a positive relationship because students get seriousness in studies. The importance of ensuring that parents are involved in academic activities is to make sure that students are fully concentrated in studies something that leads to better performance. The same

argument was given by some parents who were interviewed by the researcher. One of the parents who were interviewed said;

> "If a parent is fully involved in academic activities of children, she/he will automatically motivate students to study hard and succeed in their lessons".

Also 22.5% of teachers (N=9) said that parental involvement to students academic activities motivate teachers to work hard. Therefore all stakeholders who have stake in community secondary school education agreed that motivation is an element for good achievement in studies. Children need to be reinforced by both parents and teachers so as to study hard, since good performance is a result of the influence from parents and other stakeholders.

Table 4.9: Teachers Views on the Relationship Between Parental Involvement and Students' Academic Performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	• Students get seriousness in studies	13	32.5	32.5	32.5
	• Motivate teachers to work hard	9	22.5	22.5	55.0
	• Encourage students' determination	5	12.5	12.5	67.5
	• Ideas of parents help the school to solve problems facing students' academic progress	7	17.5	17.5	85.0
	• Helps teachers to know children at home	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

Parents involvement also encourage students' determination as said by 12.5% of teachers (N=5). A self-determined student is characterized by hard working, courageous and good performance. So parents are encouraged to participate in their children's academic activities in order to attain this goal of good academic performance. 17.5% of teachers (N=7) believed that ideas of parents help the school to solve problems facing students in their academic progress. Teachers and administrators believes that parents have something to contribute to better students achievements and finally teachers believe that parental involvement helps teachers to know children at home. 15% of teachers (N=6) believes that learning and achievements begin at home.

The homes are primary learning institutions for children. This was also supported by parents who believe that their involvement wasn't wastage of time, rather it was very advantageous as explained by one of the parent who said:

> "If parents attend meetings at school, all matters relating to bad discipline of our kids at home and school will be discussed thoroughly, thus help those children with indiscipline cases to cope with a good school manner and regulations".

The teachers' responses were summarized in figure 4.5 below

Generally, findings revealed that students, teachers and parents themselves believe that there is positive relationship between parental involvement and students academic achievements. Therefore proper initiatives and efforts should be made to ensure that parents get involved in their children academic activities in order to earn good academic performance. It is necessary to inform parents that even if they feel

that they are unable to educate their children due to poor education, all what they need to do is to show that they care about the children and wish them to succeed in school.
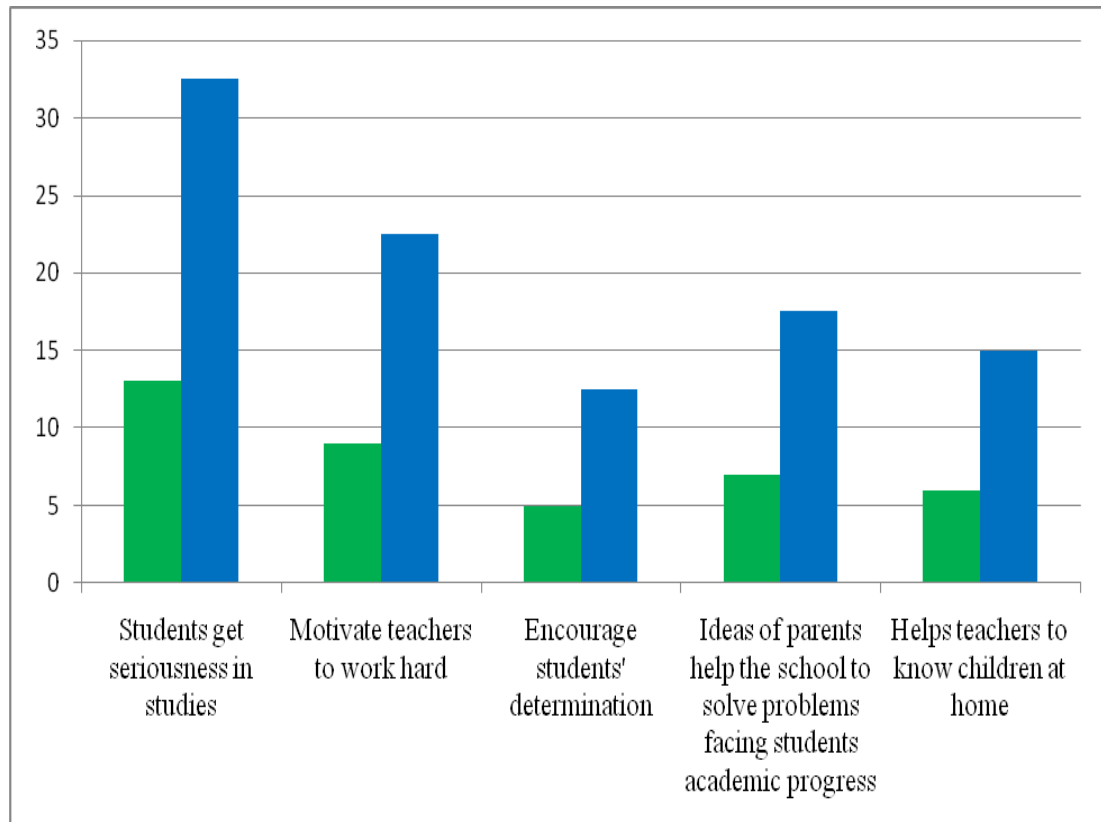
Figure 4.4: Teachers Responses on the Relationship between Parental Involvement And Students' Academic Performance

4.4   The challenges encountered by parents when involved in CSSs matters

The objective of the study was to identify challenges that parents encounter when they get involved in community secondary schools' academic matters in Kilosa District. Table 4.10 presents students responses

Table 4.10: Students' Views on Challenges Encountered by Parents When Involved in CSSS Matters

S/N	Statement	SD		D		A		SA		TOTAL	
		N	%	N	%	N	%	N	%	N	%
11	My parents/guardians help me to organize my activities at home so that I get sufficient time to my study at home and school.	18	18	31	31	24	24	27	27	100	100
13	My parents/guardians help me to set and achieve my school academic goals.	26	26	37	37	17	17	20	20	100	100
14	My parents/guardians provide me chance to study irrespective of my gender at home.	28	28	31	31	21	21	20	20	100	100
15	My parents/guardians ensure that I get sufficient time to rest after school every day.	28	28	30	30	20	20	22	22	100	100
16	I am provided with a working table and chair at home to do my school work.	31	31	27	27	14	14	28	28	100	100
17	I am provided with a special space in the house where I can do my homework undisturbed	39	39	29	29	15	15	17	17	100	100
23	My parents/guardians take time to know my school friends.	24	24	22	22	25	25	29	29	100	100
26	The walking distance from home to school leaves me exhausted when it comes to attend lessons in classrooms and doing assignments.	22	22	13	13	23	23	42	42	100	100
	Average	**27**	**27**	**28**	**28**	**20**	**20**	**25**	**25**	**100**	**100**

