

**THE ROLE OF PARENTS INVOLVEMENT TOWARDS STUDENTS
ACADEMIC PERFORMANCE AMONG PUBLIC PRIMARY SCHOOLS IN
TANZANIA; A CASE OF SELECTED PRIMARY SCHOOLS IN ILALA
MUNICIPALITY**

CAROLINE KAYOMBO

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

2017

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance, by the Open University of Tanzania a dissertation entitled *“The Role of Parents Involvement towards Students Academic Performance among Public Primary Schools in Tanzania; A Case of Selected Primary Schools In Ilala Municipality”* in partial fulfilment of the requirements for the Masters Degree of Educational Administration, Planning and Policy Studies - M.Ed. (APPS) of the Open University of Tanzania.

.....

Dr. Theresia J. Shavega

(Supervisor)

Date

COPYRIGHT

This dissertation is copyright material protected under the Berne Convention, the Copyright Act of 1999 and other international and national enactments, in that behalf, on intellectual property. No part of this thesis may not be reproduced by any means, stored in any retrieval system or transmitted in any form or by any means , electronically, mechanically, photocopy, recording or otherwise without prior written permission of the author or the Open University of Tanzania (OUT), in that behalf.

DECLARATION

I, **Caroline Kayombo**, do hereby declare that this dissertation is my own original work and that it has not been submitted for a similar degree Master of Education in Administration, Planning and Policy Studies, in any other degree in any other university.

.....
Signature

.....
Date

DEDICATION

This dissertation is dedicated to my beloved husband Vincent Mpepo who provided me with financial support especially for my post-graduate studies. It is also dedicated to my beloved parents, my father Joseph Kayombo and my mother Ester Ngonyani who took me to school, the first day. I hated them for sending me to school that day. What you did laid foundations for what I have achieved today. I thank you all for your continued love and support towards my present academic achievement. May God bless you abundantly.

ACKNOWLEDGEMENT

In many ways, this study could not be written successfully without some direct or indirect contributions from certain people and institutions. First and foremost, I am grateful to the Almighty God for the gift of life and enabling me to accomplish the course work and write this dissertation.

I am also indebted to my supervisor Dr. Theresia Shavega for her valuable guidance and encouragement and technical assistance despite her busy schedule. This dissertation would not have reached this stage without her extended support. Finally, I also wish to express my special thanks to my family members including my beloved husband Vincent Mpepo, my son Harris and lovely daughter Herswida who supported me in my studies morally and materially. They were patient especially at the moment I was supposed to travel and spent some time away. Thanks should also go to institutions and individuals whose support was crucial to the accomplishment of this dissertation. It would be impossible to mention all of them individually, but I would like to take this opportunity to thank them dearly for their support. May God bless you abundantly!

However, I remain wholly responsible for any shortcomings found in this dissertation.

ABSTRACT

The purpose of this study was to examine the role of parents' involvement in educational processes and its effects on primary school pupils' academic performance in Ilala municipality, in Dar es Salaam region. A sample of 120 purposively randomly selected respondents including primary school teachers, head teachers, parents and pupils. This study was intended to address three specific research objectives namely to; explore the school modalities through which parents are involved in supporting primary school children academic development; investigate the contribution of parents involvement in children academic performance in primary schools; and finally, to examine the difference in academic performance between primary school pupils who receive parental support from pupils who completely do not receive it. A Case study design was used to collect data from the respondents using questionnaires, interviews and documentary reviews that were administered to school committees' chairpersons, parents and teachers and pupils. Both qualitative and quantitative approaches were used to tape respondents' subjective views and simple percentages from the frequent responses for descriptive purposes. The SPSS 22.0 version was used for data analysis of simple for descriptive statistics and content analysis for qualitative data. The study indicated that there were several methods used in public schools to involve parents and guardians into education processes of their school children in supporting primary school pupils' academic achievement. The study recommended conducting a quantitative study in order to test hypotheses by comparing results from public and private schools for comparative and generalisation purposes.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT	vii
LIST OF TABLES	xii
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS	xiv
CHAPTER ONE	1
1.0 INTRODUCTION.....	1
1.1 Background to the Problem.....	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	5
1.3.1 Main Objective of the Study	5
1.3.2 Specific Objectives of the Study	5
1.3.3 Research Questions	5
1.4 Significance of the Study	5
1.5 Delimitation of the Study	6
1.6 Limitation of the Study	7
1.7 Definition of Key Terms	7
1.8 Organization of the Study	8

CHAPTER TWO	9
2.0 LITERATURE REVIEW	9
2.1 Theoretical Perspectives	9
2.1.1 The Theory of Community Participation	9
2.2 Relevance and Application of the Participation Theory of Participation.....	10
2.3 Methods of the Parents' Involvement in Supporting Primary School Children Academic Achievement	11
2.4 Parents' Involvement and Its Contribution to School Children Academic Achievement.....	12
2.5 Parents Involvement and its effect on Pupils Academic Achievement.....	15
2.5.1 The Effect of Parents' Involvement on Pupils' Reading Ability and Performance	15
2.5.2 The Effect of Parents' Involvement on Pupils' Performance on Mathematics	16
2.6 Conceptual Framework	17
2.7 Synthesis and Literature Review Gap	20
CHAPTER THREE	22
3.0 RESEARCH METHODOLOGY.....	22
3.1 Research Approach	22
3.2 Research Design.....	22
3.3 Location of the Study	23
3.4 The Target Population.....	23
3.5 Sample size and Sampling Techniques	24

3.5.1	Sample Size	24
3.5.2	Sampling Procedures	24
3.6	Instrument for Data Collection.....	26
3.6.1	Questionnaires	26
3.6.2	Semi-Structured Interview	27
3.6.3	Documentary Review	27
3.7	Validity and Reliability of Research Instrument.....	28
3.8	Data Analysis Procedures.....	29
3.9	Ethical Considerations.....	30
CHAPTER FOUR.....		31
4.0	DATA PRESENTATION, ANALYSIS AND DISCUSSION.....	31
4.1	Introduction	31
4.2	Demographic Characteristics	31
4.2.1	Age and Sex	31
4.2.2	Education Level of the Respondents	33
4.2.3	Respondents' Vocation and Source of Income	34
4.3	The School Modalities through Which Parents Are Involved in Supporting Primary School Children Academic Development	35
4.3.1	Discussion of the Findings	44
4.4	The Contribution of Parents Involvement in Children Academic Performance in Primary Schools.....	45
4.4.1	Discussion on the Findings	51

4.5	The Difference in Academic Performance between Primary School Pupils Who Receive Parental Support from Pupils Who Completely Do Not Receive It.....	52
4.5.1	Discussion on the Findings	56
CHAPTER FIVE.....		58
5.0	SUMMARY, CONCLUSION AND RECOMMENDATION	58
5.1	Summary of the Study Findings	58
5.2	Conclusions	61
5.3	Theoretical and Practical Implications of the Study	62
5.4	Recommendations	64
5.4.1	Recommendations for Administrative Action.....	64
5.4.2	5.4.2 Recommendations for Further Research	65
REFERENCES.....		66
APPENDICES		70

LIST OF TABLES

Table 3.1:	Composition of Sample Categories	24
Table 4.1:	Age and Sex of Respondents	32
Table 4.2:	Respondents' Education Levels.....	33
Table 4.3:	Respondents' Monthly Income	35
Table 4.4:	Methods in Which Parents' Are Involved in Supporting Primary School Children in Their Academic Development (N=46)	36
Table 4.5:	What is the Contribution of Parental Involvement in Promoting Primary School Children Academic Achievement? (N=46)	46
Table 4.6:	Is There any Difference in Academic Performance between Primary School Pupils who Receive Parental Support from Pupils Who Completely Do Not Receive It? (N=46)	52
Table 4.7:	The Primary School Children Academic Performance for 2014 and 2015 PSLE	53

LIST OF FIGURES

Figure 4.1: Were the Parents Involved in Supporting Primary School Children Academic Development? (N=46)	35
Figure 4.2: How Many Times A Week Do Your Teachers Provide You With Home Work Assignments? (N=74)	40
Figure 4.3: Parents Support on Pupils' Homework Assignments At Home	41
Figure 4.4: Do the Pupils Academic Achievement Differ between Those Receiving Parental Supports from Those Without Family Support? (N=42).....	45
Figure 4.5: Textbooks Bought for the child	49

LIST OF ABBREVIATIONS

ESEA	Elementary and Secondary Education Act
FASS	Faculty of Education
M.Ed. (APPS)	Masters of Educational Administration, Planning and Policy Studies
OUT	Open University of Tanzania
PSLE	Primary School List of Examinations

CHAPTER ONE

1.0 INTRODUCTION

This study examined the role of parents' involvement in educational processes and its influence on primary school pupils' academic performance in Ilala Municipality, in Dar es Salaam region. This sub-section presents the background information to the problem, statement of the problem, main objective and specific objectives of the study, and significance of the study. The study also involves limitation, scope of the study and organization of the study. Pupils' academic performance in schools has been in crisis for a long time because school processes have been wrongly considered to be teachers' responsibility. The question might be what could be the role of the parents' involvement in school processes that can facilitate school children academic performance in public primary schools.

