

**PARENTS' PARTICIPATION IN IMPROVING STUDENTS' ACADEMIC
PERFORMANCE IN SUMBAWANGA MUNICIPAL COMMUNITY
SECONDARY SCHOOLS, TANZANIA**

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CERTIFICATION

The undersigned certifies that she has read and recommends for acceptance by the Open University of Tanzania a dissertation entitled; *“Parents’ Participation in Improving Students’ Academic Performance in Sumbawanga Municipal Community Secondary Schools, Tanzania”* in partial fulfillment of the requirement for the degree of Master in Education Administration, Planning and Policy Studies of the Open University of Tanzania.

.....

Dr. Mary Ogondiek
(Supervisor)

.....

Date

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DECLARATION

I, **Jerry Vicent Kikoti**, do hereby declare that this dissertation is my original work and that it has not been presented to any other College, Institution or University other than Open University of Tanzania in Rukwa for academic credit.

.....

Signature

.....

Date

DEDICATION

This Dissertation is dedicated to my lovely parents, My Father Vicent Kikoti, My Mother Biata Tendega and My lovely Family, My wife Rehema Mmango and lovely daughter Ivana Kikoti.

ACKNOWLEDGEMENT

I, firstly give Thanks, Honour and Glory for life and inspiration to God the Almighty. Many people have made a valuable contribution to the successful completion of this work. I am greatly indebted to all of them. It is impossible to mention all of them, but I mention just a few on behalf of many. Secondly, my sincere appreciations and gratitude is due to Dr. Mary Ogondiek my supervisor, whose constructive criticism and guidance helped me accomplish this study. May the Almighty God bless her abundantly.

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ABSTRACT

The study explored parents' Participation in improving students' academic performance in community secondary schools in Tanzania. The objective was to assess parents' participation in the education of their children, Examine the extent to which parents' participation in the education of their children enhances students' academic performance, Identify challenges parents face in participation to improve students' academic performance. The study was conducted in Sumbawanga Municipal; three community secondary schools were involved with 97 respondents. Respondents include; heads of schools, students, teachers and parents. Purposive and simple random sampling techniques were employed. Purposive and simple random sampling was employed to select participants by their gender. Data were collected through primary and secondary data. Data analysis was conducted using content analysis and descriptive statistics. The study revealed that there is minimal parents' participation in the education of their children and therefore contributes to poor performance among students. The challenges facing parents in executing their initiatives to enhance performance to their children are poverty, poor communication between parents and teachers, lack of education, poor communication between parents and their children. It is recommended that Ministry of Education and Vocational Training through their concerned organs from nation, region, and district up to school level should provide more knowledge to the parents and community at large so that they know and participate fully for developing and improving their schools. Parents should involve directly in activities like encouraging their children to do their homework, monitoring their activities inside and outside their house, and providing coaching service for improving their learning in different subject.

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LIST OF ABBREVIATIONS AND ACRONYMS

BEST	Basic Education Statistics in Tanzania
CSAP	Community School Alliances Project
CSS	Community Secondary School
FGD	Focus Group Discussion
HoS	Heads of School
MSEO	Municipal Secondary Education Officer
MoEVT	Ministry of Education and Vocational Training
OECD	Organisation for Economic Co-operation and Development
OUT	Open University of Tanzania
PTA	Parent Teachers Association
SEDP	Secondary Education Development Programme
URT	United Republic of Tanzania
USA	United States of America
WEO	Ward Education Officer

CHAPTER ONE

1.0 INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

This chapter presents the background to the problem, the statement of the problem and highlight of the research objective together with the specific objectives, research questions. Furthermore, the significance of the study; conceptual framework, the scope of the study, definition of key terms used in the study and lastly organization of the study are briefly presented.

1.2 Background to the Problem

In the developed countries such as Finland, USA, and Canada, parent's participation in improving education have a positive effect on student outcomes (Yoder, & Grandvoux, 2002). In Finland, parents, and other educational stakeholders at large they contribute in their student's education in providing daily meals for every child, they provide health services, they offer guidance and psychological counselling, and access to a broader array of mental health and other services for their students. Their availability to all reflects a deep commitment to the well-being of all children (PISA, 2010; Gamerman, 2008).

In the United States of America the education system is undergoing a systemic perceptual change, as a result of parents and community dissatisfaction with individual learners' achievement in the education arena. In education, most systematic transformation efforts involved stakeholders that are critical to achieving the desired changes (Watson & Reigeluth, 2008). Moreover, in districts across America, community schools are improving student learning, strengthening families and schools, and building communities so that they all function together to contribute to student academic success (Blank, Melville & Shah, 2003; Watson & Reigeluth, 2008). In varying degrees, in Africa

community schools are characterized by low level of local participation whereby parents do not assume significant responsibility for creating, constructing, financing and managing schools, recruiting and paying teachers and procuring school materials (Tietjen, 1999).

In Ethiopia, Mali, and Malawi parents and communities are more involved in education, often they have initiative in achieving academic performance of their children by performing the various role; fundraising, often through agriculture or communal fields; providing accommodation for teacher, renovating or building classroom and building materials, giving teachers land to farm, providing a school vehicle, building or paying for school furniture, providing sports equipment, giving teachers food stuff, purchasing textbooks and teaching and learning materials and buying school supplies for students. They also recruit teachers, pay teachers for additional tutoring after class, monitor teachers and students' performance (Odonokor, 2000; Adell, 2002). In Ghana, the involvement of parents in their children's education is reported to increase to the extent that they visit schools to discuss children's progress, provide exercise books and pens for their children (Community School Alliances Project, 2000).

In Madagascar, where Government investments at the secondary level have been extremely low, parents and communities contribute money, labour and materials. Despite absence of government support that leaves the school infrastructure, equipment, and pupil supplies to the parents and the community, parents and other stakeholders are in the centre in keeping the schools moving forward (World Bank, 1995).

In Botswana and Nigeria, most of community schools are performing poorly in academic performance the reported reason are; most stakeholders (including, parents, family, community, and local officials) lack of knowledge of what to do, work commitment,

negligence, reliance on house maids in looking for their children's education, they are not being empowered in terms of what to do and how to do, poor relationship, and among others (Henninger, 2005; Mannathoko & Mangope, 2013). Timilehin (2010), assert that, in Nigeria there is inadequate funding, facilities, low staff morale, poor supervision of schools, and frequent changes in policies. However, Dodge, Colker and Heroman, (2002) assert that for education to be worthwhile stakeholders must together alleviate and share in the responsibility for educating children.

In Kenya, students' academic performance in community secondary schools is reported to be better due to the fact that educational stakeholders such as the government, parents, community, students and teachers are directly participating in the education of their children they asserted that, the Kenyan government is paying expenses for general administration and planning of schools, inspection and curriculum development. In the same vein, parents and communities on the other hand meet capital cost and recurrent costs including constructions of schools, provision of physical infrastructure, teaching and learning resources, school uniform, test and examination fees, remuneration for non-teaching staff, security, transport and tuition, among other indirect costs (Onsomu, 2004 & Njagi, 2013).

In Tanzania most community secondary schools are performing poorly. The finding by United Republic of Tanzania (URT), (2011) indicates that form four examination results have been fluctuating from year to year, being highest in 2004 (91.5%) and lowest in 2010 (50.4%), the percentage of candidates who failed started to increase again from 2008 (16.3%) to 2010 (49.6%). And in 2016 the performance was 70.09% compared to 2015 at which the performance was 67.53% which is the increase of 2.56%. This is attributed by the introduction of free education policy. (Necta 2017). This is attributed by lack of textbooks, laboratories, libraries, teachers and poor parent's participation in school

improvement, and indiscipline problem (Nyamba, Kaguo & Mlozi, 2013; HakiElimu, 2011).

For example the national examination results over the past three years shows that the public secondary schools owed by the central government perform better than community secondary schools, in Sumbawanga Kantalamba boys' secondary school which is central government owned in 2016 had 9 division One, 50 division Two, 32 division three, 30 division Four and 17 failed students with pass average of 87.2. while at the same year Kalangasa secondary school had 0 division One, 1 division Two, 2 Division three, 27 division four and 12 failed students and Chanji secondary school had 0 division One, 9 division Two, 19 division three, 47 division four, and 25 failed student at which these two are the community owed secondary schools.

This implies that parents of the students under the central government schools have much participation over their children's performance apart from being selected from far regions compared to community secondary schools children owned by community selected from the same locality, parents have minor or less participation to their children's performance for all being day students.

In the same vein The Municipal Secondary Education Officer Gave the statistics about the variation of performance of Sumbawanga municipal secondary schools in percentage from the year 2012 to 2016 and its positions regional wise and national wise and argued that the performance is fluctuating year after year and this is caused by several reasons one of them being poor parents participation as he said in 2012 the performance was 46.85% being the first regional wise, in 2013 the performance raised up to 66.88% and stayed at the same position, in 2014 raised again to a much better percentage of 81.94%, but in 2015 the performance dropped for 3.79 to 77.07% and stayed at the same position regional wise and

being the 25th municipal and 2016 the performance raised again to 80.86% being the first region wise and 27th national wise, This implies that soon after the introduction of free education, parents at least participated and came close to their children a bit as the burden of providing with school requirements was left to the government compared to 2014 which led to fall of performances.(MSEO 2017)

Furthermore, Nyamba, Kaguo & Mlozi (2013) argued that factors for poor academic performance in community and government built secondary schools in Tanzania are; shortage of qualified teachers, inadequacy of books both referenced and basic resourced materials, poor teaching and learning process, indiscipline problem, unattractive environments, teaching is dominated with a mixture of mother tongue languages, Kiswahili and English languages. However, a few studies on the initiative done by parents to improve students' academic performance in Community secondary schools have been done.

1.3 Statement of the Problem

The quality of education in any nation depends upon the shared effort made by different groups in society such as teachers, parents and other education stakeholders (Kyando 2010; Kavenuke, 2013). Parents are their children's first and most important teachers. However, the main concern of parents has been just on attending graduation ceremony, and acting as fundraisers in some occasion but not putting strategies for improving their schools and students' academic performance in general. Consequently, it has been realized that parent's participation in school activities and all matters for enhancing academic improvement are insufficient. Parent's follow-up for their children and the cooperation with teachers are very low (Haule, 2013). This situation has created a gap between what is taking place in schools and what is taking place at home with their parents. It seems as if the school is something less concern to parents. This may lead students to take schooling

as a separate or unnecessary thing as parents do not have any contribution or creating good relationship for reinforcing whether for good or bad performances.

1.4 Research Objectives

1.4.1 Main Purpose

The purpose of the study was to explore parents' participation in improving students' academic performance in community secondary schools in Tanzania.

1.4.2 Specific Objectives

The specific objectives of the study were to;

- i. Assess parents' participation in the education of their children.
- ii. Examine how parents participate in the education of their children.
- iii. Identify challenges the parents faces in participating toward improving students' academic performance

1.5 Research Questions

The following research questions guided the study:

- i) How do parents participate in the education of their children?
- ii) To what extent does parents' participation in their children's education enhance academic performance?
- iii) What challenges do parents face in participating to improve students' academic performance?

1.5 Significance of the Study

The study can be justified on the following grounds: Firstly, the findings are expected to shed light on what needs to be done to improve parent's participation on their children

education. Secondly, the findings will provide useful data that will form the basis for informing policy makers and educational planners at their levels (Ministry, Region, District and Ward levels), on what needs to be done better in order to improve students' performance. Thirdly, the findings will provide answers to questions on to what extent do parents' participate in their children education enhance academic performance and finally, the study will also form the basis of enhancing the knowledge of educational researchers and educationists interest in interventions for improving education quality in secondary schools.

1.6 Scope of the Study

This study focuses on exploration of parents' participation in improving students' academic performance in Community secondary schools. The study was conducted only within Sumbawanga Municipality Community secondary school (CSS) whose control and management of the school is under direction of local government. This is because majority of CSS members are parents who are the primary focus of this study. Due to the vastness of the area, the time and financial resources required for an in-depth investigation of all CSS in the municipality the study was delimited to three CSS.

