

**PARENTAL INVOLVEMENT AND PUPILS' ACADEMIC ACHIEVEMENTS:**

**A CASE OF NORTH "A" DISTRICT SCHOOLS OF UNGUJA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULLFILMENT OF THE  
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**2018**

**CERTIFICATION**

The undersigned certifies that he has read and hereby recommends for acceptance by The Open University of Tanzania a dissertation titled: “***Parental Involvement and Pupils’ Academic Achievement, a Case of North “A” District Schools of Unguja,***” 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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.....

Date

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## DECLARATION

I, **Ummulkulthum Ambar Ujudi**, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for similar or any other degree award.

.....

Signature

.....

Date

**DEDICATION**

This study is dedicated to my lovely husband Said Ahmed Said who prayed for my success

## **ACKNOWLEDGMENT**

It is a good thing to give thanks unto the Lord and to give praises to the name of most high. First and foremost, I want to give thanks to almighty God for his faithfulness and for giving me the opportunity to achieve what I have achieved today. I want to say thank you Lord. I wish to express my deep sense of gratitude and appreciation to Dr. Felix Mulengeki my instructor and research supervisor for his valuable, critical guidance and advice as well as his continuous encouragement in connection with this research work. I would also like to extend my sincere gratitude to Mr. Ali Omar Haji for his assistance.

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## **ABSTRACT**

This study was conducted to investigate the factors that influence parental involvement in the development of their children's literacy in the schools of Zanzibar using North “A” District schools of Unguja Zanzibar as a case study. The study specifically focused on identifying forms of parental involvement in literacy development of their children at schools. It also examined the awareness of parents towards their involvement at schools in the study area and explore the cultural factors which hinders effective parental involvement at North “A” District schools of Unguja Zanzibar. The study employed cross section research design where 62 people from North “A” District of Unguja Zanzibar have been involved including the key informants such as REO, DEO Parents, Head teachers, Teachers, and Pupils. In order to get relevant information from the respondents the major techniques used for data collection were questionnaires, interview, and documentary review. Data were then analyzed and summarized into frequencies, percentages before presenting them in tables and graphs to give clear understanding of the study with the aid of Statistical Package for Social Sciences (SPSS) and Microsoft excel. The general findings revealed that most parents have poor parental involvement in academic studies of their children. Factors for negative parental involvement in academic studies of their children were identified as poor form of parental involvement, poor parental awareness pertaining involvement in academic studies of their children, poor parents’ attitude towards involvement in academic studies of their children; poor cultural factors that affect parental involvement in academic studies of their children and poor parents background affecting parental involvement in academic studies of their children. Therefore, the study recommended that parents should be educated and should be sensitized about their roles.

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**LIST OF ABBREVIATIONS**

DEO	District Education Officer
NCSE	National Center for School Engagement
PEDP	Primary Education Development Programme
PI	Parent Involvement
PTA	Parent Teachers Association
REO	Regional Education Officer
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational Scientific and Cultural Organization
UPE	Universal Primary Education
USA	United State of America
WEC	Ward Education Coordinator



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This chapter gives a background of the study regarding parental involvement and pupils' academic achievement in Zanzibar in particular. The chapter further provides the introduction, background of the study, statement of the research problem, research objectives, research questions, significance of the study, scope of the study and definition of key terms.

#### **1.2 Background of the Problem**

After the World War II period (1945-1950s), parental involvement in Chicago included participation in meetings, supervision of homework, marking of report cards, attending Parent Teachers Association (PTA) meetings, and fundraising events in Los Angeles. In the 1960s educators and policy makers focused on parental involvement as a way to improve educational success for the poor and underachieving students. This led to the development of a variety of models and strategies to promote such parental involvement (Milbrey and Shields, 1987).

By 1989, in Chicago the National Education Organization started incorporating parental involvement programs in their agendas. They provided training to school staff and parents on parental involvement. The School Board Association produced sample school policies on parental involvement in which they believed would make schools more secure and more likely, academic development would take place. Best practices and models to support parental involvement were developed. Many reports

about parental involvement in school were written to recommend the necessity of parental involvement in school improvement (USA Today, 1989). Parental involvement was considered an integral part of the school curriculum.

Today, laws have been enacted to enforce parental involvement in schools including provisions School Accountability Teams. Districts focus on implementing strategies to promote parent, family, and community involvement (National Center for School Engagement, 2004).

The historical development of parental involvement in Education in Tanzania follows the same trend of development experienced in most other countries including Uganda and Kenya. Since independence in 1964, Zanzibar has made public education a national priority, prompting waves of related policy changes and investment strategies. Soon after independence, the nation focused on providing widespread basic education to a socialist Zanzibar.

For the rest of the twentieth century, policymakers and leaders launched various programs and strategies to achieve universal primary education (UPE). In 1978, the government passed an Education Act making education compulsory for children between the age of 7 and 13. The actual enrollment levels have fluctuated since then from 70% to 95% due to a number of factors, including concerns over education quality in the context of a struggling national economy (Al-Samarrai and Peasgood, 1998).

Parents play a big role in education of their children as we know school age children spend 70% of their working hours (including weekends and holidays) out of school

(Clark, 1990). The researcher puts that, the earlier in a child's educational process parent involvement begins the more powerful the effects (Cotton, 2001). The more effective forms of parental involvement are those which engage parent in working directly with their children on learning activities at home like assist in doing home work, buying schools' materials like text books, pen and pencils.

Parent involvement in a child's education is consistently found to be positively associated with a child's academic performance (Hill and Craft, 2003); 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. The influence of parent involvement on academic success has not only been noted among researchers, but also among policy makers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives. Coupled with these findings of the importance of child's academic success has been found to be relatively stable after elementary school.

However, the issue of parental involvement in the Tanzanian school has been accorded little attention. There are few studies that have done on parental involvement in Tanzania to be able to encourage parental involvement in school in order to make sure that the children succeed in school. In order to promote parental involvement in the school it can be an advantage for teachers and school leaders to gain insight (perception) into parents' reasoning about this phenomenon.

Parents as well consider better education for their children as an investment which has direct positive benefit on family and socio-cultural improvement. Culturally, Zanzibar

appreciates the extended family approach with moderate power distance at the household level to the national settings. Therefore, some parents participate well in the provision of education services through their school committees like building schools, buying school materials such as uniforms, exercise books, text books to their children. They value education as an asset to bring bright futures for their children, family and community in general (MoEVT & ZEDCO, 2007).

Education policy and various programmes in Zanzibar have exposed enormous concern on the roles that are played by different education stakeholders including parents. For example, Education and Training Policy in Zanzibar (2006) identify the roles of parents in education through decentralization, in which parents are concerned in education process by financing education. (MoEVT & ZEDCO, 2007).

Experiences from schools indicate parents are doing less in attending parents-teacher meeting, contacting schools about student's academic progress and attendance which is contrary to the expected aim of the policy, (North "A" District Annual Educational Report (20012). Example Kilimajuu primary school has six classes but the number of teachers are also six, Mfurumatonga has 16 teachers while number of classes are 15, Kigomani 13 teachers and classes are 14, disruptive behavior, poor home environments and poor parental involvement which take 46% for all schools, (North "A" District Annual Educational Report (20012). Galabawa (2001) argues that, parents and students are clamoring for quality education for all, especially in democratic education system that requires parents to be informed, participate and influences decision that affecting their children.

According to North “A” District Annual Educational Report 20016, parents see lots of roadblocks to getting involved in their child’s education. Some point to their own demanding schedules and say they don’t have extra time to volunteer or even attend school activities, much less get involved in bigger ways. Others reveal how uncomfortable they feel when trying to communicate with school officials, whether that’s due to language or cultural differences or their own past experiences with school. Some say they lack the know-how and resources to help their child, or they express frustration with school bureaucracies or policies they find impossible to understand or change thus why there is poor students performance in academic achievement, as the evidence shown bellow by the North “A” District Annual Educational Report 20016 STD four national examination.

na kumi na moja.

Kuhusu matokeo ya mithani hiyo ni kama ifuatavyo :

**DARASA LA NNE**

MATOKEO YA MITHANI 2017									
DARASA LA NNE	WALIOSAJIWA			WAIJIFANYA			WASIOFAYA		
	WKE	WME	JUMLA	WKE	WME	JUMLA	WKE	WME	JUMLA
	1530	1439	2684	1470	1214	2684	60	245	305
DARASA LA SITA MICHEPUO									
DARASA LA SITA	MICHEPUO		2573			2488		FAIKU	75
FORM II	1249	810	2059	785	537	1322	464	273	737

ASILIMIA YA WALIOFELI STD IV 68.89 SAWA NA 1849 WANAUNZI

MICHEPUO : 27 VIPAWA: 3

MATOKEO YA MITHANI DARASA LA KUMI NA MBILI MWAKA 2017

Furthermore, according to MoEVT & ZEDCO, 2016), in North “A”, District of Unguja Zanzibar there has been poor performance in primary schools over the years

and efforts are always undertaken to address the problem. Among the factors that are associated with the students' poor academic performance are the poor involvement of parents, lack of facilities in schools, lack of teachers, indiscipline, and unfavorable home environments. It is possible that, factors like: low family income, low levels of education of the parents, poor involvement of parents and other family members in the students' school activities may affect students' performance.

It is also observed that in North "A" District of Unguja Zanzibar all public primary schools are day schools. Although there are many factors that affect students' academic performance, the factors related to parents involvements need to be considered for investigation. Therefore, there is a need to conduct an empirical investigation to determine the effects of parental involvement in students' academic performance in public primary schools in North "A" District of Ungja Zanzibar.

### **1.3 Statement of the Problem**

North "A" District of Zanzibar was observed to have poor performance in primary schools over the years and efforts were always undertaken to address the problem. Among the factors that were associated with the students' poor academic performance were poor involvement of parents in schools due to low family income, low levels of education, lack of awareness to most of the parents, and other social and cultural factors.

On other hand parental involvement was expected to provide a good and conducive climate for social, intellectual and emotional development of child, as well as providing love, security, guidance and care that contributes to good academic

performance. But in North “A” District the things are relatively different and opposite, experiences from North “A” District schools indicate that parents are doing less to fulfill their responsibilities of their children, this is because some parents take their children in agricultural activities like collecting seaweeds from the ocean during school hours, parents do not contribute school fees, less attending parents-teacher meeting, no contacting to school about students academic progress and attendance which is contrary to the expected aim of the policy (MoEVT & ZEDCO, 2016).

In addition to that, very little have been done on this topic in Zanzibar and particularly in North “A” District schools, that is why there is a need to carry out a practical research to find out the factors that influence parental involvement in the development of their children's literacy in the schools of Zanzibar using North “A” District schools of Unguja Zanzibar as a case study.

## **1.4 Research Objectives**

### **1.4.1 General Objective**

The aim of this study was to investigate the factors that influence parental involvement in the development of their children's literacy in the schools at North “A” District of Unguja Zanzibar.

### **1.4.2 Specific Objectives**

- (i) To identify forms of parental involvement in North “A” District schools of Unguja Zanzibar.
- (ii) To examine the different cost-sharing strategies employed by parents at North “A” District schools.

- (iii) To analyze the social, economic and cultural factors that affect involvement of parents for effective participation of pupils in North “A” District schools.

### **1.5 Research Questions**

The study will be guided by the following research questions:

- (i) Identifying the forms of primary education parental involvement in North ‘A’ district.
  - (a) In which ways do parents participate in school activities in North ‘A’ district?
  - (b) What are the outcome of parents to participate in school activities?
- (ii) Examining the different cost-sharing strategies employed on parents in North ‘A’ district.
  - (a) How do parents contribute towards school costs for their children?
  - (b) What aspects of school costs do parents face difficulties to finance?
- (iii) Exploring the social, economic and cultural factors influencing the involvement of parents to enhance effective participation of pupils
  - (a) What are the economic factors which influence parents’ effective participation in schools?
  - (b) What are the social-cultural factors that affecting the involvement of parents to education of their pupils?

### **1.6 Significance of the Study**

Firstly, the study will be useful to the parents (at North A District of Unguja) because they will be equipped with knowledges about what are they supposed to do in order to



get fully involved in academic of their children. After getting this knowledge, the parents will be aware about parental involvement and will participate very well in all forms of parental involvement that is at school as well as at home as a result of knowledge generation to the society.

Secondly, the study will be useful to the policy makers from the Ministry of Education and Vocational Training as well as the Teachers. The policy makers will formulate and amend good policies which directs parents to get fully involved to their childrens' education. Teachers also will be informed about considering parents as the very important in the internal model of interaction of the three spheres of influence (that is the family, the school and the community). Lastly, the study will be useful to the researcher for the award of Master of Education in Administration, Planning and Policy Studies at Open University of Tanzania.

### **1.7 Scope of the Study**

This study was conducted in North "A" District of Unguja Zanzibar at Kijini and Matemwe Wards in four public schools namely Mfurumatonga Primary school, Kilimajuu Primary School, Matemwe Primary School as well as Kigomani Primary School. It focused on the forms that governing parental involvement in schools in enhancing pupils' academic achievement.

The study examined the designing modalities for parental contribution and publicizing and advocating parental contribution as have been identified through Zanzibar Educational Policy 2006.

## **1.8 Delimitation**

The study covered two variables, one variable was the role of parents in assisting pupil academic achievement the second variables was to the leaners level which covered the leaners at the standard one up to standard seven. The study was entail to know how parents could be involved in assisting people to master the academic affairs. Thus this study was limited to parental involvement toward pupil academic performance at primary level.