The findings in table 4.10 showed that parents /guardians do not help their children to set and achieve school academic goals as 63% of students (N=63) who responded disagree while only 37% of students (N=37) agreed to the statement which stated that

my parents/guardians help me to set and achieve my school academic goals. Almost the same result was obtained from the parents who were asked by the researcher to say whether they get challenge as they are involved in school academic matters of their children. One of the interviewed parents said;

> "Yes, I get challenge. Because I don't know how I can assist my student and I have no enough information about secondary education".

Therefore ignorance and illiteracy seem to be a challenge here. Many students who attend school have no directions from their parents/guardians on what to do and how to behave at school.

Also 59% of students (N=59) students disagreed that parents/ guardians provide them chance to study at home and school irrespective of their gender, but 41% of students (N=41) students agreed. And 58% of students (N=58) disagreed that their parents/guardians ensure that they get sufficient time to rest after school hours every day, while 42% of students (N=42) agreed this statement. One parent who was interviewed on whether she give equal opportunity to the children to study, had the following response;

> "The truth is that, when my daughter comes back from school she must help me to do some work because during the noon I work for them, and they need to help me when they are back from school so that I also rest".

This is a challenge because a mother who works all the day, need to rest while a student who has been studying all the day need to rest too. Of course too much work handled to children after they are back from school affect them with their time to do home work and assignment, something that in the following day may lead to

students' punishment due to failure to attempt the task and assignment given in the past day. But again a parent (a mother in this case), believes that she was the only one working but her daughter studying at school was not at work. The perception here is that studying is not a task to make children at school get tired. This is a wrong perception to parents. Therefore education to parents on how to handle children studying in community secondary schools is needed. This will provide parenting skills to many parents and finally there will be no wrong perception between work at homes and studies at school.

The findings also revealed that poor learning environment is another challenge to parents and students. 58% of students (N=58) disagreed that they are provided with working tables and chairs at home to do their school work, while only 42% of students (N=42) agreed. Apart from that 78% of students (N=78) disagree that they are provided with special space in the house where they can do their homework undisturbed, while only 22% of students (N=22) agreed that they have space for study at home. Also 54% of students (N=54) agreed that their parents/guardians take time to know their school friends, while 46% (N=46) disagreed. This signifies that some parents are keen to their children's behaviour. It is important that parents as well as teachers know the groups of students' friends, so that when a certain malicious behaviour happens to a single student, it comes easy to eliminate to other members in the group.

Distance from home to school is another challenge. 65% of students (N=65) agreed that the walking distance from home to school leaves them exhausted when it comes

to attend lessons in classrooms and doing assignments at home, while only 35% of students (N=35) disagree showing that they come from the nearby community secondary schools. Therefore, parents are challenged to find out means on how they can overcome this challenge, especially providing students with bicycle or pocket money for transport cost daily. However, this can also be another challenge to parents because of hardship in their life as it has been seen earlier that many parents are peasants, with small farms purposely for both food and commercial.

The results was summarized in figure 4.5 below
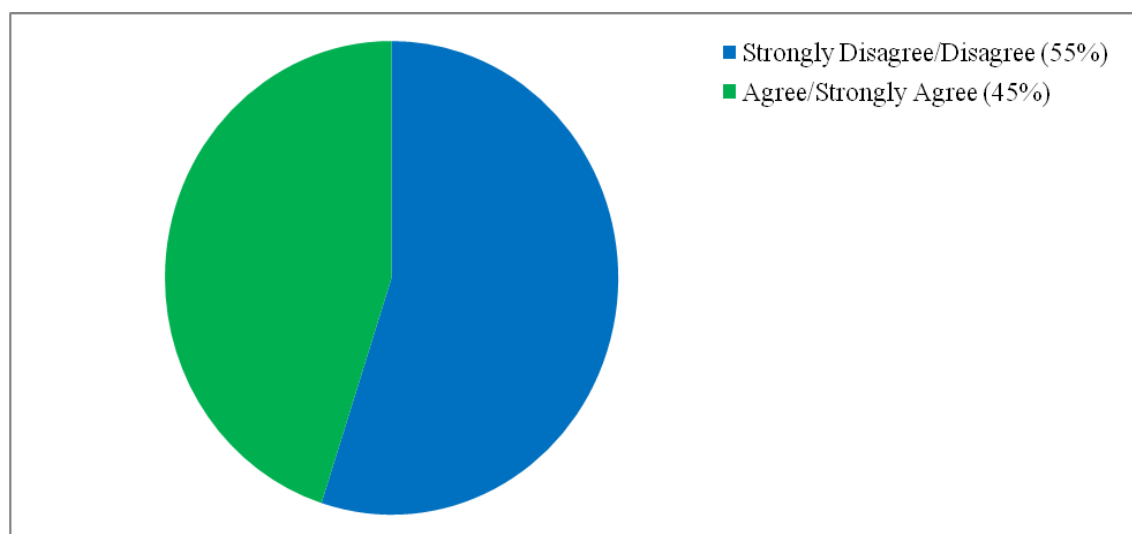
Figure 4.5: Students' Views On The Challenges Encountered By Parents When Involved In CSS's Academic Matters

Also Head of schools and teachers identified different challenges that influence parental involvement in community secondary schools in Kilosa District as shown. Table 4.11 shows Teachers views about challenges that face parents when engaged in various school matters.

Table 4.11: Challenges Parents Encounter When They Get Involved in CSS's Matters

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	• Poverty among parents	11	27.5	27.5	27.5
	• Illiteracy-parents lack knowledge on education	8	20.0	20.0	47.5
	• Lack of time & resources	6	15.0	15.0	62.5
	• Long distance from home to school	6	15.0	15.0	77.5
	• Low students' readiness to study	9	22.5	22.5	100.0
	Total	40	100.0	100.0	

Although most teachers expected parents to assist their children at home, parents did not always feel confident about how to help their children in learning activities at home, apart from sending them to school for learning. Strauss and Burger (2000) point out that it is illiteracy that hinders them from carrying out this role at home.