1.7 Limitations of the Study

The researcher faced the following limitations; first, the research focused only on CSS in Sumbawanga municipal, the findings would have changed if the research was done in different area. Second, there was a problem of poor record keeping especially on parents' attendance to various school activities that cause the work for data collection become difficult. Third, some of the respondents, such as teachers, parents were demanding payment in providing the information and some delayed completely to give the information. Due to this then the researcher had to berg them much and make fast

replacement of the respondents for the same gender and role so as not to affect the number and data. The researcher faced unfulfilled appointments, the researcher continued to follow up until the appointments were fulfilled, and in some cases researcher had to change respondents. Invitation for a discussion was considered to be depriving them of their time. Therefore, the researcher was able to interview them with difficulty after he has wasted a lot of time.

1.8 Definition of Terms

Community Secondary Schools (CSS): CSS are institutions built by local community at a ward or division level in which the government provides support to complete physical infrastructures such as roofing materials and cement as well as supply of teaching and learning materials, teachers and non-teaching staff (Haule, 2013 as cited Mwiru, 2010).

Parent: Ramirez (2001) defines parent as the child's biological parents as well as other family members like the uncles, aunties, grandmothers, grandfathers including siblings, adult friends and some older individuals who take special interest and help the child to develop and understand life values and to build self-confidence. For the purpose of this study, this definition will be adopted.

Academic Performance: In this study the word academic performance has been used to refer to the level of achievement that is measured through secondary school leaving examination results. It is usually attained by secondary school students when they complete four (4) years of schooling in Tanzania. Or is the outcome of education. The extent to which a student, teacher or institution has achieved their educational goals.

1.9 Organisation of the Dissertation

This study is organised into five chapters. Chapter one deals with the problem which informs the study and its context, thus providing the justification for the study. Chapter two presents a review of related literature to the study, while chapter three deals with the research methodology. Chapter presented and analysed the data from interviews, questionnaires and focused group discussion, while chapter five provides the summary, concludes and puts forwards recommendations of the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature relating to the study of parents' participation towards improving students' academic performance in ward secondary schools. The chapter is organised into seven parts namely, theoretical review which guide the study, parent's participation towards improvement of academic performance, impact of parents participation on students' academic performance, parents and community initiatives towards improving education, the need for collective participation towards improving student academic performance, empirical literature review, research gap and conceptual framework.

2.1.1 Theoretical Review and Theories that Guided the Study

People learn through observing others' behaviour, attitudes, and outcomes of those behaviours. "Most human behaviour is learned observationally through modelling: from observing others, one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action." (Bandura 1925). Social learning theory explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioural, and environmental influences.

Parent involvement in a child's early education is consistently found to be positively associated with a child's academic performance (Hara & Burke, 1998; Hill & Craft, 2003; Marcon, 1999; Stevenson & Baker, 1987). 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 (Entwisle & Hayduk, 1988; Pedersen, Faucher, & Eaton, 1978).

The percentage of students whose parents reported involvement in their schools rose significantly between 1999 and 2007 across several measures, including attendance at a general meeting, a meeting with a teacher, or a school event, and volunteering or serving on a committee. However, these proportions fell or remained the same in 2012. This is to mean that parents' participation in improving students' academic performance is minimal or not at all.

2.1.2 Global Perspective on Parent's Participation in Schooling

Students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance and more likely to complete high school than students whose parents are not involved in their school, positive effect of parental involvement have been demonstrated at both the elementary and secondary levels across several studies, with the largest effects often occurring at the elementary level. A recent Meta-analysis showed that parental involvement in schools life was more strongly associated with high academic performance for middle schoolers than helping with homework.

Involvement allows parents to monitor school and classroom activities, and to coordinate their efforts with teachers to encourage acceptable classroom behavior and ensure that the child completes schoolwork. Teachers of students with highly involved parents tend to give greater attention to those students, and they are more likely to identify at earlier stages problems that might inhibit student learning. Parental involvement in school, and

positive parent-teacher interactions, have also been found to positively affect teachers self perception and job satisfaction. Research shows that students perform better in school if their fathers as well as their mothers are involved, regardless of whether the father lives with the student or not (Child trend data bank 2013).

2.1.2.1 Parents' Participation on Students' Academic Performance

Parent involvement is absolutely essential to student achievement in school and in life. The overwhelming studies and research indicate that there are positive academic outcomes stemming from parental involvement with benefits beginning in early childhood throughout adolescence and beyond (Henderson & Mapp, 2002; Patrikakou, Weisberg, Redding & Walberg, 2005).

There are different initiatives being made by most parents in trying to improve academic performance. For example, parents visit schools to discuss children's progress. This facilitates discussions of issues with educators as they are encountered at home and at school. Moreover, parents purchase pens for their children, construct school or paying for school furniture, providing sports equipment, giving teachers food stuffs, purchasing textbooks and teaching and learning materials and buying school supplies for students. In the same vein, governments pay expenses for general administration and planning of schools, inspection and curriculum development (Community School Alliances Project [CSAP], 2000; Odonokor, 2000).

In Papua New Guinea, a community school sets goals to link the culture of the pupils' home with the culture of the school. Accordingly, the schools consider the community as the centre of learning as well as the focus of education. As a result, the community schools have become central to the national curriculum development which enables community

life, such as festivals, customs, musical instruments, and local business activities, to be reflected in the curriculum (Goldring, 1994).

Similarly, teachers are performing various tasks such as teaching, providing counselling to students making sure that children learn and achieve their goals as expected on them. According to Saiduddin (2003), educators create a positive school environment for learners to feel at home at school in such a way that they openly discuss what prevents them from performing to the required standards. Teachers stand in the interface of the transmission of knowledge, values and skills in the learning process. If the teacher is ineffective, students under the teacher's guidance will achieve inadequate progress academically. It has been proved that teachers have an important influence on students' academic achievement; they play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Njagi, et al, 2013 as cited Afe, 2001 & Horn & Sanders, 1997). However, learners whose parents are available are better off, in the sense that these learners are not responsible for all household chores. Even if they are not supported educationally, they have moral support and supervision from their parents who ensure that children do their schoolwork, and they go to school regularly (Berg, 2003).

2.1.2.2 Impact of Parents' Participation on Students' Academic Performance

Parents' involvement is absolutely essential to student academic achievement in school and in life. The overwhelming studies and research indicate that there are positive academic outcomes stemming from parental involvement with benefits beginning in early childhood throughout adolescence and beyond (Henderson & Mapp, 2002; Patrikakou, Weisberg, Redding, & Walberg, 2005). Similarly, Sylva, Siraj-Blatchford, & Taggart, (2004), found that when parents are fully involved in their children's education they will have higher

grades test scores, and graduation rates. Likewise, have better school attendance, increased motivation, better self-esteem, lower rates of suspension, decreased use of drugs and alcohol as well as fewer instances of violent behaviour.

According to Berg, 2003 asserts that, the effects that parents can have on their child's learning and achievement transcends from the extent to which that student's family is able to create a home environment that encourages learning; Express high expectations for their children's achievement and future careers; Become involved in their children's education at school and in the community." If two of these three criteria are accomplished, children of low income families will achieve at or above the levels expected.

A child's learning is enhanced when schools encourage parents to stimulate their children's intellectual development (Adelman & Taylor, 2008). Numerous studies have shown that the home environment has a powerful effect on what children and youth learn, not only in school but outside of school as well. This environment is considerably more powerful than the parents' income and education in influencing what children learn in the first six years of life and during the nineteen years of primary and secondary education. One major reason that parental influence is so strong is because the children spend more than ninety percent of their time from infancy throughout their childhood outside school under the influence of their parents. Therefore, ultimately the parents are their first and most important teacher (Weinstein & Walberg, 1983; Peng & Wright, 1994; Walberg & Paik, 1997).

2.1.2.3 Parents and Community Participation towards Improving Education

Literatures argue that some communities have historically been involved in their children's education, however, it has not been fully recognized that communities

themselves have resources to contribute to education and they can be resources by providing local knowledge for their children. In the same vein involving parents, families, and communities in the process of research and data collection can reveal to them factors that contribute to lower enrolment and attendance, and poor academic performance in their schools (Uemura, 1999; Adelman & Taylor, 2008).

Furthermore, parents are usually concerned about their children's education, and often are willing to provide assistance that can improve the educational delivery. In places where teacher absenteeism and poor performance are critical issues, parents can be part of the system of monitoring and supervising teachers, ensuring that teachers arrive at classrooms on time and perform effectively in the classrooms. Parents and communities are powerful resources to be utilized not only in contributing to the improvement of educational delivery but also in becoming the core agent of the education delivery (Uemura, 1999).

Heneveld and Craig (1996) argued that parents and community are of the key factors to determine school effectiveness in Sub-Saharan Africa, categories such as children going to school prepared to learn; providing financial and material support to the school; frequent communication with the school staffs, community having meaningful role in school governance; and community members and parents assisting with the instruction.

2.1.2.4 Factors Affecting Parents Participation Towards Improving Students Performance

Concerning the factors affecting parents' participation in school improvement, Epstein (1991) asserts the following attributes; ignorance or disregard of correspondence they receive from schools, for instant failure to attend meetings organized by the School Governing Bodies, failure to demand school report or lack of interest in analysing the

progress report. He adds that teachers fail to interact with the parents during the daytime because parents may be out of their homes during that time. All these imply that parental involvement relies heavily on parent's ability to visit their children's school.

Most workshops and other events are held at school, during that time, parents cannot attend the session at the particular time and date, there is little participation that parents and school can do, due to family commitments, And Epstein (1991) asserts that there is no time to schedule a meeting with their children's teachers or to attend school events. Face to face communication becomes rare. Telecommunication strategies sometimes cannot be implemented because of lack of training for parents and teachers. Lack of commitment by teachers to plan in advance had been a concern to parents as well. He also advocates that limited languages render a teacher to be unable to provide messages in all languages to the parents.

2.1.2.5 The Need for Collective Participation in Improving Students' Academic Performance

Despite the various degrees of responsibilities taken by each group, none can be the sole agent to take 100% responsibility for educating children. Parents and families cannot be the only group of people for children's education as long as their children interact with and learn from the world outside their families. Parents, Communities, families and society must support in the upbringing, socializing, and educating of their children. Similarly, schools are institutions that can prepare children to contribute to the betterment of the society in which they operate, by equipping them with skills important in society. Schools cannot and should not operate as separate entities within society (Uemura, 1999; Fullan, 2001).

In the same vein, a need for regular interaction and communication among the stakeholders of the school community to be able to find solutions to problems together when they arise cannot be escaped; the activities of the school are not the sole responsibility of teachers and the school administrators alone; teachers believe that parent-community involvement would help them to improve in their effectiveness because they would be pulling resources together, for instance when learners are given homework parents will make sure learners attend to it (Boaduo, Milondzo & Adjei, 2009). Moreover, learners feel that the combined efforts of parents, community and the school will make it possible for them to excel to be able to please their parents and teachers. It is necessary that teachers should go into the community with empathy and interact meaningfully with their constituents for mutual co-existence and progress (Fullan, 2001).

2.2 Empirical Literature Review

Henderson and Mapp, (2002) conducted a study on the impact of school, family, and community connections on student achievement. The studies unveil that, there is a strong relationship between family involvement and improved academic performance, further more; the study reveal that the relationship between parent involvement and performance holds for families of all backgrounds; Parent involvement was associated with other key outcomes such as attendance and behaviour, which are also related to achievement.

Moreover, improved performance was mostly strong connected to involvement that is focused on learning, developing students' skills in specific subjects, and steering students toward more challenging classes, close working relationships between teachers and families are also related to improved performance. The study concluded that, although engaging parents can help improve student achievement, it is not enough to overcome the deficits of low-quality schools. Parent involvement programs need to be paired with high-quality

initiatives to improve teaching and learning. Such initiatives will be more effective if they engage parents.

