EFFECTS OF PARENTS' PARTICIPATION IN CHILDREN'S ACADEMIC PERFORMANCE: A CASE OF COMMUNITY SECONDARY SCHOOLS IN ARUSHA DISTRICT COUNCIL

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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by The Open University of Tanzania, a dissertation titled: **"Effects of Parents' Participation in Children's Academic Performance: A Case of Community Secondary Schools in Arusha District Council",** 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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DECLARATION

I, **Msengi Petro Frank,** 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 a similar or any other degree award.

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Signature

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Date

DEDICATION

To my lovely wife Eliwanzita and my daughter Elizabeth and my parents who instilled in me the discipline in my education.

ACKNOWLEDGMENT

I wish to extend sincere appreciation to the following whose contribution enables the successful completion of this dissertation: The Almighty God for the courage, strength, wisdom and guidance to accomplish this work, the entire Open University fraternity that shaped my perspective through the master of education program. In particular my supervisor for her patient guidance and wisdom through this dissertation, all respondents and interviewees from the schools whose kindness and support helped a great deal to achieve my goal and all my friends and family for their support, understanding and motivation.

ABSTRACT

This dissertation discusses the effects of parents' participation on children's academic performance in Arusha District Council. The study is organized in five chapters; the first chapter shows the introduction and background to the problem. It also gives the statement of the problem. Moreover, the chapter presents the significance of the study, objectives of the study and limitations and delimitations. The Second chapter reviews the few available studies on the effects of parents' participation in children's academic performance. The third chapter describes the methods applied in the study. It is organized under the following sections: The areas of study research design, population inquiry, sampling, sampling techniques, instruments for data collection and data analysis. The fourth chapter is about data presentation, analysis and discussion of the findings. The fifth chapter summarizes the findings and concludes the study. The study is framed within three objectives: to explore the parental support on children academic performance; to examine ways family participation in learning affect children's academic performance; and to determine the effects of parent's level of education on children's academic performance. 20 teachers, 25 students and 45 parents were involved during the collection of data, which was done through questionnaire, interview and documentary review. The study found that as a way to support their children, parents encouraged children to read. Parents also helped their children to prepare for tests. Furthermore, the study found that family support promotes school attendance; motivate children to aspire to earn higher grades. Moreover, the study found that parents' level of education had a lot of effects on children's academic performance. For example, parents with higher level of education had higher aspirations for their children and socialized their children towards higher levels of educational achievement and occupational success by modeling achievement-related behaviors. Those with low level of education lacked knowledge, skills and materials to support their children. The study recommends that schools should encourage parents to participate in school events, develop a working relationship with teachers and keep up with what is happening with their children's schooling activities. Also the study recommends that, the government should make an effort to empower parents to be more active in the lives of their children, include supporting them morally and materially in their education.

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LIST OF ABBREVIATIONS

BRN   Big result now

DC   District council

ESDP   Education sect development programmed

MOEVT   Ministry of education and vocational training

NELS   National Education Longitudinal Study

PTBR   Pupil/ Textbook Ratio

PTO   Parent-teachers organizing

SEDP   Secondary education Development Programs

SPSS   Statistical Package for Social Sciences

SES   Socioeconomic Status

TTCL   Tanzania Telecommunication limited

URT   United Republic of Tanzania

WHO   Worlds health organization

CHAPTER ONE

BACKGROUND TO THE PROBLEM

1.1   Introduction

Tanzanian parents desire that their children receive the best education. Parents make important choices about their children's education. These choices are based on the knowledge and experiences they have about education and human development their children and about the school. Research consistently shows that school and parent's partnership produces higher academic performance for children (National Education Association, 2008). The combined impact of poverty, illiteracy in some families, lack of time especially among parents in urban areas make their effective participation and involvement in their children's education challenging. Of recent, there has been a wave of collaboration between the public and private as a way to provide more quality education. For example, more resources in terms of finances, skills and knowledge from both the public and private sector can contribute to tackling, what Stoker (1998) termed as 'wicked problems,' that cannot be addressed completely by public sector working alone. According to Huxham (2003), public and private partnership has the potential to create *'synergy,'* or the added value that cannot be achieved with either part working alone. Therefore, it is important to explore teachers' views about parental involvement in children's education and identify potential areas for strengthening and expanding parents and teachers/school partnership in children's education.

This chapter explains how other researchers have introduced the concept of the parent participation in children learning process and why we should have parent participation

in student learning in community secondary school. The gap in the literature in terms of the statement of the problem is also shown, followed by the objectives, research questions and the significance of the study.

1.2   Background Information to the Problem

It is widely recognized that students' academic performance can be raised when they have a full support of their parents as well as of their teachers. It is anticipated that parents play a big role not only in the promotion of children's academic achievement but also improve school effectiveness. However, some parents feel that the sole responsibility of their school going children is on the shoulders of teachers and the government. With the current policy of free education, many parents feel that the burden of their children in terms of support has been taken by the government. In 2002 Tanzania implemented the Primary Education Development Plan (PEDP) and Secondary Education Development Plans with a goal to improve access and quality of basic education in Tanzania (MOEVT). However, the role of parents in this plan is not explained and it seems that the plan was developed to delete parents' role in the provision of quality education. This came to be vivid after the presidential elections in 2015, when a Circular was issued to announce that both the primary and secondary education is free and accessible to all, irrespective of financial or other capabilities of the parents. The Circular reads:*"Provision of free education means parents will not pay any fee or other contributions."* This implies that parents were told to 'hand off' their children's education, in terms of financial and physical contributions.

The move towards free education and putting parents outside their children's education is contrary to a long held belief of the important role that parents can play in

providing quality education to children. Epstein (1992) for example, identified six roles of parents in children's education including: child-rearing and preparing them for school; communicating with teachers about education and behavior of their children; volunteering in various school activities; supporting in homework; involvement in important school decisions, and important school-community collaborations partnership. Now, when the government announces free education entails, the government takes all the responsibility and parents take none.

The importance of parents in their children's education is also evident in Epstein's (1991) conceptual framework, which has been used extensively by other scholars. This framework categorizes parental involvement in children's education into six: parenting, communication, volunteering, teaching at home, decision-making, and collaboration with the community. While parents are expected to provide housing, health, nutrition, safety; support their children's education, the message they are currently getting is that their role ends at home, and that what happens in school belong to the teachers and the government. This situation created a crisis in many schools as reported in the newspaper through Citizen (15th January 2016).

According to The Citizen, the biggest challenges that primary schools were facing across the country was high enrolment that created infrastructural crisis. In some schools it reached a point where parents tried to support school activities such as contributing food or building, the heads of school fell into trouble with the government. This was so confusing and contradicting to parents and children because they left their children unattended thinking that government will do everything.

Although Epstein's framework suggests teaching at home in terms of helping children with homework or providing suggestions on career choice, this may seem a burden to a parent who feels isolated from financing his or her child's education. One would also wonder, what decisions will the parents make in school committees, or in parental meetings in schools when their contribution is not needed?. A study by Melhuish et al (2001) concluded that, parental participation in children's education led to 'higher home learning environment, which led to higher academic performance in school (p.9).

A common sense hypothesis might be that the way in which parents become involved in their children's education, can moderate the strength of the relationship between them and the teachers, which may lead to more support to the children. This hypothesis has been confirmed by Fan and Chen, (2001) who suggested that the more parental involvement in children's education, the more support the children got from both the parents and the teachers. This can lead to higher academic achievement of students.

The term "parent involvement" is used broadly in this study. It includes several different forms of participation in education and with the schools. Parents can support their children's schooling by attending school functions and responding to school obligations (parent-teacher meetings, for example). They can become more involved in helping their children improve their schoolwork--providing encouragement, arranging for appropriate study time and space, modeling desired behavior (such as reading for pleasure), monitoring homework, and actively tutoring their children at home. Outside the home, parents can serve as advocates for the school. They can

volunteer to help out with school activities or work in the classroom. Or they can take an active role in the governance and decision making necessary for planning, developing, and providing an education for the community's children.

However, there are studies that have shown challenges on parents' involvement in the children's education. These challenges emanate from parents themselves, from the children and from schools. The challenges that emanate from parents' side include parents' low social economic position, low level of education and the like. Low level of social economic position impedes parents from contributing financially to their children's education, while low level of education impedes them from contributing effectively in school decision making. A study by Kohl et al, (2000) found that parental education was positively related to parent-teacher contact. According to these researchers, the more educated the parent, the greater was their involvement in their children's education. A lack of extended personal educational experience has, argues Kohl et al, rendered some parents lacking in relevant skills or appropriate conception of 'parents as co-educator'.

Crozier (1996) found some communication barriers between parents and teachers, especially those from the working class especially those stricken by poverty. According to Crozier, those parents from working class, which implies from low social economic status (SES) had a feeling that they had nothing to offer when it comes to school support or participation. Likewise, Harry (1992) reported that many low SES parents were empty, contrived, insubstantial and awkward, when it comes to communicating with teachers about the development of their children. This condescending attitude is also in Tanzania.