Findings in table 4.11 showed that 27.5% and 20% of teachers (N=11 and N=8) respectively argued that many parents are poor and illiterate, thus this affect their participation in academic activities. This research study pointed that, even though there was willingness among parents to be involved in their children's schooling, the involvement was sometimes hampered by socioeconomic factors. A parents who wishes to buy some scholastic materials like exercise books, pens, school uniform or even to give pocket money to his/her child may fail to do so because he/she has

nothing. Rowing on this argument, many students in Kilosa District secondary are supported by different NGO's such as CAMFED and TACAIDS because their parents and their family are very poor to an extent that they can't afford even to send their children to school and support them. One female parent who was interviewed by the researcher said;

> "My guest, I feel shame but no way! I have nothing. My child is sponsored by……... (she gave me a document written CAMFED, and she continues); they provide her with all things even this mattress we are using, God bless them!"

The researcher wanted to know how she is involved in school matter. Therefore taking this response in consideration, it can be concluded that many parents of students in community secondary schools are extremely poor, and many families need to be supported with family and school requirements

In connection to that, Kilosa District area has a high agricultural potential but the people are poor due to the decline in agricultural productivity and other natural hazards like floods. Most of the people depend on production of rise, maize coffee, tobacco, sunflowers, tomatoes and sugar cane which are sold for unfavourable prices on the market and are affected by poor management in the cooperatives. For example parents from Kidodi, Ruaha and Ruhembe wards claimed that their income has been affected by Kilombero Sugar Company Ltd because this is a chief buying company for their sugarcane. One interviewed parent said:

> "I have sent my sugarcane to the company, but I'm not paid my money, I could have sent my child for tuition or transfer to another school with hostels, this a challenge"

On the other side parents of Kilosa township and Magole ward declared that their life status have been affected by floods that for every year affect their plants and houses leaving them empty and poor. Another parent who was interviewed said: We have been poor, true since 2009 every year floods and we have no settlement; we depend on different assistance only from the government aids and other good people who volunteer. All what we planted was taken by water as you can see the situation, even this year the situation is bad. Everywhere it's full of water flooding. That is why our children don't go to school. In addition many people have no land of their own to grow enough food and cash crops as large areas being occupied by investor, while the population was steadily increasing too leading to limited land. Moreover, town area like Mikumi is better developed due to the presence of more public utilities such as Mikumi National Park and electricity supply something which facilitate businesses and therefore poverty is due to low level of education to many parents as explained in section 4.2.2. But most rural areas like Mwega and Lumuma do not have electricity to enable people to start income-generating activities, regardless that these areas have adequate water for irrigation during the dry season. The farmers' products do not fetch good prices of their onions they grow at the markets, thereby compounding the poverty problem in their areas.

Against this background, the introduction of free education (FE) from primary level to ordinary secondary has provided a great relief to the parents, many of whom lacked money and food. Many parents interviewed gave thanks to the government for the abolition of school fees and contributions. Once they said;

"I thank the government for making education free; I believe children of poor parents like mine will get education".

However, even with FE many children do not attend school regularly because of extreme poverty leading critical absenteeism, like truancy, drop out, early pregnancy and taking care of the sick. That why many teachers suggested that, when parents are only involved in students' attendance, the academic performance in community secondary schools will become high. In general, the results showed that there are various challenges that face parental involvement, which may range from illiteracy to poverty among parents.

Other parents on their side signified that they were illiterate and ignorant as one parent who was asked to comment on the community secondary school said;

"Sometimes when you send a child to a ward school you feel like wasting money because we have witnessed massive failures to our nearby school something showing that teaching is not good to our children".

Although parents did not mention it, there was a negative attitude towards education in that some parents did not value education and had a negative attitude to teachers and schools. Some discussed teachers pejoratively with their children at home, and others saw teachers as nonperformers. As Symeou (2003) has pointed out, poorer communities with low levels of education tend to be generally less involved in their children's education. However, some parents appreciated that teachers cared for their children well while they were themselves away working during the day as shown by another parent;

"Our community secondary school is good, because our children study nearby home and teachers can call us (parents) to attend school anytime".

A study with similar results carried out in Kenya found that there are some socioeconomic factors, including illiteracy and low income that hamper parents from becoming involved in their children's homework. Often, homework is not just incomplete, but also not done, due to this. As a consequence, the students are being punished (Ogoye-Ndegwa, Saisi Mengich & Abidha, 2007).

Another factor that hampers parents from becoming involved in their children's education is their lack of time and resources as declared by 15% of teacher (N=6). The findings revealed that some parents think that attending meeting or making follow up on attendance and academic progress of their children is wastage of time and money because they are looking for their daily wage. When parents come to school regularly to know the well beings of their children, it reinforces the views in the child's mind that school and home are connected and that school is an integral part of the whole family's life. It has been shown that single parents have more difficulties in reconciling family and work than other parents. One female parent interviewed pointed out that

> "I wish to attend meetings at school but we use the whole time of a day walking and in discussion and I'm only one to work for my family"

Crozier (1999) observes that working parents tend to view schools as something separate from their daily cultural and social worlds and their separate roles comprise a division of labour. She adds "that teachers tend to adopt the same strategies for promoting parental involvement irrespective of parental needs, class or individual circumstances and this may not always suit working parents. Moreover, most parents' desire was to spend quality time with their own children at home during the

evenings and weekends rather than attend meetings at the school. Parents pointed out that their daily commitments and responsibilities made it extremely difficult for them to cope with activities such as homework supervision or attend school meetings (ibid). Another reason is that some parents may feel that they are not able to help their children with school work due to lack of preparation and knowledge (Borgonovi & Montt, 2012). Nevertheless, they still managed to be involved suggesting that if the parent was sufficiently committed, this barrier could be overcome. Therefore findings showed that parent in community secondary schools do not want meetings at school; something which affect planning of academic activities of their children.