2.2.1 Studies outside Tanzania

In United Kingdom, Sylva et al., (2004) conducted a study on effective pre-school education. The study revealed that when parents involved in education of their children, their children get higher grades, test score, and graduation rates. Likewise have better self-esteem, lower rates of suspension, decreased use of drugs, and alcohol as well as fewer instances of violent behaviour. Hence the study recommended that parents should constantly cooperate, communicate and share all duties for upbringing their children's academically.

Ambeken, Ukwayi, Joseph & Ogodo (2012), conducted a study on parental socioeconomic background as a determinant of student's academic performance. The study unveiled that as students whose parent had better jobs and higher level of education attainment and who were exposed to more educational and cultural resources at home tended to perform better than their counterparts without such opportunities. The study recommended that increase in parental salaries in line with the current economic situation as well as the provision of adequate books and facilities in schools to breach the gap between the rich and the poor are recommended in order to improve the academic performance of students.

Gutman and McLoyd (2000) carried out research with the aim of ascertaining the parental behaviour of typical successful students and comparing them with students who were encountering behavioural and academic problems. Their findings suggest that parents of academically successful students used a more specific approach to assist their children with schoolwork. For instance, they had more supportive communication with their

children than the parents of less academically successful students. In addition, they frequently checked their children's progress by contacting the school, and maintained positive relationships with school staff. Whereas, the parents of the less achieving children seldom contacting the school. The study recommended that parents should play an active role in their children's education and to keep a strong and positive relationship with schools.

2.2.2 Studies in Tanzania

In Tanzania, almost all studies indicated that parents are not fully involved and have less contribution for improving education quality due to various reasons, although all of them admit that to the areas where parents knew their roles have very greater impacts to the children's learning. Komba (2007) who explored family's forms of social capital owned by parents who live in poverty account for children schooling in Bagamoyo found that, parents have been either doing nothing or playing a peripheral role in their children's schooling. On the basis of these findings, it was concluded that the role of ensuring that children have access to quality education is the joint responsibility of parents, community members and schools. Schools should become under control of both families and teachers. Hence, there is a need to develop a concrete home- school partnership that clearly specifies the roles of each partner.

Mlozi, Kagu, and Nyamba (2013) investigated factors that influence academic performance of students in the community and government built secondary schools in Mbeya Municipality in Tanzania and found that there were not enough teaching and learning materials, teaching and learning processes were poor especially in the community built secondary schools (ward secondary school) and poor involvement among parents. In the same vein, the study recommended on the need that, education stakeholders such as

parents, NGOs and local communities in collaboration with the government should work together and build hostels and dormitories around the community built secondary schools for retention of students.

2.3 Research Gap

About 80% of the literatures and studies were done on factors for poor students' academic performance, for example, Mlozi, Kaguho, & Nyamba, (2013) focused on investigating factors that influence academic performance of students in the community and government built secondary schools in Mbeya Municipality Tanzania. Furthermore, Ambeken, Joseph & Agwanyang, (2012) conducted a study on parental socioeconomic background as determinant of student's academic performance. The question on to what extent Parents participate in improving students' academic performance in the Community secondary school has not yet been exhausted thoroughly well so as to reach a place of giving solutions on what to be done. These gave the gap. Therefore, this justifies the need of conducting this comprehensive study in Tanzania at large starting with Sumbawanga Municipality in particular.

2.4 Conceptual Framework

In developing a conceptual frame work for this study, a research considered several variables which bear an inter connection in relation to parents' participation in improving students' academic performance in Sumbawanga municipality community secondary schools. In that way, interactivity is implied to see how issues work together leading to the future students' performances. All these are parents' issues which fall under, political, socio-cultural, economic and individual factors resulting students' performances. Since it is a process, independent variables are interrelated to affect a dependent variable of the study which is students' performance.

The conceptual map road describes the major causal channels which link family characteristics to child outcomes. Family and parental characteristics range from genetic endowments to parental education and occupation. Given these characteristics, families make several choices that are represented in the framework by double-arrows. First, they make decisions within the household that may affect child outcomes; these include, among others, parenting styles, work habits, and financial investments in children. The following figure shows how variables are interrelated in resulting to student's performances in community secondary schools.

Interrelated variables resulting to student's performances in community secondary schools.

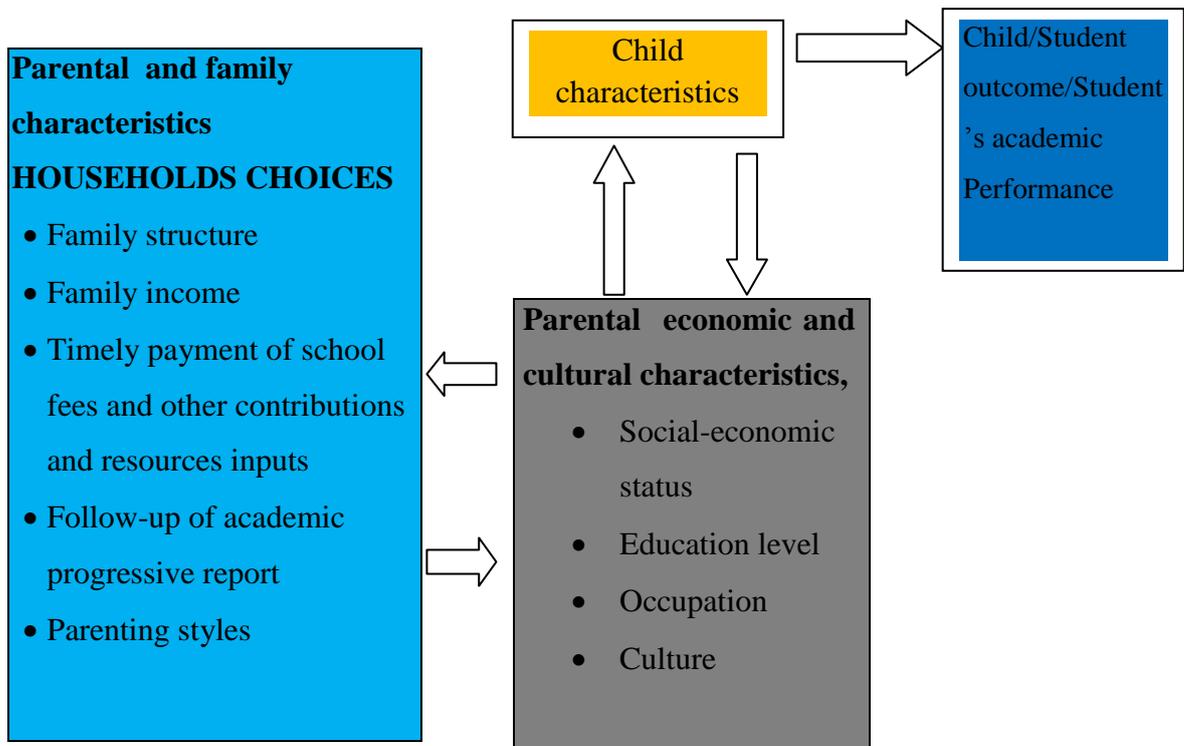


Figure 2.1 : Conceptual Framework

Source: The conceptual framework adapted from Nechyba, McEwan & Older-Aguilar (1999).

The conceptual framework above describes how parental and family characteristic may affect the child's performance broadly, for example in the issue of culture some of the parents have a habit of being rude to their children, he/she won't be able to be taught by the parent and learn anything because of fear. Thus this will affect direct the performance since there is no good relationship in the family. Also some families cater much in social economic production than going to school thus the student fails.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methods and procedures that the researcher used in collecting and analysing data. It includes the research approach, research design, geographical area of the study, the target population, sample and sampling techniques, methods of data collection and data analysis, validity and reliability of the study, and ethical considerations.

3.2 Research Approach

To meet the objectives of this study, mixed methodology were employed. These approaches represent fundamentally different epistemological frameworks for conceptualizing the nature of knowing social reality and procedures for comprehending the phenomenon. The qualitative approach was preferred because it sought to understand the research problem through process, values, context and interpretation in the construction of meaning and concepts (Bauer & Gaskel, 2000; Punch, 2009).

In addition, it allows the researcher to report findings in the narrative form (Godwin & Godwin, 1996). The quantitative approach was adopted in collecting quantifiable, value free and objective data to supplement qualitative data. Bauer& Gaskell, (2000) argued that in many cases the combination of the two approaches is superior to simply banking on one of them. In this study the quantitative research approach was employed because the researcher wanted to gather objective information from many respondents for making generalisation (Best & Khan, 2006).

3.3 Research Design

This study employed a descriptive survey, to explore parents' participation towards improving student's academic performance in community secondary schools in Sumbawanga Municipal. Descriptive survey design attempts to describe systematically a situation, problem, service or programme or provides information about the living conditions of people in a community (Kumar, 2005). The research was designed descriptively by briefing interviewing and discussing with the respondents about the specific topic as the researcher wanted to know something from them. A survey study approach adds credibility to the outcomes as quantitative data is supported by qualitative data (Scandura & Williams, 2000). To this qualitative research it helped to depict the participants in accurate way and describe them particular parents, and this was done by observing and doing interview and focus group discussion at which parents gave their general situations live problems and challenges over helping the students thus it gave the answers the researcher wanted.. Under this design the researcher was able to summarise the responses in frequencies, percentages and graphs and can collect data from many respondents (Leedy & Omrod, 2001).

3.4 Area of the Study

Study Area is a generic term used for the investigation of an individual, group or phenomenon (Sturman, 1994). The study was conducted in Sumbawanga Municipal. Three wards were involved in the study in which three secondary schools were selected and the researcher chose Sumbawanga municipal because the Municipal is among the districts with very few CSS and being one among the areas in Tanzania that have been experiencing the problem of mass failure. Apart from that reason, the report given by the Basic Education Statistics in Tanzania (BEST) show that Sumbawanga Municipal is one of the vulnerable districts encountered by problems which have connection with poor students' performance

especially the community secondary schools (URT, 2010). The reasons make the researcher to be inquisitive to explore the extent to which parents participate in improving students' academic performance. Since the region is too vast, the researcher decided to narrow the study by choosing Sumbawanga Municipal to be the study area. Data show that there are about 90 registered Secondary Schools in Rukwa Region, whereas Sumbawanga Municipal had only 17 government secondary schools from the 19 wards at which 1 secondary school is owned by the central government and 16 are community secondary schools (URT, 2016).

Moreover, the status of municipal coupled with its political, economic and cultural role of being the agricultural, tourist and pastoralist region made the area ideal for the study. It is, therefore, worthwhile to conduct the study in order to learn more on parents' participation towards improving student academic performance.

3.5 Population, Sample and Sampling Technique

3.5.1 Target Population

The population of this study were heads of school, students, teachers and parents. Heads of school were chosen due to their high calibre of their administrative position. Therefore, they have an access to students' information on academic progress. Teachers were chosen because of their role they perform. Discipline or class teachers were chosen because they work very close with student, they assume friendship role with their students and they work very close with parents. Also, the teacher would share information on the parents' participation in place towards improving academic performance.

Students as the key figures in the teaching and learning process also benefit directly from all stakeholders. Students' shared information on the initiatives they have in place to insure their good academic performance. Parents were selected in this study due to their

important role in raising children. Parents were expected to provide information concerning their participation towards improving academic performance.

3.5.2 Sample Size

A sample of 97 informants was selected in this study. The sample selected was considered convenient and adequate in this approach. The Researcher considered the communication channel as it was easy to consult the head of schools first, there after Teachers then students and later on the students connected the researcher to their parents then other education stake holders serially. In particular, the sample selected comprised three (3) heads of school one from each CSS, (15) teachers, five from each CSS, 60 students, twenty from each CSS, (15) parents, five from each CSS, (3) Ward Education Counsellors and one from each CSS, 1 District Education Officer. (cf. Table 3.1).