Willms (2000) found that children whose parents had primary school education or less were more than three times as likely to have their children getting low test scores or grade repetition than children whose parents had at least some secondary schooling. Willms suggested that parental education not only influences parent-child interactions related to learning, but also affects parents' income and need for help from their children in the home or field.

A basic level of teacher-parent interaction is necessary to afford the transfer of information and to effect mutual support and shared values. Information about programmes, courses, expectations, assessment processes and the like is crucial to the parents to discuss and help their children. Likewise, information about the child is crucial to the teacher's role. When a parent sees that his or her child is stuck on a certain issue in homework, it becomes easier to communicate this to the teachers for more help and support. Home or school communication is an important conduit but both the teachers and parents have to communicate from the same level.

Sometimes parents fail to know how to start supporting their children academically and then communicate with their teachers about their children. Scholars have suggested some mechanism to narrow the gap between parents and teachers. Some have suggested parental involvement in classrooms activities, trips, school governance and the like. They are engaging on a regular basis about teaching process and special activities.

Schools also approach parents to volunteer at schools, for example on school excursions. Schools believe that, if parents participate in this way, they will gain a

better understanding of the school's aims and methods, and will feel more closely involved. Some scholars claim that greater parental involvement could contribute to a higher academic achievement of the child (Eccles and Harold, 1993; Georgiou, 1999).

The Participation for the children learning process is not about participating in school process as parents and community does now days, it is out of making decision about school activities and contributions but is to control student process of learning. A research conducted USA, at Ohio State University reveals that there are several reasons for believing that good parent-teacher relationships are conducive to children's school performance. Izzo, Weissberg, Kasprow, and Fendrich (1999) explain: "When parents communicate constructively with teachers and participate in school activities, they gain a clearer understanding of what is expected of their children at school and they may learn from teachers how to work at Home to enhance their children's education" (pg 27) When parents attend parent/teacher conferences, for example, it creates continuity between the two dominant spheres of influence in the child's life, home and school, and likely signals to children the Parental and Family, Involvement parents' value for education. In addition, some have argued that children learn more when they receive consistent messages from home and school. Epstein writes that the "main reason for better communications and exchanges among schools, families, and community groups is to assist students at all grade levels to succeed in school and in life (Douglas B. Downey 1995).

But, what is the evidence that children's school performance is enhanced by a strong parent-teacher relationship? Stevenson and Baker (1987) report that children performed better in school. However, this finding was based on teachers' rating of

parents' active engagement in school activities such as d parent-teacher conferences. This finding may be biased towards the students with parents who are known to the teachers. This is because, tend to take more care to students whose parents are known than the students with unknown parents.

Similarly, Grolnick and Slowiaczek (1994) found a strong association between teachers' reports of parental involvement and teacher reported grades, controlling for parents' education. But several studies report the opposite pattern: an inverse relationship between parent/school contact and children's school success.

Also the Research analyzed the National Education Longitudinal Study (NELS), a nationally representative sample of nearly 25,000 eighth graders collected in 1988, and found negative associations between parents' contact with the school regarding academic matters and students' math and reading test scores and grades. Rigsby, Stull and Morse-Kelly suggest that one reason for this puzzling pattern is that parents may become involved with adolescents' schooling when the youths experience either behavioral problems or poor grades (Douglas B. Downey 1995).

The idea of building community schools gained popularity and more secondary schools mushroomed with high participation of community and parents at each wards. In community schools there is high tension of parent participation arose due to poor performance of student in these schools. Despite many factors, which cause poor performance in community secondary schools also parents' participation can be one of the pertaining factors which can alter performance of students learning process to an extent that can show a positive development rather than the current development.

There is poor concern of Parent to their children learning process as compared that children believe much on their parents than teachers who potentially are not parts of their family and therefore interaction between teachers and parent through parent participation in student learning process will create believing spirits from student to teachers.

From the arguments above there is a high relationship between parent participation and performance of the children. Many schools believe that it is important for parents to feel that they are involved and participating in the education process of their children. Likewise it is important for children to feel that their parents are involved in what they do outside the home.

The literature suggests that the most effective forms of parent involvement in children's learning are those, which engage parents in working directly with their children on learning activities at home (Cotton, and Wikelund (1997). According to Cotton, and Wikelund, direct involvement of parents in their children's education raises the school attendance, increased motivation, better self-esteem, Lower rates of suspension, decreased use of drugs and alcohol and fewer instances of violent behavior.

In their study, Cotton and Wikelund (1997) found that family participation in education was twice as predictive of students' academic success as family socioeconomic status. Some of the more intensive programs that parents devised at home with their children had effects that were 10 times greater than other factors (Cotton and Wikelund 1997).

Although family involvement in raising children's academic performance has been established in the literature this fact does not translate into reality (Drake, 2000). As Drake opines, "Our society has simply become too complex for support entities to continue to function individually" (p. 34). This opinion is a reality in Tanzania and in Arusha in particular.

In many families in Tanzania, children live under two faces, the schools faces and homes faces where these faces are against each other, when they are at schools they are engaged in school learning process but when they are at home they are not engaged much in learning activities like students. This is because of the current social and economic problems facing many families. Many school going children in Arusha have to participate in activities that contribute to family economy. These include petty business, farming or animal husbandry. While children do these chores after school, their parents are doing other activities to make ends meet. All these activities may hinder parents from being close to their children especially with their school homework.

The above scenario in the literature is known as "time and life demands" where time on the part of the parent is a major barrier preventing them from participating effectively in school activities of their children or assisting them with schoolwork. In his study on the Power of Parent Involvement: Evidence, Ideas, and Tools for Student Success (Patrikakou, 2011) found that parents often reported not having time or their schedule conflicts with those of their children and thus this was among the most important barriers for them to engage in school activities.

1.3   Statement of the problem

Although literature has established the positive relationship between parents' involvement in children's education, (Drake, 2000), much of this literature is from the West and in developed countries. There is a need to research about this phenomenon in developing countries like Tanzania where the context, in terms of social economic and culture are very different. This study is set to fill this gap in the literature.

1.4   General Objective

To assess the parents' participation in students learning process in community secondary schools at Arusha DC.

1.5   Specific Objectives

To examine the types of parental support in community secondary schools in Arusha;

To assess how family learning affect children academic performance in community secondary schools in Arusha; and

To determine the effects of parent's level of education on children's academic performance in community secondary schools.

1.6   Research Question

What types of parental support in community secondary schools in Arusha?

In what ways do family learning affect children's' academic performance in community secondary schools in Arusha?

Does parent's level of education have any effects on children's academic performance?

1.7   Significance of the Study

The research findings are helpful in knowing different reasons as why parent should participate in their children learning process. The data and the information is also useful in knowing different measures to be taken to make sure parent still involved in children learning process.

The research finding will provide empirical support and guidelines in coming up with appropriate policies and support mechanisms for the reduction of mass failure of students in their academic performance. The study will be of great significance to the target audience providing insights into the challenges facing and hindering students academic performance in community secondary schools. The findings likewise are helpful to the government in establishing and formulation of different policies and laws that aim at protecting child from cruelty. Finally the research will also serve as a reference for the future research in the same or related areas.

1.8   Limitations of the Study

Although the research has reached its aim, but there were several unavoidable limitations. The first limitation was time limit and cost, this research was conducted on a small size of population who has their children at public school, therefore to generalize the result for larger groups, and the study should have involved more participants at different levels. Secondly, the students involved as respondents have usual timetable activities in which it became difficulty to attend them all at a planned time, the same to parents who were very homogeneous dealings with pastoralist and farming activities where sampling became ambiguous due to arbitrary movements. Level of education and Language was another limit since majority of parents are non-

educated and mother tongue speakers. Therefore it was a bit task to attend them. Lastly there was perceptual money interest of respondents in which some expected to get reward after an interview.

1.9   Delimitations of the Study

This research was designed to be case study to avoid cost of taking samples from various areas, students were visited at their schools during break time so as not to interfere with their usual timetable, and for the case of parents most of them were available on weekend days and therefore were visited on those days. Interviews in local languages and translated questionnaires were used to overcome language barrier. Respondents were primarily told the significance of the study and also were assured of the confidentiality of their responses by so doing money perceptual was discouraged.

1.10   Operational Concepts

The operational concepts of this research study makes parents to have constructive ideas on the academic performance of their children's. The study brings a close relationship between teachers-parent and hence increasing academics performance of the students in community secondary schools. This research gives a way forward on how the parents and the community at large will solve problems related to the academics' performances of their children and hence making the right decisions on the issues of academics. This research is helpful in making the educational policy makers, educators, parents and government to have a problem-solving and decision making on the academic performances problems on the children's and hence how to eradicate them in the community secondary schools in Tanzania.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter presents the literature related to this study. The first part presents the theoretical literature that is framed within capability theory. The second part presents a critical review of empirical literature that revolves around the three objectives developed in chapter 1:

(i)   Types of parental support in community secondary schools in Arusha;

(ii)   How do family learning affect children's academic performance in Arusha; and

(iii)   Effects of parents' level of education school on children's academic performance.