1.1 Background to the Problem

Education is both a human right in itself and indispensable means of realizing other human rights (Tanzanian Human Rights Report, 2010). This is why the government of Tanzania has been struggling to improve educational access, equity and equality in her various educational reforms. It is globally comprehended that parental involvement contributes significantly to academic activities in schools. Such parental involvement takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfilment and good citizenship; contact with schools

to share information; participation in school events; participation in the work of the school; and participation in school governance (Desforjes & Abouchaar, 2003). Such studies describe how parental involvement as a model of parenting works and influence indirectly through shaping the child's self concept as a learner and through setting their aspirations. Such studies require local made investigation to describe their applicability and differences.

In Tanzania, the importance of parental involvement in school activities cannot be overemphasized. Twaweza (2013) reports that parental involvement entails many things including creating a home environment that encourage learning and to express high expectations for their children's achievement and future careers. It is important for this reason through the current study to investigate the role of parents' involvement towards students' academic performance in Tanzanian public primary schools.

Schools have shifted from restricted professionalism to open a debate on actual parental involvement in school life, which has enabled closer ties to be developed between the home and the school, translating into enhanced attendance and higher academic achievement (Bridgemohan, 2002). The involvement of parents on children school achievement is well documented in numerous studies. It has also been showed that greater parental involvement at early stage in children's learning, positively affects the child's school performance including higher academic achievement (Gadsden, 2003). Thus, the families whose children are doing well in school exhibit the following characters (Harderves, 1998): to establish a daily family routine by

providing time and a quiet place to study with the children and assigning responsibility for household chores: to monitor out-of-school activities, for example setting limits on television watching, reduce time of playing, monitor the groups of friends the pupils walk with; and therefore encourage children's development and progress in school; that is maintaining a warm and supportive home, showing interest in children's progress at school, helping him or her with homework, discussing the value of a good education and future career with children.

Parental involvement appears to be a democratic concern in terms of individual rights and as a way of making the educational system more self-governing and developing more power at the local level, allowing for greater accountability by schools to the society (Hung, 2007). This suggests that in general, society needs to increase its level of educational involvement, and that this starts with the support by the parents.

The endeavor of schools to realize higher standards and greater accountability requires the commitment from the school staff, families and communities (Machen, Wilson & Notar, 2005). In this regard, parent-teacher relationship can be enhanced through the teacher-parent relationship. Since teachers work closely with parents on the school matters, the teacher-parent relationship is critical to pupils' success and school development in general.

Thus, there is a need to support teachers and convince both parents and schools of the value of mutual cooperation. If there is positive contact between parents and

teachers initially, future negative incidents are not likely to change the initial positive notion (Miron, 2004). Moreover, research findings suggest that parents' attitudes, along with their behaviour and activities with regard to their children's education, do affect academic achievement in a positive way (Hui-Chen Huang & Mason, 2008). It is evident that parents have vital roles to play in the life of a child and thus the involvement of a parent on a child determines the future of such child because parents in the home are children's first teachers source (Desforges & Abouchaar, 2003). Therefore, there is a need to conduct a study in Tanzania to explore the role of parents' involvement on improving students' academic performance in primary schools.

1.2 Statement of the Problem

It is widely recognized that if pupils are to maximize their academic performance from schooling they would need the full support of their parents. Thus, the degree of parental participation is a significant indicator of the quality of schooling (Desforges & Abouchaar, 2003). When parents support teachers on pupils' academic studies, children tend to do better in their academic activities. However little is known about the parental involvement and extent to which it has influenced the academic achievement of the pre-primary children in Tanzania. As a result, especially in urban areas, parents' involvement in school processes has been given little considerations. Unfortunately, what specific role should parents involvements play in facilitating school processes particularly in promoting academic achievement in primary schools in Tanzania?

1.3 Objectives of the Study

1.3.1 Main Objective of the Study

The main objective of this study was to investigate the role of parents' involvement in educational processes and its influence on primary schools pupils' academic performance in Ilala municipality, in Dar es Salaam region.

1.3.2 Specific Objectives of the Study

- i) To explore the school methods through which parents are involved in supporting primary school children academic development.
- ii) To investigate the contribution of parents involvement in children academic performance in primary schools
- iii) To examine the difference in academic performance between primary school pupils who receive parental support from pupils who completely do not receive it

1.3.3 Research Questions

- i) What are the school's methods through which parents' are involved in supporting primary school children in academic development?
- ii) What is the contribution of parental involvement in school children academic performance in primary schools?
- iii) Is there any difference in academic performance between primary school pupils who receive parental support from pupils who completely do not receive it?

1.4 Significance of the Study

The study is expected to contribute significantly to the knowledge base on the specific the role of the parents' involvement in educational processes for the

improvement of pupils' academic achievement. It may help the schools and communities to analyze the need to improve parents' involvement and the need to improve home environment and determine best strategy for the school and the parents to improve parents' involvement in educational processes and their academic performance. Briefly, the study is expected to Firstly, the study is expected to reveal appropriate school methods or ways through which parents could be involved in supporting primary school children academic development. Secondly, the study is also expected to contribute to the growing literature on the contribution of parents' involvement in children academic performance in primary schools, the successes and challenges associated. Thirdly, the study is expected to indicate the difference in academic performance between primary school pupils who receive parental support from pupils who completely do not receive it. This would finally raise public awareness on the importance of parents' involvements in educational processes. Fourthly, it may inspire other researchers in similar topic to carry out further studies related to the effectiveness of primary school committees in Tanzania.

This in turn may contribute to the raising of community awareness concerning the role the parents can play in enhancing school academic through parents' involvement.

1.5 Delimitation of the Study

The study was carried out in Ilala municipality in four public primary schools out of all public primary schools in Ilala Municipal. The study did not include the parental contribution in private primary schools.

1.6 Limitation of the Study

A number of limitations were anticipated during the study. First, various cultural orientations of the people in Ilala Municipality favored different school's modalities through which parents' are involved in supporting primary school children in academic development. It was therefore different views of the community members on the appropriate modalities for parents to support school academic performance. Moreover, the local community had little regard for girls' education it was difficult to share positive views with researcher on importance of girls' education. Second, the nature of traditions and professional carriers was a reason for selected schools were located far remote from the main road. The researcher was forced to walk on foot and sometimes to hire the motor cycle to take her to the field. Thus, parents' involvement in educational processes was determined by traditions of the people.

Some parents hesitated to provide some sensitive family issues such as gender role information as they found to be embarrassed (fear of exposing their private life especially their professional ability and support).

1.7 Definition of Key Terms

- i) **Academic performance** refers to, the ability to study and remember facts, being able to study effectively and see how facts fits together and form large patterns of knowledge and also able to communicate your knowledge verbally or down on paper (Hypnosis Downloads.com, 2009). In this study academic performance was taken to mean the results of pupils from Standard Seven National Examination Result.

ii) **Parental involvement** refers to the amount of participation a parent has when it comes to schooling and her child's life. It is the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning (Elementary and Secondary Education Act -ESEA, 1965). Parental involvement in this context included parental engagement in their children home learning, supporting their academic activities both at school and at home. Decision making role through school committees and advisory groups were also included.

1.8 Organization of the Study

The study consists of five chapters. Chapter one presents background information, statement of the problem, the purpose and specific objectives of the study. It further elaborates the research tasks and questions, significance of the study, limitations of the study, delimitations of the study, as well as detailing the conceptual framework of the study and ending up with definitions of terms. Chapter two reviews related literature. Chapter three presents the methodological procedures for the study. Chapter four is about data presentation, analysis and discussion while lastly, chapter five presents the summary of the study, conclusion and recommendations.

CHAPTER TWO

2.0 LITERATURE REVIEW

This chapter presents literature review related to the problem of the study which is presented under the section dealing with the concept of parental involvement in education. The chapter discusses the theory of community participation, the global studies on parental involvement in educational matters of their children and its effect on pupils' academic achievement, theoretical perspective and conceptualization on parental involvement. The chapter also provides empirical studies at global level, studies in Tanzania, conceptual framework, synthesis and knowledge gap.