## **1.9 Limitation of the Study**

Although the study was successful, there were some limitations which include: some respondents especially men they were not easily available during the day time because it was the season of farm preparation. This necessitated the researchers to extend the time of data collection in order to capture all target groups. Lack of some information from the respondents was another limitation as they were not transparent to give out the proper information due to fear of official quarrel. This also necessitated the researcher to have an introduction to the local community from the village chairperson about the information, which was being collected.

## **1.10 Definition of Key Terms**

### **1.10.1 Parental Involvement**

According to Desforges and Abouchaar (2003), the parental interest is a catchall term for many different actions, including ‘at home’ good parenting, helping with homework, talking to teachers, and attending school functions governance. The parents’ involvement in the inner and outside activities is true child motivation in training. The attitude of parents taking efforts to encourage the pupils to undergo the

learning for better results by supplying the needed support which motivates them to put high efforts.

### **1.10.2 Academic Performance**

Academic performance is the advancement of pupils going from one phase to another or obtains a score of issues, which are in middle position to higher. Henderson and Mapp (2002) argue that pupil achievement is most usually limited by report cards and grades, grade point averages, enrolment in advanced years, attendance and staying in school, been advanced to the next stage, and improved behaviour. In this study academic performance refers to score in school examinations.

## **1.11 Organization of the Study**

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

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter is divided into four parts namely the Introduction, the Empirical Literature, Theoretical Literature, and the Conceptual Framework. The study about the concepts of parental involvement and pupil's academic achievement connected to different theories. These theories always consider the fact that parental involvement ensures accountability of the teachers and pupils towards their main tasks of teaching and learning hence find ways to raise educational standards.

#### **2.2 Empirical Literature**

##### **2.2.1 Parental Involvement**

Most empirical studies on parental involvement find that parents' engagement in their children's education varies by sociodemographic factors (e.g., marital status and educational level) and economic circumstances (Georgiou, 2007; Schimpl-Neimanns, 2000; Schmitt & Kleine, 2010).

Lareau (1987, 2011) demonstrates that parents of lower SES in the United States were less likely to believe that it was their responsibility to manage their children's education and were less heavily involved in at-home and in-school educational activities. Lower SES parents typically were less educated, which limited the skills and knowledge they could offer to the school and their children (Hoover-Dempsey et al., 2005). Some research also suggests that less-educated parents may have lower levels of self efficacy regarding their involvement in children's education (Hoover-

Dempsey & Sandler, 1997; Lareau, 2011). SES also is strongly related to students' academic outcomes (Altschul, 2012; Mau, 1997; Sui-Chu & Willms, 1996). Research suggests that observed relationship between SES and academic outcomes are mediated by parental involvement (Altschul, 2012; Sui-Chu & Willms, 1996).

Parental involvement is viewed as one of the most successful educational strategies in student success and reducing education imbalances, (Catsambis, (1998). Parent involvement in their child's education is linked to success (Yan & Lin, 2005), and a key factor related to success for children. According to Edge, (1978), actively involved parents of students follow the following processes such as there is a more productive and trusting relationship between the parents and teachers, parents and professionals exchange information, increased encouragement in the role of the parent.

Early involvement is the most powerful time in a child's life and has the positive outcomes like higher grades, tests scores and graduation, better school attendance, increased motivation, self-esteem, low incidence (suspension, behavior), low drug and alcohol use (MDE, 2005,) and the evidence of families and schools working together to support learning revealed that there are better achievement in school and in life, empowerment for parents, boosting teacher morale, schools getting stronger, better communities being built (National Coalition for Parent Involvement in Education.

According to the Michigan Department of Education (2002), those children who do well in school have involved parents based on the following ways: (a) parents establish daily routines, (b) monitor out-of-school activities assuring structured time

and set attainable goals, and (c) offer encouragement by expressing interest in progress (MDE, 2002). Moreover, parental involvement encourages activities filled with reading, writing, and meaningful family moments (MDE, 2002).

Archer-Banks and Behar-Horenstein (2008) studies on African American parental involvement suggested higher expectations for parents by providing workshops, and creating positive cultural environments. As a result, the participants were able to view parental involvement as important, and reported on how family structure and socioeconomic status, school personnel's expectations of parents, and the practices and policies of middle school personnel influenced their level of involvement.

According to Wright (2009), Parental involvement in children's education is a crucial factor for the child's continuing educational development and success in school. If there would be deficient in parental involvement, the educational improvement and accomplishment of the pupils' performance is greatly affected.

### **2.3 Forms of Parental Involvement**

There are six types of parental involvement which include: (i) parenting (helping families with child-rearing and parenting skills), (ii) communicating (developing effective home-school communication), (iii) volunteering (creating ways that families can become involved in activities at the school), (iv) learning at home (supporting learning activities in the home that reinforce school curricula), (v) decision-making (including families as decision-makers through school-site councils and committees), and (vi) collaborating with the community (matching community services with family needs and serving the community). Gianzero (1999), parental involvement in type

four above (learning at home) suggests that the parents can engage in children education through supporting learning activities at home and one of the best ways is through involving with their children homework.

Monitoring children's homework has been shown to enhance academic achievement (Ballen & Moles, 1994). It is unnecessary for the parents to know all of the answers instead, it is far more essential for them to express their interest by providing a quiet and comfortable place for their children to do the homework, by encouraging children's efforts, by being available for questions, and by willing to discuss material the child is learning (Ballen & Moles, 1994).

#### **2.4 Factors for Introduction of Cost Sharing Policy**

According to Munda and Odebero (2014), Millennium Development Goals (MDGs) promised universal primary education by 2015. They also add that, after the Jomtien conference on education for all (EFA), it was understood that, by making basic education (primary education) free, it would include poor children and become universal. This became difficult for many countries to incur basic education costs although other countries managed, (MOEC, 2000). Social economic challenges are also the cause for the introduction of cost sharing policy. MOEC argues that:

*The economic and social challenges facing our nation are characterized most importantly by high levels of poverty, high population growth rates, low level of literacy, slow economic growth and poor access and inequities in the provision of education largely frame the education challenge in Tanzania (MOEC, 2000).*

Due to the named challenges above, Tanzania introduced cost sharing for the aim of rapidly expanding the supply of education, achieving equity in the provision of

education and significantly improves the quality of education. In Tanzania mainland the educational financing and training is a shared burden among the government, communities, parents and NGOs. The good example is 1995/1996 budget estimates, government financial contribution for education and training represented 15.3% of the total budget (UNESCO, 2006).

#### **2.4.1 Relevant Studies on Education Cost Sharing**

Review was made on a study by Jerve titled “Exploring the Research Policy Linkage; The case of Reforms in Financing Primary Education in Tanzania” the investigation revealed two surprising findings, the first is the presence of very few studies from Tanzania of the effects of cost sharing in education, and the second finding relates with researchers views on the 2000 reforms.

Most respondents disagreed with a blanket removal of the Universal Primary Education (UPE) fee, because the targeted exemptions would be difficult to administer and little revenue was collected (Jerve, 2006). Therefore this entails the reform weakened school revenue base.

Another reviewed study is “Cost sharing and Academic Performance” The case of Mzumbe University by Nyakunga. The main purpose of her study was to explore the effects of cost sharing on students’ academic performance as perceived by teachers and students themselves. Her study used a qualitative approach and data were collected through interviewing participants. Results showed that effects of cost sharing on academic performance seem to be complex and depends to the circumstance an individual is facing.



This is because to some students it affected their performance while it motivated others. The study showed that to those who were affected by the policy the reason was financial hardships made them fail to incur learning material and food costs, so it increased stress to them. However the study revealed that other factors which influenced bad performance include; limited study time, language incompetence, poor course organization and assessment criteria. On the other hand to those who were motivated by the policy they performed better due to studying hard reflecting the cost they had invested in education, Nyakunga (2011).

The study by Munda and Odebero (2014) concluded that education costs is a major factor in any schools' operations. Schools with large income perform better than those with poor revenue base. Rising school fees to students so as to improve revenue base undermines students participation, therefore stakeholders like parents, government and donors interested in improving education should timely and adequately provide financial resources, to run school operations. Penrose researched on, "Cost Sharing in Education – Public Finance, School and Household Perspectives" in drawing conclusions on how the government and households in Ghana reacted to cost sharing, Penrose argues that real education expenditures have been stagnant in recent years, and expenditures falls both at the basic and tertiary levels, schools depends on non tax revenues for nearly all costs which are non salary. Penrose comments that cost sharing has contributed to a lower level of expenditures.

It has also enabled the government to squeeze budget. Penrose adds that cost sharing policies have little impact on quality as examination results have not been improving and more evidence suggests stagnation in school performance (Penrose, 1998).

### **Parent contribution**

The government of Zanzibar had committed itself to providing free education to all levels, although the policy allows the establishment of private educational institutions. This is according to World Data on Education 6th Edition (UNESCO, 2006).

Zanzibar Educational Policy recognizes the role of parents, families and communities as the child's first teacher. Parents are the principal caretakers of children. Children's welfare and participation in the society depends on how fully involved parents get in their children's education. Although the Government of Zanzibar is fully committed to the provision and financing of education, parental contribution in a variety of forms is essential (ZEP, 2006).

As a policy, education is free, as much as students are not required to pay tuition. Parents support the education of their children in paying for essential materials such as stationery, uniform, transport and carrying out minor repairs of buildings. Parents' contribution averaged 3% of total expenditure in education during the period 1996 – 1999.

During the same period central government contribution averaged 25.5% of the development budget. This contribution is eight times the contribution by the community but very low when compared to donors' contribution, which averaged 70% of capital development. The willingness of parents to contribute is very commendable considering the overall poverty levels. But the ability to meet this challenge differs from district to district. In 2000, the average predictability was 27.3% for primary, 37.3% for lower secondary and 60% for upper secondary. This is

an overall average of 41.5% for the education system, (Zanzibar Educational Policy, 2006). Parents are aware of the importance of their children's education and are conscious of the inadequacy of resources provided by central government. Despite of the poverty of most families, parental contribution is substantial, (Zanzibar Educational Policy, 2006).

## **2.5 Socio-cultural and Economic Factors Affecting Parental Involvement in Education of their Children**

Some parent's culture encourages them not to become too involved in school and feel to do so is disrespectful (Van Versor and Orozco, 2007). Social cultural issues like gender preferences may also prevent families from participating in education based on family values and beliefs.

In the history of humanity all existing cultures have had to deal with oppressive elements in their cultural practices. Africa and indeed Tanzania cannot be an exception to this rule. It is through these struggles that slavery was declared obsolete in human culture. And indeed it is through similar struggles that gender discrimination will have to be declared obsolete in the development of human society. Extreme poverty limits parental contribution to education. Lack of adequate resources from the central government implies that additional funding must be mobilized from various stakeholders including parents.

## **2.6 Theories of Parent Involvement**

These approaches are: the Parent Empowerment Approach, Social Capital Approach, Functional Approach and Cultural Approach.

### **2.6.1 The Parent Empowerment Theory**

An example of the parent empowerment approach can be found in the works of Swap, in particular her 'School to Home' Model.

#### **Swap's 'School-to-Home' Model**

According to Swap (1992) this model emphasizes that teachers specify what parents should do to help their children at home. This can be done in two ways. Firstly, the parents helping their children to learn by endorsing the importance of schooling and making sure that their children meet the minimum academic and behavioral requirements. Parents expect their children to complete their homework in time. Secondly, parents need to spend enough time with their children to transfer cultural capital to them. Swap (1992) indicates that the latter includes the way of being, knowing writing, talking, and thinking which characterizes those who are successful within the dominant culture.

Parents will read to their children and will listen to their children reading to them. Swap (1993) indicates that the school is responsible for defining goals and programmes used by the parents to support the school. Two-way communication is not sought because the goal is for parents to understand and support the school's objectives. Parents' programmes based on the School-to-Home Transmission Model sometimes have components that show unwillingness to regard parents as equal partners having important strengths (Swap 1992). According to Swap (1992), the limitations to the School-to-Home Model of parent involvement are:

- (i) Parents may not be able to allocate enough time and energy to parents' involvement activities.

- (ii) There is a possibility that the promise of equal opportunities through education and hard work could be false.
- (iii) It may be difficult to draw clear boundaries between the roles of school and home in formal education.
- (iv) There is a danger of humiliating the value of the child's culture in the effort to transmit the values and goals of the social mainstream.

### **The role of the head teachers in the Parent Empowerment Approach**

According to Shartrand et al (1997), the attitude that all parents want what is best and want to be good parents should be maintained. Parents are the children's first teachers. The head teachers should know that most useful knowledge of rearing children can be found at home. Therefore, the head teachers should respect the role of the home in the nurturance and education of children.

When employing the parent empowerment approach, the head teachers should have knowledge of the history of marginalized families (Shartrand et al 1997). He must have knowledge of the effect of a family's disadvantaged status on its interaction with school. The head teachers should not control parents, rather the parents' views and ideas should be recognized.

The head teachers should have skills in making feel valued by inviting them to contribute their knowledge in the classroom and in the school (Shartrand et al 1997). Riley (1994) indicates that the head teachers should equip parents with the information about language used in schools with a view to help parents understand the functioning of power structures.

Empowered parents will be able to make independent decisions and act autonomously with a view making a contribution towards the development of their children. The head teachers should ensure that his staff understands this approach and they have the necessary skills to implement it.

### **2.6.2 The Social Capital Approach**

The Social Capital Approach consists of families and school's shared expectations and goals, which are reinforced through social interactions between children and adults. This means that the attitudes and ideas of children about the importance of education and learning are taken into consideration. This approach builds community support for education (Shartrand et al 1997). One example of such an approach to parent involvement is Coleman's Theory of Parent Involvement.