2.2   Theoretical Review

2.2.1 Social Capital Theory

The theory of social capital was developed by Bourdieu (1986) when he was attempting to make distinction between economic capital, cultural capital and social capital. In his work, "the forms of capital", Bourdieu addressed the social inequity caused by people's levels of ownership of cultural capital. According to Bourdieu, people with advantage cultural background have also more economic resources or economic capital. These privileged groups, according to Bourdieu own more access to social resources like information or knowledge than others do (Field, 2003). Social capital can be defined as a resource because it involves networks of people and groups governed by some degree of trust and shared values (Coleman, 1988).

Social capital theory has been used in education. In their study of educational attainment and academic achievement of African American students for example, Horvat and Lewis (2003) found that, students who followed the norm, rules and trust were more academically achievers than their counterparts who did not conform to the norms and rules. In this study, social capital theory is used to explain the importance of parents' support of children in academic. Parents and their support become social capital that students can rely on to be able to follow the norms and rules.

According to the social capital theory, inequality present in the society parents who are economically well of are able to support their children in buying school uniforms and other basic needs such as transport, pocket money and learning materials for their children while those who belong to poor or disadvantaged groups are not able to provide sufficient needs to their children.

Also educated parents encourage their children to study and help children to do homeworks while those with level of education lack knowledge and skills to support children. All this happens due to the inequality in the level of education as claimed by the social capital theory. Finally, students who are more achieving academically are those who follow norms, rules and school regulations.

2.2.2 Empirical Literature

This section provides an overview of the effects of parent's participation in children's education. This review focuses on the three objectives developed in chapter 1, which are: Types of parental support in schools; how family learning affect children's

academic performance and the effect of parents' level of education on children's' academic performance.

2.2.3   Types of Parental Support in Schools

Parental support on children academic performance in community secondary school and other schools includes paying school fees, buying school uniform, text books and exercise books. Parental involvement or participation may have different types, which might have differential influence on academic performance of their children. Parental expectations have a greater impact on student's educational outcomes. Parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside the four walls of their house, and providing coaching services for improving their learning in different subjects.

Parents play a crucial role in both the home and school environments. In general, parental involvement is associated with children's higher achievements in language and mathematics, enrolment in more challenging programs, greater academic persistence, better behavior, better social skills and adaptation to school, better attendance and lower drop-out rates (Henderson & Mapp, 2002).

There are many reasons for developing school, family and community partnerships. They can improve school programs and school climate, provide family services and support and increase parent's skills and leadership, and connect families with others in the school and in the community and help teachers with their work. However, the main reason to create such partnerships is to help youngsters succeed in school and in

later life (Epstein, 1995). Smith et al., 1997) has shown that parental education is linked to the parents providing a more stimulating physical, cognitive, and emotional environment in the home achievement.

These proximal processes likely affect the developing child's achievement-related aspirations and actual achievement behavior Epstein, Simon, and Salinas, 1997). In Epstein, Simon, and Salinas, (1997) study on type of parent support, parent-child interactive in homework assignments was found to be the key form of parent support. From this study, Epstein and her Johns Hopkins colleagues designed a framework for parent-child support called TIPS (Teachers Involving Parents in Schoolwork). In this framework Epstein suggests that parent involvement boosted sixth- and eighth-grade writing scores of nearly 700 sixth- and eighth-grade students. In addition, the extent of TIPS homework completed affected student scores, with those doing more TIPS homework showing better language arts grades (Ways Parents Participate in Children's Education.

Deslorges & Abouchar, (2003) study categorized parental involvement into four broad strands; Parental involvement in children's school-based activities, Parental involvement in children's at home-based activities, direct parental involvement in academic activities of children and indirect parental involvement in academic activities of children. It is true that parental involvement level vary among parents. For example mother parent of young children, educated or uneducated parents, father's involvement, their economic status, family background, social environment. Deslorges & Abouchar observed that parental involvement with children from early age can be equated with better outcomes specially in building their personalities

parents are primary guides to them, children try to copy them, and considered them that they are always right, so parents can shape their life as they can. Their involvement has positive impact on children academic achievement even when the background factor of such as social class, family size, has been taken into account (A study by Catsambis & Garland, (1997) suggests that parents become more concerned about the learning opportunities that secondary schools provide. As children move from the middle grades to the secondary school, parents also crystallize their educational expectations for their children. According to Catsambis & Garland as students complete school education, parents become increasingly concerned about their teen's further education and about the effects of secondary school programs on postsecondary opportunities.

As noted by Epstein and Sanders (2000), "Teachers, parents, and students have little understanding of each other's interests in children and schools….Most teachers do not know the goals that parents have for their children, how parents help them learn, or how parents would like to be involved. Most parents do not know much about the educational programs in their children's school or what teachers require of them." Effective parent involvement comes when a true partnership exists between schools and families. Creating that partnership, especially around academics, is what works for student achievement.

Johnson & Duffett, (2003) study also found that parent involvement can make a difference in a child's education. Two-thirds of teachers they surveyed believed that their students would perform better in school if their parents were more involved in

their child's education, while 72% of parents say children of uninvolved parents sometimes "fall through the cracks" in schools.

2.3   How Family Learning Affect Children's Academic Performance

Honig's (1985) study on the last chance for our children: how you can help save our school found that there was a direct relationship between parental involvement and children's pursuit of academic excellence. Honig suggested that parental physical and psychological involvement in their children's education is more important than money or social class in determining a child's school success. He further suggested that, a healthy family life includes parents who read to their children, supervise homework sessions, communicate with their children about school events, take their children to interesting places, and limit the number o f hours their children watch television.

Likewise, Stevenson and Baker (1987) report that children performed better in school (as measured by teacher ratings of how well the child performed in school and whether the child performed up to his or her ability) when teachers rated the parents as actively involved in school activities such as PTO and parent-teacher conferences in their sample of 179 children drawn from the Time Use Longitudinal Panel Study.

Similarly, Grolnick and Slowiaczek (1994) studied 300(11-14 year-olds) and found a strong association between teachers' reports of parental involvement (measured as frequency of attendance at parent-teacher conferences, open school night, and school activities and events, such as the PTO and teacher reported grades, controlling for parents' education. But several studies report the opposite pattern: an inverse relationship between parent/school contact and children's school success.

Also the research by Downey (1995), which analyzed the sample of nearly 25,000 eighth graders collected found negative associations between parents' contact with the school regarding academic matters and students' math and reading test scores and grades. Rigsby, Stull and Morse-Kelly suggest that one reason for this puzzling pattern is that parents may become involved with adolescents' schooling when the youths experience either behavioral problems or poor grades.

According to Johnston (1998 p.192), "There is one irrefutable truth in education: Parent involvement in the schools promotes student success and achievement." Most school reform efforts advocate parental involvement. In the United States a policy was issued mandating, "By the year 2000 all schools will increase parent involvement and participate in promoting the social, emotional, and academic growth of children." (Goals 2000: Educate America Act, 1994 p. 3).

Hickman, Greenwood, & Miller, (1995) found that parent participation at school activities had a positive correlation with students' academic performance. They argued that parent's participation can be divided into school participation and home participation (Zellman & Waterman, 1998). Parental participation in school involves support on children academic performance, how family learning affect children academic performance and effects of parents level of education on children academic performance, Gestwicki (1996) added that parents as learners to this list, indicated that home participation includes helping the child with homework, communicating with the child about school, and spending "quality" time with the child. According to Velez & Jones (1997) research concluded that parent/child interaction lays a firm foundation for academic performance. The stronger the relationships, especially as they relate to

educational issues, the higher the academic performance. When schools and families work together to support learning, children tend to succeed not only in school, but throughout life.

Johnston (1998) attributes student's performance, school adjustment, and good behavior to parent or family participation in academic performance. Studies by Henderson, Henderson, and Berla, (1981, 1987, and 1995) have documented the profound and comprehensive benefits for students, families, and schools, when parents and family members became participants in the education and lives of their children. There are many studies that concluded with the same basic results that children are more successful when their parents take an active role in their learning activities.

Johnston (1998) stated students whose families were involved in school tended to express higher aspirations for their educations and careers. These students were more likely to set career goals in scientific, technical, and professional areas. They had a stronger commitment to life-long education than students whose parents were not involved. Crime, alcohol use, drug use, and other anti-social behaviors decreased among adolescents as the amount of parent involvement in schooling increased. Students with involved parents were nearly three times more likely than students whose parents were uninvolved to be engaged in school-sponsored activities such as the arts, academics, service clubs, and athletics.

Johnston (1998) continued his discussion of the outcomes of parent involvement with the following information: Students whose parents were uninvolved were twice as

likely as those with involved parents to be in the bottom half of their class or repeat a grade. Johnston states, "There is some indication that the degree of parent involvement is more significant in the school success of students academic performance than virtually any other variable, including race, social class, or native language."(p. 193).