Figure 4.6 presents problems that face parents when they get involved in CSS's matters.
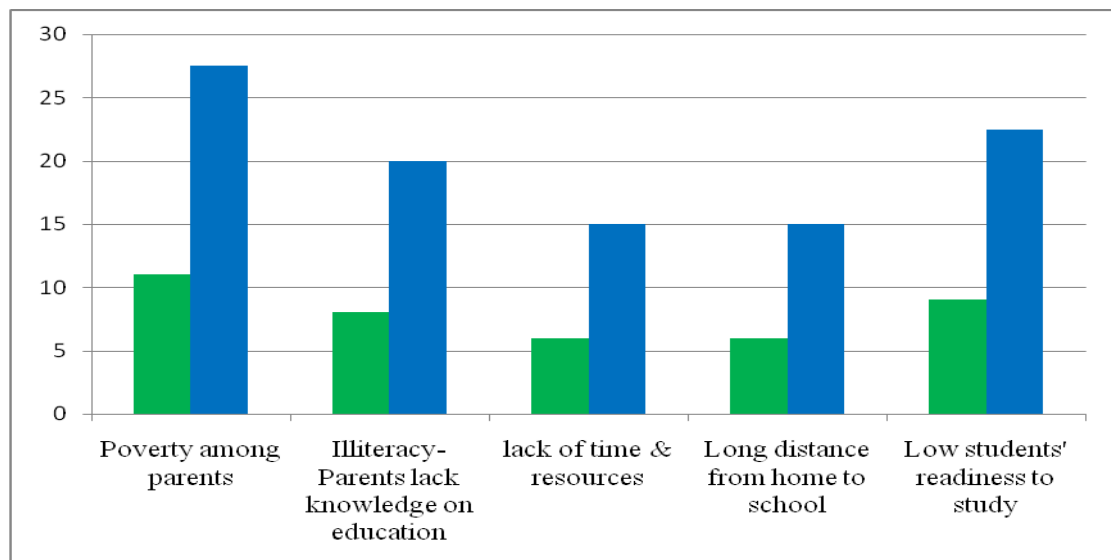
Figure 4.6: Challenges Facing Parents When They Get Involved in CSS's Academic Matters

Distance from home to school (12.5%) has been pointed out as one of the problem that face parents from becoming involved in school matters. Parents do not attend meetings or calls made by school formally or orally through their children, because they consider the school to be far from their home something which may require them to have money to cover transport cost. Therefore those who have money can afford, but majority may decide not to attend. This may affect any program that is prepared at school for the welfare of their children academic progress and such program may be fundraising, volunteering at hostel construction or guidance and counseling program to promote good discipline of their children at school and at home. This challenge seem to be very great in schools like Ukwiva, Zombo, Kisanga, Iwemba, Mikumi, Ruhembe and Lumuma whereby some villages where students and parents comes from is about 10 kilometres and many students use feet in travelling to and from school daily. Some areas along the way have huge forests that lead to insecurity to students especially girls are at more risk state.

Another hindrance for parents to become involved is readiness of students to learn (20%). Majority students are not ready to learn. This occurs when the children grow older especially the mature students in secondary schools (CSS's in particular) whose majority age ranges from 15-18 years. According to Forsberg's (2009) study, it has been found that older children show a resistance to parental involvement. For example, conflicts concerning homework may occur as the children do not want the parents to know what schoolwork they have. Neither do they want parents to visit them in school. This leads to the parents not becoming involved. However, what is important to parents is that they have a core role of parenting. Parents should not

leave their children to live the way they like as they are parents and professionals of tomorrow.

The research findings showed that, majority of the parents whose children were registered in CSS's had primary education implying they had low educational levels (Table 4.2). Generally, these parents were little involved in their children's schooling. Teachers on responding to the questionnaires items said, we are dealing with a community that is illiterate while some are educated. But at the same time those who are illiterate would not like to participate because they would not even want their children to go to secondary school because they think it's an added burden (Table 4.5).

According to the findings, the parents interviewed were aware of their basic obligations and tried to meet them. This is in concurrence with Epstein (1987, in Monadjem, 2003) who states that it is the parents' basic obligation to provide for their children's needs such as food, shelter and safety. However, the teachers interviewed were concerned that some did not provide their children with the standard codes and discipline required for successful learning. They also felt that most parents did not supervise their children adequately especially using good language, good manner, hardworking spirit and self-determined character.

From the researcher's experience, all schools call the children's parents to the school to notify them and to seek their assistance whenever serious disciplinary problems arise. Teachers feel that parents are reluctant to discipline their children at home. In turn, the parents felt that students' school discipline should also be left to the school.

Therefore this situation has led most of parents ignore calls from the school by assuming that if there are disciplinary cases, teachers should solve them. As a result this is taken as less parental involvement. A good parent is one who is able to guide the children because they need a lot of parental guidance.

Moreover, it does not require many hours, money or specialized knowledge for parents to become involved and make a difference in their children's education. But, these activities require interest and active engagement. By encouraging parental involvement, the students' school performance can be enhanced (Borgonovi & Montt, 2012). Therefore challenges that face parents when engaged in students' academic activities can be solved by parents themselves by changing their attitudes towards parenting.

4.5   Parents' Opinions on Opportunities CSS's Can Harness to Enhance Children's Academic Performance

When schools work together with parents to support learning, children tend to succeed not just in school, but throughout their life. In fact the most accurate predictor of a student's achievement in school is not family income or social status, but the extent to which that student's parents is able to create a home environment that encourages learning and to express high expectations for their children's future careers and become involve in their children's education at schools and at home.

Parental involvement provides an important opportunity for schools to enrich current school programs by bringing parents into the educational process. Increased parent

involvement has been shown to result in increased student success, increased parent and teacher satisfaction, and improved school climate. Community secondary schools can encourage involvement in a number of areas including parenting, learning at home, communication, volunteering, decision-making, and community collaboration (Epstein, 1995). Effective parent involvement programs are built upon a careful consideration of the unique needs of the community. In order to build trust, effective approaches to parent involvement rely upon a strength based approach, emphasizing positive interactions. Though specifics may vary, all parent involvement programs share the goal of increasing parent-school collaboration in order to promote healthy child development and safe school communities. And for that case, community secondary schools can enhance students' academic performance. The researcher administered questionnaire statements to students in order to obtain some information on parenting that give opportunities to community secondary school to enhance students' academic performance. Table 4.12 presents the results from students' questionnaire.

Table 4.12 shows that 55% of students (N=55) disagreed on the questionnaire item that when they present their school report to their parents/guardians they look at it critically and give them advice, while 45% of students (N=45) agreed. This means that many parents are irresponsible to their children's education. It is researchers beliefs that if a parent/ guardian analyses critically his/her child's academic report, he/she may be in a position to advice the student and the school on how teaching and learning affect his/her child. And schools will use parents' advices to regulate teaching process.