2.1 Theoretical Perspectives

2.1.1 The Theory of Community Participation

The theory of community participation was established by Arnstein in 1969. The theory was intended to describe the significance of citizen participation or involvement in enhancing social development. An effort to increase involvement of citizens in their communities is a global phenomenon in response to decentralization policy (Stukas & Dunlap, 2002). Community participation may include some form of involvement of people or parents, in decisions making that affects their lives and welfare. This is particularly important when parental participation in programs and activities which directly affect students' academic achievement. Arnstein (1969) argues that it is only rational to give control of affairs and decisions to people most affected by them. It is believed that community participation brings many lasting benefits to people instead of only a means of getting things done. Arnstein (1969)

associates citizen participation with citizen power and control as the redistribution of power that enables the have-not citizens, presently excluded from the political and economic processes, to be deliberately included in the future. This suggests that parents' participation helps to promote sense of ownership and control of school among them. For the same reason, the schooling of our children should be owned and supported by both the teachers and the parents.

Wilson and Wilde (2003) identified some dimensions of community participation namely influence, inclusivity, communication and capacity. The idea of influence from Wilson and Wilde suggests the importance of partnerships in which parents take their active role in all decision making and direct support to children academic achievement. This implies that close teacher-parents communication can strengthen the partnerships through effective ways of sharing information with the parents. The capacity as an important element in partnerships provides the significance of resources required from the parents in terms of both material and moral support to their children in school activities.

2.2 Relevance and Application of the Participation Theory of Participation

The theory of participation as developed by Arnstein (1969) attempts to represent, organize and explain the concept of citizen participation in a simple and understandable way. The concept of participation through a ladder metaphor has successfully managed to provide the academic world with a quicker view and grasp of the complicated relationships involved in the participation process especially participation of parents in school academic matters (Masue, 2010). Specifically, the current study utilizes the theory of community participation to describe how parents

may become active supporters when it comes to management of school academic activities and how they could participate in promoting academic performance of their children.

The theory of community participation does not adequately explain how the involvement of parents especially in academic matters can be influenced by their commanding level in terms of professional skills and knowledge they possess. However, the theory is still useful because it considers parental contribution in terms of other attributes such as financial and material support which can be used to supplement their limited professional skills and knowledge by providing an opportunity for accessing private tuition classes which can academically support the children. This capitalizes on the importance of involving the parents as part of the community towards improving children school learning and achievement.

2.3 Methods of the Parents' Involvement in Supporting Primary School Children Academic Achievement

The concept of parental involvement in education can be defined as parental participation in the educational processes and experiences of their children. Such involvement includes different forms of participation in education and with the schools (Epstein, 2001; Henderson & Mapp, 2002). Parents can support their children's schooling by attending school functions and responding to school obligations (for example parent-teacher conferences,). They can become more involved in helping their children improve their schoolwork--providing encouragement, arranging for appropriate study time and space, modelling desired behaviour such as reading for pleasure, monitoring homework, and actively tutoring

their children at home. Studies show that children whose parents are involved show greater social and emotional development (Allen & Daly, 2002), including more resilience to stress, greater life satisfaction, greater self-direction and self control, greater social adjustment, greater mental health, more supportive relationships, greater social competence, more positive peer relations, more tolerance, more successful marriages, and fewer delinquent behaviours (Desforbes & Abouchaar, 2003). These studies however do not specify how did the parents attending school functions and responding to school obligations helped to improve their children's schooling. In addition, most of these literatures reflect more on issues related to the participation of parents on children academic achievement with reference to developed countries experience. There has been limited empirical studies conducted in Tanzania, thus it requires scientific investigations on the modalities used by teachers on children academic in Tanzanian primary schools.

2.4 Parents' Involvement and Its Contribution to School Children Academic Achievement

The belief on the significance of parental involvement on students' academic achievement is important to policy makers, teachers, parents and students alike. However this belief has a firm foundation both in the literature concerning parental involvement and in the school improvement research base (Harris, 2007). The empirical evidence shows that parental involvement is one of the key factors in achieving higher student achievement and sustained school performance (Harris & Chrispeels, 2006). It would appear that involving parents in schooling leads to more engagement in teaching and learning processes. The importance of parent's

educational attitudes and behaviours on children's educational performance is crucial (Timkey, 2015). This evidence shows that there are different elements of parents' 'educational attitudes and behaviours, such as the provision of a cognitively stimulating home environment and parental aspirations (Feinstein *et al.*, 2006:1). Unfortunately however, the literature does not clearly specify how home environments cognitively stimulate and their differing influence on children's educational achievement.

Different studies indicate that the parental involvement on student achievement has had mixed results (Desforges, 2003; Epstein 1992; Lareau 1989; Muller 1995). Some inconsistencies have subsequently been explained by variations in definition and methodology along with some technical weaknesses located in certain studies. For example, different definitions of parent involvement were used across the early studies; some took it to be 'good parenting' activities which went on in the home while others took it to be 'talking to teachers' to include activities which went on at the school. However, the contemporary empirical evidence points towards a powerful association between parental involvement and student achievement (Desforges, 2003; Rogers et al., 2010). In addition, the literature acknowledges that parental involvement is only one of many factors which have an impact on student achievement (Sacker et al., 2002). However, the literature does not specify how does parental involvement influences children academic achievement.

A study by Epstein (1990) on School and family connections that was conducted in the united states of America showed that parental involvement always has such

positive effects as it is clear that there are many factors which impinge upon the quality and nature of parental involvement because parental involvement is multidimensional and includes a multitude of parental activities regarding children's education. The impact of parental involvement arises from parental values and educational aspirations that are continuously exhibited through parental enthusiasm and positive parenting. Yet it is clear that levels of involvement vary considerably depending on the parents and the context in which they find themselves. It was found that the impact varies across different groups and cultures. The research shows that impact of parental involvement arises from parental values and educational aspirations that are continuously exhibited through parental enthusiasm and positive parenting. Yet it is clear that levels of involvement vary considerably depending on the parents and the context in which they find themselves. According to study by Harris & Goodall (2007) the impact varies across different groups and cultures. For example, Harris and Goodall indicate that men are less likely help with their child's homework because of work patterns and cultures than women. Similarly, Tanzania has population with different cultures and work patterns. The literature reviewed in this sub-section indicates that there is a difference in pupils' academic achievement based on different parental academic support they received.

However, it is difficult to predict or assume whether variations on cultures and work patterns among Tanzanians can explain parents' involvement towards primary schools pupils' academic achievement in Tanzania as was observed by Epstein (1990). Furthermore, some studies revealed some inconsistencies with the effect of parental involvement on students' academic achievement. Studies by Epstein (1992),

Lareau (1989) and Muller (1995; 1998) revealed that parental involvement had no effect on student achievement, while others found positive effects. These inconsistencies with the effect of parental involvement on students' academic achievement may demand more similar studies in different localities to prove or disapprove their propositions.

2.5 Parents Involvement and its effect on Pupils Academic Achievement

A study by Desforges and Abouchaar.(2003) on the impact of parental involvement, parental support and family education on pupil achievement and adjustment indicated that parental involvement takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfilment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance.

2.5.1 The Effect of Parents' Involvement on Pupils' Reading Ability and Performance

Studies on the effects on students academic have indicated an overwhelming connection between literary resources in the homes and children's reading skills (Sheldon, 2009; Sanders & Sheldon, 2009; Glasgow & Whitney, 2009). Children who come from reading oriented homes, where books are readily available to them and their parents are avid readers, have a tendency to score higher on reading achievement tests than children from less reading oriented homes. It also affects their

literacy skills to have their parents read to them. Thus, parents can have positive effects on their children's reading skills and boost their reading comprehension by reading to them and making sure there are always books available.

Studies among school students demonstrated that those students whose parents have high educational expectations for their children, discuss with their children their school and future plans and monitor their homework, have a tendency to earn a higher grade in English and to score higher in reading achievement tests (Sanders & Sheldon, 2009). Such studies confirm that parents' support and interest for reading continues to be an important factor in young people's academic development through high school.

2.5.2 The Effect of Parents' Involvement on Pupils' Performance on Mathematics

Studies have shown that parental involvement directly affects their children's math achievement (Sanders & Sheldon, 2009; Yan & Lin, 2005). Students whose parents are involved in their education are more likely to perform better in math and achieve more than other students. Sirvani (2007) agrees with this and claims that parental involvement contributes significantly to achievement of both primary and secondary school students in math. In addition, these students are more likely to continue further in mathematics (Sheldon, 2009). Yan and Lin (2005) also claim that the higher the expectations parents have for their children's mathematics achievement the more the children achieve.