Table 3.1 : Category Composition of the Sample by Ward

Category of Respondents	Schools & Number of Respondents											
	A			B			C			Total		
	F	M	T	F	M	T	F	M	T	F	M	T
District Education officer	-	-	-	-	-	-	-	-	-	-	1	1
Ward Education Counsellor	-	1	1	1	-	1	-	1	1	1	2	3
Heads of School	-	1	1	-	1	1	-	1	1	-	3	3
Teachers	2	3	5	-	5	5	1	4	5	3	12	15
Parents	3	2	5	3	2	5	3	2	5	9	6	15
Students	10	10	20	10	10	20	10	10	20	30	30	60
Total			32			32			32	43	54	97
Grand Total	97											

Key: F= Female M=Male T=Total

3.5.3 Sampling Techniques

In this study purposive and simple random sampling techniques were employed in this study. Purposive sampling was employed to choose respondents by their role they play in education and simple random sampling was employed to choose participants by their gender. A purposive sampling was used to choose three heads of school because their

number agreed with the number of schools under study; All three heads of school were males. One District Education Officer because he is well aware on the educational affairs of the Municipal, the same was applied in choosing the three Ward Education Counsellors and parents from each ward. And simple random sampling was used to choose students also by their gender because the students did not hold any role.

3.6 Data Collection

The researcher used various research methods in gathering the relevant data. The employment of various methods was done due to the fact that there is no single research technique or instrument which is adequate in itself in collecting valid and reliable data on a particular research problem Punch, (2009). Cohen, Manion & Morison (2000) contents that the use of a single technique may lead to bias and so multiplicity of methods would ensure authenticity of the data. Research methods employed were interview, questionnaire, focus group discussion and documentary search.

3.6.1 Types of Data

Primary Data

This is the first-hand information that was directly gathered by researchers from the original source (Krishnaswami & Ranganatham, 2007). In the present study, primary data were collected through interviews with heads of school, Municipal secondary education officer (MSEO), Ward education officers (WEO) and parents, while questionnaires were administered to teachers and students.

Secondary Data: Secondary sources were useful in this study as they enabled the researcher to get knowledge from other sources that supplemented primary sources on parent's participations towards improvement of students' academic performance. In this

study secondary sources included, Students' progress records, newspapers, policy documents and examination results. The data from these sources were used to complement the information obtained from other sources.

3.6.2 Data Collection Methods

In this study, the researcher intended to collect data using group discussion, interviews; documents search and questionnaire.

Focused Group Discussion: According to Kombo and Tromp (2006) focus group discussion can produce a lot of information quickly and are good for identifying and exploring beliefs, ideas or opinions on a community or institution. This technique involves face-to-face discussion. However, instead of interviewing respondents individually, the FGD consists of a group of people discussing a specific subject of interest (Cohen, Manion, & Keith, 2007 & Silverman, 2010). The choice of this method for this study was based on the fact that it allowed the researcher to get high quality data in a social context, where participants considered their own experiences in the context of the experience of others.

The researcher applied this method with parents in order to obtain information relating to parents participation towards improvement of their children academic performance in CSSs. In this case, the researcher involved 5 parents from each CSS who have their children schooling in those schools. In conducting FGDs, a predetermined list of questions was prepared to guide the discussion. And also it was helpful because most of parents did not know how to write fast and understand written questions.

Interviews: Since an interview is a two-way conversation between an investigator and an informant that initiated purposely to get information relevant to specific study (2000; Krishnaswami & Ranganatham, 2007). It involves gathering of data through direct verbal interaction between individuals (Cohen et al., 2000; Krishnaswami & Ranganatham, 2007). The researcher intended to use structured and unstructured interview. Unstructured interview or in-depth interview as a technique was designed to elicit a vivid picture of the participants about the research topic (Mack, 2005).

In the unstructured interview, questions are neither standardized nor ordered in particular way. Thus a researcher struggled to understand an informant's world by concentrating on mastering the experience of the informants. Unstructured interview can be in form of face-to-face with an individual informant, face to face with more than one informant, or phone conversation interview. Mack et al., (2005) assert that, unstructured interviews usually conducted face-to-face, which involve one interviewer and one informant. The present study employed an individualized, face to face interview with heads of school because as the education administrator for the schools on which the students studies, had a lot of information to give concerning the parents over participation in improving academic performance of the students.

Documentary Review: This method applied various sources like different dissertation reports, journals and statistics from books and other written documents from various sources included Open University of Tanzania Dar es salaam, Rukwa centre, Ruaha Catholic University Library, University of Dar es salaam Library and the internet. These documents helped to counterbalance errors that was explored from interviews which provided a vivid picture of what was done towards improving students' academic performance by giving clear, published information of the situations which draws clear

meaning from what was collected in the field. These documents were a source of information that helped the background to the study, conceptual framework, literature review, methodological procedures and data presentation and analysis.

Questionnaires: Questionnaires were used for data collection because they offer a considerable advantage in the administration. This is because they offer time for the entire administration to give correct answers and on the other hand by using such questions might be the evaluations tool for their administration as far as some of the questions administered might be new or strange for them and it might be eager to implement thereafter. Also questionnaires are presented in an even stimulus potentially to large numbers of people simultaneously and provided the investigation with an easy accumulation of data. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. Also are anonymous. Anonymity helps to produce more candid answers than is possible in an interview. The questionnaires were used to collect data from students and teachers to explore their experience, views and suggestion on parents' initiatives towards improving student academic performance in ward secondary schools. The questionnaires were comprised of both close-ended and open-ended items. An open-ended question asked the respondent to formulate his own answer, whereas a closed-ended question, the respondent pick an answer from a given number of options. The response options for a closed-ended question was exhaustive and mutually exclusive.

3.7 Data Analysis

In this study the researcher employed content analysis techniques. Qualitative data involved passing them into following steps, editing, coding, classification and tabulation to allow easy analysis and interpretation. In editing the researcher passed through all the

data collected to see if there was any error and omission so that they could be collected. This enabled the researcher to get collect information. The coding processes, all the collected data was coded with numbers to make simple the function of entering the data in the computer and minimize errors. The quantitative data statistical method was used also Microsoft excel was applied in analysing quantitative data. In this methods data was sorted and classified according to their characteristics so as to make the function of analysis and interpretation of data possible so as to obtain frequencies and percentages.

3.8 Validity and Reliability of Data

In this context, the study employed different strategies to ensure validity and reliability. The data were derived from different categories of people, but also this study relied on more than one method to collect data in order to increase the reliability and validity.

Validity: Validity measured whether the results achieved through the instruments used matches the researcher's expectations to achieve the objectives. To ensure validity study applied the triangulation technique by using interviews, questionnaires and secondary data analysis concurrently and this was done through piloting of the data collection instruments used to collect data. The data collection instruments were designed in such a way that they measured attitudes and opinions of respondents. Issues developed from conceptual framework was compared with issues obtained during interview and answers obtained from questionnaires so as to ensure construct validity, statistical analysis such as frequency and percentages was used.

Reliability: In order to collect reliable data, the informants were asked to participate in the study and were assured of confidentiality. The assurance of confidentiality gave the informants a sense of trust and confidence as well as freedom and safety to speak their

minds about the problem under study. Also in some circumstances Kiswahili language was used to some of the respondents such as parents during FGD, this facilitated easy collection of data. Furthermore, direct quotes from interview and statement from questionnaires used as references to ensure reliability.

3.9 Ethical Considerations

In this study, the researcher adhered to the following issues:

Research Clearance Letters: The researcher sought permission to conduct the study from relevant authorities. First, the researcher received research clearance letter from the Director of Post Graduate Studies from Open University of Tanzania (OUT). This research clearance letter enabled the researcher to consult the Sumbawanga Municipal Secondary Education Officer (MSEO) for a permit to seek further authorisation from the Sumbawanga Municipal Director (MD). The MD then, issued a permit that allowed the researcher to conduct research in the Community secondary schools in the wards within Sumbawanga Municipal.

Informed Consent: In this study all process of informed consent was adhered. Informed consent is a process of ensuring that informants understand what it means to participate in a particular research study for their decision to participate to be conscious and deliberate (Mark et al., 2005). Moreover, it is achieved by making informants aware of the purpose of the study, how the information will be used and the implications for them as participants in the study (Ryan et al., 2007).

In this study, the researcher approached the school heads then school heads made possible for the researcher to access teachers, students and parents. Individual informed consent was sought from each teacher and students were told in a language that was clear to them.

Issues explained to them, included the purpose of the research, what was anticipated from them, how data collected and used (including description of all data collection devices), and use data. Contact details were also provided. Also the researcher was clearly stated that their participation was of voluntarily and participants had a right to withdraw at any time with no effect.

Confidentiality and Anonymity: Prior to eliciting data, the informants assured that the information provided remained confidential and was only used for research purposes. The purpose was to ensure that no participants were victimized due to his or her participation in the research process. Names of respondents were hidden and individual schools were represented by later A, B, and C making a total of three community secondary schools from the study area.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

Chapter three presented the methodological procedures underlying generation and collection of data relevant to the research problem and knowledge gap articulated in chapter one and two respectively in chapter one and two respectively. This chapter presents analysis and discussion of the research findings. More specific, the study aimed at achieving the following objectives:

- i. To assess parents' participation in the education of their children.
- ii. To examine the extent to which parents' participation in the education of their children enhance students' academic performance in Community secondary schools.
- iii. To identify challenges facing parents in taking initiatives to improve students' academic performance.

4.2 Parents' Participation in the Education of their Children

The purpose of this study was to find out how parents are involved in the education of their children towards the improvement of academic performance in community secondary schools. In order to find out the answer to this first research objective, questionnaires were used to collect relevant data in which teachers and students were asked to indicate their level of agreement or disagreement as shown in subsections hereunder:

4.2.1 Timely Payment of School Agreed Contributions by the Parents

Though there is free education policy in Tanzania today but still there other contributions that the parents have to adhere to by conducting the meeting so as to agree on contribution to be made like meals and medical contribution, so as to assist the students in their academic performances. Through questionnaire students from the sampled schools were

supposed to rate the assertion that parents made timely payment of school contributions agreed by the parents. Responses were as summarized in Figure 4.1. Findings in figure 4.1 below reveal that, the majority of students 39 (65%) agreed that parents are paying the contributions timely. However, few respondents 21 (35%) disagreed. These findings imply that most students had a view that parents' efforts of paying for the contributions are satisfactory. This may have been attributed by the fact that it is something agreed by the parents on the meetings thus they are paying willingly for the betterment of their children.

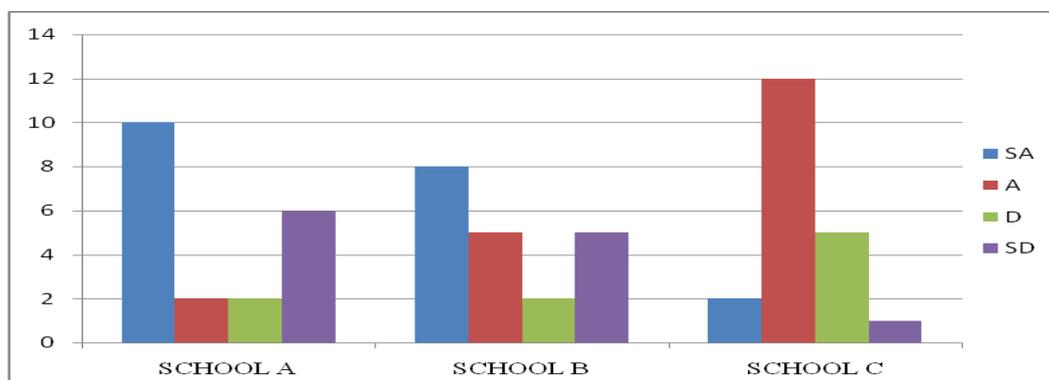


Figure 4.1 : Students Responses on Timely Payments of School Agreed Contributions by the Parents

Key: SA= Strong Agree, A=Agree, D=Disagree, SD= Strong disagree.