A research conducted at Ohio State University reveals that there are several reasons for believing that good parent-teacher relationships are conducive to children's school performance. Izzo, Weissberg, Kasprow, and Fendrich explain: "When parents communicate constructively with teachers and participate in school activities, they gain a clearer understanding of what is expected of their children at school and they may learn from teachers how to work at Home to enhance their children's education" When parents attend parent/teacher conferences, for example, it creates continuity between the two dominant spheres of influence in the child's life, home and school, and likely signals to children the Parental and Family, Involvement parents' value for education. In addition, some have argued that children learn more when they receive consistent messages from home and school. Epstein writes that the "main reason for better communications and exchanges among schools, families, and community groups is to assist students at all grade levels to succeed in school and in life (Downey 1995).

2.4 The Effects of Parents' Level of Education on Children's Academic Performance

Parents level of education may have great impacts on their children academic performance that is the more parents become educated is the more they becomes

concerned in their learning activities compared to those who are not educated. The level of education of the parents has important implications for children's academic performance. Social cognitive theory suggests that youth absorb messages about appropriate behavior and socially accepted goals by observing and talking with important people in their lives Bandura, (1977).

Based on this assumption, parents have the potential to model positive attitudes and behaviors toward school, and research in developed countries such as the United States has shown that parental involvement contributes to youth academic success (Fan & Chen, 2001; Houtenville & Conway, 2008; Jeynes, 2003, 2007).

In fact, children are more likely to apply themselves and perform better in school when their parents show an interest in their school work, are willing to assist them with homework, and are willing to hold their children accountable for completion of school assignments. Youth who are not working hard at school may begin to perceive school as valuable when parents actively demonstrate that they value school through involvement. Most empirical studies on parental involvement found that parents' engagement in their children's education varies by socio demographic 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 are less likely to believe that it is their responsibility to manage their children's education and are less heavily involved in at-home and in-school educational activities. Lower SES parents typically are less educated, which may limit the skills and knowledge

they can offer to the school and their child (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).

Finally, parents with lower SES tend to have jobs that require them to work long and unpredictable hours, which can interfere with their ability to be involved at home and in school (Heymann, 2000; Hoover-Dempsey et al., 2005). 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).

2.5   Chapter Summary

This chapter provides comprehensive review of the literature related to effects of parent participations to children academic performance. It observed how other researchers have said about parental support on children academic performance, how family learning affect children academic performance and effects of parents level of education on children's academic performance.

2.6   Research Gap

Most of the researches conducted were based on western style of parent's participation in education performance of their children and this is not common to Tanzanian community secondary school as most researchers spoke out of the western culture style of parent participation in academics performance.

In Tanzania, however, the academic performance of the students became lower especially in the years 2012 and 2013 (NECTA) as they introduced big results now (BRN) in 2013. The research is aimed to find out what happens if parents are not involved in their children learning activities such as attending homework, collecting students' reports, and misbehaviors at school as well as seeking advice from teachers on how to guide children about their studies and well being as a whole.

Now the research aimed to fill the gap of literature study which was not dealt with: by deeply exploring: Ways parents were supporting their children in community secondary school, Ways families support of their children affect their academic performance in community secondary school and Ways parents level of education affect their children's academic performance in community secondary school.
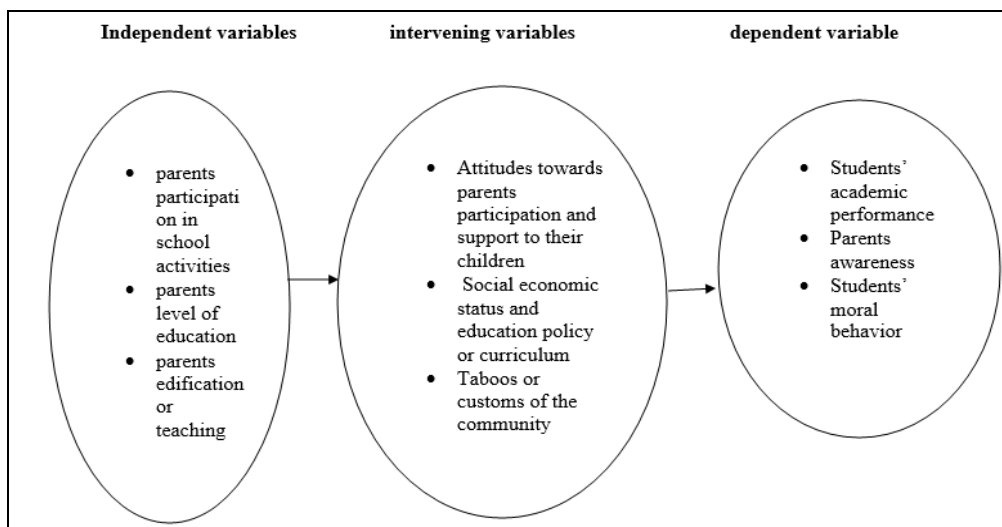
Figure 2.1: Conceptual Framework
Source: Field Data 2016

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

This chapter comprises research design, methods of data collection, data analysis and description of case study area.

3.2   Research Design

By design the study has adopted a Case study approach where it focused on selected schools in Arusha district council in which the research used both qualitative and quantitative research methods. Case study was recommended because it was inexpensive and data collection was simple and manageable than in other research design. The type of research to be conducted was qualitative research which aimed to find the relationship between student and parent participation in various processes of learning.

3.3   Description of Case Study Area

Arusha district council is among the two councils that forms Arumeru. Administratively is divided into 3 divisions, 20 wards, 75 Villages, 294 Hamlets and 64,339 Households and it Occupies an area of 1,547.6 square kilometers. According to 2012 population and housing census the council had a population of 291,203 being 140,336 males and 150,867 females with a population growth rate of 3.4%. The Council now is approximated to have a population of 355,892 being 171,511 males and 184,381 females. Population density is 188.It is Bounded by other districts of Arusha where in the East the councils bordered by Meru district council, in the West

bordered by Monduli district council, in the North bordered by Longido district council, and the South bordered by Simanjiro district council. Either this council surrounds Arusha Municipal council.

3.4   Research Approaches

This research applied both quantitative and qualitative techniques, which were used in collecting and analyzing data about Parents' Participation in their children's learning process in community schools at Arusha DC. The qualitative technique was applied in an open ended question, since the research needed the multi-reality data while quantitative techniques was applied in closed questions in which only required information was provided to simplify analysis and limit respondents to disclose unnecessary information.

3.5   Population Inquiring

In this study populations of 291,203 elements were referred to as the total number from which a sample was taken in the community. According to this study the population was based on the community members whose children are schooling at these community secondary schools, the staff who are teachers and the students belonging to community schools from Arusha DC. Arusha Dc has about 22 community schools among which the sample was taken and analyzed to provide some important conclusions.

3.6   Sample Size

The sample for this study consisted of 90 respondents from various villages where the community schools were found, including teachers from secondary schools, parents

from wards secondary school were selected and their students. The Trends in which the sample was taken was as follows. The sample included 25 students from secondary schools; also the sample involved 45 parents from community who sends their children to community school and finally 20 staffs/teachers of community secondary school of Arusha DC ranging from Council level to village level.

3.7   Sampling Techniques

Under this study of research two techniques were used, these techniques were simple random and purposive sampling methods. These techniques were applied to provide the sample which provided a good representation sample of the whole population of Arusha DC and it was a simple and inexpensive methods. Arusha DC is very wide covering larger area that it is difficult to attend each element of people or place therefore these methods and strategies were used to get a good representation in the sample.

3.7.1   Simple Random Sampling

This method was out of biasness to a specific element and it well represented the whole population. Arusha district council is composed of many divisions, wards as well as villages. Therefore through simple random sampling 3 divisions were selected and from these divisions, three wards were arbitral   selected where by six schools was the sampling point. Under this method each population unit was given an equal chance to be represented in the sample through simple random sampling. This sample represented the whole population as if each population unit has surveyed. These methods were applied to get respondents from schools and from community who directly enroll their children in the community schools.

3.7.2 Purposive Sampling

Under this research method, Purposive sampling targeted on providing sample with required characteristics. Therefore, the purposive sampling was used for those respondents based direct to students under which the enquiry of this research was fulfilled. From these respondents the researcher obtained information about the way in which parents participates in students learning process. It was non-probability and intentionally biased to respondents so that the information were original and relevance without perception. I assumed that teachers are not politician and information they provided were not for the favors of any misconduct.

3.8   Data Collection Methods or Instruments

During research process data was collected through various instruments. These types of data collection method both used to ensure collection of data with high realities so as to bring quality information for the better decision making. The data collection methods were used in a manner to get quality information. The methods used were as follows:

3.8.1   Interviews

Open-ended interview questionnaires were prepared and used to interview selected, students and teachers. Questions were both open and closed type to obtain complete information from these stakeholders.