Table 4.12:   Students Views On Parents' Opinions On Opportunities CSSs Harness To Enhance Children's Academic Performance

S/N	Statement	Students Responses									
		SD		D		A		SA		TOTAL	
		N	%	N	%	N	%	N	%	N	%
20	When I present my school report to my parents/guardians they look at it critically and give me advice.	25	25	30	30	22	22	23	23	100	100
21	My parents/guardians frequently show sympathy to me when I am upset with anything, including school related issues	21	21	20	20	32	32	27	27	100	100
22	My parents/guardians allow me to participate in community and faith based activities	15	15	14	14	30	30	41	41	100	100
24	I always sense that there is a good relationship between my parents/guardians and my teachers.	27	27	20	20	25	25	28	28	100	100
	Average	**22**	**22**	**21**	**21**	**27**	**27**	**30**	**30**	**100**	**100**

Aside from the financial barriers, which means that many parents are unable to participate and obviously is a major problem for many parents, our thoughts go in accordance with Borgonovi and Montt (2012) who declare that it does not require specialized knowledge for parents to be involved in their children's schooling. Feedback from parents is very important as per responsible parent, because the community secondary school will function well if there is a good relationship between the two stakeholders. Therefore the findings revealed that parents have a lot to contribute to the school, in order to enhance their children's academic performance.

In accordance with Graves Smith (2007) we agree that intentional strategies are needed from the government, the school and the teacher. For example, for parents to become more involved, a clear policy regarding parental involvement is needed (Borgonovi & Montt, 2012; Ogoye-Ndegwa, Saisi Mengich & Abidha, 2007). If there are no guidelines about parental involvement, it may be difficult for parents to know how they should be involved. In the search for policy documents regarding parental involvement in community secondary schools in Tanzania, we could not find any except the Education Act No. 25 of 1978 which explains only about the role of parents in enrollment and attending school and SEDP document of 2014 which give guides on the responsibilities of parents to the construction of community secondary schools at their places. Without a clear policy, the gap in children's school academic performance may increase (Borgonovi & Montt, 2012) and a risk that can be seen here is that it can lead to poor academic performance among community secondary schools in Tanzania. Figure 4.7 below shows students' beliefs on opportunities that CSS's can harness to enhance the academic performance from their parents.

Figure 4.7 show that many parents have some strength that can be taken by teachers and the school to enhance academic performance of their children. The average percentage 57% of students who agreed that their parents/guardians allow them to participate in community and faith based activities and that their parents/guardians frequently show sympathy to them when they are upset of anything, including school related issues indicates that community secondary schools have been constructed to areas where students can learn a lot from the community including faith based

lessons and social based lessons. For that matter, community secondary schools can welcome parents to volunteer in extra curricular activities such as coaching sports and games, and providing guidance and counseling to students.
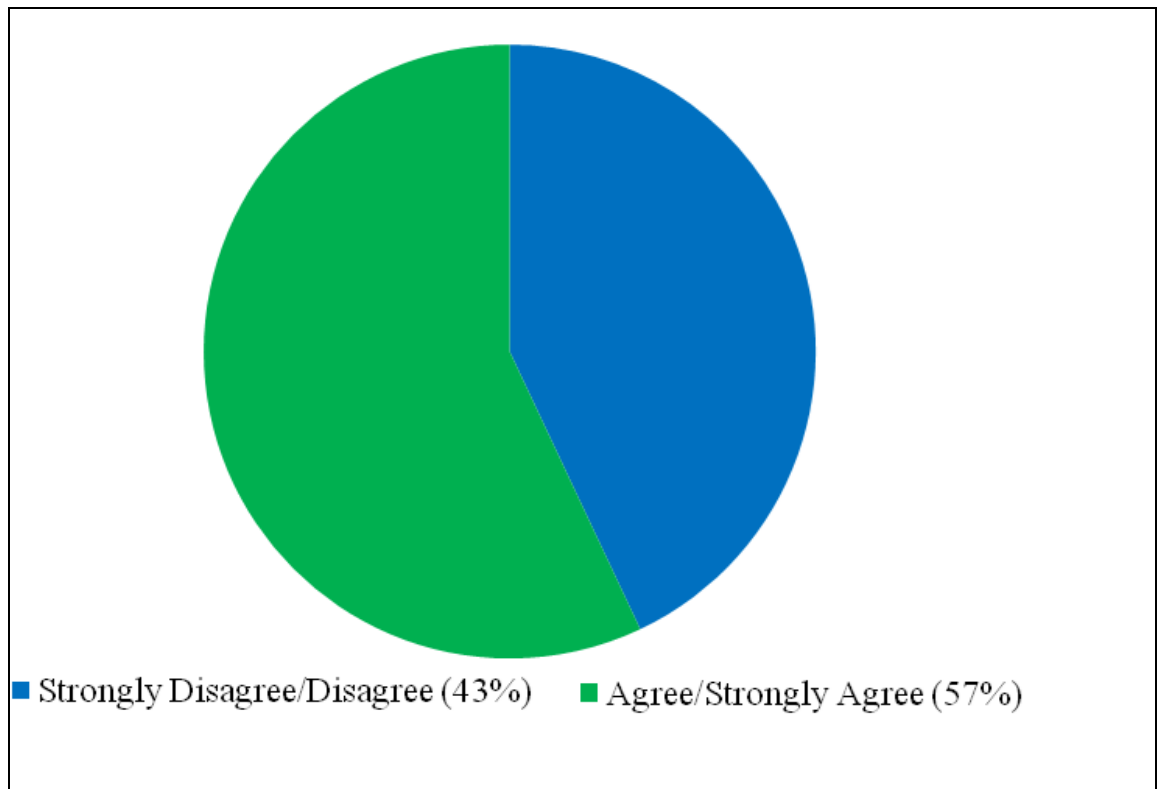
Figure 4.7: Students Responses on Parents' Opinions Opportunities that CSS's Can Harness to Enhance Academic Performance

On the other hand, researcher wanted to see if teachers had perceptions that parents have some strengths that CSS's can harness to enhance students' academic performance in community secondary schools in Kilosa District. Table 4.13 presents their responses.