However, in trying to reveal more of this, through questionnaire teachers were also asked to rate the same assertion regarding timely payment of school fees and other contributions. The majority of them 18 (60%) disagreed with the assertion. These findings suggest that as responsible personnel in collection of the named contributions, teachers are well informed of delayed fees and other contributions. In the same vein, during interview with Heads of schools (HoSs) it was viewed that there were challenges in collection of school contributions from most parents. For instance one HoSs commented that:

“89% of parents are delaying making contributions for instance, parents themselves agreed to contribute two thousands each for their children’s hostel

meal per month but still majority of them are not responding...” [Interview/Head of school A/ 03.04.2017].

In general, findings indicated that from all the three schools, the aspect of timely payments of contributions is not that much available, therefore, it is obviously that the teaching and learning in schools is jeopardised.

4.2.2 Frequent Communication with Class Teachers

Through questionnaire from the sampled schools, students were also asked to rate the assertion of parents made frequently communication with the headmasters/ headmistress and class teachers. Their responses were summarized as follows in Table 4.2.

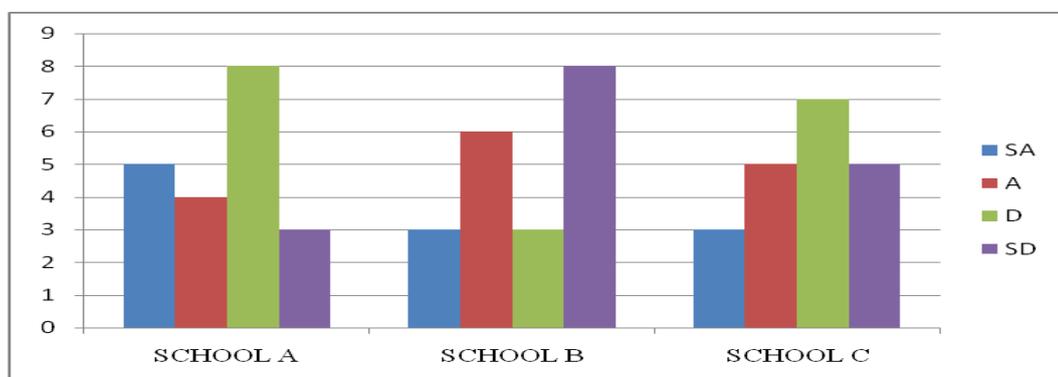


Figure 4.2 : Students Responses on Frequently Ccommunication with Class Teachers, headmasters/mistresses

Key: SA= Strong Agree, A=Agree, D=Disagree, SD= Strong disagree

The findings in Figure 4.2 reveal that, the majority of students 34 (56.66%) disagree with the assertion that parents made frequently communication with class teachers. However few respondents students 26 (43%) agreed with the assertion. These findings imply that most students had a view that parents’ effort of frequently communication with class teachers is not satisfactory. This may have been attributed by the fact that most parents are very busy for economic activities and forget being responsible for their children’s education.

The findings coincide with what (Wright, 2009 & Haule, 2013) who found that most parents have role in school matters mainly relates to attending meetings, graduation ceremonies and acting as fundraisers in some occasions. Therefore it is important that all teachers at the school communicate with the families of their students. It is not enough that the heads of school and parents only does all the communication; it has to come from teachers as well to communicate with parents because it has been found that teachers communicate only when there is indiscipline cases to their children.

Similarly, through questionnaire teachers were also asked to rate the same assertion regarding frequently communication with class teachers, majority of teachers 9 (60%) disagreed with the assertion. These findings suggest that teachers are not satisfied with the named participation that was supposed to be taken by parents and they had been left alone in taking care of students, also findings suggest that most parents are ignorance and are not informed with what to do with their children education. In the same vein, through interview with Heads of schools viewed that; there were existence of poor or blocked communication with most parents due to remoteness of some areas within the municipal.

For instance one Head of School comment that:

“Most parents are not following their children’s academic progressive records. This discourages teachers a lot. Sometimes parents are called to meet with teachers but their responses are not satisfactory at all” [interview/head of school B 07th April 2017].

From the data above one can argue that, this aspect of parents’ participation is not that much available and therefore, hinders the positive academic developments of most students in community secondary schools.

4.2.3 Helping Students' School Activities

Through questionnaire from the sampled schools, students were supposed to rate on the statements that, parents help students' school activities (Home work). Their responses were summarized as follows in table 4.3. Findings in Table 4.3 reveal that, the majority 47 (78.333%) students disagree with the assertion. However, a very few students 12 (20%) agree with the statement and 1 (1.666%) student did not respond anything. These findings implies that, parents of those very few students who agree with the assertion might have well educated and are well informed of their role towards their children's education.

While those parents, whom most of the student disagreed with the assertion, the findings suggest that most parents are ignorance, do not know how to read and write and therefore not informed of their role to children's education. Therefore, the local authority should make sure that more knowledge on the importance of education to their children is provided effectively to parents about involving to their children's education.

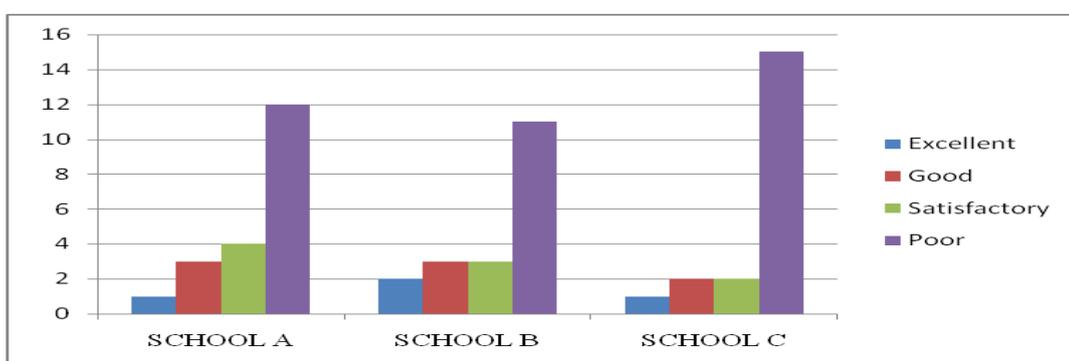


Figure 4.3 : Students Responses on Parents help Students' School Activities

Furthermore, in respect to help student school activities (home work), teachers were also asked to rate their responses on the same assertion. The majority of teachers 11 (73.333%) disagreed with the assertion while 4(26.666%) agreed. This implies that, majority of

teachers are not satisfied with the parents' attitude of not making follow-up of their children assignment. Figure 4.4 shows the teachers responses on parents help on students' school activities.

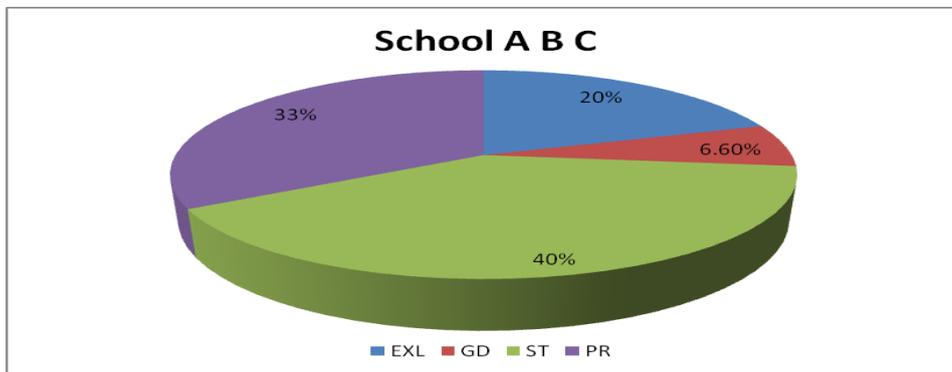


Figure 4.4 : Teachers Responses on Parents help Students' School Activities

KEY; EXL=Excellent GD=Good ST=Satisfactory PR=Poor

Moreover, through interview with parents most of them had a view of lacking secondary education and there it is obvious that most parents cannot help their children to work hard in academics. One parent commented:

“...I like to help my child's home work but I did not attend secondary education during my years and even a student themselves are not open to say what challenges faces them. so I don't understand his assignments too .. We like my child to achieve higher than his parents...” [FGD/One Parents at school B/ 8.04.2017].

Generally, the findings indicated that parents helping students' school activities (home works) were sporadically done by majority of parents therefore, this aspect of parents' participation is not much available.

4.2.4 Follow-up of Academic Reports

Students and teachers were given questionnaires and were supposed to rate the contention that parents made follow-up of academic progressive report. Responses were as

summarized in Table 4.4. Findings in Table 4.4 reveal that, the majority of students 35 (58.33%) disagree with the assertion. However few respondents 22 (36.66%) students agreed.

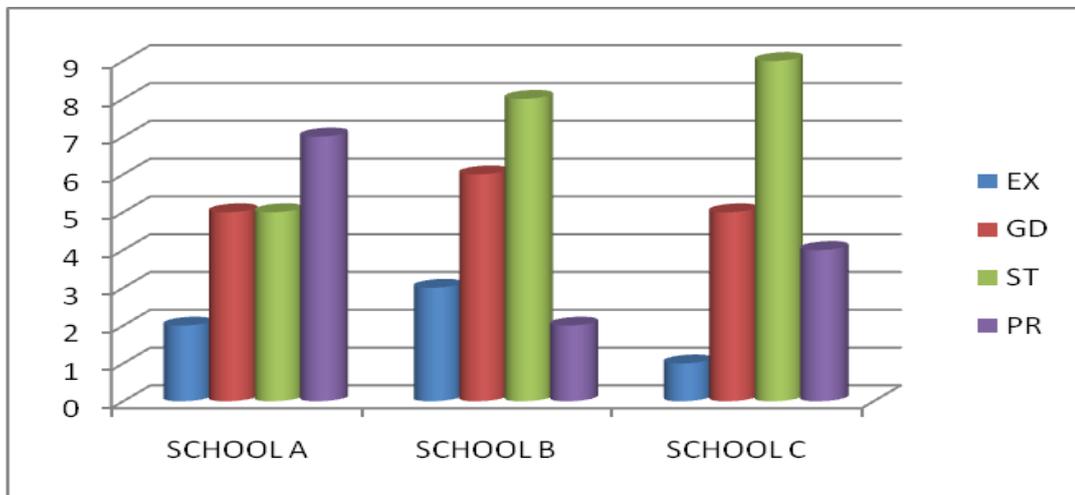


Figure 4.5 : Students Rating on the Whether There Are Follow-Up of Academic Progressive Report

Key: EX= Excellent, GD=Good, ST=Satisfactory, PR= Poor.

These findings imply that most students are not satisfied with the efforts of parents making follow-up of academic progressive report. These may have been attributed by the fact that most of the time students take report to their parents and some do not send it to their parents rather they read themselves and tear it down and parents do not make follow up because of ignorance.

Moreover, in trying to reveal more of this, majority of teachers 9 (60%) rated satisfactory and poor meaning that they disagreed with the assertion parents' follow-up of academic reports. Few teachers 6 (40%) rated excellent and good meaning that they agreed with the assertion. This implies that teachers who are responsible personnel for assessing student and provide feedbacks to the parents about their children's progress are unsatisfied.