In addition, there appears to be a large body of evidence that suggests the home

environment not only affects students' achievement, but also their abilities and attitudes towards math (Sheldon, 2009) Sanders and Sheldon (2009) claim that partnership and cooperation between homes and schools are important. Therefore, it is essential for schools to implement activities and partnership programs with parents.

When it comes to homework, parents generally feel that it is important. Studies have shown that homework was an important factor in the children's education. For instance, according to statistics by the Department of Education (2004) in the United States, 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. By monitoring their children's homework, parents are participating in their education. This type of involvement will both stimulate and motivate students to do their best. Monitoring their children's homework may also be regarded as a tool for parents to gain information as to what their children are learning at school. These studies suggest that successful students come from a nurturing and supportive home environment. In Tanzanian context particularly, little has been done to indicate such influence of parents' involvement in school academic activities.

2.6 Conceptual Framework

A conceptual framework is defined as an abstract indication of basic concepts and constructs that are expected to interact on actual settings and experiences that form a

foundation of a good research study (Le Compte, 1984). The conceptual framework which is used in this study is intended to explain the effects of parental involvement towards students' academic performance in Tanzanian primary schools as shown in figure 2.1.

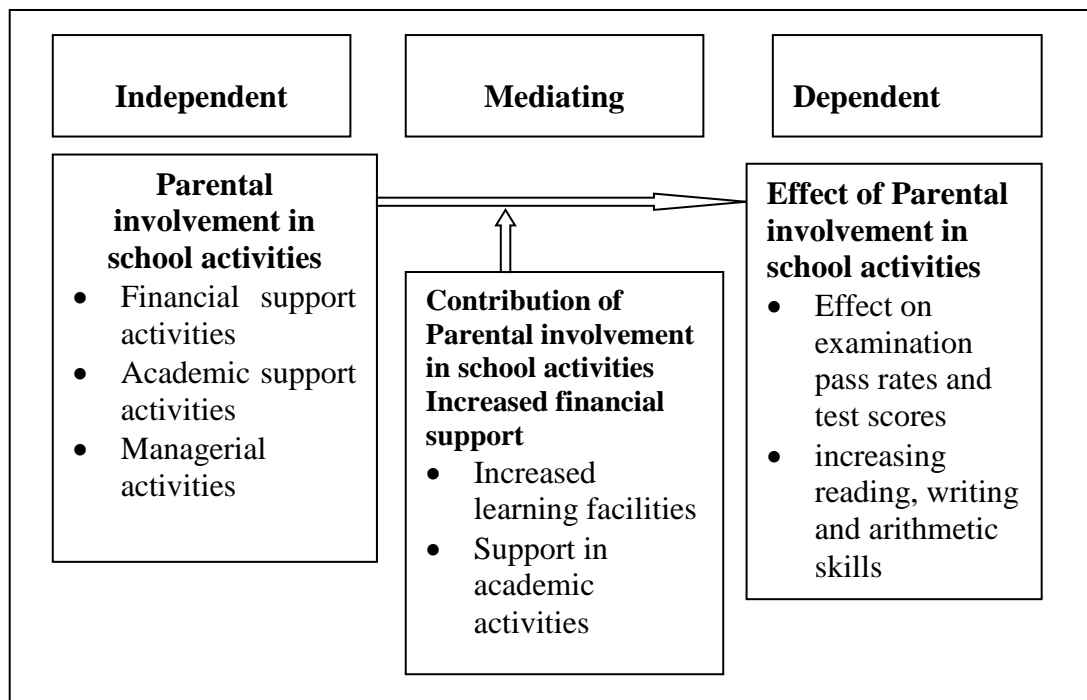


Figure 2.1: Conceptual Framework

Source: Reseracher Own Model (2016)

The conceptual framework provides clear links of three major components that are assumed to have been influencing one another; firstly, the forms of parental involvement which include the parental financial and academic support. The parents are expected to support their children financially to facilitate the availability of educational resources and facilities such as uniforms, teaching and learning facilities such as text books and transport costs to and from school. The academic support by the parents is supposed to include supporting their home works, creating conducive

environment for their children when they are at home. It has been a tradition for teachers to give their children home work to do especially during the weekends. Thus, the parents are expected to also provide educational materials in the form of books, educative newspapers and directly supporting their children academic achievement. The parents are also involved in school managerial activities specifically when it comes to decision making and school programming. These activities are expected to add value to the pupils' academic achievement.

The second component of the conceptual framework identifies the contribution of Parental involvement in school activities. This is the value that parents are expected to contribute by involving themselves into school activities. The researcher assumes that parental involvement could be effective in terms of increasing their financial support to meet school related facilities and demands; increased teaching and learning materials for their children including textbooks, pens, pencils; and increased support in terms of children's academic activities including homework or assignments provided to pupils by their teachers.

Therefore the academic qualifications of the parents and the patterns of their business they are engaged in daily basis are assumed to have influence on whether or not they can provide supporting their children academically and materially. It is therefore assumed that the parental involvement in school activities would contribute to the increased financial support, increased teaching and learning materials for their children and support in their academic works by creating favourable learning environment for their children at home. In addition, the academic qualifications of

the parents are assumed to have influenced their contribution towards school activities. Thus, the more educated are the parents; the better is their chance to provide academic support for their children at home.

The third component in the conceptual framework identifies the effect of parental involvement in school activities. The researcher assumes that parental involvement in school activities may finally enable improve pupils' academic achievement in both school terminal tests and final examinations. The pupils are usually tested at the end of each term and examined at the end of their studies, which is standard seven. Thus, the pupils' academic performance is expected to be measured in the form of pupils' scores in their terminal and final examinations, reading and writing abilities. The more parents are actively involved in supporting their children academically; the better is the academic performance of their children at school.

2.7 Synthesis and Literature Review Gap

The available literature confirms that the involvement of parents in educational development of their children is critically important. Studies conducted in developed countries particularly from the United States of America and Australia suggested that there were several forms of parental participation in school matters concerning their children. The studies suggest that parents who were involved in assisting their children ,made it possible through verbal encouragement, arranging for appropriate study time and space, modelling desired behaviour (such as reading for pleasure), monitoring homework, and actively tutoring their children at home (Allen & Daly, 2002; Harris and Chrispeels 2006). Thus, it would appear that involving parents in

schooling leads to parents engagement in teaching and learning processes. Such studies however, did not prove the significant effect of parental involvement on children's levels of educational achievement (Feinstein et al., 2006: Sacker et al., 2002). In addition, a controversial argument from Epstein (1992) suggested that parental involvement could not always have such positive effects as there were many factors which impinged upon the quality and nature of parental involvement themselves.

Moreover, given different cultures of the parents and nature of their businesses in Tanzania, it has been difficult to predict the influence of the parental contribution in promoting children academic achievement in Tanzanian primary schools. It has been observed that the level of parental involvement in Tanzania in terms of supporting the academic achievement of their children is still low (Haki elimu, 2012). The parents and guardians have continued to provide limited assistance to their children's academic matters due to the nature and types of their economic activities. As a result, little is known whether and how such tendency could affect children academic achievement in terms of skills and competencies in their examinations (Haki elimu, 2012). This study may demand an empirical investigation on parental involvement and how useful they were in improving pupils' academic achievement in Tanzania in order to address the problem.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

This chapter presents research methodology which was employed in the study, research approach, research design study area, study population, sample and sampling techniques, instrument for data collection, validity and reliability of the instrument for data collection. The validation of research instruments and ethical considerations were also described.

3.1 Research Approach

The study used mixed approach in which both quantitative and qualitative approaches were adopted. With quantitative approach the study was expected to generate data in quantitative form which were subjected to descriptive analysis (Kothari 2009); it used to show the number of students enrolled in public primary schools (frequencies) and the number of students who perform better in their final standard seven examinations from five public primary schools in Ilala municipality. The study also determined the difference in students' academic performance between those received academic support from their parents and those without parental support. This would demand quantitative approach and methods. The need for exploring the views and opinions from the subjects, the study demanded the researcher to utilize qualitative approach and methods.

3.2 Research Design

The cross sectional research design was used in this study. The design was suitable for this study because the study demands opinions from various segments of

population such as the parents, primary school teachers and school committee members on matters concerning the contribution of parents' involvement in school activities. Since Ilala municipality is a large area with many public primary schools scattered, this design and methods could facilitate the collection of data concerning the role played by parents towards improvement of student academic performance or failure of students in community primary schools. This design will allow you to collect data for a short period of time from many respondents.