3.8.2   Observation

During research process observation was involved in day to day during surveying of the selected ward of Arusha DC and was inquest how the parents participate in

learning process of children in community secondary school, the way in which community organize their children's learning activities to the best performance for their education success.

3.8.3 Questionnaire

The researcher used both close ended and open ended question to limit the respondents not to give irrelevant information to the topic in the research. However, the techniques enabled the respondents to get more time to digest the questions to provide accurate answers. This was used to those respondents at Arusha DC who know how to read and write. The method was useful to collect information from some key informant such as student at secondary school and other people in the community who were not able to be interviewed.

3.8.4 Documentary Review

This method was used to give information by searching from various official and academic sources to see how the related or same problem has been reported. The documents used were survey reports, websites, and books. In Arusha DC there is relevance official information that provides reports about community secondary school in relation to community inclusion.

3.9 Types of Data Collected

3.9.1 Primary Data

These data obtained from Arusha DC through observations, interview and questionnaires, these data were the first data to be obtained by this research. Community and technical officer disclosed information to this research.

3.9.2   Secondary Data

These kinds of data were obtained from Arusha DC documents such as education report, meeting reports with parent/school, research reports done by the district council and books. They were the second hand data that already collected and used by the third part person it provide a wide knowledge for understanding the related study and provide more evidence about government education strategy to community.

3.10   Data Processing, Analysis and Interpretation

Data was summarized, analyzed and interpreted to give conclusion and was used to provide recommendation on the findings applied in solving problem statement. Data analysis determines type of data collected and determines the format in which the data was gathered together with techniques applied. Analysis of data processed and was analyzed by using SPSS.

3.10.1 Reliability Consideration

In research, reliability refers to exact explicability of the processes and the results. It is the measure of stability or consistency of the research. This research has involved reputational data analysis, constant data comparison and comprehensive data use.

3.10.2 Validity Issue

Validity in research means "appropriateness" of the tools, processes, and data. It measures whether the research question is valid for the desired outcome, the choice of methodology is appropriate for answering the research question, the design is valid for the methodology, the sampling and data analysis is appropriate, and finally the results and conclusions are valid for the sample and context. This research was valid because

of its tools such as questionnaires; interviews and documentary review were correctly formulated and were used to collect the data of the research accordingly. Also this research was valid because it is the issue, which is present in the society of many societies in Tanzania as a whole with regard to parent's participation in learning of their children.

3.10.3 Ethical Considerations

Ethical come from the word ethics which means a system of moral principles. They affect how people make decisions and lead their lives. *Ethics* is concerned with what is good for individuals and society and is also described as moral philosophy. Ethical Considerations can be specified as one of the most important parts of the research. Dissertations may even be doomed to failure if this part is missing.

This research considered voluntary participation of respondents when they were interviewed. The use of offensive, discriminatory, or other unacceptable language was avoided in the formulation of questionnaire and interview. Also Privacy and anonymity of respondents was of a paramount importance in this research. Acknowledgement of works of other authors was also considered in this research and Maintenance of the highest level of objectivity in discussions and analyses throughout the research.

3.11   Chapter Summary

This chapter constituted the study of the research methodology, which is process of collecting data in a research. It includes the source of data to be collected and the

methods to be used in collecting data. Furthermore, it includes procedures on how to process data (Kothari 1991:15).

Apart from that, it explained the research design, case study area, research techniques (quantitative and qualitative) targeted population, sample size, sampling methods, reliability consideration, validity issues, ethical considerations, data collection methods, data management, analysis and interpretations.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1   Introduction

This chapter presents the findings and discussions emanating from this study. The main findings have been presented under respondents' characteristics. The study had three objectives: The first objective was to examine the types of parental support in community secondary schools in Arusha. This was followed by the second objective which was to assess how family learning affect children's academic in Arusha. The last objective was to determine the effects parents' level of education on children's academic performance.

4.2   Characteristics of Respondents

This section describes characteristics of respondents who participated in the study. The respondents were characterized by different criteria including gender, educational level, occupation and age group. This chapter covers the demographic information of the respondents, findings, presentation and analysis of the data. The analysis is presented under both qualitative and quantitative methods.

Table 4.1: Respondents' Demographic information- Age and Sex

Respondent's Age	Teachers				Parents				Students			
	No		Percent		No		Percent		No		Percent	
	M	F	M	F	M	F	M	F	M	F	M	F
15-19	-		-		-		-		11	14	44	56
21-30	6	4	30	20	01	0	2.2	0	-		-	
31-40	03	02	15	10	3	7	6.7	15.6	-		-	
41-50	01	02	5	10	12	08	26.7	17.8	-		-	
51-60	01	01	5	5	06	08	13.3	17.8	-		-	
TOTAL	11	09	55%	45%	22	23	48.9%	51.1%	11	14	44%	56%

Source: Research findings, (2016/2017)

The Table 4.1 shows the demographic information according to the sample size that was selected from the research methodology, where by the sample size for teachers was 20 from which 11 were males and 9 were females, parents sample was 22 male parents and 23 female parents, making a total of 45 sample size; and students sample size was 25, from which 11 were males and 14 were females all of them were given the questionnaires and were interviewed.

4.3   Types of Parental Support in Community Secondary Schools in Arusha

The first objective was set to examine the types of parental support in community secondary schools in Arusha. Questionnaire, interview, and observation were used to solicit information from parents, teachers and students on the involvement of parents on their children's education. Documentary was also used to corroborate the information. The question was: What types of support do parents provide to their children in community secondary schools in your school? Table 1 presents the data from questionnaire.

Table 4.2: Types of Support do Parents Provide to their Children in Community Secondary Schools in Arusha

Response	Groups Of Respondents						Total of all Total Respodents	
	Teachers (20)		Students (25)		Parents (45)		90	
	freq	%	freq	%	freq	%	freq	%
Creating good home learning environment	8	14	12	17.1	20	12.2	40	13
Communicating to teachers	15	26	10	14.3	30	18.3	55	18
Providing enough time for learning at home	5	9	18	25.7	31	19	54	18
Buying books	2	3	4	5.7	28	17.1	48	16
Buying Uniforms	18	31	20	28.6	41	25	79	26
Reward them for good results	10	17	6	8.6	11	6.7	27	9
Total frequency of responses	58	100%	70	100%	164	100%	303	100 %

Source: Field Data 2014
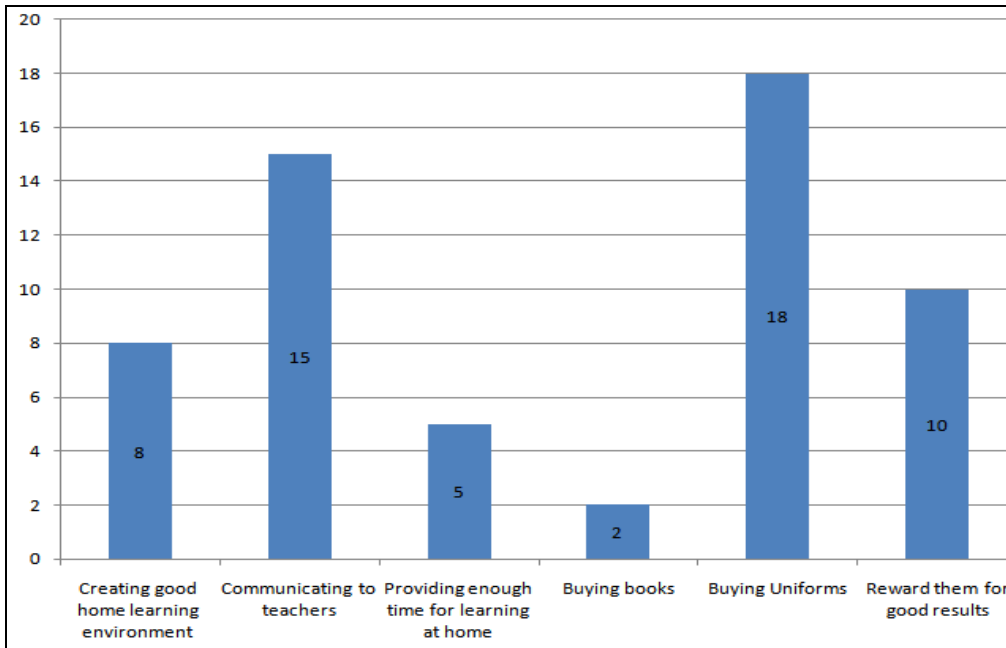
Figure 4.1: Number of Teachers who Selected each Response out of 20 Teachers who were used as Sample Size

Key: ▬

From the Figure 4.2, many teachers said the only contribution given by parents is buying uniform, however, very few teachers said parents provide support by buying books. From this observation the fact is that many parents do not buy text books for their children. On the side of students and teachers also most of them proposed that the type of parental support given to students in public school is buying uniforms as indicated in the Table 4.2.

Interview schedule was also used to solicit the same information from the in order to triangulate the information gathered through questionnaire. The question for the teachers was: What types of support do parents provide to their children in community secondary schools in your school?