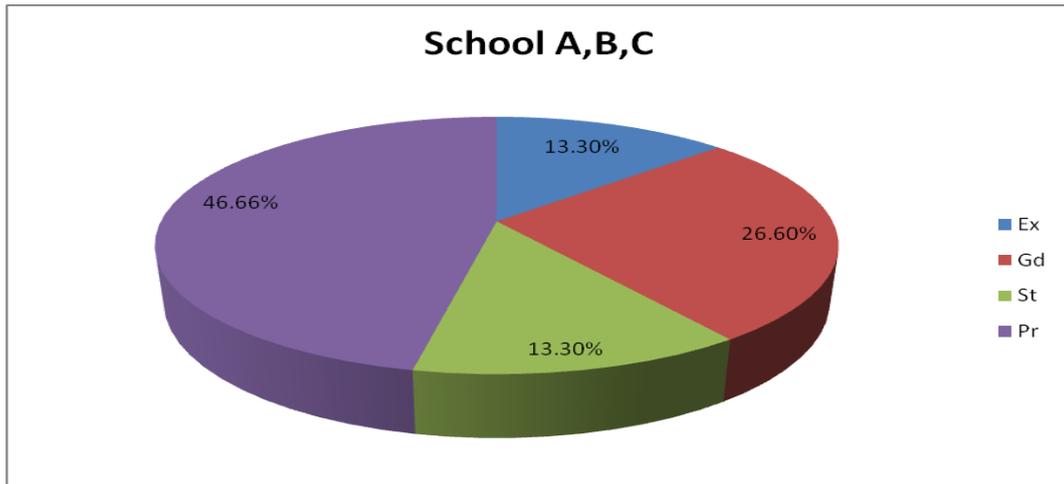


Figure 4.6 : Teachers Responses on Parents Follow up of Academic Reports

Key Ex=Excellent, Gd=Good, St=Satisfactory, Pr=Poor

In the same vein, through interview with parents the majority of parents blamed the school administration and students for not receiving children academic reports, one of the parents comment:

“I normally receives my child student progress report very late... sometimes I do not receive at all...” [FGD/ one parent at school A/ 7.04.2017].

4.3 The Extent Parents Participate in the Education of their Children in CSS

The second specific objective was to assess the extent to which parents’ participate in the education of their children enhance students’ academic performance in CSS. Experiences were obtained through interview with from MSEO, heads of schools and FGD with parents.

Through the interview with MSEO, by using unstructured Questionnaires, He Explained that parents’ participation was in two ways Direct and indirect participation, Direct participation is through contributions for building and repairing of school infrastructures even meals in schools at which parents contribute either for cash of service and indirect way is through caring and guiding of their children like buying for them school uniforms,

stationeries, food and other needs and wants. He further explained that, The findings shows that before the introduction of free education policy the school enrolment of students was low because the parents were not able to pay for their children school fees and there were no laws and regulations enacted on them on failure to enrol their children in school and during that period parents really participated and made follow up because they felt the pinch of paying the school fees thus the students performance were high and not fluctuating like currently.

“Today education is free thus the enrolment is high and the infrastructures are not enough to accommodate the students and there are laws and punishment enacted over parents for not sending the children to school, Thus parents are forced to enrol the children, not paying anything thus they do not feel the pinch of education that is why their participation has demolished” (Interview MSEO/01/04/2017)

He concluded by advising the parents to feel the same pinch and be committed like before free education to make follow up over their children’s academic developments/ helping them in home works, giving them ample time to study this will help them to improve their academic performance.

All three HoSs were asked to respond “YES” or “NO” if parents’ participations were adequately and explain why for the said assertion. Findings revealed that all HoSs [A, B, & C]. Responded “NO” to mean parents’ participation were not adequate to improve student academic performance. They explained that, most parents are not committed to their children education, for instance parents are not communicating with teachers frequently, they do not make follow-up of their children academic progressive reports, they do not attend parents meetings, and contributing for their children meals in school. This implies that all heads of school are not pleased with the attitude of most parents in their respective schools. Therefore, commitment among parents towards their children education is highly recommended.

This finding concurs with Mannathoko and Mangope (2013) who assert that involving parents in schools remains a big challenge in part because most parents have respect for teachers and still believe that teachers are sources of all information. These parents are consequently hesitant to approach or question teachers about issues pertaining to the school. In this aspect also, during a discussion with parents they were also asked to view out their experiences, the study unveiled 11 (73.333%) parents were asked on the same assertion. The study found that, most parents responded YES for the assertion that all the initiatives that they made are adequately to let their children to perform academically. They had a view that it was their children that they have problems of not attending to classes, not being open for their problems and teachers are not doing their job effective. This implies that there were contradictions of experiences between parents and HoSs, and also it seems most parents are not well informed of their responsibilities as parents towards their children's education. Others few parents 4 (26.66%) responded "NO" for the question and had similar views as HoSs. One of the parents commented that:

“.....honestly parents are not doing fine in promoting their children academic performance....Most of them are busy with their economic activities and forget their children...they leave their children under the care of teachers” [interview/ Head of school C: 09.04.2017].

From the above findings, it corroborates with Sheldon (2009) who concluded that, it is vital for schools to educate parents on how important it is, for their children's education, for them to be involved and fully participate in their education. The findings suggest that, the aspect of whether there were adequacies of parents made participations to improve student academic performance, the study unveiled that the initiatives are not that much sufficiently. Hence, if not work out by parents and teachers collaboratively, poor performance will always be a problem among community secondary school in these respective areas.

4.4 Challenges Facing Parents in Participating to Improve Students' Academic Performance

The objective was to identify challenges that encountered by parents when trying to take initiatives or participating in improving students' academic performance. In order to find out answers to this objective and collect relevant data, questionnaires were employed to students and teachers while interview were employed to, heads of schools and parents. Students were asked to indicate their level of agreement or disagreement as shown in subsections hereunder: Also views and suggestions on the best ways of parents' to participation towards improving student academic performance were covered within this objective.

Table 4.1 : Students' Responses on the Challenges Facing Parents in Participating to Improve Students' Academic Performance

N=60								
Items	SA		A		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)
Most parents faces poverty	40	66.66	10	16.66	6	10	4	6.66
There is a poor communication between parents and teachers	43	71.66	7	11.66	4	6.66	6	10
Most parents Lack education	30	50	11	18.33	10	16.66	9	15
There is a Poor communication between parents and children	35	58.33	10	16.67	10	16.67	5	8.33

Key: F=Frequency, %= Percentage A=Agreed, SA= Strongly Agree, D=Disagree, SD=Strongly Disagreed, N=Total number of respondents

Table 4.1 shows responses of students on the challenges facing parents in participating to improve students' academic performance, which indicated that, 50 (83.33%) students

agree to the assertion that most parents face poverty in struggling to participate to improve their children academic performance. This implies that, majority of the three secondary school students are aware of their parents' economic hardship and are not happy and satisfied with the situation.

Table 4.2 : Teachers' Responses on the Challenges Facing Parents in participating to Improve Students' Academic Performance

Items	N=15							
	SA		A		D		SD	
	F	(%)	F	(%)	F	(%)	F	(%)
Most parents faces Poverty	13	86.66	-	-	2	13.33	-	-
There is a Poor communication between parents and teachers	11	73.33	1	6.66	2	13.33	1	6.66
Most parents lack of education	13	86.66	2	13.33	-	-	-	-
There is a poor communication between parents and children	12	80	3	20	-	-	-	-

Key: F=Frequency, %= Percentage A=Agree, SA= Strong Agree, D=Disagree, SD=Strongly Disagree, N=Total number of respondents

In the other circumstances, teachers were also asked to rate their level of agreement based on the said assumption in the table 4.2 above and the study revealed that 13 out of 15 (86.66%) teachers agreed to the assertion that most parents faces poverty. This attributed by the fact that teachers are the closest personnel who live closely with students and community at large and therefore are well informed of the economic background of most parents in their respective areas. These findings are in line with Rouse & Barrow, (2006) who observed that the economically disadvantaged parents are less able to afford the cost of education of their children at higher levels and consequently they do not work at their fullest potential.

Similarly, through Focus Group Discussion (FGD) with parents, majority of them, were arguing poverty as one of the problem that challenges them to work at their fullest potential to their children's education. One parent comments that:

“Economic hardship is now a big challenge to most of us, because sometimes we failed to generate money for surplus...” (FGD 04/04/2017).

Findings by Caro, McDonald and Williams, (2009) in their study *Socio-economic status and academic achievement trajectories from childhood to adolescence* found that, there is a positive relationship between the socioeconomic status of the family and the academic achievement of students. Furthermore, through probing, three parents viewed marital problem and single parent among of them is a big challenge towards participating in their children education.

“I am Taking care of a child alone as a single parent is a big challenge. Some of our children are badly behaved in such a way that they do not respect or fear of their mother it could be may be better if their father could be present” [FGD/ Two mothers at school A & C: 05.04.2017].

Generally, one can argue that poverty, marital problem and single parent are the major challenges that affect majority of parents in executing their participations towards improving students' academic performance in most secondary education.

Secondly, table 4.1 indicates the responses of students based on the challenge that faces parents in participating to improve student academic performance. The study revealed that, majority of students 50 (83.33%) in table 4.1 agreed on the assertion that, there is poor communication between parents and teachers in their schools. Few of them 10 (16.66%) disagreed with the assertion. This implies that, majority of student whom agreed with assertion that there is poor communication between parents and teachers in their schools are not satisfied with the situation, while few of them who disagreed with the statement seems satisfied with their parent efforts. This implies that there are

contradictions among the two groups and therefore majority of them are affected academically.

In trying to reveal more of this, through questionnaire, teachers were asked rate on the same question in table 4.2, majority of them 15(100%) rated agree with the assertion that there is poor communication between teachers and parents. No one disagreed with the statement. This is attributed by the fact that teachers are the pillar of quality education and are the responsible personnel who have direct interaction with parents and students therefore are well informed of the situation and are not satisfied at all with the participation made by most parents.

Through interview with HoSs two of them pointed out that there were poor communication between parents and teachers at their school. One HoSs at school A pointed that communication between teachers and parents at her school is satisfactory. This implies that, most of HoSs are responsible personnel for managing, controlling, and directing a school are aware of the situation and not satisfied with the attitude. However, teachers and HoSs answers are in contradiction therefore it implies that, there are conflict developed among teachers and their HoSs. Therefore, a finding suggests that most parents are not well informed and hence lack education because the responsible people to educate them are in conflict.

Thirdly, in table 4.1, students were asked to rate on the assertion that most parents lack education and their responses revealed that majority of students 30 (50%) strongly agreed with the assertion that most parents lack education in participating towards improving students' academic performance. Other 11 (18.33%) students agreed with the assertion. This is attributed by the fact that majority of students they are well informed with their

parents education background, meanwhile those who disagreed 19 (31.66%) with the assertion are also informed of the education background of their parents and therefore are implies that most of parents are not committed to their children education regardless of their education.

In this aspect also, teachers were also asked as indicated in the Table 4.2 to rate on the same assertion that most parents lack education in participating towards improving student academic performance, all 15 (100%) teachers rated agrees to the assertion. This is attributed by the fact that as educated personnel who they were given responsibility to educate students are well informed of the challenges encountered most parents and therefore is not satisfied. During interviews with HoSs, when the researcher asked HoSs to give their views about challenges that faces parents in participating towards improving students' academic performance, among responses viewed lack of education was on the list mentioned by all HoSs. This means that, all HoSs are aware of the situation at their working station and therefore, it implies that most parents are not attending meetings regularly since through parents meetings, they are informed and alerted of their responsibilities as parents.

Moreover, through FGD with parents, parents were asked to view out challenges that they face in participating towards improving student academic performance; they responded that they had little education concerning what exactly they should do for their children education, and they went far commenting on the medium of language used in schools which is English is not known to them. This is attributed by the fact that most parents are irresponsible and therefore it explains clearly that are not informed.

Thirdly, in the Table 4.1 shows the students' responses over the assertion that there are poor communications between parents and children. Majority 45 out of 60 (75%) of

students genuinely agreed with the assertion, this means they are not satisfied with the aspect of parents showing their efforts towards them. Other 15 (25%) student genuinely disagreed with assertion. This implies that, they are satisfied with their parents' attitude of having excellent communication with them. However, the findings unveil that there is contradictions of experiences among student who agree and those who disagree with the assertion.