Table 4.13: Teachers' Views On Parents' Opinions on Opportunities that CSSs Can Harness To Enhance Academic Performance

S/N	Parental involvement	Responses									
		SD		D		A		SA		TOTAL	
		N	%	N	%	N	%	N	%	N	%
4	Every parent has some strengths that could be tapped to increase student success in school	04	10	13	33	17	43	06	15	40	100
5	All parents could learn ways to assist their children on school assignments at home.	08	20	14	35	15	38	03	08	40	100
21	Parents visit classrooms or school and serve as volunteer	15	37	17	41	05	12	04	10	41	100
	Average	**09**	**22**	**15**	**36**	**12**	**31**	**04**	**11**	**40**	**100**

Table 4.13 shows that many teachers about 58% (N=23) believed that every parent has some strengths that can be obtained to increase student success in school, while 42% of teachers (N=17) disagreed. 55% of teachers (N=22) disagreed that all parents could learn ways to assist their children on school assignments at home, while 45% of students agreed. Majority teachers 78% declared that parents never visit classrooms or school and serve as volunteer, while only 22% of teachers showed that some parents volunteer at school.

Teachers further suggested some solutions towards some challenges that they believed had positive impact to students' academic activities in community secondary schools as shown in table 4.14

Table 4.14: Parents Opinions On Opportunities that CSSs Can Harness to Enhance Academic Performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	• Parent-teacher meetings	18	45.0	45.0	45.0
	• Parents' day	8	20.0	20.0	65.0
	• School activity day	5	12.5	12.5	77.5
	• Establish students' hostels	9	22.5	22.5	100.0
	Total	40	100.0	100.0	

One of the solutions suggested is that schools should conduct parent – teacher meetings. It is the researcher's belief that when meetings between parents and teachers are contacted many agendas and issues regarding students' behaviour and students' academic progress will be discussed, and for that matter students discipline will be regulated. The parent teacher meeting may lead to parent teacher associations or organizations (PTA or PTO). In many schools where the PTA's and PTO's are strong, the extent of academic performance to students is very high (Hornby & Lafaele, 2011). In other words, education about the importance of secondary education and the role of parents may be provided in the meeting to let many parents get awareness on some important issues in the meeting. The parents in the study highlighted the necessity of contact between home and school in order to receive information about their children's performance in school. When parents and teachers communicate, they often talk about the children's performance. And this is an

indicator of effective academic monitoring done by parents and teachers to their students at schools.

Parents' day is another program that can reduce some of the challenges that face the schools and encounter parents. There are some activities like fund raising that may be carried out during the parents' day. Students, parents and teachers stay as a family. The students may wish to show some presentations that have learnt in classrooms, but teachers also may wish to explain to the parents about the school development plans. Therefore this socialization may lead to better academic performance. In many community secondary schools, many parents are seen at school during the graduation ceremony only. This has little impact to academic activities, it is better that schools arrange special days during the course where parents may witness what their children are learning at school, so that they get chance to add their inputs.

The schools also should prepare the exhibition day. The sports and game day, the talents day, the subject show day, the debate day and other extra curricular activities are very important to let parents get into school. These activities must be encouraged in community secondary schools. They must be conducted in an open space like the playing grounds to allow the community members participate. From there, the school and students can receive advices and suggestions from the community and parents.

Moreover, it was observed that many parents are challenged by the long distance present between schools and their homes. To solve this problem, parents should be

encouraged to construct students' hostels. The community also should be emphasized to build boys and girls hostels. When all students in community secondary schools stay in hostels, parents and teachers will concentrate themselves in academic activities, because discipline and attendance will be monitored to the maximum degree. There are many benefits of students who live in hostel, and this ranges from discipline to academic performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary, conclusions, recommendations and suggestions for the study. The summary covers items from the statement of the problem, objectives, literature review and the knowledge gap, methodology as well as the interpretation and discussions of the findings. The conclusion and recommendations reflects the possible investigation so as to take place within the research problem.

5.2 Summary of the Study

The main objective of the research was to assess parental involvement on their children's (students') academic activities in community secondary schools in Tanzania, with a focus on Kilosa District community secondary schools as case studies. The researcher's interest in undertaking this study was guided by the following objectives;

- Determining the extent to which the parents were involved in the academic activities of their children in community secondary schools in Kilosa District.

- Determining the relationship between parental involvement and their children's (Students') academic performance in community secondary schools in Kilosa District.

- Identifying challenges that parents encounter when they get involved in community secondary schools' academic activities in Kilosa District. And

- Exploring parents' opinions on opportunities that community secondary schools can harness in order to enhance their children's academic performance in community secondary schools activities in Kilosa District

The study employed both qualitative and quantitative research methods in collecting and analyzing data. Questionnaires were used to collect data from 100 students and 15 heads of schools and 25 teachers on parental involvement. Documentary review guides were used to examine the extent of parental involvement in community secondary schools. Interview guides presented to 35 parents were used to assess parental involvement in community secondary schools and to identify the challenges that parents face when they get involved in community secondary schools students' academic activities.

From the study findings, 67% of parents in community secondary schools were not involved on their children's academic activities. The study identified some challenges and suggestions on how community secondary schools could harness to encourage parental involvement on students' academic activities. The findings revealed that some parents did not get involved in the school because of poverty and low level of literacy and were unable to purchase school materials for their children and therefore felt embarrassed when required to come to school and explain why they were not buying materials for their children. In addition, they did not want to enroll their children at secondary institutions because they felt they could not afford it.

5.3   Conclusions of the Study

The researcher identified many ways through which parents could be involved in students academic activities, including helping their children work on homework assignments, organizing and monitoring their children's time, attending parent-teacher meetings and actively supporting school activities, volunteering in building classrooms, fieldtrips, or special events, talking with their child about school on a daily basis, encouraging their children for success and supporting them to address poor academic performances and difficulties encountered. The evidence collected in this study demonstrated how parental involvement is positively related to academic performance.

The researcher found from the parents that the following challenges were encountered when they (parents) got involved in CSSs' academic activities in Tanzania specifically in Kilosa District. The challenges were:

- Poverty among majority of parents; many parents were unable to provide some scholastic materials like exercise books, pens and pocket money to their children. They even lacked food due to some natural hazards such as floods in many areas of the district (Kilosa).

- Lack of knowledge about secondary education and how parents could get involved. It was found that many parents do not have skills on how to get involved in students' academic activities. Parents were not aware that they had some academic roles to play with their students at home and at school.

- Lack of time and resources such as money among parents and teachers was a challenge; many parents were working on farms for their daily income, and they were not ready to waste time and money for school. Daily commitments and responsibilities made it difficult for parents to cope with students' academic activities.

- Long distances from home to and from school affect students' daily attendance; many parents were unable to attend academic meetings held at school or attend calls made by teachers and administrators at school due to long distances between home and school. Some students were late to get to school and this led to truancy behaviour among students.