#### **Coleman's Theory of Parent Involvement**

Coleman (1987) argues that in recent times various factors have led to the weakening of family structures and an inability of the family to fulfill some of the tasks previously ascribed to it, such as the socialization of the child. This has placed additional burden on the school. Coleman (1987) argues that the home and school provide different inputs for the socialization process of children.

One group of inputs comes from school. Another group of inputs comes from the child's closer, more intimate and more persistent environment. These inputs can be described mainly by the social environment of the home. Education comes from the reciprocal interaction between the qualities the child brings from the home and the qualities of the school. This shows that the head teachers can learn from parents about

child rearing practices, family life skills, resources and tailor suggestions for involvement activities to meet the individual circumstances of each family (Shartrand et al 1997).

### **2.6.3 The Functional Theory**

Basically, the Functional Approach emphasizes responsibilities of teachers and parents in promoting pupils' achievement (Shartrand et al 1997). Thus the emphasis here is on parent involvement which will include as many parents as possible in as many roles as possible, with the aim of improving learner achievement. An example of the functional approach can be found in the work of Epstein.

### **The Epstein Theory of Parent Involvement**

Epstein has written extensively on parents' involvement and is widely quoted, particularly within the United States American (USA). In this study, only the theory of overlapping spheres of influence and Epstein's typology of parent involvement will be discussed.

### **The Theory of Overlapping Spheres of Influence**

In the 1980's (1996) developed a theoretical perspective called 'Overlapping Spheres of Influence' based on data collected from teachers, parents and pupils. This was based on a social organizational perspective which suggests that the most effective and schools have overlapping, shared goals and a common mission concerning children, and conduct some of their tasks collaboratively. Later, the community, which is the third sphere of influence, was added.

The Theory of Overlapping Spheres of Influence includes both *external* and *internal* model. The external model of overlapping spheres of influence recognizes that there are three major contexts in which students learn and grow: the family, the school and community. These spheres may be drawn together or pushed apart (Epstein et al 1997). These forces are

- (i) Time: to account for changes in the ages and grade levels of learners;
- (ii) The philosophies, policies and practices of the family;
- (iii) The philosophies, policies and practices of the school (Epstein 1990).

In the external model there are some practices that schools, families and communities conduct separately and some that conduct jointly in order to influence children's learning and development. The internal model of interaction of the three spheres of influence shows where and how complex and essential interpersonal relation and patterns of influence occurring between individuals at home, at school and in the community.

### **Epstein's typology of parent involvement**

Epstein (1996) identifies six areas in which the family, school and the community should be involved. She indicates that there will be more or less overlap and shared responsibilities depending on whether few or many practices of the six of involvement are working. Each practice opens opportunities for varied interaction of teachers, parents, students and others. The six types of involvement are: assisting parents in their parenting skills; communication between home and school, school and home volunteering, decision making, learning at home, and collaborating with the



community. Each type presents particular challenges for its successful design and implementation (Epstein 1996). Lastly, each type is likely lead to different results for learners, teaching practice and for school climate. This framework helps teachers develop more comprehensive programmes of school and family partnership and also helps researchers locate their questions and results in ways that inform and improve practice (Epstein et al 1997).

#### **2.6.4 The Cultural Competence Theory**

According to Shartrand et al (1997), this theory perceives the school as an inclusive setting where diversity (that is people belonging to different cultures) is welcomed. Basically the approach here is to respect and use the cultural diversity found within the school. Examples for the Cultural Competence Approach can be found in the works of Gordon (School Impact Model) and Swap (Curriculum Enrichment Model). This theory explains the influence of culture in the education of learners.

#### **Gordon's School Impact Model**

Gordon (1997) indicates that most of the influence in this model goes from the home to the school. In this model parents are involved in the school as volunteers or parents advisory committees, with a view of changing the school so that it is more responsive to the needs of the family. The assumption is that if teachers and other agency workers become more attuned to the home and its culture, then a better working relationship with parents will lead to greater effectiveness in educating learners.

The School Impact Model is defined as one based on *teachers learning from parents and vice versa*. Gordon 1997 in Berger (1991) states that 'Teachers and school

administrators, or any other professional ... need to learn new attitudes towards parents, new skills in communication and group process and sharing'. Gordon (1977) indicates that this model changes the way parents and professional educators see each other. The idea is that parents develop a more positive attitude to the school when they are involved in school activities.

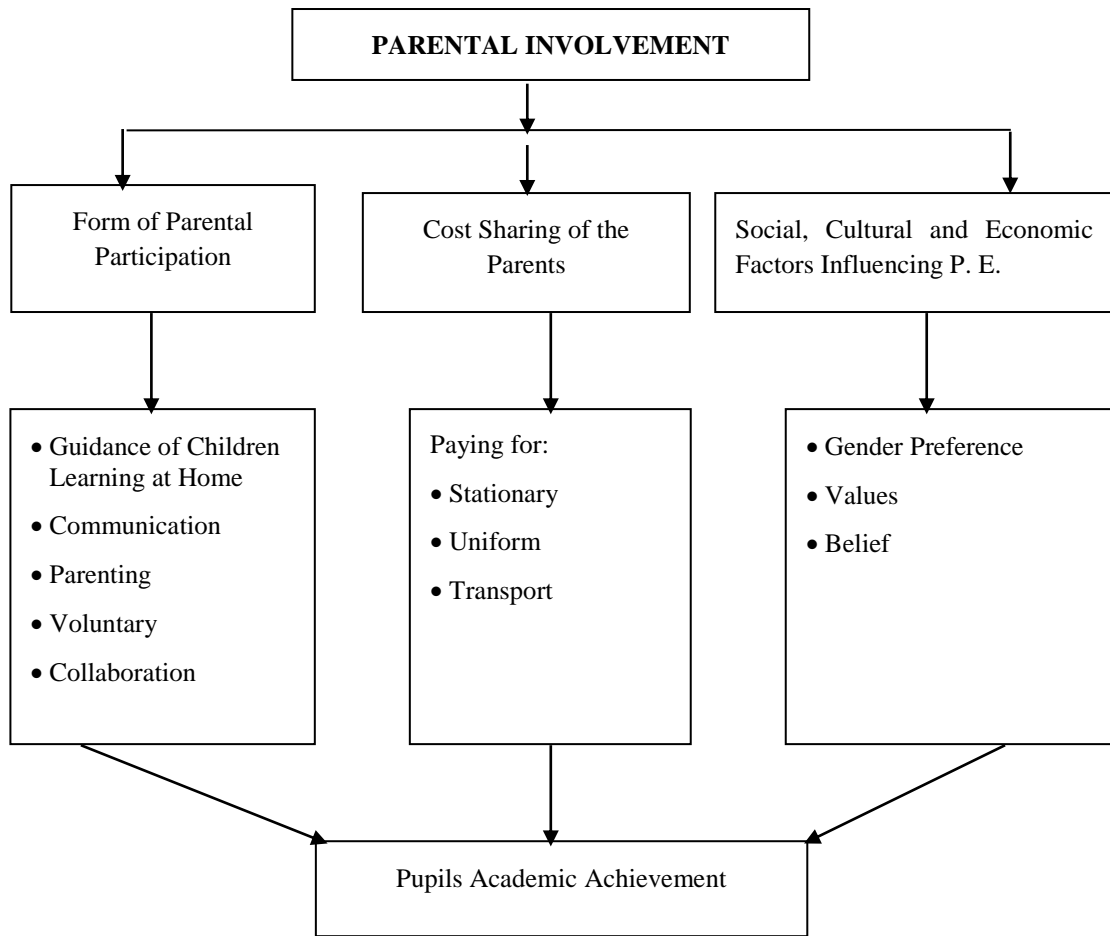
## **2.7 Research Gap**

A lot of literature from Africa and outside Africa exposed that, academic performance is influenced by parents' involvements factors like, Gordon 1977; Berger 1991; Epstein, 1995; Epstein 2002; Kim, 2002; Mihayo, 2004; Sanders and Sheldon, 2009; Sheldon, 2009). However, these studies have not examined in-depth the parents' involvements as an important aspect which affects academic performance. Moreover, researches on the parental involvements and pupils' academic performance of public schools in Tanzania mainland are limited.

Furthermore, no study related to parental involvement and pupils' academic success in Zanzibar schools particularly at North "A" District of Unguja has been done therefore; this study is an attempt to investigate factors that influence parental involvement and pupils' academic achievement in schools at North "A" District of Unguja Zanzibar.

## **2.8 Conceptual Framework**

Parental involvement and pupils' academic achievement is influenced much by the forms of parental involvement, awareness of the parents about involvement, culture factors and parental background.



**Figure 2.1: Conceptual Framework**

Source: Researcher, 2017

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter is concerned with methodological procedures through which the data relevant to the research problem have been collected. It includes the description of research design, study area, target population, sample and sampling procedures. Furthermore, instruments for data collection and data analysis procedures are presented.

#### **3.2 Research Design**

Research Design is referred to as an arrangement of conditions for collection of data and analysis for the aims of combining research purpose with the economic procedure (Seltiz, 1959). This study used a Case Study Research Design. A case study design that have been used in this research is a Cross Sectional Research Design due to the fact that:

- i/ it can compare different population groups at a single point in time
- ii/ it help or allows researchers to compare many different variables at the same time for example in a case of Parental Involvement in academic we can look at gender, awareness, education level, income, form of parental involvement, attitude and background of parents in relation to Parental Involvement. Through this design, the researcher will study an intensive investigation of the particular problem.

#### **3.3 Area of the Study**

The study purposely conducted in North “A” District of Unguja Zanzibar specifically, because there is poor parental involvement (North “A” District Annual Education Report, 2012).

North “A” District of Unguja Zanzibar is one of the seven districts of Zanzibar. It is bordered to the North and East by Indian ocean , to the South and west by North “B” District of Unguja. According to (2012) North “A” District of Unguja Zanzibar has got a population number of 13,513 whereby 6700 are males and 6813 are females, The district has got 5 wards namely Kijini, Mkwajuni, Nungwi, Tumbatu, Chaani.

There are 36 public schools and 2 private schools. Also there are 9048 teachers in the public schools where 440 are males and 508 are females. Also there are 14599 pupils of whom are males and 16005 are females. The numbers of streams in public school are two and teacher-pupils’ ratio is 33.1 male teacher and 32.1 female teacher northh “A” Distric of Unguja Zanzibar Education Report, 2016).

The study is purposely carried out in kijini and matemwe wards of North “A” Distric of Unguja Zanzibar. These wards have thirteen public schools namely, Matemwe, Mlimani, Nungwi, Kibuyuni, Kigunda, Kijini, Kilindi, Kandwi, Mbuyu tende, Pwani mchangani, Kigomani, Mfurumatonga, Kilima juu Schools. In the area, there is poor parental involvement in education of their children that is then a reason for the researcher’s study.

### **3.4 Target Population**

Population refers to the entire group of people, event or things of interest that the researcher wished to investigate, it forms a base from which the sample or subjects of the study drawn (Bryman, 2008). North “A” Distric of Unguja Zanzibar has 36 public schools according to North “A” Distric Education Department report (2014). The target population of this study included the selected public schools in North “A”

District of Unguja Zanzibar, Pupils, Parents, Teachers, Head teachers, the Regional Education Officer the District Education Officer.

### **3.5 Sample Size and Sampling Techniques**

#### **3.5.1 Sample Size**

Sample size is the number of items to be selected from the population to constitute a sample. The target group must be of an optimum size that should neither be excessively large nor too small (Kothari, 2004). A sample is a part of a large body specially selected to represent the whole. The research conducted basing on six groups of respondents. These are teachers, pupils, parents, the Regional Education Officer (REO) and the District Education Officer (DEO) that comprised of a sample size of sixty two, (62). Punch (2009), defends the idea behind sampling that researchers select samples and collect data only from the sample because they (researchers) cannot study the whole population.

#### **3.5.2 Sampling Techniques**

According to Kothari (2004), sampling is the selection of some parts of an aggregate or totality of what the population is made. Sampling is one of the best systematic techniques of choosing a group of individuals, which is small enough for convenient data collection and large enough to be a true representative of the population from which it has been selected. It is concerned with the selection of the subset of individuals from within a population to estimate characteristics of the whole population. The three main advantages of sampling are that the cost is lower, data collection is faster and since the data set is smaller, then it is possible to ensure homogeneity and improve the accuracy and quality of data (Creswell, 2008).

The study involved Probability and non Probability Sampling to ensure critical data are obtained in the study as follows:

- (i) First, the study used a Purposive Sampling to select North “A” District of Unguja Zanzibar specifically, Kijini Ward, considering that there is poor parental involvement (North “A” District Education Annual Report, 2012). On the other hand a researcher used a Purposive Sampling to select the key respondents who are the District Educational Officers (DEO), Regional Educational Officers (REO), 20 Teachers including four Head Teachers (that is one Head Teacher from each selected school).
- (ii) Second, a researcher used Simple Random Sampling to select 20 pupils (that is five pupils from each selected school and 20 parents (that is five parents of pupils from each selected school. The pupils and parents selected in such a way that each has an equal chance of being selected, and each choice is independent of any other choice. Under the Simple Random Sampling, the researcher used the Lottery Techniques, whereby, identical cards of the same sizes labeled with numbers which correlated with the items in the sampling frame. They folded, damped in a container and mixed together and finally selection done by picking an item one at a time until the required numbers reached.