In revealing more of this, through questionnaire teachers in the table 4.2 were asked to rate if they agree or disagree with the assertion that there are poor communication between parents and students. Majority 12 out of 15 (80%) teachers strongly agreed with the assertion that there is poor communication between parents and students. This is attributed by the fact that as responsible personnel for imparting knowledge and skills to students they are well informed of the situation going on among parents and their children.

Through interview with HoSs, all HoSs pointed out that there were poor communication between parents and their children; this was among the responses mentioned in respect to aspect of challenges that faces parents towards improving students' academic performance. They comments that:

“..Most parents seem to have poor communication with their children they only communicate well for non academic issues. For instance, I have experience majority of parents are not visiting their children at school to know their academic development...” [Interview/Head of school B / 06.04.2017].

Similarly, another HoS responded that:

“...I have experience a lot of blames from majority of parents that their kids are naught and so they asked us to punish them so as to reduce their immoral behaviour...”[interview/ Head of school C/ 07.04.2017].

In other circumstances, majority of parents through FGD they responded to have good communication with their children. However, through probing the researcher unveiled that

some parents had problems with their children when it comes to matter of education. One parents commented:

“...Children of nowadays are not listening to their parents...for instance at my home I tried very hard assisting my child with all the school contributions but he does not want to study...” [FGD/ Parents at school B/ 06.04.2017].

The other parent commented;

“.....Children themselves are not open to say to their parents what academic problems they have so I do not know what to help (FGD/Parents at school B/06.04.2017)

This concurs with the study of Nyamba, Kaguo and Mlozi (2013) who found that indiscipline problem was among the factors for poor academic performance in community and government built secondary schools. Therefore, poverty, lack of education, poor communication between parents and teachers and poor communication between parents and students were the leading challenges that was unveiled in the study and hence endanger academic achievements to among secondary school students. Therefore the findings call for immediately intervention by teachers and curriculum developers to establish programmes that will raise parents’ morale towards participating fully in children’s education.

4.5 Views and Suggestions on the best Ways of Parents to Participate in Improving Student Academic Performance

In the course of investigating challenges facing parents’ participations in improve students’ academic performance as discussed above. Also the researcher was curious to find out views and suggestions from research participants as what could be the best ways for parents to participate fully in improving students’ academic performance. When

participants were asked to give their views and suggestions of the said assertion, Findings revealed several different best suggested ways that took various forms.

Communication with Teachers: Through open-ended questionnaire, interview and FGD with parents, establishment of frequently communication with teachers was viewed and suggested by all participants of the study. 50 (83.33%) students and 14 (93.33%) teachers suggested that, parents should participate in their children's education effectively by having frequently communication with teacher (if possible face to face communication).

Moreover, 5 (8.33%) students further elaborated that, they feel a sense of togetherness when their parents made follow up of their academic development. This implies that, most student are aware and are well informed of the effect if their parents will engaged strongly in their academic development.

This was also found by Epstein (2009) in his study *School, family, and community partnerships* who put forward that, schools need to include parents when it comes to any decisions that affect the students and their education. Furthermore he elaborated that, such cooperation with the parents is valuable in order to strengthen school programs, family practices and student learning.

Regularly check-up of Exercise Books: Through open-ended questionnaire 58 students out of 60 (96.66%) and all 15 (100%) teachers suggested that parents should always check their children exercised books. Some 5 (8.33%) students give out reason that by doing frequently check-up of their exercise books they feel engaged with school. This implies that, majority of students are not satisfied with their parents attitude of not checking their exercised books, since they seemed to have a need of support in doing their homework and other school activities.

The findings above concur with, Department of Education (2004) in the United States, who revealed that 90% of parents make sure their children have a place to do their homework. In addition, 85% of them inspect whether their children have finished their homework or not. It also concurs with Van Voorhis (2003), that parents generally agree on the importance of homework and giving their children time to do them. Furthermore 13 (86.66%) teachers of the same assertion gave out reason that, parents frequently check-up of their children exercised books reduces students' bad habit like escaping class sessions.

Similarly, through FGD and interview with HoSs, they both pointed out that as responsible parents they should always inspecting their children's' books and other learning materials if they are available and if not then parents should make effort to provide the needed materials. This could mean that, most parents and HoSs have huge desire for their children academic achievements.

Commitment to their children's Education: Majority of the students about 55 out 60 (91.66%) and 9 out of 15 (60%) teachers suggested that, for students to succeed their academic career it is better that parents to be fully responsible for their children's education. This means that, majority of students are sent by their teachers to call for their parents to have meetings with their parents. Hence, it implies that, they are aware of the delaying commitment by their parents when it comes to educational matters. In other circumstance, through interview with HoSs, they suggested that, among the best way parents to participate fully, they should frequently take part in parents meetings to plan for their children's education, they further gave reason that, participating in parents meeting there are chances for them to gain education concerning how and why they should involve in their children education.

Moreover, during discussion with parents, most parents had a view and suggested that male parents should be involved too in children education. This implies that there are problems of male parents' involvement and attendance in the parents meetings. Hence put at risk the education development of among students. This is consistent with the findings of Mannathoko & Mangope (2013) who found significant differences between the academic performance of students from single-parent family and those from two-parent family structure. They concluded that, the type of family system the child is exposed to could influence his academic achievement in school.

During the interview with the MSEO, He argued that Today education is free thus the enrolment is high and the infrastructures are not enough to accommodate the students and there are laws and punishment enacted over parents for not sending the children to school, Thus parents are forced to enrol the children, not paying anything thus they do not feel the pinch of education that is why their participation has demolished'' (Interview MSEO/01/04/2017). He concluded by advising the parents to feel the same pinch and be committed like before free education to make follow up over their children's academic developments/ helping them in home works, giving them ample time to study this will help them to improve their academic performance.

Provision of Ample Time for Children: Through open-ended questionnaire, 40 out of 60 (66.66%) students and 14 out of 15 (93.33%) teachers suggested that parents should provide time and space for students to have private study. It was further elaborated by teachers that, majority of students are coming late to school and some of them are sleeping during the class sessions. This implies that majority of students are doing houses chores, production activities and taking care of their young ones when their parents are out for work. In revealing more during FGD with parents and interview with HoSs, it was found

that provision of ample time for private study could be the best way to be involved direct to students' education. This implies that, most parents and teacher are well informed of the solution to overcome their challenges and there for it justifies that they are not committed towards their children's education.

Therefore, the researchers recommend that immediately action should be taken by educators and policy makers by introducing various programmes that could educate parents and bring partnerships among students, parents and teachers.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter contains the summary, conclusion and recommendations of the study. The summary is an abridgment of the purpose and the research question, the conceptual framework that guided the research, the methodology used in the study and the major research findings. Conclusions are then drawn from the study findings. The conclusions provide short answers to the research questions contained in Chapter One. Recommendations for action and further studies are then provided.

5.2 Summary of the Study

The major aim of the study was to explore parents' participations in improving students' academic performance in Community secondary schools in Sumbawanga Municipal. Four research questions were drawn specifically to achieve the following objectives:

- i. To assess parents' participation in the education of their children.
- ii. To examine the extent to which parents' participation in the education of their children enhance students' academic performance in Community secondary schools (CSS).
- iii. To identify challenges facing parents in participating to improve students' academic performance.

This study drew on the conceptual framework adapted from Nechyba, McEwan & Older-Aguilar (1999) the model indicates various intervening initiatives in improving students' academic performance. The study was conducted in Sumbawanga Municipal and employed mixed approach research design (qualitative and quantitative). The study

involved three secondary schools with the sample size of 97 in which 60 were students, 15 teachers, 15 parents, 3 heads of school, 3 Ward Education officers and 1 Municipal Secondary Education officer. The data were collected through the use of questionnaire, FGD, interview and document search. Qualitative data were subjected to content analysis. Quantitative data were analysed by using formulae where by frequencies and percentages were calculated, and then presented in tables and figures.

5.3 Main Findings of the Study

The findings in this study were presented to feature the set specific objectives and research questions.

5.3.1 Parents' Participation in the Education of Their Children.

In the course of assessing this objective, the study revealed that there was minimal parents' participation in the education of their children and therefore contributes to poor performance among students in these CSSs. For instance the aspect of timely payments of agreed contributions, the study unveiled 55% among students agreed on the assertion, while 45% of other remained students and 80% of most teachers disagreed with the assertion that parents pay timely agreed contributions. This was also, affirmed by HoSs that they had a lot of challenges in collecting school fees and agreed contributions from most parents because these contributions are not must to pay since they are just the will or wish of the parents.

Moreover, in the aspect of frequently communication with class teachers; the study also unveil that there were poor communication existed among teachers and parents for instance 83.32% of students and 80% of teachers disagreed with the assertion that parents made frequently communication with class teachers. Similarly, Head of Schools

mentioned that there was poor communication existed among teachers and parents. WEOs also blamed much on parents that they are not regularly communicate with teachers. Therefore there is a need for a Government to intervened and made strategies to overcome this situation.

In the case of helping students' school activities (home work); in this aspect, also the study revealed the same results as what was found in the other aspect as discussed above. For instance 95% of the students and 93% of teachers in general disagreed with the assertion that parents help students school activities (home work) and this was caused by ignorance (lack of education) to among most parents but also poor attitude of frequently inspecting their children exercised books and home work. Therefore the researcher suggest in order to overcome this situation, immediately intervention should be made by parents, and teachers should make sure that parents have their place to sign and comment in the students assignment like what is done in private schools, this will facilitate their participations.

Lastly but not least, the aspect of follow-up of academic progressive reports were very minimal with higher percentage of responses ranging from 60% to 90% (Table 4.1 and 4.2 respectively). All these in one way or another negatively affect academic performance among students in theses secondary schools.

5.3.2 The Extent Parents' Participate in the Education of their Children Enhance Students' Academic Performance

In the view of research findings, it was revealed that the extent of parent's participation in the education of their children to enhance academic performance was not satisfactory as HoSs had viewed and responded negatively to the assertion. For instance, MSEO and all

HoSs explained that most of parents are not fully committed to the education of their children in their schools. One commented that “parents have poor attendances in various meetings organized by school, have little attention on their children education, payments of contributions such as remedial classes are unsatisfactory regardless of the agreement made in the meetings.

However, parents had viewed that their effort participation were adequately to help their children achieve best although some of parents viewed that it was their children who do not put much efforts in their studies and being not free and open to their parents. Again, when probing more of this it was revealed by the researcher that most of the parents are busy with daily affairs of life and some being single parents as their fellows especially fathers run away from their families. In this case education is needed to help the parents get sensitized and realize their impact towards their children’s achievements in academics.

5.3.3 Challenges Facing Parents in Participating to Improve Students’ Academic Performance

In respect of challenges facing parents in participating, the study revealed that poverty, poor communication between parents and teachers, lack of education (most parents are ignorant), poor communication between parents and their children, covered in the study were very higher as it was experienced by most of respondents, ranging from 45% to 80% (Table 4.1 and 4.2 respectively). Finally, establishment of frequently communication with teachers, frequently check-up of exercise books, commitment to their children education and provision of ample time for their children to study were suggested by most of respondents covered in the study.

5.4 Conclusions

Based on the findings of the present study, the drawn conclusion is that parents participation in their children education was found to be unsatisfactory as such aspect like timely payment of agreed contributions, frequently communications with class teachers, helping students' school activities (home work) and follow-up of academic progressive reports were rarely affirmed to be done by most of parents in the study.

In the light of the research findings, poverty, lack of education among parents, poor communication between teachers and parents, poor communication between parents and children, single parents were associated to be the challenges and act as a barrier to most parents to participate or put any kind of initiatives towards improving students' academic performance. It is also shown by findings that establishing frequently communication between parents and teachers, frequently check-up of their children exercised books, commitment to their children education and provision of enough time for their children for private study at home were highly recommended. It is also shown that the resources like books, teachers, classrooms, laboratories and hostels in community secondary schools are not enough to accommodate the large number of enrolled students who area free reporting due to free education policy introduced.