3.3 Location of the Study

The study was conducted in Ilala Municipality. The area was randomly selected because the three municipalities of Kinondoni, Temeke and Ilala almost share the same characteristics which researcher had interest (urbanised characteristics where parents are involved in different socio-economic activities and professions). Using simple random sampling technique, the names of the three municipalities were obtained for the regional authorities and were listed in a piece of paper before a child was requested to randomly pick one paper. The procedure for the selection of Ilala Municipality was randomly selected as study area.

3.4 The Target Population

Population is a group of interest; the group to whom a researcher would like to generalize the result of the study (Hrinkel, 2000). The study population included primary school teachers, head teachers, parents, school committees' chairpersons and standard seven pupils from four selected public primary schools in Ilala Municipality. Public primary schools in Ilala count for more than 98% of all the

primary schools thus, representing the majority of the children from various socio-economic backgrounds. This also suggests that most parents had their children enrolled in public primary schools where researcher obtained additional and relevant information for the study.

3.5 Sample size and Sampling Techniques

3.5.1 Sample Size

According to Cohen, et al (2000), a sample is a sub set of a total population under study and it represents the characteristics of the population. For the purpose of suiting the purpose of mixed research approach, the study utilized a sample size of 120 subjects. The mixed research approach accommodates both qualitative and quantitative aspects of data in their presentation and analysis. For example, quantitative approach can accommodate simple frequencies and percentages of some responses for descriptive purpose.

Table 3.1: Composition of Sample Categories

SN	Category of respondents	Number of respondents
1	Primary school teachers	26
2	Head teachers	04
3	Chairpersons from school committees	04
4	Parents	12
5	Pupils	74
	Total	120

Source: Field Data, 2016

3.5.2 Sampling Procedures

Sampling technique is defined as the process of selecting samples to represent the population (Kothari (2009)). In this study, a researcher used three types of sampling

techniques namely simple random, purposive sampling and convenience sampling techniques as described below.

3.5.2.1 Simple Random Sampling

According to Cohen, et al (2000), simple random sampling appears when each unit of the sample has been selected entirely by chance where each subject or unit in the population has an equal chance of being selected. This technique was used to select four public primary schools from Ilala Municipality. The researcher prepared twenty pieces of paper on which names of each school in Ilala Municipal were labelled. After the pieces of papers have been mixed up in a basket and researcher asked any teacher from a public to randomly pick up four pieces of papers one at a time until a sample of four schools is obtained. Simple random sampling procedure is preferred because of its power to minimize biasness in sample selection and therefore maximize sample representativeness.

3.5.2.2 Purposive Sampling

Purposive sampling technique was used to obtain head teachers from the selected public primary schools who are expected to provide information on how parents' participation influence school academic development. The technique was also be used to sample school committees' chairpersons who are responsible for the management of the schools. Purposive sampling was also be used to select primary school teachers because they are responsible for providing the children with classroom assignments and homework. Purposive sampling is suitably chosen for this study because it best enabled researcher to answer the research questions. The

choice of purposive sampling was based on characteristic or quality of the respondents for the purpose of this research. For example, head teachers were selected based on their administrative and leadership roles they play. Thus, the choice of the pupils was based on their academic performance characteristics.

3.5.2.3 Convenience Sampling

Convenience sampling is a method in which for convenience sake the study units that happen to be available at the time of data collection are selected (Degu & Yigzaw, 2006). This technique was employed to obtain sample for parents who were expected to support their children's academic development both at home and while in school. The parents were asked to participate in the study based on their availability and willingness to do it. Researcher recorded the names of the parents and their localities from the head teachers' office before making follow up in their homes based on head teachers' directives. Five parents from each public primary school were sampled to be interviewed.

3.6 Instrument for Data Collection

In order to obtain wide range of information for the purpose of the study, three methods of data collection were used namely interview, questionnaires and documentary review.

3.6.1 Questionnaires

A questionnaire involves the use of written down items or questions to which the individual responded in writing. The questionnaires involved both close-ended and open-ended questions to suit the requirement of both qualitative and quantitative

approaches. The questionnaires were administered to primary school teachers and standard seven pupils from selected public primary schools on the effect of parental involvement to children academic welfare. The instrument enabled the researcher to collect adequate data within the shortest time possible. They were expected to provide objective items on how parental involvement influence pupils academic performance. Questionnaires were also expected to collect objective information from pupils on their opinion concerning parental involvement on their academic achievement and its effect through their levels of agreement, disagreement and neutrality.

3.6.2 Semi-Structured Interview

This is a face to face interaction between a researcher and the respondents on one to one basis (Enon, 1998). This instrument was administered to the school committees' chairpersons, head teachers and the parents. The respondent views on the modalities through which parents are involved in supporting children academic achievement. This included the factors that influence parental involvement contributes in promoting primary school children academic performance. The method was preferred because of its ability to obtain in-depth information especially through probing technique. The instrument ensured provides flexibility for respondents to provide detailed information to express their views.

3.6.3 Documentary Review

Documents are written or recorded materials which are prepared after the request in the inquiry for the purpose of the evaluation (Guba & Lincoln, 1985). The method

involved reviewing official documents on student's examination results available in head teachers' offices especially for the purpose of the objective three which required determining pupils' academic performance.

3.7 Validity and Reliability of Research Instrument

Validity refers to quality of data gathering instrument or procedures that enables it to measure what it sought to measure (Best and Kahn, 2004). Reliability of the instrument is the measure of consistence over time and over similar sample (Cohen *et al.*, 2007). The following methods were used for validation of the questionnaires; the researcher conducted preliminary survey at Mbezi Mwisho primary school located in Kinondoni municipality. The questionnaires and interviews were pilot tested to 5 teachers and 8 pupils before the larger actual survey was conducted in Ilala municipality. It was possible to discover the ambiguities and some grammatical errors in the question items before they were corrected. This helped to cross check the validity and reliability of the instruments (interviews and questionnaires). The researcher had opportunity to discuss with the respondents especially on difficult vocabularies or if there are grammatical errors or rather with ambiguity statements in order to rephrase or delete them. In addition, the researcher sought for expert advice from her supervisor who helped to improve the clarity on the items from the questionnaires and interviews.

Validation of the instruments is the process of establishing documented evidence, which provides a high degree of accuracy that a specific process consistently produces to meet its predetermined specifications and quality attributes (Best and

Khan, 2003). The instruments were validated through technical advice from the members of the Open University, faculty of Education such as lecturers, research supervisor and fellow students of Masters Education programme. Some inconsistencies and ambiguities were corrected in order to establish the face, content and construct validity. Finally, the use of more than one instruments for data collection (*triangulation*) aimed at ensuring reliability and validity of data collected (through focused group discussion, interviews and documentary analysis).

3.8 Data Analysis Procedures

Data analysis is a systematic process involving working with organizing data and breaking them into manageable unity (Bagdon & Biklen, 1992). It is also concerned with systematizing data, searching for patterns, discovering what is important, what is to be learnt and deciding what to tell others (Cohen *et al*, 2007). All information that was collected from interviews and documentary review was subjected to content analysis which involved identifying coherent and important examples, themes and patterns in data collected from the field work. Qualitative approach therefore was analyzed through thematic analysis where data were categorized according to their relevant themes and patterns developed accordingly.

Quantitative data from the questionnaires were analyzed through simple descriptive statistics after tabulation and conversion into frequencies and percentages for descriptive purposes. In the first place data were cleaned for errors and then coded. After coding data were analyzed through content analysis to examine its influence on pupils' academic performance.

3.9 Ethical Considerations

The researcher obtained prior permission from all relevant government authorities and institutional administrators before conducting the study. In the first place, researcher sought clearance letter from the Vice Chancellor to issue research clearance through the Directorate of Research at the Open University of Tanzania, which grants research permit on behalf of the Commission of Science and Technology (COSTECH). Permission was also sought from Regional Administrative Secretary (RAS) and District Administrative Secretary (DAS), from the Dar es Salaam region and Ilala Municipality respectively. Moreover, the researcher will explain clearly to the respondents the objectives of the study before they could take part. Respondents were informed that their participation was voluntary and that the information they give would be treated confidentially and used for the intended purpose only. The researcher made sure that the information collected was kept in a safe manner so it could not be accessed by unauthorized persons. Furthermore the researcher also ensured that the respondents' names are not mentioned anywhere in the study. Names of schools were substituted by alphabetical letters A-D in no order that could ordinarily relate the letters and real names of the school.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

In this chapter the results of the study is presented and discussed. The data is divided into subsections where demographic characteristics including age and sex of respondents, education level and occupations were presented, analyzed and discussed. The purpose of the study was to examine the role of parents' involvement in educational processes and their effect to primary school pupils' academic performance in Ilala Municipality. The data were analyzed around key objectives of the study; exploring the school modalities through which parents are involved in supporting primary school children academic development; investigating the contribution of parents involvement in children academic performance in primary schools; and examining the difference in academic performance between primary school pupils who receive parental support from pupils who completely did not receive it.