### **3.6 Data Collection Methods**

Research methods are all those methods that are used by the researcher in conduction of research (Kothari, 2004). The study employed both Qualitative and Quantitative Methods in a Mixed Method.

### **3.6.1 Questionnaire Method**

The study used self administered questionnaires which administered to public school pupils and the parents. Questionnaires are advantageous in terms of economy, lack of interviewer bias, and the possibility of anonymity (Kidler, 1981). The questions were both close-ended and open-ended in order to increase validity of the responses.

Kothari (2004), puts that questionnaires are given to respondents who are expected to read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself. The study used both open ended and closed ended questionnaires. Open ended questionnaires allowed the respondents to respond freely, while on the other side closed ended questionnaires used to allow the respondents to choose between numbers of alternatives. Therefore, both open and closed ended questionnaires designed for pupils and parents.

At first the questionnaire prepared in English language but translated into Kiswahili so that pupils and parents can understand the questions well. The questionnaire divided into six parts. Part “A” comprised of questions focusing on personal particulars of pupils and parents including gender, class, age, occupation, level of education and marital status. Part “B” has question on Parents Cost sharing in education at school.

Part “C” question contained forms of parental involvement. Part “D” question sought information on Social, Cultural and Economic factors affecting parental involvement. The use of questionnaire assisted a researcher to verify and update information from officials and records.



### **3.6.2 Interview method**

The study used Structured Interviews to get the information from key respondents: the District Education Officer (DEO), the Regional Education Officer (REO) and teachers. The interviews taken between forty minutes to one hour. Data collected from key respondents included: form of parental involvement at Matemwe and Kijini Wards, cost sharing and socio cultural and economic factors that affect parental involvement in education.

### **3.6.3 Documentary Review**

A Documentary Review used to draw the information related to the study. The Documentary Method is the research method of sourcing suitable external resources for the use of studying specific topic. It is the method of collecting reference material that is relevant to the dissertation and may come in many different forms, formats and from many different sources (Scott, 2006).

This study included both primary and secondary sources of information. Kothari(2004), the primary sources include self administered questionnaires and interviews, while secondary sources are the result sheets for pupils which assisted the researcher to sort out randomly the pupils who perform well and those who perform poorly in their exams so as to be participants in this research study.

The School Meetings Log Book will be consulted to identify the attendance of parents in school meetings if it is good or poor. Also the data published in the District Education Office reports related to parents involvement in primary schools in the district.

### **3.7 Data Analysis**

#### **3.7.1 Quantitative Data**

The researcher recorded the data from questionnaire and interview, coded, analysed and described after summarizing and organizing using statistical package for social science (SPSS) version 20.0 soft used to compute percentages, tabulation and the mean. The percentage calculated according to the number of frequencies after the interpretation of the data followed. The information presented in tables statistically.

#### **3.7.2 Qualitative Data**

The researcher recorded data from the key respondents (these are DEO, REO and Teachers) through structured interview. Not only that but also probing techniques employed in order to get in depth information and suggestions pertaining parental involvement from key respondents. All the information translated, interpreted and described in English language from Kiswahili language which used by respondents for better understanding.

### **3.8 Ethical Implications**

A researcher explained to the participants the purpose, objectives and the benefits of the research. Also the researcher used the code numbers to present the information given by participants and protect the participants information. Besides that, the researcher recorded real information given by participants for data analysis, interpretation and research report. According to Mugenda (2003), a researcher should be guided by the following ethical issues:

- (i) Observe confidentiality and privacy as well as enormity which refer to the agreement between a researcher and informer to ensure the informer's secrecy.

- (ii) The researcher avoids plagiarism and fraud, a researcher should acknowledge an author or source, also after collecting the data, a researcher should disseminates the findings.

## **CHAPTER FOUR**

### **PRESENTATION, DISCUSSIONS AND ANALYSIS OF DATA**

#### **4.1 Introduction**

This chapter provides the introduction, characteristics of the respondents, form of parental involvement in education, different cost-sharing strategies employed on parents at North “A” District schools, and social, economic and cultural factors influencing the involvement of parents to enhance effective participation of pupils in North “A” District schools.

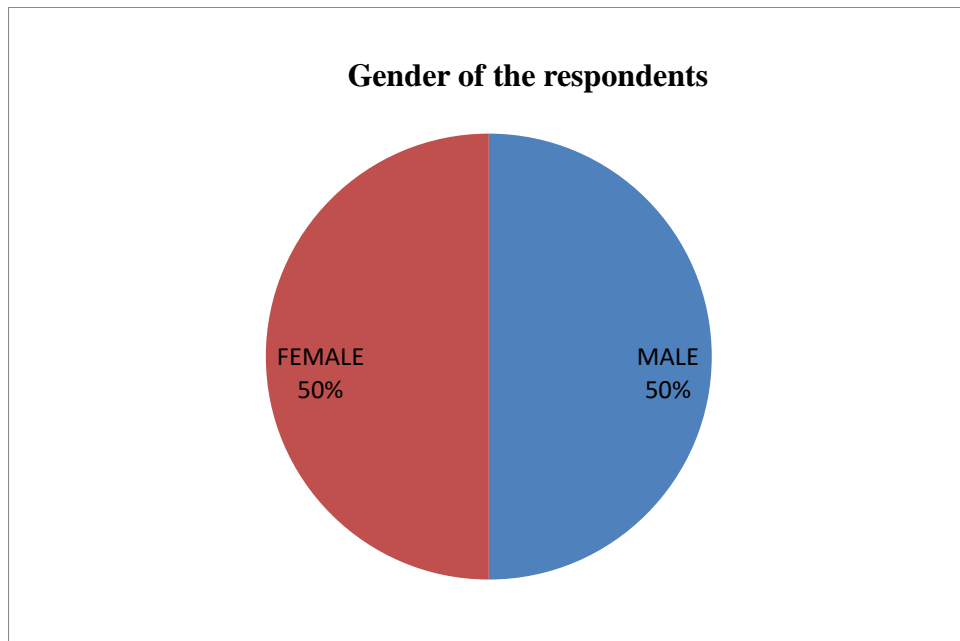
#### **4.2 Characteristics of Respondents**

The personal particulars of respondents like gender, age and level of education of respondents were considered. The total number of pupils at Mfurumatonga, Kilima juu, Matemwe, and Kigomani Primary Schools were 20, 10 were males and 10 were females. 20 parents were asked to complete the interview.

The District Education Officer (DEO), the Regional Education Officer (REO) were 2, and 20 teachers were asked to complete the questionnaire. The total number of respondents were 62, whereby 62 (100%) were completely filled out and returned to the researcher both being the questionnaires and interviews.

##### **4.2.1 Gender of Respondents**

The study showed that, the gender of respondents among males and females were 31 (50%) and 31 (50%) respectively as presented in Figure 4.1.



**Figure 4.1: Gender of Respondents**

Source: Researcher, 2017

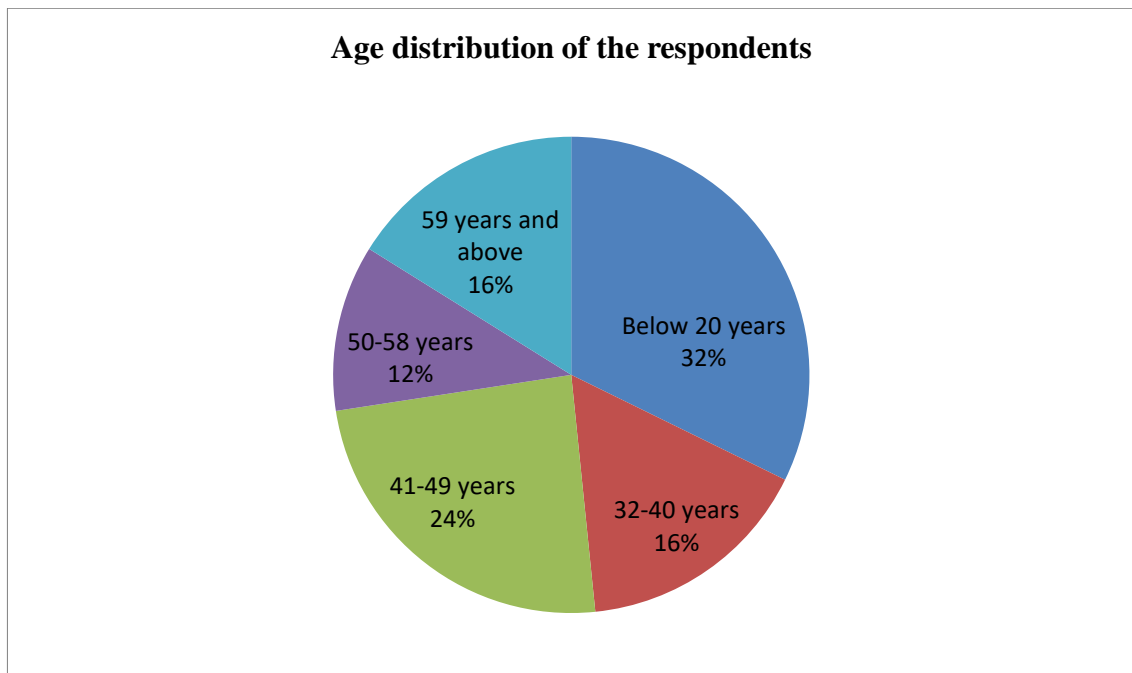
Figure 4.1 shows that, all respondents answered the question regarding gender and thirty one (50%) of the group was female while thirty one (50%) was male, see Table 4.1. This result indicates that gender balance was considered during sampling process and female and male were given equal chance of being respondent of the study.

#### **4.2.2 Age of Respondents**

Age of respondents was categorised into 5 groups: the youths were below 20 years (pupils), middle age (32-40, 41-49), and the elders (50-58) age group of respondents aged 59 and above (Figure 4.2).

Twenty respondents (33%) showed that they were below 20 years comprised of the largest group of respondents. Ten respondents (16%) reported being between the age of 32 and 40; fifteen respondents (24%) reported their age as being 32-40; seven respondents (11%) indicated their age between 50-58 years; ten respondents (16%)

indicated their age between 59 years and above, (Table 4.2). These results indicate that the pupils were the largest majority (33%) of respondents in this study. This is the reason that pupils are a central entity to be considered according to the Functional Theory which emphasizes the functions and roles of teachers, parents and community in promoting pupils achievement in academic. Therefore, the study used a large number of pupils so as to get the reality as to why parents are not involved in education.

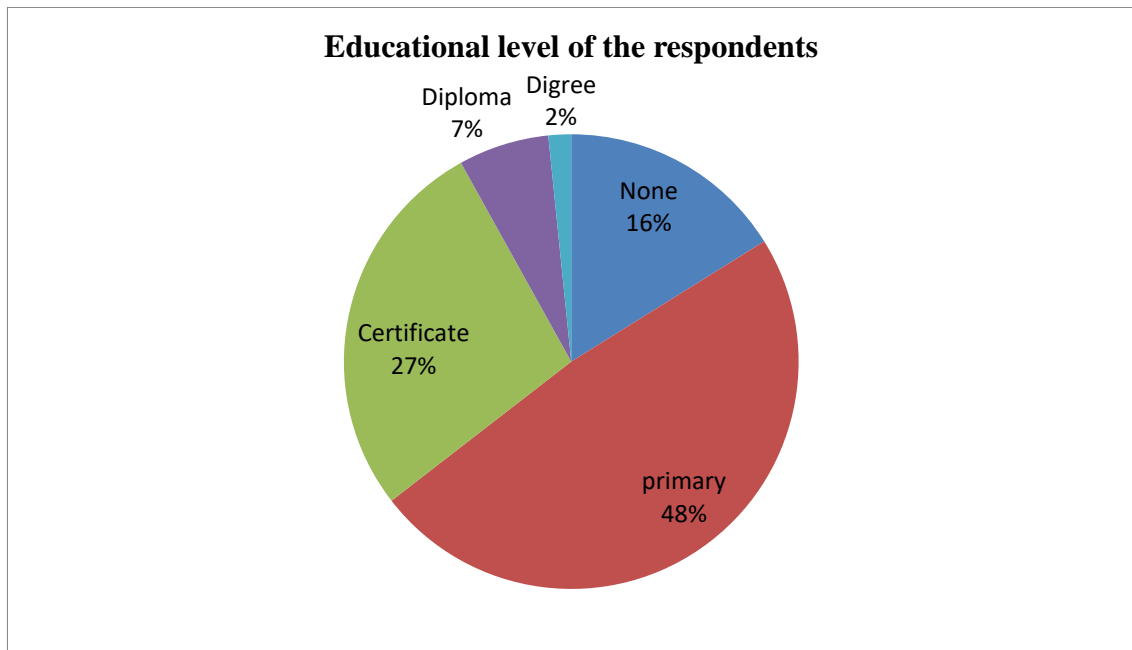


**Figure 4.2: Age Distribution of Respondents**

Source: Researcher, 2017

#### **4.2.3 Education Level of Respondents**

Education criteria were used in order to identify the level of education of the respondents, whereby, only 10 out of 62 respondents, were reported with a “none” response (Table 4.3).