Teacher 1:   big support that parents can do to their children is to buy books for them. Many children do not have textbooks or even exercise books.

This is a major problem in their learning. I think parents' support to children's books is very important.

Teacher 2: I think parents' support their children by communicating to teachers. As a community school where students go home and others stay in hostels, parents' communication with the teachers on their children's performance and behavior is very important.

Teacher 3: Parents render a lot support to their children. Some reward them for good and others buy nice uniforms for their children. Children feel better when their Parents show love and support.

It looks like the majority of the teachers consider buying books, uniforms and communicating with the teachers as the prominent type of support the children get from their parents. Accordingly, parents were also asked to respond on the types of support they provide to their children. The question was: What type of support do you provide to your school going children? The following were some of the responses from the parents.

Parent 1: I contribute a lot to my children. As a parent, I have to ensure my children eat well at home and they have all the necessary things needed in school such as buy uniforms, books and other materials.

Parent 2: Parents normally have a lot to contribute to their children. For example, I have to take my child to school, buy uniforms, sometimes provide fare and ensure he does homework.

Parent 3: I know I am responsible to my children, especially school going ones. When I time, I take them to the library to enroll as library members so when they need books they can borrow. I also buy book, uniforms,

food and any support they may need from me. I also communicate to
teachers on their progress.

Like the teachers, the majority of parents support their children through buying
uniforms. Students were also interviewed on the types of support they receive from
their parents. The question was: What types of support do you normally receive from
your parents? The following were some of the responses from the students:

Student 1:   'My father gives me a lot of supports; he buys me books, uniform and
gives me fare.'

Student 2:   'with me I live with my mother, of course she has a little money she
can't afford buying books but she hardly try Buying shoes, shirts and
trousers'

Student 3:   'of course I get everything from my parents for example they buy me
shoes, shirts and all school uniform in general'.

Like the teachers and parents, the majority of students considered buying uniforms as
the prominent support they receive from their parents. Unlike teachers, many parents
said support their children by communicating to teachers. Further, observation was
used to have primary information of the support that children were receiving from
their parents. The following observation checklist provides the data.

Table 4. 3: Observation Checklist

Item to Observe	Status	Frequency
Parents visiting school	Employed	10
Students Smartness – clean uniform and backpack	Educated	12
Dropping and picking up children from school	Educated	5
Buying uniform	Educated, employed and non educated	45

Source: Field Data, (2014)

From these data, it looks like the most popular support that the parents render to their children in community secondary schools in Arusha is buying uniforms. These data are in line with those of teachers and parents. It can be summarized that parents provides supports of buying uniforms and communication to teachers for their children in community secondary schools in Arusha.

From the above table the parents that were supporting their children they were academically good but those who were not supporting their children were academically poor, they were truants, most of them dropped out from the school, and the girls were given the pregnancies.

Also from above table it shows that parents do support their children on the learning activities but few of them did not support their children. Teachers and students revealed that their parents were supporting them in academic learning activities and therefore this leads to better school attendance and this makes a student comfortable in their studies.

The above observation is in line with Honig (1985) who suggested that parental physical and psychological involvement in their children's education is more important than money or social class in determining a child's school success. He further suggested that, a healthy family life includes parents who read to their children, supervise homework sessions, communicate with their children about school events, take their children to interesting places, and limit the number o f hours their children watch television.

4.3 The Ways in which Family Learning affect Children's Academic Performance

The second objective was set to examine the ways families support of their children affected their academic performance in community secondary schools in Arusha. Questionnaire, interview, and observation were used to solicit information from parents, teachers and students on the involvement of parents on their children's education. Documentary was also used to corroborate the information. The question was: In what ways do families support of their children affected their academic **performance** in community secondary schools in your school? Table 4.4 presents the data from questionnaire.

What ways do families support of the children affected their academic performance?

Table 4.4: Group of Respondents

RESPONSE	Teachers (20)		Students (25)		Parents (45)	
	Frequency	%	Frequency	%	Frequency	%
Earn high grades and test scores	10	16	15	19	18	14
Attending school regularly	18	30	20	25	40	31
Improvement of behavior	17	28	23	29	34	27
Graduates for further studies	16	26	21	27	36	28
Total	61	100%	79	100%	128	100%

Source: Research findings, (2016/2017)

The Table 4.4 develops the following interpretations:

Majority of parents (40%) and teachers (30%) said that families support towards their children is making sure that their children are attending school regularly, unlike

majority of students (29%) who suggested that the only way their families support towards academic performance is improvement of behavior and performance.

Interview schedule was also used to solicit the same information in order to triangulate the information gathered through questionnaire. The question for the teachers was: In what ways do families support of their children affected their academic performance in community secondary schools?

Teacher 1: I think family is a good advocate of good performance of their children as they as their support is significant for earning high scores and grades especially when parents communicate with a student about daily academic issues as well as maximizing learning environment at home.

Teacher 2: Well, families support can make a student to attend school regularly when there is teacher parent communication and by so doing, a student will achieve learning objectives.

Teacher 3: In my own view, parents support as part of the family has an effect of improved behavior and better social skills, this is because a child learns socially accepted behavior under the guidance of his or her parents, and therefore it will be easy for him or her to follow school rules and regulation. And in fact, at our school there we have good examples of children whose parents support well in child care at home especially moral care.

Teacher 4: Ok, the issue of family support cannot be underestimated in academic performance, and it depends on whether parents or guardians are educated or not, the experience shows that parents who are educated have great

impact on children's performance and they lead to good career development.

It looks like the majority of the teachers consider attending school regularly as the prominent families' effect of support of their children on their academic performance. These data resemble those of improving of behavior /better social skills to their children. Accordingly, parents were also asked to respond on the ways on the effects of families' support of their children in academic performance. The question was in what ways do families support of their children affected their academic performance? The following were some of the responses from the parents.

Parent 1:   If a student lacks support from the family he or she will not attend school regularly, because he will think of other activities to fulfill his life demands, for example small business.

Parent 2:   family support is important to a child because school begins at home; a student with close family support is more likely to Earns high grade and test score.

Parent 3:   what I think, children need both moral and material support: for example; what I know making sure that a student attend school regularly is the responsibility of guardians or parents. They have to wake up their child early in the morning so as to attend school and make a follow up.

Parent 4:   Family support is important in improving behavior of children and I think you know discipline and good performance at school are two sides of the same coin, so we cannot abstain ourselves from this role we as parents.

Like the teachers, the majority of parent's respondent that families ways of support of their children on academic issues had effects of most children attending school regularly and hence improved academic performance.

Students were also interviewed on the ways families support how it affected their academic performance. The question was: in what ways do families support of their children affected their academic performance? The following were some of the responses from the students:

Student 1:   My family support makes me value homework, for example when I was in primary level my dad used to inspect my homework when he met with lots of crosses he used to encourage me.

Student 2:   I am proud of my family of course, I have nothing to pay them, they remind every morning to wake up early and give me fare ready to go to school.

Student 3:   with me I differ a bit from the former speakers, you know I have a different background, I lost all my parents in an accident since then, I have been depending on social organizations but I thank God that the support I'm given makes me relaxed psychologically and stay in the class comfortable as a result I understand lessons and I hope I will excel in my exams.

Like the teachers and parents, the majority of students considered valuing homework as the prominent effect of families' ways of support on their academic performance they receive from their parents. Further, observation was used to have primary

information of the support that children were receiving from their parents. The following observation checklist provides the data.

Table 4.5: Observation Checklist

Item to Observe	Status	Observed?
Identifying barriers for students achievements	Community	✓
Early Pregnant of the students	Specialist	✓
Completion of their studies	Community	✓

Source: Field data, (2016)

These data are in line with those of teachers and parents. The support provided however cannot be under estimated as far as students' performance is concerned. This is because a student in proper uniform stays in the class dubious less rather when he or she is off school uniform, the fact of which will make a student to lose confidence and not settled.

This observations is in line with some of literature reviews, for example Henderson an Mapp (2002) suggest that parental involvement is associated with children's higher achievements in language and mathematics, enrolment in more challenging programs, greater academic persistence, better behavior, better social skills and adaptation to school, better attendance and lower drop-out rates. According to Johnston (1998 p.192), "There is one irrefutable truth in education: Parent involvement in the schools promotes student success and achievement." Most school reform efforts advocate parental involvement. Hickman, Greenwood, & Miller, (1995) found that parent participation at school activities had a positive correlation with students' academic performance.

4.4 The Effects of Parents' Level of Education on Children's Academic Performance

The third objective was set to examine the effects of parent's level of education on children's academic performance in community secondary schools in Arusha. Questionnaire, interview, and observation were used to solicit information from parents, teachers and students on the involvement of parents on their children's education. Documentary was also used to corroborate the information. The question was: What are the effects of parent's level of education on children's academic performance in community secondary schools in your school? Table 3 presents the data from questionnaire.

Table 4.6: What are the Effects of Parent's Level of Education on Academic Performance?