- Low students' readiness to learn is a challenge in CSS's, because majority of the students are adolescent, an age that children demand more freedom to explore life events. Since many parents lacked parenting skills, many children were engaged in a number of bad behaviours such as not attending lessons and others taking drugs and alcohol in order to gain confidence.

5.4   Implication of the Findings

The findings obtained from this study were significant to the community secondary schools' students, parents, heads of schools, school boards, decision makers, government and researchers because these groups constitute a group of major education stakeholders who have stake in the education sector. The results of the study has potential to offer education stakeholders such the information they need to prepare strategies of ensuring better academic performance at community secondary schools. The study findings also motivated scholars and researchers to carry out more

research on parents' involvement in students' academic performance in order to establish acceptable and effective ways of parental participation in community secondary school academic activities.

5.5   Recommendations for Action

Basing on the conclusions, the researcher forward the following recommendations for action:

- Parents should provide their children with basic needs such as food, shelter and clothes, learning materials like exercises books, pens and instruments including calculator, adequate academic and moral attention, unconditional love and the opportunity to develop responsible citizenship.

- Parents should make follow up of their children's daily school attendance and assist them in their home work and related assignments.

- Teachers and administrators at ward level should educate students and parents on the importance of pursuing secondary education using various means. For instance, holding public meetings to insist on parental involvement especially in students' academic activities.

- Teachers, administrators and parents should identify the root causes of students' lack of interest in studies in community secondary schools and find out possible solutions to address the problem.

- Teacher should demonstrate friendliness, care of, warmth, respect and recognition of parents of students registered in community secondary schools who come to school in order to encourage them to get involved in school activities.

- Teachers and other educational stakeholders should motivate parents and their student through praise, providing certificate of appreciation for effective involvement in academic activities, rewards and announcing names of parents with good records as active school participants.

- Parents and other stake holders should construct hostels for both girls and boys in all community secondary schools in Tanzania so as to solve the problem of students walking long distances daily to and from the school in order to facilitate academic achievement among them.

- Education policy makers should prepare a parental involvement policy in community secondary schools which would state clearly the key functions of parents for students registered in community secondary schools and their roles in students' academic activities.

- Teachers should make sure that, parents are informed and involved more in school activities including academic issues of their children and other issues in decision making. This will build transparency, and hence increase their morale, motivation, and accountability in participating in school activities.

- Parents are advised to concentrate on school activities instead of depending on their children's oral information especially in critical issues such as classroom attendance and doing assignment because some of students are not honest to attend school daily.

- Parents should keep family types and sizes they can effectively sponsor, run and maintain bearing in mind the costs of good living for themselves and their children.

- More education should be provided to the parents to change their attitude towards parental involvement because usually perception influences action. Therefore, when parents understand positively about their roles and importance of participating to school matters it will be easier for them to get involved.

- The government should provide support mechanisms to assist parents to improve their economic activities especially in agriculture and livestock keeping increasing their income and comfortably supporting all services in the family.

5.6   Recommendation for further research

The findings of this study cannot be said as a collective assessment of parental involvement on students' academic activities in community secondary schools in Tanzania. Surely, there were other parameters of parental involvement such as management of the schools that were not included in this study. Moreover, the study only considered Kilosa District in Morogoro Region. The sample was not large to generalize the findings for the entire country since the research was conducted only for academic purposes. In the future, large samples should be involved so as to ensure the likely hood of generalization.

Apart from that the researcher suggests the following topics could be considered for future research studies:

- Strategies to involve illiterate parents in their children's education progress and performance.

- Parental involvement when students with disabilities in Tanzania community secondary schools are involved.

- Parental involvement on the management of community secondary schools in Tanzania.

- Parental participation in Private and Government secondary schools in Tanzania.

- Aspects relating to parental involvement in schools; such aspects could be discipline of students at home and school.

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APPENDICES

APPENDIX I: QUESTIONNAIRES FOR STUDENTS

Dear respondent,

The purpose of this questionnaire is to collect data for research titled, 'Parental Involvement on students' academic activities in community secondary schools'. The researcher assures you that the information collected will be treated with utmost confidentiality and for academic purposes only. Please assist by answering the questions as honest as possible. There is no need for you to disclose your name.

Section 1: Background Information

1. Region…………………………. District………………………

Ward……………..……

2. The name of my school is.................................. Form ………………… (III, IV)

3. I live with my ………………………………. (Mother, Father, mother and father, guardians, Alone)

4. (i) My age is …..…… years old.   (ii)

Sex………………………(Male/Female)

5. The highest education level of my father/ male guardian

is………………..…………….

6. The highest education level of my mother/ female guardian is……………………

7. The work/occupation of my father/ male guardian is ……………………….…

8.   The   work/occupation   of   my   mother/   female   guardian   is
……………………..………….

9. How many children are there in your family ……………………………….

10. Among the people who live in your family, how many are studying in secondary

schools? ………………………………………………..

Section 2: Parental involvement

Please tick (√) where appropriate according to your views or practical opinion

1=SD –Strongly Disagree   2=D –Disagree   3= A– Agree   4=SA –

Strongly Agree

S/N	Statement	1=SD	2=D	3=A	4=SA
1	My parents/guardians make frequent follow ups on my school academic progress.				
2	My parents/guardians frequently provide me with school requirements timely (school uniform, fees and other school contributions, exercise and reference books, pocket money).				
3	My parents/guardians frequently make follow ups on my school attendance.				
4	My parents/guardians usually inform me about the importance of education to me, the family and the society.				
5	My parents/guardians provide me with proper balanced diet, cloth and shelter.				
6	My parents/guardians frequently ask me about what I have done at school during the day				
7	My parents/guardians care for my health and often provide me with a proper health checks ups.				
8	My parents/guardians encourage me to express my opinion and talk to me about my feelings about my school and my academic progress.				
9	My parents/guardians frequently keep their				

	promises to me about my studies				
10	My parents/guardians frequently reward me when I perform well in my subjects.				
11	My parents/guardians help me to organize my activities at home so that I get sufficient time to my study at home and school.				
12	My parents/guardians frequently take their time to assist me with my school homework				
13	My parents/guardians help me to set and achieve my school academic goals.				
14	My parents/guardians provide me chance to study irrespective of my gender at home.				
15	My parents/guardians ensure that I get sufficient time to rest after school every day.				
16	I am provided with a working table and chair at home to do my school work.				
17	I am provided with a special space in the house where I can do my homework undisturbed				
18	My parents/guardians make frequent follow ups with school about my behaviour.				
19	My parents/guardians participate in various school programmes meant for parents and pupils.				
20	When I present my school report to my parents/guardians they look at it critically and give me advice.				
21	My parents/guardians frequently show sympathy to me when I am upset with anything, including school related issues				
22	My parents/guardians allow me to participate in community and faith based activities				
23	My parents/guardians take time to know my school friends.				
24	I always sense that there is a good relationship between my parents/guardians and my teachers.				
25	My parents/guardians applaud me when I join and participate in games and sports at school				
26	The walking distance from home to school leaves me exhausted when it comes to attend lessons in classrooms and doing assignments.				
27	My parents/guardians talk to me about the				

	importance of avoiding social evils activities at home and at school				
28	My parents/guardians arrange proper tuition sessions for me.				