**Figure 4.3: Education Level of Respondents**

Source: Researcher, 2017

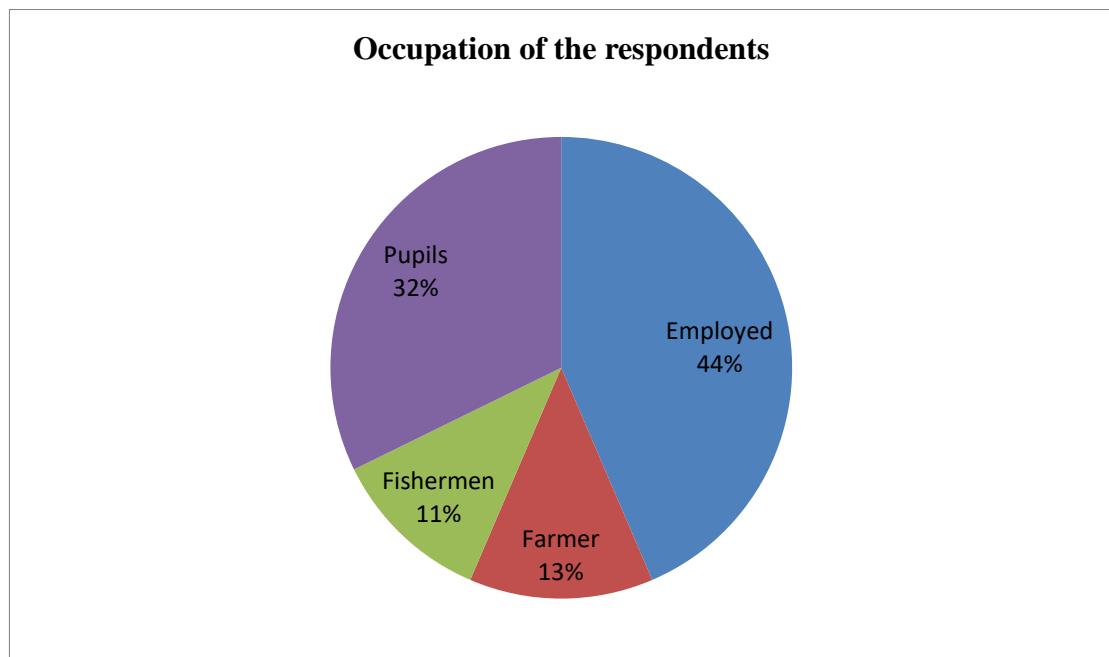
Thirty (48%) respondents indicated having a primary school. Seventeen (27%) had a certificate, Four (7%) respondents had a diploma; One (2%) respondent had a degree while ten respondents (16%) had no education that is to say they did not attend a formal education (See Table 4.3).

These results indicate that the majority of respondents were pupils in the study. Besides, the results showed that in every sixty two people only ten are non-educated (10:62). Therefore, illiteracy rate somehow is increased in our society that is why parental involvement in education is still a problem because illiteracy rate in our society somehow low. The researcher concurs with Van (2007), that educated parents involve much in education as compared to non-educated who feel inferiority and hesitate from being involved in the school activities, helping their children with school work at home is difficult because parents did not go to school and find it difficult to be

involved in school activities or volunteer opportunities due to the illiteracy situation faced by the parents. Therefore, parents have to be educated as what the majority suggested.

#### 4.2.4 Occupation of Respondents

Occupation criteria of respondents were considered to be useful in this study because sometimes parental involvement is considered by economic level of the society in determining parental involvement in education of their children. The results show that five parents out of twenty were employed in hotels, twenty were teachers and two were REO and DEO while eight were farmers and seven were fishermen, (Table 4.4).



**Figure 4.4: Occupation of Respondents**

Source: Researcher, 2017

Figure 4.4 illustrates that, twenty (32%) respondents were pupils; Twenty seven (43%) respondents were employed and eight (13%) respondents were farmers, seven respondents were fishermen. These results indicate that about five (5%) parents were

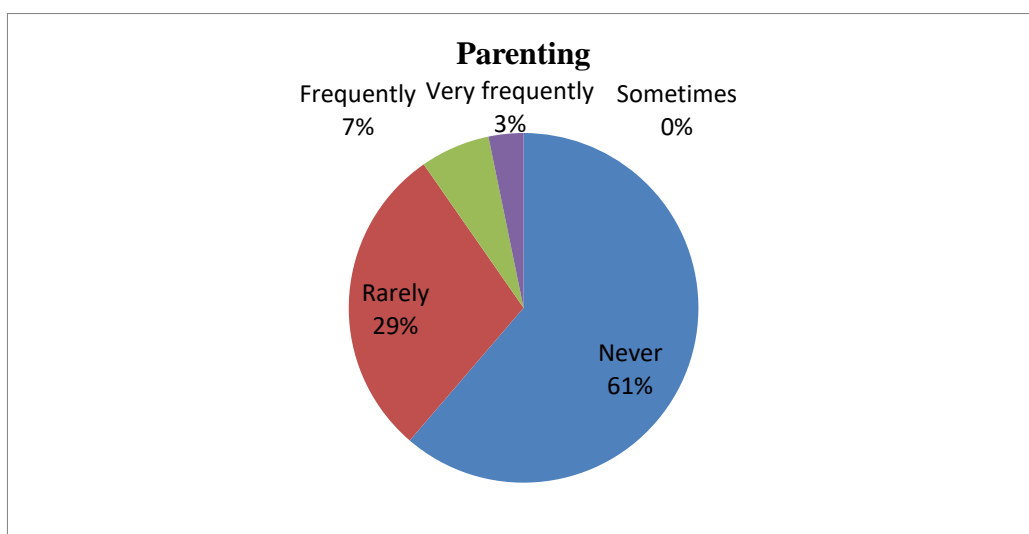


employed but at the same time they involved in fishing and farming activities. In the same regard, due to the economic stagnation, it is common to find school children in street hawking rather than attending school. Poverty and the impoverished condition of the community caused by unemployment condition serve as a barrier to parental involvement in education. Most mothers preferred street hawking and early marriage than sending their children to school.

### 4.3 Forms of Parental Involvement in Academic Studies of their Children

#### 4.3.1 Parenting

Exploration on parenting was done by finding their percentages in relation to the prevailing indicators such as the truancy, indiscipline and early pregnancies of female pupils at Kijini and Matemwe Wards. The results showed that the majority of respondents: thirty eight (61%) reported that parents are not participate well in parenting (Figure 4.5).



**Figure 4.5: Parenting**

Source: Researcher, 2017

Through interview and questionnaires teachers, pupils as well as parents were asked to state how parents participated in parenting, thirty eight (61%) of respondents reported that parents are not participate well in parenting; four (6%) reported frequently; eighteen (29%) reported rarely; while four (6%) respondents reported that parents frequently and two (4%) reported very frequently. The study showed that thirty eight (61%) of respondents reported that parents never participate in parenting to their children's education.

This indicates that parents do not involve in helping families with child rearing and parenting. Also there is a high growth of indiscipline in schools; parents do not give enough cooperation to teachers. This is a typical reality as what was reported from the field of study:

*“ukimwita mzazi hapa skuli (Mfurumatonga) haji anasema kazi zimemzidi ua mwambie huyo mwalimu anifate kazini. Vilevile maadili yameshuka kwa wanafunzi kutokana mambo ya kishirikina wanayofanyiwa walimu na wazazi wa wanafunzi ikiwemo malezi mabaya ya wazazi mfano ilitokea hapa shuleni (Mfurumatonga) mwalimu alipomuadhibu mwanafunzi mzazi wake alikuja shuleni akamwambia mwalimu baada ya hapo ulipompiga mwanangu hutompiga tena mpaka kufa kwako, siku ya pili mwalimu alivimba mkono na hatime ikawa ndio sababu ya mwalimu kuhamishiwa skuli nyengine...”*

This means:

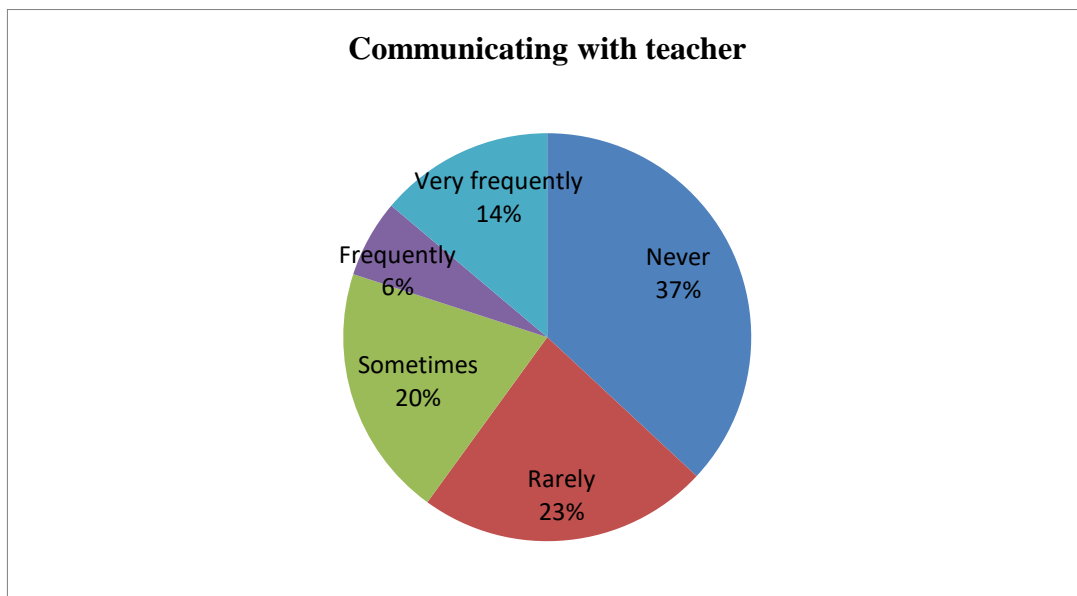
*“When you call a parent here school (Mfurumatonga) parent does not respond instead he responds by the message to the teacher that he/she follows him at his work place. Also there is high slumping of discipline among pupils which is caused by witchcraft done by parent including poor parenting to some parents for example one parent showed poor parenting when he come to school (at Mfurumatonga) with anger to fight with teacher because his child had been punished due to indiscipline case”.*

From this case, cooperation seems to be low to some parents at Kijini and Matemwe Wards. Child rearing is still an individual's problem. Families still live as individual

entities, social class differences have become more sharpened and thus the parent-teacher relationship is suffocated. Therefore, this kind of attitude creates a gap between teachers and parents hence result into poor parental involvement.

#### 4.3.2 Communicating with Teachers

Communication between parents and teachers is very important in shaping up a school child. Investigation was done to see how parents communicate with teachers at school and as it is displayed on chart (4.6); most parents “never” communicate with teachers. This marks the highest frequency of twenty one (29.6%) respondents.



**Figure 4.6: Communicating with Teacher**

Source: Researcher, 2017

Respondents were asked whether parents participate in communicating with teachers. Twenty four (38%) respondents reported that parents never involve in education of their children; fifteen (24%) reported rarely; thirteen (20%) reported sometimes; four (6%) reported frequently while nine respondents reported that parents very frequently

communicate with teachers. These results indicate that the parents generally never communicate with teachers.

Therefore, the implication of these results is that, parents never communicate with teachers to make follow up of their children's education and behavioural matters. It seems that the burden has been left for teachers to do everything. On the other side, parents do not show cooperation with teachers. A typical example was quoted from one of the class teachers:

*'Wazazi hawana ushirikiano na walimu. Pengine inaonyesha kama wamekata tamaa au ni uzembe fulani, maana mie kama mwalimu wa darasa mzoefu nimekuwa nikipata ushirikiano mdogo sana toka kwa wazazi pale ninapowaita kuja shuleni ili kujadiliana mambo mbalimbali ya watoto wao mfano utoro sugu, mimba kwa watoto wa kike, na utovu wa nidhamu, kitu cha kushangaza zaidi ni pale ambapo unakuta mzazi haelewi umri na hata jina la mwanawe'.*

This means:

*'Parents do not cooperate with teachers and sometimes they show the kind of disillusionment if not laziness because I myself as an experienced class teacher have been getting very minimum cooperation from parents especially when I call them at school to discuss some matters of their children such as truancy, pregnancy to girl pupils and indiscipline cases. Wonderfully enough you find that some parents especially fathers of pupils do not know the age and sometimes the names of their children'.*

The findings indicate that poor parents' communication with teachers creates a number of problems like high growing of indiscipline cases to some pupils. Pupils can generate indiscipline attitude and bad behaviour of not being committed to school activities like learning simply because his or her parent knows nothing about their ways.

Even though there is a tendency of parents and teachers of throwing the blames from each other. One parent reported his discontents with some teachers' behaviours as follows:

*“walimu wanajisikia sana na kutuona wazazi wajinga kama walivyo watoto wetu...ndiyo maana hatuwasiliani nao”:*

That is:

*“Teachers sometimes develop grandiosity and viewing we parents as ignorant as our children...that is why we fail to communicate with them”.*

The researcher concurs with Olsen et al (1994), that there is a strong ant parental attitude on the aspect of parents and education professionals’ involvement in the child education. School regards parental involvement as a problem. Dryfoos and Maguire (2002), maintain that teaching is the responsibility of educated and professionally qualified people. Parents do not have resources and skills to be advocates for their children’s needs and to assist in academic learning. Therefore, when parents want to be involved, ‘teachers appear to feel that parents trespass on their authority and autonomy.

#### **4.3.3 Volunteering at School Activities**

The findings on Table 4.1 showed the responses of respondents who answered the question on whether parents volunteer at school activities. Twenty four (38%) admitted that parents rarely volunteered at school activities (Table 4.1).