4.2 Demographic Characteristics

4.2.1 Age and Sex

In a surveyed schools, the analysis of sex and age of the respondents found that majority of respondents were males 68(56.7%) and 52(43.3%) were females. Such respondents included the primary school pupils, parents and head teachers and chairpersons from the school committees. This implies that males made up the majority of respondents for the study. Males were presented in the school

committees, a decision making board, and much more represented in managerial posts such as school headship. An analysis by age revealed that more than two thirds (66.7%) of the population sample was in age group below 20 years. The population in the middle age from 21 to 60 accounted for 29.1%). There was a small group of aged sample group whose ages was above 61 years accounted for only 4.2% of the respondents as summarized in Table 4.1. This implies that the school age children constituted the majority of population in the sample study .The age and sex characteristics of the population were important factor for this study because female parents or guardians were considered to spend more time at home with children than male parents. Thus, it was expected to determine their roles in supporting their children academically while at home.

Table 4.1: Age and Sex of Respondents

Age Group	Female		Male		Total	
	Frequency	%	Frequency	%	Frequency	%
Below 20	34		40		74	66.7
21-30	3		7		10	8.3
31-40	6		9		15	12.5
41-50	4		5		09	7.5
51-60	3		4		07	5.8
Above 61	2		3		05	4.2
Total	52	43.3	68	56.7	120	100

Source: Field survey (2016)

Data summarized in table 4.1 imply that the male respondents outnumbered female respondents, thus research involved more males than females. The cultures and traditions of African families could have contributed to this effect. Family issues are largely male responsibility.

4.2.2 Education Level of the Respondents

The study categorized the respondents' level of education into the following sub-groups, illiterate, primary education, Secondary education, Vocational Education, Tertiary and University education. In education status 67.5% of respondents attained primary education, 20.8% attained secondary education, 7.5% of the respondents possessed tertiary and university education, 4.2% did not attain formal education. There were no respondent who attained vocational education and training. Educational level of the respondents was important in determining their capability to provide academic support to their children. It was assumed that educated parents stood a better chance in supporting their children academically than less educated parents (See Table 4.2).

Table 4.2: Respondents' Education Levels

Category	Respondents educational levels						
	Parents	Pupils	Heads	chairpersons	Teachers	Total	%
	N=12	N=74	N=04	N=04	N=26	120	100
Illiterate	3	2	0	0	0	5	4.2
Primary education	7	72	0	0	2	81	67.5
Secondary education	2	0	2	2	19	25	20.8
Vocational education	0	0	0	0	0	0	0
University education	0	0	2	2	5	9	7.5

Source: Field survey (2016)

Data summarized in Table 4.2 shows that the majority of respondents had primary education. The cultures and traditions of African families could have contributed to this effect.

4.2.3 Respondents' Vocation and Source of Income

More than half 32(69.6%) of the respondents were employed in the formal sector. The respondents in this category included the primary school teachers and few other employees whose main sources of their income was monthly salaries. The rest of respondents 14(30.4%) were self-employed in the informal sectors whose main source of income were well defined. The respondents in this sub-group engaged in various manual work and other professional jobs such as domestic electricians, civil engineering, small farming, petty business, mechanics and carpentry. Based on this clarification, majority of respondents 66.9% had monthly income of more than 700,001 Tsh. They had generally reliable source of their income that is the monthly salary. 19.7% of the respondents had average monthly income between Tsh.300,001 and 700,000. The study assumed that parents' formal and informal economic activities would have contributed to their level of involvement in their children school matters.

The findings revealed that, some respondents were not in the formal employment due to low education they possess that means they lack skills and experience to work in formal sector. However, unemployment in this study contributed by number of respondents who particularly with less formal education. The majorities of respondents were self-employed as entrepreneur as the only means of earning living. It was also observed that 4.3% of respondents earned below 100,000 Tsh. as their monthly income. The formal employee and entrepreneurs earned more than 700,000 Tsh as their monthly income as shown in Table 4.3. The contribution of the parental monthly income on pupils' academic achievement has been presented in the next

sub-sections.

Table 4.3: Respondents' Monthly Income

Income per month	Category of respondents					
	Parents	Chairpersons	Heads	Teachers	Total	%
< 100,000	02	00	00	00	02	4.3
100,001 – 300,000	03	00	00	00	03	6.5
300,001 – 700,000	03	01	00	05	09	19.7
+ 700,001	04	03	04	21	32	69.5
Total	12	04	04	26	46	100.0

Source: Field Survey (2016)

4.3 The School Modalities through Which Parents Are Involved in Supporting Primary School Children Academic Development

Research objective one examined the school's modalities through which parents' are involved in supporting primary school children academic development. Two questions were posed to solicit the information for the research objective namely; were the parents involved in supporting primary school children academic development?; secondly what are the school's methods through which parents' are involved in supporting primary school pupils academic achievement.

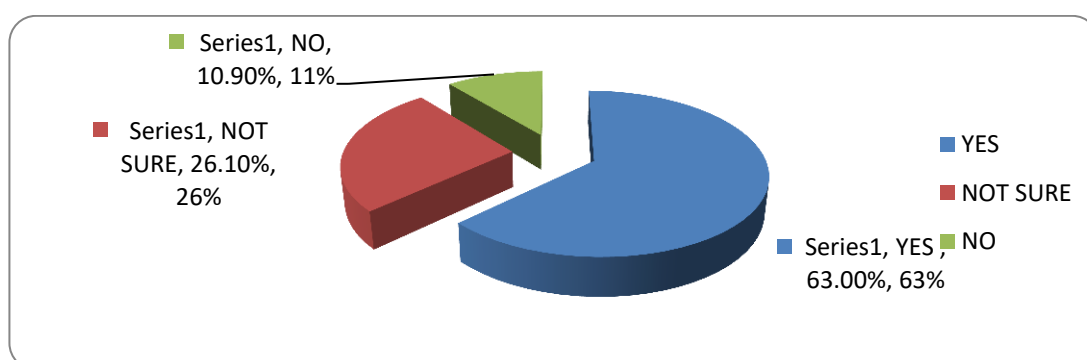


Figure 4.1: Were the Parents Involved in Supporting Primary School Children Academic Development? (N=46)

The responses were collected from the teachers, school committee members and head teachers. The statistics were also collected from official records available at head teachers' office and were recorded as shown in Figure 4.1.

Figure 4.1 indicates that the majority of the respondents (63.0%) said that parents and guardians were not involved in various programs meant to support primary school children in their academic development. Some respondents (26.1%) were not sure whether parents were involved in supporting children academic development of their children. A small number of the respondents (10.9%) said that parents were not directly involved in programs concerned about their children academic welfare. When the researcher demanded clarifications on each category of responses, the following responses were collected and summarized in Table 4.4.

Table 4.4: Methods in Which Parents' Are Involved in Supporting Primary School Children in Their Academic Development (N=46)

Modalities of Parental Involvement	Responses Supported
Parental participation in school committees	37(80.4%)
Providing direct support to pupils in the forms of finance and materials	29(63.0%)
Provision of food supply while at school	21(45.7%)
Supporting pupils home work assignments	16 (34.8%)
Parental visits to school to discuss with teachers on children academic matters	14(30.4%)

Source: Field Data, 2016

Data on Table 4.4 indicates that there was several school modalities used to promote parental involvement in supporting primary school children in their academic

development in Ilala district. The majority of respondents (80.4%) mentioned the parental participation in school committees as decision making bodies. The school committees were bodies for decision making on matters related to school development. Showing their greater concern on the matter, one of the head teachers had this to comment;

In our school parents participate actively in school committees where they were involved in the planning and management of school projects, school activities and financial matters; rehabilitation of school physical facilities such as classrooms. In such planning, school committees set priorities on academic matters including planning for extracurricular activities and remedial classes (Head teacher from school B).

Information provided on the quotations indicates that in school committees parents were discussing with teachers on children school matters including school attendance and school dropout [frequently parents follow-ups of their children school performance and attendance]. In this way, the parents make close follow ups on children school exercise books every day after school hours.