5.5 Recommendations

In the light of the study findings, analysis, discussion and conclusion drawn, the following recommendation are made. The recommendations given are for the attention to all education stakeholders, educational managers at the MoEVT headquarters, Regional and District Education Officers, Ward Education Officers and Parents.

5.4.1 Recommendations for Actions

- i. To the government: The Ministry of Education and Vocational Training through their concerned organs from nation, region, and district up to school level should educate parents and community at large regarding the need for their active participation in developing and improving schools.
- ii. To parents: there is a need to educate parents so that they will be involve directly in 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 service for improving their learning in different subject. Also they should work together with teachers since the success of their children in education can be brought as the result of joint efforts between them and the teachers. On the other hand, parents are also supposed to support their children morally, materially and financially.
- iii. To policy makers: they should make the implementable policies like free education policy with contribution as parents should contribute whenever the government delays to make some of the educations facilities available or creating a policy like “sense of togetherness in education” for all community, parents and government to cooperate in improving the academic performance of the students in Tanzania.

5.4.2 Recommendations for Further Research

Due to limited time and resources this study couldn't be exhaustive, therefore in line with the findings and conclusions from this study, further research studies can be carried out in the following areas:

- i) Exploring parents' initiatives in improving student's academic performance in rural community secondary schools.
- ii) Parents and community awareness towards participating in developing and improving community secondary schools.
- iii) Investigating the contribution of factors such as student factors, school factors and peer factors in improving students' academic performance in community secondary school
- iv) The contributions of parents and entire community in improving students academic performance in community secondary schools

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APPENDICES

APPENDIX I: QUESTIONNAIRE GUIDE FOR STUDENTS

Dear, student

My name is Jerry Kikoti, a postgraduate student at Open University of Tanzania. I am doing a study on *Parents' Participation in Improving Students' Academic Performance in Sumbawanga Municipal Community Secondary Schools*. As an education stakeholder, you are requested to complete the questionnaire by providing genuine responses about each question in the spaces provided. The information provided in this study will be treated in the strictest sense possible.

The questionnaire to be filled by Secondary School Students

Name of School..... Ward.....Date.....

Gender: [] Male [] Female

Class level.....

1. Parents involve in improving your academic performance
(a) Strongly agree () (b) Agree () (c) Disagree () (d) Strongly Disagree ()
2. Parents have frequent communication with your school headmaster/ headmistress so as to know your academic progress
(a) Strongly agree () (b) Agree () (c) Disagree () (d) Strongly Disagree ()
3. Parents provide all necessary school requirements to enable you study well.
(a) Strongly agree () (b) Agree () (c) Disagree () (d) Strongly Disagree ()
4. A good number of parents (more than 50%) are committed in improving in schools development by providing financial contributions and kind support.
(a) Strongly agree () (b) Agree () (c) Disagree () (d) Strongly Disagree ()

How Adequate would you rate the following parents in participating in promoting your academic performance (Please **tick** in the appropriate space of your choice)

Activity	Excellent	Good	Satisfactory	Poor
5. Face to face meet with your class teacher				
6. Help in doing your schools activities(home work)				
7. Participating in school infrastructure construction				
8. Make follow-up of your academic progressive reports				

9. In your experience what do you think parents face as challenges in promoting your academic performance? Please mention five and please tell why

- i.
.....
- ii.
.....
- iii.
.....
- iv.
.....

10. What do you suggest to be done for parents to participate towards improving of your academic performance?

- i.
.....

ii.

.....

iii.

.....

iv.

.....

Thank you for your cooperation

APPENDIX III: QUESTIONNAIRE GUIDE FOR TEACHERS

Dear Teachers,

My name is Jerry Kikoti, a postgraduate student at Open University of Tanzania. I am doing a study on *Parents' Participation in Improving Students' Academic Performance in Sumbawanga Municipal Community Secondary Schools*. As an education stakeholder, you are requested to complete the questionnaire by providing genuine responses about each question in the spaces provided. The information provided in this study will be treated in the strictest sense possible.

School.....

Ward.....

Date.....

Gender.....

1. Here you are provided with statements concerning parents' participation towards improving students' academic performance. You are requested to rate them; Strongly Agree SA, Agree A, Disagree D, Strongly Disagree SD and Neutral N. (Please tick for the appropriate scale cell for your answer).

2.

SN	Item	SA	A	N	D	SD
1	Most parents take initiatives and participate in improving their children academic performance					
2	Most parents have frequent communication with a school so as to know their children's' academic progress					
3	A good number of parents provide all necessary school requirements for their children to enable them study well.					
4	A good number of parents (more than 50%) are committed in improving schools development by providing financial contributions and kind support.					

Adequacy

3. As per your experience how would you rate the following adequacy of the parents initiatives towards improve of students’ academic performance; (Please **tick** in the appropriate space of your choice)

Type of service	Excellent	Good	Satisfactory	Poor
1. Parents meet Face to face with heads of school to discuss about students matters				
2. Parents meet face to face with class teachers to discuss about their children academic progress				
3. Parents participate in building school infrastructure				
4. Parents help their children of all school activities (home work)				
5. Parents make follow-up of their students’ academic progressive reports				

6. In your experience as a teacher and education stakeholders what do you think are the challenges faces parents in participating towards improving of academic performance of their students? Please mention five of them and explain why?

- a)
-
-
- b)
-
-
- c)
-
-

- d).....
.....
.....
- e).....
.....

7. What do you suggest to be done for parents to participate towards improving of their children academic performance?

- a)
.....
.....
- b)
.....
.....
- c)
.....
.....
- d)
.....
.....
- e)
.....
.....

Thank you for your cooperation

**APPENDIX IV: MWONGOZO WA MAJADILIANO KWA JOPO LA JAMII YA
WAZAZI**

Jina la Shule.....

Tarehe

Jinsia

1. Je mnashiriki katika kuinua maendeleo ya kitaaluma katika shule yenu ya kata?
2. Jenijitihadaganimmefanyakamawazazikatikakufanikishakuinuataalumazawatotowenuk atikashuleyenu?
3. Je jitihada mnazofanya/ mnazochukua nitoshelevu katika kuinua taaluma ya watoto wenu? Kama ndio tafadhari eleza na kama hapana tafadhari eleza.
4. Je, nichangamoto gani mnakumbananazo kama wazazi katika kufanikisha jitihada zakuinua taaluma ya ufaulu wa watoto katika shule yenu?
5. Kwamaoni yako ninamna gani bora inawezakufaa kwa wazazi kuonyesha kufanya jitihada katika kuwasaidia watoto wao wafanikiwe kitaaluma?

Asante kwa ushirikiano wenu

APPENDIX V: INTERVIEW GUIDES FOR HEADS OF SCHOOL

School.....

Ward.....

Date.....

Gender.....

1. For how long have you been in this post? And For how long have you been in this school?
2. Do parents participate in promoting education in your school? If yes explain how and if no please explain why?
3. Are there any parents' participation in promoting their children academic performance in your school? If yes describe and if no please explain why?
4. In which areas do parents are readily available and committed to cooperate in improving their children academic performance?
5. Are the identified parents' participations in question three above adequate in promoting students' academic performance in your school? If yes explain and if no please explain.
6. What are the challenges that parents face in fulfilling their involvement in improving their children academic performance in wards secondary schools including your school?
7. What do you suggest to be done for parents to carryout initiatives towards their children academic performance?

Thank you for your cooperation

APPENDIX VI: LETTERS

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759
 Dar es Salaam, Tanzania,
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
 Fax: 255-22-2668759,
 E-mail: drpc@out.ac.tz

3/02/2017

TO WHOM IT MAY CONCERN

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line with the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **KIKOTI, Jerry Vincent; Reg.No. PG201400021** who is a **Med.APPS** student at the Open University of Tanzania. By this letter **KIKOTI, Jerry Vincent**, has been granted clearance to conduct research in the country. The title of his research is **"Parents' Participation In Improving Students' Academic Performance In Sumbawanga Municipal Community Secondaries"**

The period which this permission has been granted is from 06/02/2017 to 07/04/2017.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.
 Yours sincerely,

Prof Hossea Rwegoshora
 For: VICE CHANCELLOR
 THE OPEN UNIVERSITY OF TANZANIA

S L P 412

SUMBAWANGA.

13/3/2017

MKURUGENZI

MANISPAA YA SUMBAWANGA

S.L.P187

SUMBAWANGA.

K.K AFISA ELIMU SEKONDARI MANISPAA

S.L.P 187

SUMBAWANGA.

Jerry V. Kikoti
 13/3/2017
 MUNICIPAL COMMUNITY SECONDARY
 EDUCATION OFFICER

YAH. KUOMBA KIBALI CHA KUFANYA UTAFITI WA KIMASOMO KATIKA KATA TATU ZA MANISPAA YAKO.

Tafadhali husika na mada tajwa hapo juu.

Mimi Mwl **Jerry V, Kikoti** wa **Kalangasa** manispaa ya Sumbawanga ambaye pia ni mwanafunzi wa shahada ya uzamili katika Chuo kikuu huria cha Tanzania tawi la Rukwa, ninaomba kibali cha kuruhisua kufanya utafiti wa kimasomo wenye kichwa cha habari **PARENTS' PARTICIPATION IN IMPROVING STUDENTS' ACADEMIC PERFORMANCE IN SUMBAWANGA MUNICIPAL COMMUNITY SECONDARY SCHOOLS**, Ambapo nimependekeza kata tatu, nazo ni **MILANZI, CHANJI NA PITO** wahusika watakuwa ni wakuu wa shule za sekondari zilizopo katika kata hiyo, waalimu 5 kutoka kila shule, wanafunzi 20, wazazi 5 , mratibu elimu kata 1 kwa kila kata na Afisa Elimu sekondari wa manispaa 1. Jumla yao kuwa watoa majibu 97.

Pamoja na barua hii naambatanisha na kibali kutoka chuoni kinachoniruhusu kufanya utafiti huu ili kukamilisha mahitaji ya kuhitimu.

Natanguliza shukrani zangu za dhati.

Katika Elimu

Jerry V. Kikoti

Jerry Vicent Kikoti.

SUMBAWANGA MUNICIPAL COUNCIL

PHONE NO: +25 25 -2802163

P.O. BOX. 187

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SUMBAWANGA

EMAIL : md.sumbawanga@rukwa.go.tz



REF. NO. SMC/D.50/25/19/193

07/03/2017

MR. JERRY V. KIKOTI,
THE OPEN UNIVERSITY OF TANZANIA,
RUKWA REGION BRANCH
P. O. BOX.23409,
SUMBAWANGA-RUKWA

**REF: ACCEPTANCE TO CONDUCT RESEARCH MR.JERRY V. KIKOTI
FROM 21st MARCH TO 20th APRIL, 2017.**

Reference is hereby made to your letter with no reference number dated on **13 March, 2017**.

With this letter, the Director of Sumbawanga Municipal Council has agreed to allow **MR. JERRY V. KIKOTI**, who is a bona fide MA of Education Administration, Planning and Policy Studies (MED. APPS) to conduct his research Practical at Sumbawanga Municipal Council, Chosen Secondary Schools: (Milanzi, Chanji and Pito wards) titled "*Parents Participation in Improving students Academic performance in Sumbawanga Municipal Community Secondary Schools*".

The Office expects student to utilize his Skills and Knowledge that he learnt in the classroom into office practices that could help our organization to grow as well as the Nation.

I remain,

Amani S.Kalasa
**FOR; MUNICIPAL DIRECTOR
SUMBAWANGA.**

**FOR MUNICIPAL DIRECTOR
SUMBAWANGA MUNICIPAL COUNCIL**

Copy to:-

MSEO-SUMBAWANGA MUNICIPAL COUNCIL.....Please assist him in his research.

WEO's Milanzi, Pito and Chanji/Msua wards.....Please assist him in his research

Heads of Secondary Schools

Kalangasa, Itwelele and Chanji Sec. Schools.....Please assist him to get data/informations.