Section 3: Open Ended Question

3. (a) What opinions/suggestions do you have on the way parents care for you in relation to academic activities at school?

   (b) What opinions/suggestions do you have on the way parents care for you in relation to academic activities at home?

APPENDIX II: QUESTIONNAIRES FOR HEADS OF SCHOOL AND TEACHERS

Dear respondent,

The purpose of this questionnaire is to collect data for assessing 'Parental Involvement on students' academic activities in community secondary schools'. The researcher assures you that the information gathered will be treated with utmost confidentiality and for academic purposes only. Please tick (√) where appropriate or fill in the required information.

Section 1: Personal Information

1. Your gender: Male ( ) Female ( )

2. Level of education:

Master level ( )   Bachelors Degree ( ) B. Ed ( ) Diploma ( ) other level

(Specify)………………………………………

3. Designation:

Head of school ( ) Second master ( ) Academic master ( )

Discipline master ( ) Ward Education Coordinator ( ) Teacher ( )

4. Years of experience as a teacher ……………..years.

5. The school your teaching is……………… Established in ………………………

Section 2: Parental involvement in school matters

In the tables below, provide your professional judgment about parent involvement in school academic matters. Please tick (√) item that best represents your opinion and experience.

1=SD –Strongly Disagree   2=D –Disagree   3=A– Agree   4=SA – Strongly Agree

S/N	Parental involvement	1=SD	2=D	3=A	4=SA
1	Parents send their children to school ready to learn				
2	Parents teach children to behave well at home at school				
3	Parents encourage their children to volunteer in class				

4	Every parent has some strengths that could be tapped to increase student success in school				
5	All parents could learn ways to assist their children on school assignments at home.				
6	Parents know what children are expected to learn each year.				
7	Parents check daily that homework is done.				
8	Parents ask teachers for specific ideas on how to help their children at home with class works.				
9	Parents talk to teachers about problems that face their children at home				
10	Parents attend meetings at school				
11	Parents understand their children's school vision and mission				
12	Parents encourage students to set academic performance goals at the beginning of each term				
13	Parents remind students in their core business in the school and encourage them to remain focused on their study				
14	Parents encourage students to think and act like winners and not losers				
15	Parents assist teachers to identify threats that may hinder academic success				
16	Parents ensure regular continuous assessment test to monitor students' progress				
17	Parents attend school events such as science fair, plays and academic competitions				
18	Parents know the school calendar				
19	Parents always communicate officially with teachers				
20	Parents volunteer to mentor in guidance and counseling session				
21	Parents visit classrooms or school and serve as volunteer				

Section 3: Open Ended Questions

1. Who should initiate parental involvement- the school or the
    parents?.....................................

2. What are the challenges facing parents with children registered in community
    secondary schools when participating in academic matters?

    ……………………………………………………………………………………

    ……………………………………………………………………………………

    ……………………………………………………………………………………

    ……………………………………………………………………………………

3. What do you think should be done to encourage parental involvement in
    community secondary school matters?

    ……………………………………………………………………………………

    ……………………………………………………………………………………

    ……………………………………………………………………………………

4. Do you think parental involvement would be of the benefit to the students, the
    school and teachers in community secondary school? In which ways?

    ……………………………………………………………………………………

    ……………………………………………………………………………………

    ……………………………………………………………………………………

5. In your own opinions, are parents involved in their children academic activities?
    In what ways are parents involved in your class/ school?

    ……………………………………………………………………………………

    ……………………………………………………………………………………

    ……………………………………………………………………………………

Thank you for your cooperation.

APPENDIX III: INTERVIEW SCHEDULE TO PARENTS

1. Do you have any child who studies at the community secondary school?

2. What is your view on community secondary schools?

3. Are you involved in various school matters?

4. If YES, in which ways are you involved?

5. Is there any relationship between parental involvement and students' academic achievements?

    If YES how are they related?

6. What are the challenges that you as parent faces when engaged in students' academic matters in community secondary schools?

7. What are your suggestions in solving these challenges regarding parental involvement in community secondary schools in Tanzania?

APPENDIX IV: DOCUMENTARY CHECKLISTS

School ……………………………………

Ward………………..………………

No.	Questions	Tick appropriate (√)					
		0%	10%	30%	50%	75%	90%
1	Parents attendance register on meetings						
2	Parents visitors book records						
3	Parents mentoring records						
4	Parents volunteers book records						
5	Students exercise books (scholastic materials)						
6	Parents contribution records (School fees)						
7	Parents letters of comments on academic performance (feedback)						
8	Letters or memo from parents						
9	Telephone calls records						
10	Report forms pick –up records						

APPENDIX V: REQUEST FOR RESEARCH PERMIT

ILALA V. NYEMBEKE
P.O BOX 80
MIKUMI
06th March 2016

THE DISTRICT EXECUTIVE DIRECTOR
P.O.BOX 65
KILOSA

U.F.S. THE DISTRICT SECONDARY EDUCATION OFFICER
P.O.BOX 170 KILOSA

Dear Sir/Madam,

REQUEST TO CONDUCT RESEARCH STUDY IN COMMUNITY SECONDARY SCHOOLS

I am a teacher at Mikumi secondary school and have been enrolled (I am in the final year) for post graduate degree program pursuing a Masters of Education in Administration, Planning and Policy studies (MED-APPS) at The Open University of Tanzania. I am at present doing my dissertation entitled "**P**arental involvement on students' academic activities in community secondary schools in Tanzania"

I hereby kindly request for permission to conduct the study in twenty selected community secondary schools within Kilosa District in the period of March and April 2016.

Thanking you in anticipation.

Yours in education

………………..………………..

Ilala V. Nyembeke
REG. NO.201401474