**Table 4.1: Volunteering at School Activities**

<b>Volunteering at School Activities</b>	<b>Frequency</b>	<b>Percent</b>
Never	13	20%
Rarely	24	38%
Sometimes	10	16%
Frequently	7	11%
Very Frequently	8	12%
<b>Total</b>	<b>62</b>	<b>100%</b>

Source: Researcher, 2017

Respondents were asked whether parents participate in volunteer at school development activities. Twenty four (38%) reported that parents rarely volunteered at school development activities; thirteen (20%) respondents reported that parents never volunteer at school development activities, seven (11%) said frequently, ten (16%) said sometimes and eight (12%) reported very frequently. The majority of respondents twenty four (38%) reported that parents rarely volunteered at school development activities. This result indicates that parents have despaired concerning volunteering as what was reported from the field study:

*'Nowadays, parents have despaired of volunteering. For example, in our school when parents are asked to contribute some chalk, money for a watchman payments, sports and games they respond negatively saying that it is the duty of the government'.*

Furthermore, it has been reported that, parents have to be insisted to get involved in education of their children. To insist this, one respondent quoted the economic principle that 'the more you invest, the more you suffer economic pain as well as you face economic pains the more you gain management'.

In order to overcome economic loss, parents have to manage education of their children. Likewise, a parent who invests much in children's education they have to ensure maximum management as the result to avoid loss which means to enable their children to succeed academically as well as in life at large. To make this clear she said the following:

*'Parents are negatively volunteering at school development activities claiming that the Government has to do everything. She went on saying that the problem occurs when the government intervenes and prohibits parents from contributing in education. For example the government has exempted the primary school fees since 2002 by thinking that they reduce a burden to parents so as to meet equity in education, contrary to that goal on the other side, it has been creating laziness to parents for them to get fully involved in academic issues of their children'.*

For this case, it does not make sense to the parents to pay other school contributions and get involved in other school activities like volunteering while they have been exempted from paying school fees of only about three thousand shillings (3,000/=). Again, the government has prohibited the tendency of sending back children who have not paid school contributions. This has created a burden to the heads of schools from running schools when the government delays to grant capitation and development funds as well as funding insufficient amounts. Moreover, it has directed to the heads of schools to rely on volunteering from parents hence entering into creating worries to parents to get involved at school.

Volunteering activities are designed to enhance pupils' skills in communicating with adults; provide them with exposure to a wide variety of adult skills, occupations and help them develop their own skills with the support of volunteer instructors and counsellors. Parents are likely to develop a greater appreciation for the work of teachers to develop their own skills, and grow increasingly comfortable in working with their children and interacting with others at school.

Volunteering practices include the establishment of parent centres, where parents can gather to help one another and assist the school, receive assistance, or exchange information. Some parent centres further attract parent involvement by offering them such services as language courses or the use of such equipment as sewing machines or computers. Other activities might include using the centre as a place for a small library, clothing exchange, referral service to social service agencies, or special events designed, for example to involve more fathers in their children's education.

#### 4.3.4 Learning at Home

Learning at home was considered useful to be used in this study because some parent rarely involve in education of their children as represented in Table (4.2). The highest frequency- twenty one (33%) respondents indicates that parents rarely assist their children to accomplish their homework.

**Table 4.2: Learning at Home**

<b>Learning at Home</b>	<b>Frequency</b>	<b>Percent</b>
Never	9	14%
Rarely	21	33%
Sometimes	12	19%
Frequently	11	17%
Very Frequently	9	14%
<b>Total</b>	<b>62</b>	<b>100%</b>

Source: Researcher, 2017

When the respondents asked whether parents participate in learning at home, twenty one (33%) respondents reported that parents rarely participate in learning at home; eleven (17%) reported frequently; twelve (19%) respondents reported sometimes and nine (14) very frequently while nine respondents reported that parents never participate in learning at home.

This result indicates that learning at home is a very big problem to the parents. But homework is very important because it offers many advantages towards the school, teachers, students and also parents. It acts as a medium of interaction between these parties (Hoover Dempsey et al, 2005). Also Godlstein and Zentall (1999), put that there are several benefits that we can get from homework. Through participation and



practice, the children's academic success can be improved because it provides an opportunity for the pupils to practice what they have learned in school and they will also have the mastery of basic skills like reading and writing.

Furthermore, this have been caused by lack of education, some parents living in poverty may doubt their abilities and feel not to get involved because they did not reach a certain level of education when they attended school, in that they are not suited to assist their children with their academics (Van Velsor and Orozco,2007).

On the other hand this behaviour of parent not cooperating with their children to complete homework has been revealed by class teachers that parents pay minimal attention when it comes to the issue of teaching their children at home. The findings also have proved that most parents, especially men, seem to be busy and do not assist their children in completing their homework. When children want to get answers from their questions they have in mind from their parents, they may not get answers or they may get the incorrect ones.

However, these attitude of parents which hesitate from becoming involved with the school athletics events, or helping their children with school work at home according to Van Velsor and Orozco (2007) was due to the fact that some parents may not speak fluent English and find it difficult to be involved with school activities or volunteer opportunities due to the language barrier. But from this study the language is not an issue because the majority of Tanzanians are fluent in Swahili language and it is the medium of instructions in the government primary schools.

But on the other hand, it is unnecessary for the parents to know all of the answers instead, it is far more essential for them to express their interest by providing a quiet and comfortable place for their children to do the homework, by encouraging children's efforts, by being available for questions, and by willing to discuss material the child is learning (Ballen & Moles, 1994).

Most parental participation in children's education occurs in the home. Schools must capitalize upon what parents have already been doing by helping them to assist and interact with their children on home learning activities that reinforce what is being taught in schools. Schools should aim to increase parents' understanding of the curriculum and the skills their children need to develop at each stage in their schooling.

Schools must also inform parents about their systems of tracking pupils and other practices so that parents can help to make decisions that are in their children's best interests. Learning at home activities can help bridge any cultural or class disconnect between home and school environments. Successful parent involvement programmes must recognize the parent-child relationship as distinct from the teacher-child relationship. What works at school will not always work at home (Becher, 1984). Parents should be relied upon as supporters and monitors of the learning process so that their children can become effective independent learners. Schools should encourage open discussions among all partners about the school curriculum and homework.

On the other hand, it is evidenced from the work of Nundwe. S. Catherine that parents never talk or assist adolescents concerning sexual and reproductive health issues. On

her work “Barriers to communication between parents and adolescents concerning sexual and reproductive health issues” at Kinondoni Municipality Tanzania. Her research objective was to describe the barriers to communication between parents and adolescents concerning sexual and reproductive health issues. Results: The study found that communication between parents and their adolescent children concerning reproductive health issues take place on some issues and not others. Specifically issues of sexuality and condom use tend to be avoided. When communication takes place it is on topics which are not very sensitive and tends to be mechanical and the study identified the following barriers to communication:

Gender differences between parents and their children, Parents felt that it was a shameful thing to communicate with children of the opposite sex, fearing that this could be misinterpreted by the children to mean that the parent wants to have sex with them. Low education status of parents, parents expressed the feeling that if they communicate with their children about reproductive health issues they might be directing them to engage in sexual experimentation.

They also thought that their children were still too young to know about reproductive health issues. Being married, married couples tended to divide responsibilities as to which one of them was responsible for communicating with their children on reproductive health issues. Traditional norms, these were alleged to prohibit parents from discussing some issues of reproductive health, especially issues of sexuality with their children. Religious beliefs, these were alleged to prohibit talking to their adolescent children especially about HIV/AIDS, early pregnancy prevention and condom use. Occupation, the economic activities in which parents were engaged were

blamed for keeping the parents too busy to take time to talk with their adolescent (children), this is the barrier to communication as parents have little time to be with their children.

Schools are thus challenged to design a menu of interactive work that taps parents' support skills and involves them in the learning processes. Schools must also work with parents to ensure that upper-level students set academic goals, prepare for career transitions, and make appropriate course selections. Outcomes associated with learning at home activities include improved pupils test scores and other skills linked to homework. Pupils are also more likely to view themselves as learners and to see their parents as teachers. Learning at home activities are also associated with more homework completed and better attitudes toward the school works. Parents may begin to perceive their children more as learners and develop confidence in their own abilities to teach and support the educational process. They are also more likely to engage in discussions of school work with their children. Learning at home practices can help teachers develop better homework assignments. Among other things, teachers are expected to develop greater satisfaction with family involvement as they witness the support from all types of families that are able to provide students (Epstein, 1995).

#### **4.3.5 Decision Making at School**

Parents were examined whether they participate in decision making at school but parents' responses to this question were that they cooperated with teachers only when they had a call to attend to school meetings and on special occasions such as Parents' Day and when pupils were graduating (Table 4.3).

**Table 4.3: Decision Making at School**

<b>Decision Making at School</b>	<b>Frequency</b>	<b>Percent</b>
Never	10	16%
Rarely	15	24%
Sometimes	21	33%
Frequently	10	16%
Very Frequently	6	9%
<b>Total</b>	<b>62</b>	<b>100%</b>

Source: Researcher, 2017

Respondents were asked whether parents participate in decision making, twenty one (24%) respondents responded that parents sometimes participated in decision making; ten (16%) responded that parents are very frequently and fifteen (24%) rarely participating in decision making; ten (16%) responded that parents frequently participating in decision making while ten (16%) participants responded that parents never participate in decision making.

The majority of respondents, twenty one (33%), responded that parents sometimes participated in decision making. This result indicates that sometimes parents are positive in decision making especially when they had a call to attend to school meetings and on special occasion such as Parents' Day and when pupils were graduating although is not as much better as the teachers need to be as one teacher reported:

*'In my school parents sometimes attend school meetings. She goes further by saying that, parents are required to attend school meetings so that they can suggest the way school can be run. Not only that but also a chance where they can get general ideas from teachers about academic and behavioural matters of pupils. Even when some parents of the naughty pupils are asked to come to school to discuss issues concerning the*

*behaviour of a pupil, they never or sometimes they can come. In addition to that, some parents did not show cooperation in solving pupils' problems; you may find a parent hiding a defendant who is accused of causing pregnancy to pupil to rescue a man out of being detained by the law'.*

The findings concur with (Epstein, 1995) that involving parents in governance, decision-making, and advocacy roles is yet another strategy for stimulating links between schools and parents. As mentioned earlier, parental participation in decision-making, when it is part of a comprehensive program involving parents in learning support activities as well, is associated with improved student outcomes. Parent and community involvement in decision-making also helps make schools more accountable to the community.

Parental participation in school decision-making can be strengthened by including parents in school site councils, parent-teacher associations, and other committees. Outcomes from decision making activities include the benefits of policies that are enacted on behalf of pupils. Pupils are also likely to become aware of family representation in school decisions. Parents are expected to develop opportunities for input, feelings of ownership, an understanding of policies, and a sense of connection with other families.

#### **4.3.6 Collaborating with Community in Moulding Children with Good Moral**

Through this form of parental participation, the results were like the following:

Respondents were requested whether parents participate in collaborating with the community on issue like shaping children with good ethical from the society; eighteen (29%) of respondents replied that parents are sometimes participating in collaborating

with the community; twenty five (40%) responded that parents rarely participates in collaborating with the community; eight (12%) responded that parents frequently participate in collaborating with the community, five (8%) responded that parents very frequently participate in collaborating with the community while twenty five (40%) respondents responded that parents rarely participate in collaborating with the community.

These results indicate that parents are optimistic on issues related to community participation. It has been reported that teachers enhanced this by reducing the challenges for schools in working with community-based organizations include issues related to communication and assisting families to be duty-bound to draw regularly upon community resources to support their efforts to educate children and moulding children with good moral.

In fact, community representatives and resources may be tapped for each of the other five types of involvement: communicating with families, volunteering, supporting learning, and participating in school committees. For example, the participation of prominent community leaders is almost essential in creating local education foundations.

The researcher coincides with Clark (1990), that pupil outcomes are greater when families, schools, and community organizations and leaders work together. Children are provided with more opportunities for learning and for linking school knowledge with real world opportunities. They associate with individuals, other than their parents and teachers, who reinforce the importance of learning.

**Table 4.4: Collaborating with Community in Moulding Children with Good Moral**

<b>Collaborating with Community</b>	<b>Frequency</b>	<b>Percent</b>
Never	6	9%
Rarely	25	40%
Sometimes	18	29%
Frequently	8	12%
Very Frequently	5	8%
<b>Total</b>	<b>62</b>	<b>100%</b>

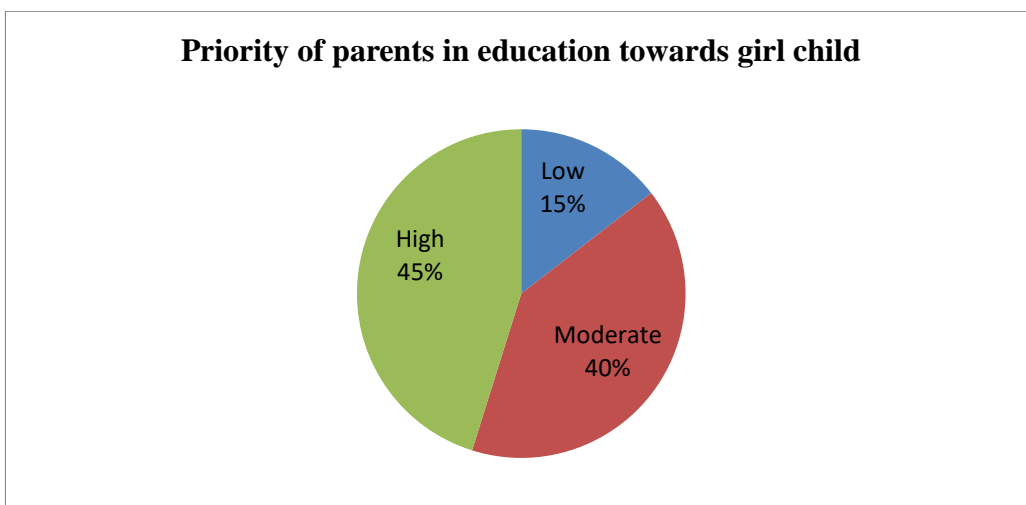
Source: Researcher, 2017

#### **4.4 Socio-Cultural and Economic Factors Affecting Parental Involvement in Education of their Children**

Two aspects were used to identify socio-cultural factors that affect parental involvement in education of their children which are; priority of parents in education towards girl child and priority of parents in education towards boy child.