GROUP OF RESPONDENTS						TOTAL	
Response	Teachers (20)		Students (25)		Parents (45)		
	Frequency	%	Frequency	%	Frequency	%	
Aspiration on their studies	15	24	20	23	42	25	
Early educational attainment	17	28	21	24	40	24	
Role modeling	18	29	23	27	43	26	
Occupation attainment	12	19	22	26	41	25	
Total	**62**	**100%**	**86**	**100%**	**166**	**100%**	

Source: Field Data 2017

From the Table 4.6, the most responded response from teachers, parents and students is role modeling; however some said it inspires students on their studies. This means that parent's level of education determines student's performance his parents become good advocates to students needs such as buying books, shoes.

Interview schedule was also used to solicit the same information from the in order to triangulate the information gathered through questionnaire. The question for the teachers was: In what ways do parent's level of education affects children academic performance in community secondary schools? The following were the responded from the teacher.

Teacher 1:   what I can say is that, the most effect to students or children whose parents are well educated is aspiration on their studies; they can do this because they act as role models. For example a child whose father is a professor, he or she is more likely to admire been like his or her father.

Teacher 2:   For parents who have attained a certain level of education are very aware on which age is the right age to enroll a child to school and normally they send their children to school as earlier as possible so as to achieve early education attainment.

Teacher 3:   The level of education is very important towards student academic performance because parents can lead a child to take marketable courses as results a student meets occupation attainment.

Teacher 4:   There is significant impact on the side of child whose parents have higher level of education because parents are role models, this is true because children learns from what parents do and so forth.

It looks like the majority of the teachers consider role modeling from their parents as the prominent effect of level of education of their children on their academic performance. These data resemble those of aspiration on their studies to their children. Accordingly, parents were also asked to respond on the ways on the effects of parent's

level of education on children in academic performance**.** The question was in what ways do parents level of education affected children academic performance? The following were some of the responses from the parents.

Parent 1: I think the level of education has something to do with aspiration on their studies, children will be aspired, would like to be like their parents and not otherwise.

Parent 2: From my own experience, children whose parents have low level of education are also economically poor and therefore cannot meet students' requirements.

Parent 3: well, parents have the potential to model positive attitudes and behaviors toward school. And therefore they act as role modeling to their children.

Parent 4: What I know early education attainment on the side of a student is influenced much by the level of education a parent have, this is because if a parent is not educated, he won't have time to go through homework, school activities and therefore a student will face bad learning environment at home, this may lead to drop out from the school, drug abuse and crimes.

Like the teachers, the majority of parent's respondent that parent's level of education had an effect on children academic issues where by most children attains education early and hence improved academic performance. Students were also interviewed on the effects of parent's level of education on children's academic performance. The question was: in what ways does parents' level of education affect children academic performance? The following were some of the responses from the students:

Student 1: My father does not even know how to read, so for sure, I lack aspiration in my studies.

Student 2: Well, frankly speaking, my parents did not go to school but what I can learn from them is that, education is very important.

Student 3: Parents are good Role models; we learn most of the things from them. So the level of education is of paramount towards our success.

Student4. My parents helped me to set goals early for example, the issue of Occupation attainment, they normally encourage me to take science subject so as I may become a doctor.

Student 5: Parents are role models in different aspects of life for example; social interaction, future prospects and behaviors.

Like the teachers and parents, the majority of students considered role modeling as the prominent effect of parent's level of education on children academic performance. Further, observation was used to have primary information of the support that children were receiving from their parents. The following observation checklist provides the data.

Table 4.7: Observation Checklist of Data

Item to Observe	Status	Number
Completion of their studies	Students	17
Role modeling	Parents	25
Occupation attainment	Students	14

Source: Field Data, (2016)

From these data, it looks like the most effect of parents level of education rendered to their children in community secondary schools in Arusha is role modeling, however, the rest cannot be disregarded.

To corroborate the above findings with literature, Some researches 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). If a parent is less educated, this means that he is not a good role model but if he is educated he becomes a good role model to children.

The level of education of the parents has important implications for children's academic performance. Social cognitive theory suggests that youth absorb messages about appropriate behavior and socially accepted goals by observing and talking with important people in their lives Bandura, (1977) Most empirical studies on parental involvement found that parents' engagement in their children's education varies by socio demographic factors (e.g., marital status and educational level) and economic circumstances (Georgiou, 2007; Schimpl Neimanns, 2000; Schmitt & Kleine, 2010).

4.5   Chapter Summary

This chapter covers analysis and presentation of data. Under this, comprehensive tables and statistical graphs have been used to depict the data in which the data were presented in terms of numbers and percentages. Also the data are analyzed on the basis of data collection techniques. For example; interviews, questionnaires and checklist. Generally the chapter facilitates easy interpretation and comparison of data.

Also the three objectives were compared with what is written in literature reviews and finally a thorough difference or sameness of the findings was elaborated.

Upon this chapter the following are the key findings from each objective:

In the first objective, buying uniform was identified as the type of parent support rendered to children in community secondary schools. This has been found as the basic support most parents can provide to their children.

In the second objective, the key finding on how family support affects children academic performance in community school is **attending school regularly.** This helps student to have higher academic achievement and low drop outs as how related literatures concluded.

The last objective object was to identify the contribution of parent's level of education on children academic performance. Upon which the key finding is **role modeling**. This means parents who are educated act as role models. They do this by assisting students to set goals early, inspire them and help them in career development.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1   Summary of the Study

The study is organized in five chapters. Chapter one covers the introduction of the study, background information of the problem, statement of the problem, general and specific objectives as well as research questions. It also covers significance of the study, limitations, delimitations and operational concepts

Chapter two deals with literature review. In which theoretical and empiric review is covered.

Chapter three covers research methodologies. The research methodologies used includes interview, questionnaire, sampling techniques, documentary research and observation check list.

Chapter four is all about analysis and presentation of data. Under this, comprehensive tables and statistical graphs have been used to depict the data in which the data were presented in terms of numbers and percentages. Also the data are analyzed on the basis of data collection techniques. For example; interviews, questionnaires and checklist.

5.2   Discussion of the Key Findings

In the first objective, types of parental support in community secondary schools in Arusha DC, it was found that the most common support was **buying uniform.** This

was also the basic support most parents can provide to their children. This means parents are obliged to buy uniforms to children because the children cannot go to school without proper uniforms. This implies that, if there was a way, parents would not do this small responsibility to their children. If parents feel that their children's education is not their priority, they do not feel it is necessary to do things like communicating to teachers about the development of their children as found in this study. It can be said that, parents' awareness about students learning activities in general is low, and this can be linked to the current policy of free education where parents and other stakeholders are not required to support the education of their children. It also implies that the provision of quality education in community secondary school is a farfetched dream.

In the second objective, how family support affects children academic performance of community secondary schools in Arusha DC, the key finding was helping their children with homework and attending school regularly. This means that, parents spent their time with their children to ensure they do homework, implying that, even if they did not find time to communicate with the teachers, they indirectly communicated through their children's homework. By so doing a student attend lessons and achieve learning objectives though the support gained from their parents. This supports the idea that quality education cannot be attained through daily school attendance alone, but there are a number of other factors such as parental support.

The last objective object was to identify the contribution of parent's level of education on children academic performance. Many students identified their parents as their role models. A role model is a person who shows a way, which followers would like to

emulate. This means that children learn more things from their parents. It implies that the role that parents assume towards the education of their children is very important.

It also implies that, if parents do not support their children, the school success becomes minimal. Conversely, in the current free education where parents' support is considered as unwanted, children are left with no parental figure to emulate and therefore, are left at a crossroad.

The above interpretation may be extended to the fact that parental support is a key element towards the provision of quality education. In her article Working Together, Parent-Teacher Partnerships posted in the net recently, Morin (2013) states that the best tip for school success is to make sure that parents and teacher are working together as allies. Sometimes, though it can seem that there is a chalk line drawn down the middle of your child's life. At home, a parent knows best his own child from head to toe- his academic potentials, social skills, innate attitudes to mention a few. While a teacher may know only a tip of an iceberg of who a child real is. Therefore, home and school environment combine d may create a fuller understanding of a student. Thus a teacher can identify where to tap to benchmark a child's performance level.

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 early academic success, a child's

academic success has been found to be relatively stable after early elementary school (Stevenson & Baker, 1987).

5.3   Conclusions

This study found low parental support on children's education in community secondary schools in Arusha. This led to children to disengage from daily preparation and poorly concentrated in studies. Further, parents in Arusha were found to support their children in basic things like school uniforms and homework, but did not have the time to discuss with the teachers about the performance of their children. This study further found that there was a strong effect of parental support towards children's academic success as many children identified their parents as their role model. However, within the context of free education, many parents did not feel obliged to support their children beyond the basic needs such as uniforms.

5.4   Recommendations

The study recommends that schools should encourage parents to participate in school events, develop a working relationship with teachers and keep up with what is happening with their children's schooling activities.