Some respondents (63.0%) said that another modality through which parents' are involved in supporting primary school children in their academic development was through providing direct support to pupils in the forms of finance and learning materials. The respondents maintained that there was direct support in terms of finance and learning materials or resources such as text books, attending private tuition classes, providing school uniforms and transportation costs. It was learned that successful learning demanded resources which partly was the responsibility of both the government and the parents. They said that before the government abolished the school fees and other financial contributions from the parents for primary

education, it was the responsibility of the parents to pay them. However, some costs such as transport expenditure, costs for school uniforms were still the expenditure to be borne by the parents or households as one of the respondents said;

Responsible parents provide learning resources in academic support of their children. Effective learning demands that some necessary learning resources such as writing materials, textbooks and school uniforms are available. In cases where some resources such as textbooks are not adequately available, it was my responsibility as a parent to avail such resources to the child to facilitate meaningful learning (Chairperson from school D).

It is true from the quotation above that for effective learning in schools; pupils need support for the learning resources. The findings revealed that the willingness and capability of the parents to support their children depended on many factors including their levels of professionalism, economic gains and their educational levels. The study noted that well educated parents with at least a minimum of secondary education were much more supportive to their children than those without it. The entrepreneurial parents or business people were also well supportive to the educational resources for their children because they had high level of awareness on the importance of education for their children. Moreover, it was noted that some parents and chairpersons had considerable adequate levels of formal education, secondary school education (See Table 4.2).

In addition, the study findings revealed that provision of food supply while at school was another modality through which parents were involved to support their children. Nearly half of the respondents 21(45.7%) mentioned that parents were involved in the provision of food supply while at school. The provision was directly or indirectly

helpful in motivating the children to stay at school and maintain record on school attendance and keep the students academically active and alive. In explaining the importance of food supply through contribution of various food items such as maize flour, sugar and finance, one of the parents had this to say;

Our school leadership and management used to mobilize various food items to support our children from the parents and other stakeholders. Some pupils leave their homes early in the morning for school with empty stomach. The provision of food at school helps to satisfy them and keep them academically active because they can concentrate on studies. However, the introduction of free primary education and the abolition of school financial contributions will depend on the government ability and willingness to implement the policy in order to offset the gap left (Chairperson from school A).

The quotation above indicates that formerly before the government could establish free primary education policy; it was common practice that parents contributed certain amount of finance and food items to support their children academically. According to the respondents, the provision of food supported their children because they concentrated on studies and maintained school attendances. However, some respondents worried whether the government could implement the policy effectively and offset the gap left by abolition of financial contributions from the parents.

A small number of the respondents (34.8%) mentioned the idea that some parents supported their school children when doing their home work assignments. It was therefore found that some teachers had tendency of providing their pupils with home work assignment in a week. The researcher wanted to know the number of times in a week that the teachers provided their students with home work assignments. The question and responses to the question were recorded and summarized as shown in Figure 4.2.

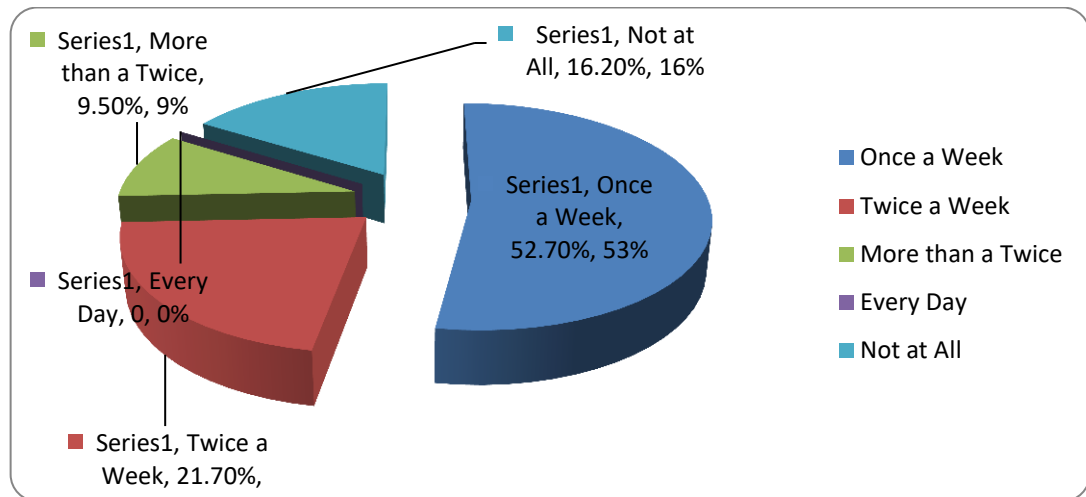


Figure 4.2: How Many Times A Week Do Your Teachers Provide You With Home Work Assignments? (N=74)

The school pupils were asked to mention the number of days teachers provided them with home work assignments. More than half of the respondents (52.7%) said that their teachers provided home work assignments once a week usually the last day in a week days (Friday). They said that the purpose was that pupils could spend weekends doing their home work assignment and submit them to their teachers early in the Monday morning. Some respondents (21.6%) said that their teachers provided them with home work assignments twice a week (on Tuesdays and Fridays). Some few pupils 07(9.5%) admitted that they were provided with home work assignments more than twice a week while some other respondents (16.2%) said that they were never provided any home work assignment by their teachers. These statistics suggest that the routines through which students were provided with home work assignment were not consistently maintained. So whether the students were to be provided with home work was determined by a teacher that is why some teachers did not bother to provide home work assignments to their pupils.

Moreover, the researcher investigated whether parents provided any support to their children when doing their home work assignments. The pupils were asked whether their parents or other family members provided any academic support when doing their homework assignments at home. The responses to the question were recorded and summarized as in figure 4.3.

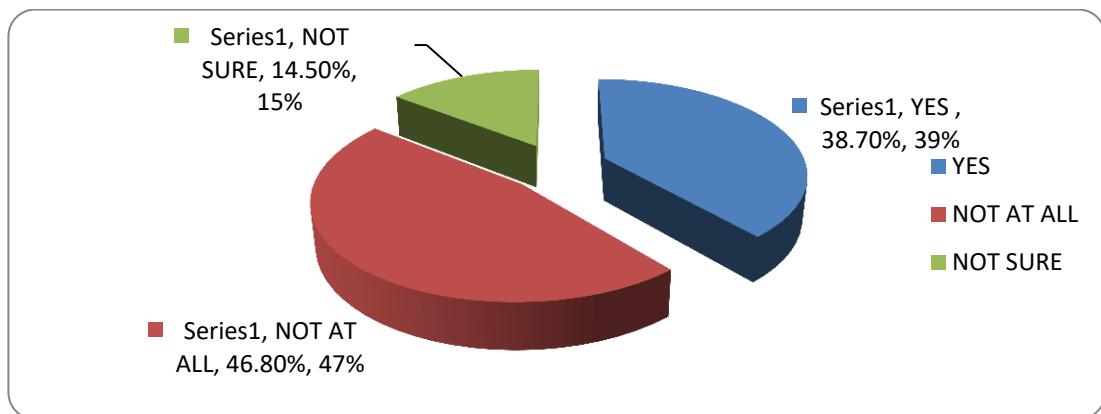


Figure 4.3: Parents Support on Pupils' Homework Assignments At Home

The researcher wanted to know whether the pupils received any parental support or any other family members' academic support when doing your homework assignments at home. The responses showed that nearly half of the respondents (46.8%) received no academic support from either their parents or any family members when doing their home work assignments. When they were asked why their parents did not support them in doing their home work assignment, one of the respondents had this to say;

I am the first born in my family and my parents are always very busy with their daily routines. They usually came very late at home, the time when I would be asleep or very tired. I rarely received academic support from them. Instead my parents would assign me with private instructors in the form of private tuition and remedial classes. I would rather go to consult my private tuition teacher for help, when I needed it (Pupil from school C).

The other respondent said that they could not received support from their parents because their parents were both illiterate and busy with their bread earning routines as she claimed;

My parents are not educated enough to provide academic support to me through my home work assignments. While my mother was completely illiterate, my father did not even complete primary education. They have little support for me when it came to doing my home work assignments. I cannot blame my parents because I know they are unable to support me in that way. My elder siblings do not seem to have interest in my education let alone support me in my home work assignment (Pupil from school B).

The quotations above suggest that there were some predicaments when it came to supporting children academically in their home work assignments. Some predicaments were related with the lack of academic capability among the parents while other predicaments were related to the nature of work or professions their parents engaged in. The parents who were self-employed were too busy to support their children in academic matters, although some of them had good academic qualifications or professions.