##### **4.4.1 Priority of Parents in Education Towards Girl Child**

Respondents were asked about the parents' priority of girl child towards parental involvement, twenty eight (45%) said “high priority” of parents, twenty five (40%) said “moderate”, while nine (14%) respondents said “low priority”.



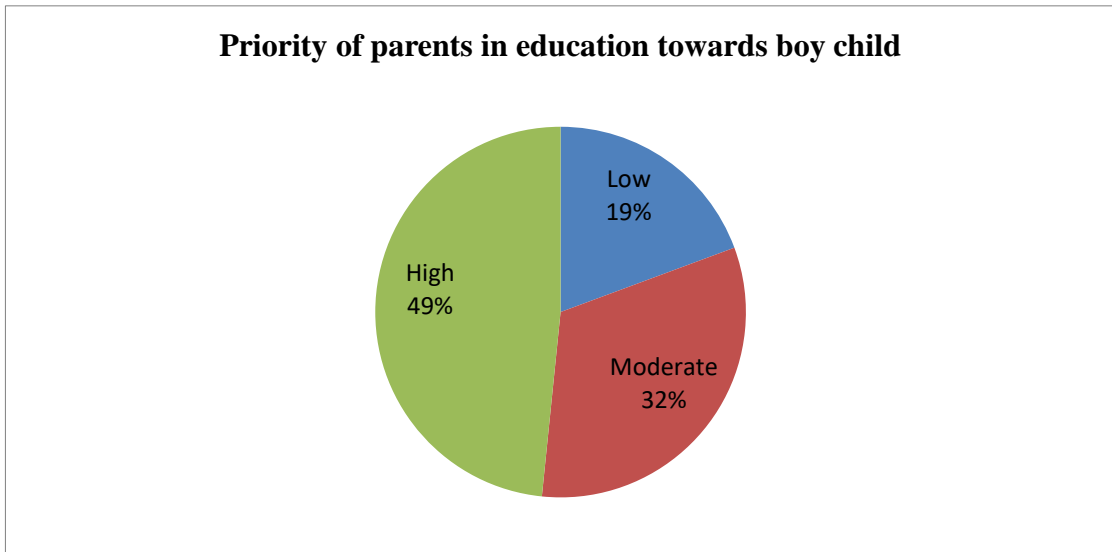
**Figure 4.7: Priority of Parents in Education Towards Girl Child**

Source: Researcher, 2017



#### 4.4.2 Priority of Parents in Education Towards Boy child

Respondents were asked the parents' priority of boy child towards parental involvement, thirty (48%) said high priority of parents, twenty (32%) said moderate while twelve (19%) respondents said low priority.



**Figure 4.8: Priority of Parents in Education Towards Boy Child**

Source: Researcher, 2017

Generally, the results indicate that there is high priority of boy children towards parental involvement in education than to girl children respectively (48%: 45%). It was reported that parents do not show equal treatment between boys and girls in house activities as reported by pupils:

*‘Wazazi wana upendeleo mkubwa kwa wavulana ukilinganisha na sisi wasichana kwa mfano mimi kabla ya kwenda shuleni asubuhi lazima nihakikishe nachota maji walau ndoo mbili na kuosha vyombo na kudeki nyumba. Baada ya kutoka shule jioni kazi zote za nyumbani ndo nazifanya ili kuwezesha familia kula. Hakuna hata muda ambao wazazi wanaweza kunitengea kujisomea ukilinganisha na mdogo wangu wa kiume anayesoma darasa la tano. Yeye anapata muda wa kujisomea nyumbani, kucheza na kuangalia televisheni’.*

This means:

*that parents have biasness for entertaining more favour to boys than to we girls. For example, early in the morning before I go to school, I have to*

*fetch two buckets of water, wash the utensils and mop the house. After school I am supposed to do all house activities and prepare supper. Parents cannot budget time for me to study compared to my standard five young brother who has time for his homework, playing and watching a television'.*

The findings concur with Khwaya (1994), that girls receive negative expectations about their studies, from teachers, peers and the community at large. These gender differences are more pronounced in secondary schools than on the primary school level. About forty (64%) respondents agreed with the statement that education to parents can be the factor for parental involvement to their children's education. This result indicates that education to parents is a reason for parents to get involved in education studies of their children. Drawing example from teachers and doctors who involve well in education of their children because they are educated, one parent said that; 'parents who are educated they participate in education of their children as compared to non-educated one regardless the wealth one has. He goes further by saying that; 'you can find a rich man who is uneducated thinking that involving in education of their children is just the matter of sending their children to school and pay fees and leave all other things about schooling to teachers'.

Moreover, the study findings concurs with Chrispeels (1992) and Ruth M (1996) in the Social Capital Theory, in that, socio-economic status alone may not be as important as family values, attitudes, educational aspirations and cultural factors which family practices in regard to children's education and schooling as well as poor families can be involved in practices that influence the learner's school success. About thirty eight (61%) respondents disagreed with the statement that language problem can be the factors for parental involvement to their children's education. Generally, the

researcher concurs with Hoover-Dempsey's et al (2005) argument that parents' involvement and decisions are based on several constructs drawn from their own ideas and experiences as well as other constructs growing out of environmental demands and opportunities.

They suggest that most parents' fundamental decisions to become involved in their children's education is a function primarily of three constructs, namely: the parent's construction of his or her role in the child's life, the parent's sense of efficacy for helping her or his child succeed in school and the general invitation, demands, and opportunities for parental involvement presented by both the child and the child's school.

#### **4.4.3 Economic Factors that Affecting Parental Involvement in Education of their Children**

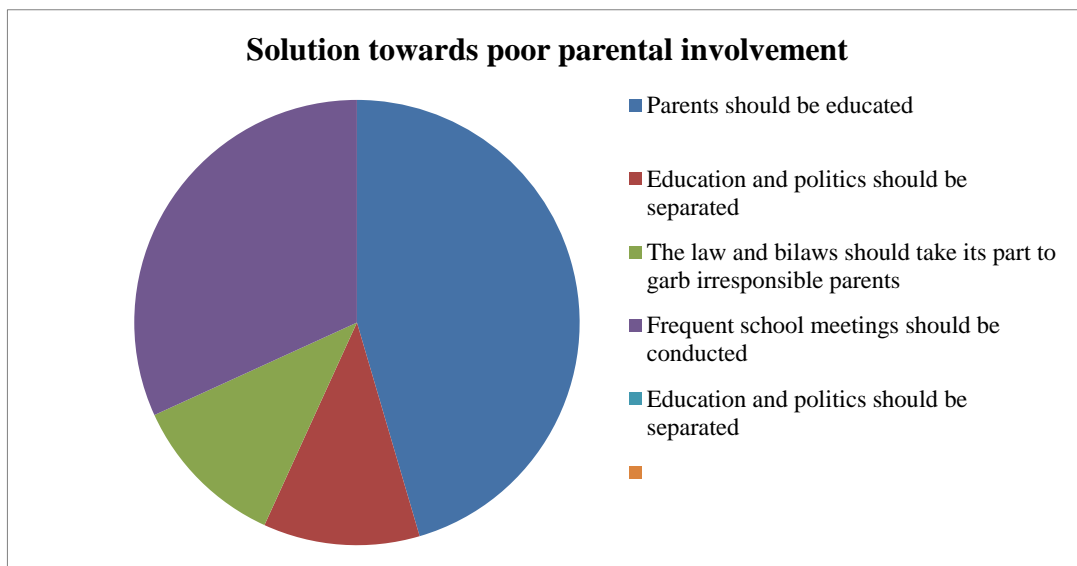
It has been observed that most of population living in these two wards are very poor, and illiterate, according to some of the respondents who have been asked to mention their economic sources of income said that, we people living in these two wards are poor and we did not go to school, no one among the villagers work in the government sectors , all of us are farmers, fishers as well as working in the hotels and we spend most of the time in these works from morning to evening thus why we do not have time to concentrate on educational matters for our children at school and also lack of awareness has also influenced us to be back in education.

Moreover, the study also observed that most of the teachers who teach in these two wards are not endogenous of these places they come from town and other areas but

not from Matemwe and Kijini. It is the evidence that show people in these ward are illiterate. Therefore, extreme poverty limits parental toward the development of education of their children at school.

#### 4.5 Solution towards Poor Parental Involvement

Figure 4.9 was used to draw solutions given out by respondents, which in one way or the other will be used to minimize the problem of poor parental involvement in education.



**Figure 4.9: Solution Towards Parental Involvement**

Source: Researcher, 2017

The majority of respondents ranging twenty (32%) in (Figure 4.11) advised that parents should be given education so that they can participate fully in academic studies of their children, eighteen (29%) respondents advised about bad customs such as gender inequality should be eliminated, five (8%) of respondents advised that education and politics should be separated, fourteen (22%) of respondents advised that there should be frequent school meeting, and lastly, five (8%) respondents reported that the laws and by-laws should take their part to force the irresponsible parents.

#### **4.6 Cost-sharing Policy Publicized and Advocated to Parents at North “A”**

##### **District Schools**

According to REO and DEO the Revolutionary Government of Zanzibar has announced free education once after independence 1964, therefore, parents did not contribute anything for that time, it is the government which provides everything to the public schools, such as books, pens, pencils, money, construction of school buildings and other needs. Due to the increasing demands in the society like population increase has accelerated the increasing shortage of school buildings and increasing demands for school materials, therefore due to that situation in 1995 the government Zanzibar through Ministry of education has announced again via educational policy that parents have to assist (helps) the government in providing their children school contributions in terms of cost sharing. Therefore, the Zanzibar educational policy states that each parent has to contribute three thousand for each pupil per year for primary students classes from standard one to standard seven for that time. This idea has been taken in different perceptions by parents during the implementation of the cost sharing policy in Zanzibar, there are some parents who said that “we did revolution in order to be free and to get our independence, our first president told us no one shall contribute anything in educational matters, now, it is your revolutionary government of Zanzibar shall take this burden”.

##### **4.6.1 Modalities were Employed to Implement Cost-Sharing from 1995 to 2015 at North “A” District Schools**

The study found that, most of parents contributed well to the school fee which is 3000 per year, but most of them provided this fee for their children who want to start

primary education which is standard one and standard seven only, this indicate that the cost sharing contributions was not effectively provided by perents to the other remaining primary classes from standard two to standard six, and other parents refused to contribute because of many reasons including lack of awareness and poverty which has been caused by large number of children in a family, and this situation has influenced some children in Kijini and Matemwe wards to be illiterate even though the Ministry of Education and Vocational Training of Zanzibar has announced that no child shall be chased away from studying if his/her parent did not contribute school cost sharing.

#### **4.6.2 Current Situation of Cost Sharing Contribution from 2016 to Date at**

##### **North “A” District Schools**

Revolutionary Government of Zanzibar has publicize that the primary education shall be free without cost sharing from 2016, no parent shall contribute cost sharing in school, it is because primary education is compulsory, since it is a level which is accessible to the majority of children. Education at this level is guided by a holistic concept based on the total development of the child with increasing attention to the specific individual learning needs of the child. It is the level at which basic skills of numeracy, literacy, proficiency, and competency are developed and learners are introduced to logical thinking and reasoning. It is at this level that skills for further learning are developed. Therefore Revolutionary Government of Zanzibar will provide 500000 Tanzania shillings and school stationary for each primary school.

Most of the respondents in the study area 50% particularly teachers from the selected schools have said that previous year 2016, the Ministry of Education and Vocational

Training provided 200000 and school stationary to some pre-primary schools instead of 500000, and these money were used to buy school materials like repairing school classes, chalks, students school folders, paying water and electricity social services, as well as buying school first aid that used when students get an accident, but these money and school stationary were no sufficient or not enough to accommodate all school demands, moreover, no primary school has been benefited from that contribution from the government for the year 2016.

In addition to that, in this year 2017, according to the head masters of these selected schools, the Ministry of Education and Vocational Training Zanzibar has provided school stationary for some pre primary as well as primary schools in most part of Zanzibar, no money that have been provided to primary schools in North “A” District of Zanzibar as well as some parents (28%) denied to contribute any contribution to the school activities, this is according to the lack of awareness, and 20% of parents provided schools contributions which are now used in school development even though are not an adequate amount of money.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter intends to give a summary of what has been discussed in the preceding chapters and build essential conclusion and recommendation on the parental involvement and pupils' academic achievement in primary schools. In addition, chapter will also present the way forward for other studies to fill the gap that might have not been packed with this study.

#### **5.2 Summary**

Respondents were asked various questions pertaining to their knowledge, skills, and experiences they have on parental involvement in education. The questions asked based on the three objectives of the study to identify forms of parental involvement in primary schools, to examine the different cost-sharing strategies employed on parents at North "A" District primary schools and to explore the social, economic and cultural factors that affect involvement of parents to enhance effective participation of parents in North "A" District primary schools.