Parents should make sure they support children with both direct and indirect study related support, where by indirect study related support include pocket money, buying gift for motivation but direct support for their studies are buying uniforms, books, inspection of learning activities, insist students to work hard in their studies. They should also make regular visit to school so that they can share with teacher about students' progress and participate in school activities to strengthen relationship between teacher and students.

Parents need awareness to care their children based to academic affairs; there are some academic directions which can be impacted to children so that parent can build it to their children. Learning is not in born reflex but is an acquired condition that student can acquire it through children.

Also the study recommends that, the government should make an effort to empower parents to be more active in the lives of their children, include supporting them morally and materially in their education.

5.5   Further Recommendations for Future Studies

This study focused on parental support of children in community secondary schools in Arusha district council. More studies can be done in other parts of Tanzania with different context from Arusha DC.

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APPENDICES

Appendix I: Questionaires

Umuhimu wa Kuwashirikisha Wazazi Katika Ujifunzaji wa Wanafunzi Katika Shule

Sekondari za Kata Katika Halmashauri ya Arusha

 Maswali kwa wazazi

Andika herufi ya jibu sahihi

1. Una umri wa miaka mingapi

   (a) Kati ya 11-20   [   ]

   (b) Kati ya 21-30   [   ]

   (c) Kati ya 31-40   [   ]

   (d) Kati ya 41-50   [   ]

   (e) Kati ya 51-60   [   ]

   (f) Kati ya 61-70   [   ]

2.Hali ya ndoa?

   (a) Sijaoa (b) Nimeoa (c) Mjane (d) Umeachana [ ]

3. Kiwango chako cha Elimu ni

   (a) Hakuna (b) Msingi (c) Sekondari (d) Cheti (e) Stashahada (f) shahada   [ ]

4. Kazi yako   (a) Mkulima (b) Mfanyabiashara (c) Mwajiriwa (d) Sinakazi   [ ]

5. Je, unajua mchango wa mwalimu katika wanafunzi kujifunza au kupata elimu?

   (a) 25% (b) 50% (c) 75% (d) 100% (e) Sifahamu   [ ]

6. Kwa ufahamu wako ni nani anatakiwa kujua vema tabia ya mwanafunzi

   (a) Mkuu wa shule (b) Mwalimu wa Darasa (c) Makamu Mkuu wa shule (d)

mwalimu wa taaluma   [ ]

7. Je, unafahamu ratiba ya wiki ya kujisomea ya mtoto wako

   (a) Ndio (b) Hapana

8. Je, unafahamu somo lililogumu kwa mtoto wako?

   (a) Ndio (b) Hapana [ ]

9. Je, ni wakati gani wewe hupenda kuwatembelea walimu shuleni ili kujua

maendeleo ya mtoto

   kimasomo.

   (a) Wakati wa likizo (b) Pale ninaoitwa tu na mwalimu (c) mtoto anaporudishwa

nyumbani

   (d) Anapoadhibiwa na mwalimu.   [ ]

10. Ni mara ngapi kwa muhula umewahi kutembelea shuleni mtoto wako anakosoma?

   (a) mara moja tu (b) mara mbili (c) mara tatu (d) zaidi ya mara tatu kwa mwaka

    (e) sijawahi kabisa. [ ]

11. Ni kwa namna gani wewe kama mzazi umeshiriki katika kujifunza kwa mtoto

wako

   (a) Kumjengea mazingira mazuri na kumnunulia vitabu (b) kwa kuwasiliana na

walimu

   (c) kumpa muda wakutosho wakujusomea (d) Sishiriki chochote. [ ]

12. Je, una kawaida ya kukagua madaftari ya mtoto wako, mitihani?

   (a) Ndio (b) Hapana   [ ]

13.Je,unajua madhara ya kuwanyima muda wa kujisomea watoto mara baada ya

kutoka shuleni?

(a)kufeli mitihani (b)kufaulu mitihani   c)hakuna madhara [   ]

14. Je unakagua kazi za kila siku za mtoto wako? Kama vile majaribio, notisi za masomo na kazi zadarasani?

(a) Ndio (b) Hapana [   ]

15. Je huwa unachukua ripoti za matokeo ya mtoto wako wakati wa likizo?

 (a) Ndio (b) Hapana [ ]

16. Je kuna athari gani za kumshughulisha/kuwashuhulisha watoto na kazi zisizo za kitaaluma

    baada ya muda wa shule?

   (a) Matokeo mabaya (b) Matokeo mazuri (c) Hakuna athari [ ]

17. Zipi ni athari za kumshirikisha mwalimu katika ujifunzaji wa mtoto /watoto?

   (a) Motisha kwa wanafunzi (b) Kukatisha tama (c) Hakuna athari [ ]

18.Je, unafahamu mchakato wa ujifunzaji ambao mwanao anatakiwa kupitia ili afikie malengo

yake ya elimu?

(a) Ndio (b) Hapana [ ]

B.1. Ni kwa njia gani unawasaidia watoto wako katika masomo yao?

…………………………………………………………………………………….

…………………………………………………………………………………….

…………………………………………………………………………………

2.   Nini   mtazamo   wako   kuhusu   homework   kwa   wanafunzi?

………………………………………………………………………………………….

………………………………………………………………………………………….

………………………………………………………………………………………….

3. Ni kwa jinsi gani unashiriki kwenye masuala ya elimu ya mwanao?

………………………………………………………………………………………….

………………………………………………………………………………………………

……

…………………………………………………………………………………………

4.Una maoni gani juu ya ushirikishwaji wa wazazi katika ujifunzaji wa wanafunzi ?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

Appendix II: Questionnaire for Teachers

Dear respondent, this questionnaire is for the academic research aimed to collect data for the academic award, therefore I request your cooperation in order to accomplish my studies.

You are required to Select one correct item from the items provided that match to your answer in each questions.

Closed questions

1.   How   old   are   you?

…..

Between 21-30

Between 31-40

Between 41-50   [   ]

Between 51-60

2.   What   is   your   marital   status?

……………………………………………………………

Single

Married

Widow   [   ]

Divorced

Complicated

3   What   is   your   Education   level?

…………………………………………………………..

College Certificate

College diploma   [   ]

Secondary education

University Degree and above

4. What is your working experience as a teacher?

....

....

        1-5years

        6-10 years

11-15 years

16-20 years   [ ]

21-25 years

26-30 years

31-35 years

5. From your experience, is parent's participation in learning process of their child/ children important? …………………………………………………………………….

Yes [ ]

No

6. Are parents participating in the daily learning process of their child/children both during school hours and off school hours? ………………………………………………….

Yes   [ ]

No

Very rare

7. Are there any close relation between parents and teachers concerning the progress of student in their daily learning process?

Yes   [ ]

No

Very rare

8. What are the impacts of parent participation in student learning process in relation to school learning activities?

Motivate learning to children

Reduce motivation to children   [ ]

Discourage teachers and parents

9. Parents Participation is a crucial responsibility for students in learning process? ……………………………………… ……………… ……… …….

Yes [ ]

No [ ]

10. How can you approximate the level of parent participation in the learning process?

High

Low   [ ]

No participation

11. Do parents collect the parents report forms for their child/children academic progress on time?

Yes

No   [ ]

Very few

12. When parents participate to the learning process of their children?

Only during parent meeting at school

Special call from school for child discipline problem   [ ]

Willingness participating

Only during graduation

Open ended questions

13. What is your suggestion on parent participation in children's learning process?

…………………………………………………………………………………………
……

…………………………………………………………………………………………
……

14. Are there any relationship between   parents   level of education with their children

  academic performance, explain. ?

…………………………………………………………………………………………
…………..

…………………………………………………………………………………………
………….

Teacher Interview

1. In what ways do parents support their children in learning process at school?..

2. What are parents' views on children homework?

....

....

3. What subjects are parents more comfortable in helping their children with homework's?

…………………………………………………………………………………………

…………………………………………………………………………………………

………….

4. What types of support do parents provide to their children to improve their academic performance?

Appendix III: Questionnaire for Parents

Dear respondent, this questionnaire is for the academic research aimed to collect data for the academic award, therefore I request your cooperation in order to accomplish my studies.

You are required to Select one correct item from the items provided that match to your answer in each questions.

Closed questions

1.   How old are you? …..

Between 11-20 [   ]

Between 21-30 [   ]

Between 31-40 [   ]

Between 41-50 [   ]

Between 51-60 [   ]

Between 61-70 [   ]

2.   What is your marital status? …………………………………………………

Single[   ]

Married[   ]

Widow[   ]

Divorced[   ]

Complicated [   ]

3.   What is your Education level? ……………..…………………………………..

None   [   ]

Primary level   [   ]

Secondary level   [   ]

College Certificate [   ]

College diploma   [   ]

University Degree and above [   ]

4.   What is your occupation?

        Farmer   [ ]

        Business man   [ ]

        Employee   [ ]

        No occupation   [ ]

Open ended questions

1.   In what ways do you support your children in learning process at school?...

2.   Explain your views on children's homework…………………...........

3.   What subjects are you comfortable in helping your child with homework?........................