In the first objective, through interview and questionnaires teachers, pupils as well as parents were asked to state how parents participated in parenting, thirty eight (61%) of respondents reported that parents are not participate well in parenting; four (6%) reported frequently; eighteen (29%) reported rarely; while four (6%) respondents reported that parents frequently and two (4%) reported very frequently. The study showed that thirty eight (61%) of respondents reported that parents never participate in parenting to their children's education.



Respondents were asked whether parents participate in communicating with teachers. Twenty four (38%) respondents reported that parents never involve in education of their children; fifteen (24%) reported rarely; thirteen (20%) reported sometimes; four (6%) reported frequently while nine respondents reported that parents very frequently communicate with teachers. These results indicate that the parents generally never communicate with teachers.

Respondents were asked whether parents participate in volunteer at school development activities. Twenty four (38%) reported that parents rarely volunteered at school development activities; thirteen (20%) respondents reported that parents never volunteer at school development activities, seven (11%) said frequently, ten (16%) said sometimes and eight (12%) reported very frequently. The majority of respondents twenty four (38%) reported that parents rarely volunteered at school development activities.

When the respondents asked whether parents participate in learning at home, twenty one (33%) respondents reported that parents rarely participate in learning at home; eleven (17%) reported frequently; twelve (19%) respondents reported sometimes and nine (14) very frequently while nine respondents reported that parents never participate in learning at home. This result indicates that learning at home is a very big problem to the parents.

Respondents were asked whether parents participate in decision making, twenty one (24%) respondents responded that parents sometimes participated in decision making; ten (16%) responded that parents are very frequently and fifteen (24%) rarely

participating in decision making; ten (16%) responded that parents frequently participating in decision making while ten (16%) participants responded that parents never participate in decision making.

The majority of respondents, twenty one (33%), responded that parents sometimes participated in decision making. This result indicates that sometimes parents are positive in decision making especially when they had a call to attend to school meetings and on special occasion such as Parents' Day and when pupils were graduating.

Respondents were requested whether parents participate in collaborating with the community on issue like shaping children with good ethical from the society; eighteen (29%) of respondents replied that parents are sometimes participating in collaborating with the community; twenty five (40%) responded that parents rarely participates in collaborating with the community; eight (12%) responded that parents frequently participate in collaborating with the community, five (8%) responded that parents very frequently participate in collaborating with the community while twenty five (40%) respondents responded that parents rarely participate in collaborating with the community.

In the second objective, about cost sharing publicizing and advocating to parents, the respondents (REO and DEO) said that, parent did not contribute any thing for that for that time after independance 1964. Government provide every thing to the public schools, such as books, pens,pencils, money, construction of schools buildings and other needs.

In 1995 the government Zanzibar through Ministry of education has announced again via educational policy that parents have to assist (helps) the government in providing their children school contributions in term of cost sharing due the increasing of population and other needs.

The study found that, most of parents contributed well to the school fee which is 3000 per year, but most of them provided this fee for their children who want to start primary education which is standard one and standard seven only, this indicate that the cost sharing contributions was not effectively provided by parents to the other remaining primary classes.

The results show that, Most of the respondents in the study area 50% particularly teachers from the selected schools have said that previous year 2016, the Ministry of Education and Vocational Training provided 200000 and school stationary to some pre-primary schools instead of 500000, In addition to that, in this year 2017, according to the head masters of these selected schools, the Ministry of Education and Vocational Training Zanzibar has provided school stationary for some pre primary as well as primary schools in most part of Zanzibar, no money that have been provided to primary schools in North "A" District of Zanzibar as well as some parents (28%) denied to contribute any contribution to the school activities.

Third objective, Generally, the results indicate that there is high priority of boy children towards parental involvement in education than to girl children respectively (48%: 45%). It was reported that parents do not show equal treatment between boys and girls in house activities.

It has been observed that most of population living in these two wards are very poor, and illiterate, according to some of the respondents who have been asked to mention their economic sources of income said that, we people living in these two wards are poor and we did not go to school, no one among the villagers work in the government sectors, all of us are farmers, fishers as well as working in the hotels. Therefore, extreme poverty limits parental toward the development of education of their children at school.

### **5.3 Conclusions**

Parental involvement depends on the forms of parental involvement, cost-sharing strategies employed on parents and the social, economic and cultural factors that parents have in thier sociaty. The study revealed that most respondents showed lack of parental involvement at Kijini and Matemwe Wards as a problem which caused pupils to face various academic problems. Such problems are as truancy, increase of pupils' indiscipline behaviors, as well as increase of drop out resulting into the increase of poverty in the society and the nation at large.

Different efforts to boost education success to pupils were conducted by the government and Non-Governmental Organs like FAWE as well as individual persons but still there is a minimum success. Therefore, it is true that there is a need to consider parents' roles in education because parents are the first teachers of pupils, hence parental involvement should be realized by policy makers as well as teachers.

### **5.4 Recommendations and Policy Implication**

In the light of the above conclusion, the following recommendations are made to be useful to the development of planners, policy makers, NGOs like FAWE, and

development agencies like UNESCO and religious organs for improvement of parental involvement in North ‘A’ district of Unguja and Zanzibar at large.

### **The following recommendations are made**

It is recommended that educational development planners and policy makers at the national level should strongly recognized the importance of parents in educational development for pupils. Thus, proper policies and strategies should be put in place in order to ensure that parents are involved in educational development of pupils.

### **The first objective**

- (i) Men should participate fully in education of their children. This will be done by appreciating, respecting and according women rights and responsibilities, instead of regarding girls’ education as unnecessary. Also it should be reminded that ‘educating a girl is educating the nation’ because mothers are the first teachers at home to children as compared to fathers who in most cases are busy working outdoors hence part away from child parenting.
- (ii) The law should take its part to reprimand irresponsible parents.
- (iii) Meetings should be done very frequently (termly or annually) and that the parents should be educated the importance of attending it. For example the findings reveal that at Kjini and Matemwe wards for the case once the school invited the parents to attend the meeting, the attendance were very negligible (North “A” District Education Report 2017).
- (iv) To improve communication between parents and teachers. The school should give an orientation on roles to allow parents an opportunity to own the school.

- (v) The schools have to make sure they establish a fully functional mechanism to help teachers and parents discuss issues related to pupils and schools.
- (vi) Teachers should prepare a school record for every pupil, which will allow parents and teachers to send messages about the pupil in order to improve communication.

### **The second objective**

- (i) The school should hold strategic workshops to develop vision and mission statements of the school. Schools should develop strategies that will enforce unity and interdependence among the parties.
- (ii) Education and politics should be separated.

### **The third objective**

- (i) Bad custom should be eliminated such as gender priority as it is evidenced that boys are much given higher priority in parental involvement than girl child.
- (ii) The community needs to identify and fight against bad customs and traditions which oppress and deny women's access to education.
- (iii) The school should develop a policy on parental involvement. Such development should be inclusive of all stakeholders to ensure commitment and control.

#### **5.4.1 Recommendations for Further Research**

The result that have been obtain in this study due to cross sectional survey design because data were collected at one point of time from two wards of Kijini and Matemwe North 'A' District Unguja Zanzibar. The design used cannot represent all

people in Zanzibar, therefore there is need to conduct more research on the same topic in other part of Zanzibar.

Also from the documentary reviews that have been used by the researcher in this research most of them recommend to locate the relationship of the level of parental involvement between public primary schools and private schools in Zanzibar. Additionally, more research is required to look at the teacher's outlook on parents' involvement and school atmosphere on parental involvement.

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## APPENDICES

## Appendix I: Parents Questionnaire

Dear Sir/Madam,

I am Ummulkulthum Ambar Ujudi a student at Open University of Tanzania taking Master of Education in Administration, Planning and Policy studies. I am carrying out the research on the study of parental involvement and pupils' academic achievement in north "A" District of Unguja Zanzibar. The research is purely for academic purpose therefore your participation will be greatly appreciated and your contribution will be treated with greater confidentiality.

I am therefore requesting you to assist me by filling in the questionnaire provided to the best of your ability.

Thanks in advance for your cooperation and contribution.

### PART A: Background information

1. Gender, tick to the respective box.

Female	
Male	

2. Your age, tick to the respective box.

Below 24 years	
24-31 years	
32-40 years	
41-49 years	
50-58 years	
59 years and above	

3. Marital status

(a) Married

[      ]

(b) Single

[      ]

4. Level of education, tick to the respective box.

Master	
Degree	
Diploma	
Certificate	
Primary	
None	

5. Parents' occupation

	Father	Mother
Employed		
Farmer		
Livestock keeper		
Businessman/woman		

6. Number of children who are still studying.

9 and above	
7-8	
5-6	
3-4	
1-2	

**PART B: Parents Cost sharing in education at school.**

7. (a) Do you contribute cost sharing at school?

If yes, how?

If no, why?

**PART C: Forms of parental involvement**

8. How do parents participate in the following form of PI?

Put 'v' in the appropriate boxes.

	Never	Rarely	Sometimes	Frequently	Very Frequently
(a) Parenting					
(b) Communicating					
(c) Volunteering					
(d) Learning at home					
(e) Decision making					
(f) Collaborating with community					

**PART D: Social, Cultural and Economic factors affecting parental involvement**

9. (a) What are the social factors affecting parental involvement?

(b) What are the Cultural factors affecting parental involvement?

(c) What are the Economic factors affecting parental involvement?

10. What is your priority towards parental involvement between the following?

Gender	Priority for parental Involvement		
	Low	Moderate	High
Girl child			
Boy child			

11. What should be done to increase parents' involvement in academic studies of their children?

**Appendix II: P Questionnaire to Pupils**



Dear Pupil,

I am Ummulkulthum Ambar Ujudi a student at Open University of Tanzania taking Master of Education in Administration, Planning and Policy studies. I am carrying out the research on the study of parental involvement and pupils' academic achievement in north "A" District of Unguja Zanzibar. The research is purely for academic purpose therefore your participation will be greatly appreciated and your contribution will be treated with greater confidentiality.

I am therefore requesting you to assist me by filling in the questionnaire provided to the best of your ability.

Thanks in advance for your cooperation and contribution.

### **PART A: Background information**

Please tick the appropriate box.

1. Gender.

Female	
Male	

2. Which class are you?

Standard 5	
Standard 6	
Standard 7	

3. Parents' age

Below 24 years	
24-31 years	
32-40 years	
41-49 years	

50-58 years	
59 years and above	

#### 4. Parents' occupation

	Father	Mother
Employed		
Farmer		
Livestock keeper		
Businessman/woman		

#### 5. Parent's level of education

	Father	Mother
Master		
Degree		
Diploma		
Certificate		
Primary		
None		

#### 6. Number of children who are still studying.

9 and above	
7-8	
5-6	
3-4	
1-2	

### **PART B: Parents Cost sharing in education at school.**

#### 7. (a) Do your parents contribute cost sharing at school?

If yes, how?

If no, why?

### **PART C: Forms of parental involvement**

9. How do parents participate in the following form of parental involvement?

Put 'v' in the appropriate boxes.

	Never	Rarely	Sometimes	Frequently	Very Frequently
(a) Parenting					
(b) Communicating					
(c) Volunteering					
(d) Learning at home					
(e) Decision making					
(f) Collaborating with community					

### **PART D: Social, Cultural and Economic factors affecting parental involvement**

10. (a) What are the social factors affecting parental involvement?

(b) What are the Cultural factors affecting parental involvement?

(c) What are the Economic factors affecting parental involvement?

11. What is your parent's priority towards parental involvement between the following?

Gender	Priority for parental Involvement		
	Low	Moderate	High
Girl child			
Boy child			

12. What should be done to increase parents' involvement in academic studies of their children? Explain.

### **Appendix III: Interview To Key Respondents (Teachers, DEO AND REO)**

Dear Sir/Madam,

I am Ummulkulthum Ambar Ujudi a student at Open University of Tanzania taking Master of Education in Administration, Planning and Policy studies. I am carrying out the research on the study of parental involvement and pupils' academic achievement in north "A" District of Unguja Zanzibar. The research is purely for academic purpose therefore your participation will be greatly appreciated and your contribution will be treated with greater confidentiality.

I am therefore requesting you to assist me by filling in the questionnaire provided to the best of your ability.

Thanks in advance for your cooperation and contribution.

#### **PART A: Background information**

1. Gender, tick to the respective box.

Female	
Male	

2. Your age, tick to the respective box.

Below 24 years	
24-31 years	
32-40 years	
41-49 years	
50-58 years	
59 years and above	

3. Working experience, tick to the respective box.

1-4 years	
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5-8 years	
9-12 years	
13 and above	

### **PART B: Forms of parental involvement**

4. How do parents participate in the following form of parental involvement?

Put 'V' in the appropriate boxes.

	Never	Rarely	Sometimes	Frequently	Very Frequently
(a) Parenting					
(b) Communicating					
(c) Volunteering					
(d) Learning at home					
(e) Decision making					
(f) Collaborating with community					

### **PART C: Parents' priority towards parental involvement of their children.**

5. What is the parents' priority towards parental involvement between the following?

Gender	Priority for parental Involvement		
	Low	Moderate	High
Girl child			
Boy child			

6. How was cost-sharing policy publicized and advocated to parents?

7. What modalities were employed to implement cost-sharing?

8. What are the social, Cultural and Economic factors affecting parental involvement?

9. What is the level of parental involvement in education?

10. What should be done to increase parents' involvement in academic studies of their children?