Some respondents (38.7%) said that their parents or siblings provided some forms of academic support when doing their home work assignments. When they mentioned the support they received from them, one respondent commented that;

One of my parents is a teacher who seems to be interested in my education. She would either help me to do my assignment through discussions or provide me with additional assignments if teachers provided no assignments to me. She is always ready to discuss with me on several academic issues, which are very helpful and supportive in my academic life (Pupil from school A).

The other pupil had similar argument to the previous one, when he commented that;

Although my parents are professionals in health sector (medical doctors) they could not allow me to go to sleep without inspecting my school exercise books on daily basis. They would make sure that all home work assignment is correctly done during the weekends before they are submitted to teachers on Mondays. My elder sister is studying (pursuing engineering degree in one of the universities in Dar es Salaam. She usually supports me to do my home work assignments especially in mathematics and science subjects (Pupil from school B).

Moreover, the quotations above suggest that professions of the parents played an important part when parents or siblings supported pupils academically in their home work assignments. The study revealed that parents and family members provided various academic supports including direct involvement in discussing academic matters or issues, providing financial support for remedial teaching and private tuitions for their children, providing educational resources such as school uniforms, shoes, writing materials and supplying food items. Some parents and siblings went further to checking and inspecting their children exercise books or assignments. This could help the parents to satisfy that their children attend schools and do their academic work properly.

A small group of the respondents (30.4%) mentioned that the parental visits or tours to school with a purpose to discussing with teachers on academic matters concern their children. It was found that parents discussing with teachers on children school matters including school attendance and school dropout (frequently parents follow-ups of their children on school performance and attendance). This helped the parents/guardians to make close follow ups on children school exercise books every day after school hours.

4.3.1 Discussion of the Findings

These research findings concur with what Desforges and Abouchaar (2003) suggested. They indicated that there were varied forms of parental involvement such as good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfilment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance. However, the effectiveness of each forms of parental involvement differed significantly.

For instance, a study conducted by Harris and Goodall (2007) on engaging parents in raising achievement indicated that parental lack of skills was one of the commonly cited barrier from within the data. It was also the case that for some parents, language was a real barrier. This barrier was most clearly stressed by parents - they felt they often did not have the right language to use in discussions with teachers. In addition, parents' lack of interest made parents parental attitude and interest is a barrier. some people even if they do get like praise letters or bad letters the parents don't really care and I think that's when you start going downhill a bit - if parents don't really care if you get good grades then you start to lose interest. It frequently became apparent that the lack of interest was often lack of interest in the school, or in coming into school; it is unclear whether or not this translates into lack of interest in the learning of the student.

4.4 The Contribution of Parents Involvement in Children Academic Performance in Primary Schools

The objective two examined the contribution of parental involvement in children academic performance in primary schools. The data was collected to assess whether parental involvement contributed anything in the academic performance of the primary school pupils. Two questions were asked to tape information for these questions namely; did the pupils academic achievement differed between those receiving parental supports from those with less support? Secondly, how does parental involvement contribute to promoting primary school children academic performance? The questions were administered to primary school teachers, head teachers and the parents. The responses were collected and summarized as shown in Figure 4.4 and Table 4.6 below.

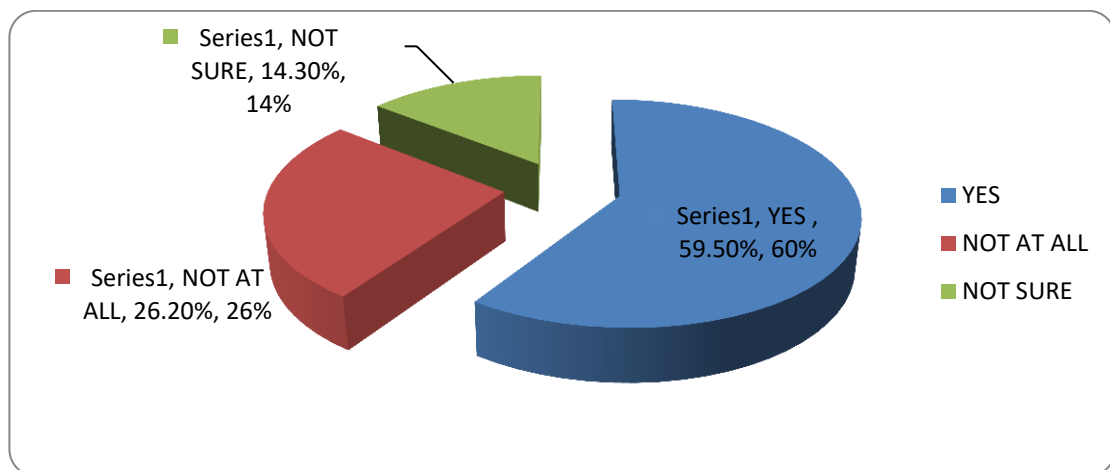


Figure 4.4: Do the Pupils Academic Achievement Differ between Those Receiving Parental Supports from Those Without Family Support? (N=42)

When the respondents were asked to comment on whether there was any difference in academic achievement between primary school pupils who received parental

supports from those who did not receive it. The responses revealed that more than half of the respondents (59.5%) said that the difference was obvious compared to those (26.2%) who said that the difference was not obvious. A small number of respondents (14.3%) were not sure whether parental support could make any difference in primary school pupils' academic performance. The differences in arguments and conceptions among the respondents were caused by many factors or reasons. To support their views, researcher collected data from official documents (school records) to examine the extent to which the pupils performed their final (Terminal) examinations from the surveyed schools.

On whether parental involvement contributed in promoting primary school children academic performance, different views were provided. The respondents in this group mentioned several factors and effects or contributions as summarized on Table 4.6

Table 4.5: What is the Contribution of Parental Involvement in Promoting Primary School Children Academic Achievement? (N=46)

Category of responses	Responses Supported
Direct academic support on pupils increases pupils' academic achievement (pass rates) especially in their (Terminal and Final) examinations.	40(86.9%)
Promotes pupils school attendance and finally increases achievement of skills and knowledge	22(47.8%)
Increases parental follow-ups of their children school achievement and discussion with teachers on issues related students school matters, particularly students disciplinary issues and learning resources availability etc.	31(67.4%)

Sources; Field data, 2016

The data displayed on Table 4.6 indicated that the majority of the respondents had a view that parental involvement in academic matters of their children contributed and promoted to the academic achievement. They referred the pupils' academic achievement they contributed were in the forms of pupils pass rates in terminal and final examinations results. These statistics suggest that direct academic support had positive results on pupils' academic achievement. The researcher asked the participants to indicate the types of direct academic support that the parents provided to their children and how they benefited from the support. The majority of pupils who received direct support in the form of academic assistance on their home work assignment, showed better academic achievement than those who received other assistance the form of provision of other learning resources such as textbooks and uniforms as one of the pupils remarked;

The academic assistance that I always received from my parents and my elder siblings has positive consequences on my academic achievement. My parents usually assisted me in attempting my home work assignments particularly mathematics and English subject assignments every weekends. My scores on both assignments and terminal examinations have been on increase. I thank my parents for such academic assistance (Pupil from school B).

The quotation above connotes that the pupils who received academic assistance benefited much more than not. In addition, not all assistance was valuable in the same manner. It is therefore important to choose the useful support to our children if we want them to achieve academically higher in schools.

Some participants (67.4%) said that parental involvement has increased parental follow-ups about their children school achievement and got opportunity for

discussing with teachers about matters concerning the pupils school matters, particularly pupils disciplinary issues and learning resources availability etc. The study revealed that discussion between teachers and parents on matters concerning pupils' disciplines were important and provided opportunity for parents to examine when learning resources were needed. This suggested that in some cases, some pupils did not report to their parents when their learning resources became exhausted. For such reason, lazy pupils would take it an advantage and they became idle in the class. The findings indicated that most of such pupils could not excel in their academic work.

Finally, a small percentage of the participants (47.8%) suggested that involvement of parents in their children school matters promoted pupils school attendance and finally increased achievement of their skills and knowledge. It was mentioned that poor school attendance affected the pupils' academic achievement especially in the acquisition of life skills and knowledge. This indicated that students' poor attendance in schools, had minimum chance to learn and acquire the required knowledge and skills that was supposed to be covered and achieved. To support this one of the teachers remarked;

The school curriculum is arranged in a manner that at the end of the school cycles the intended skills and knowledge could be covered. I do hope that poor school attendances can negatively pupils' achievement of such skills and knowledge. Such pupils may not cover some topics and skills in some classes if their attendance was not well sequenced and missing such skills (Teacher from school C).

The quotation above indicates that parental involvement in school matters was unconditionally very important for the academic well fare of the pupils. Therefore,

their responsibility was to ensure that educational resources were available for the children and whether their children attended schools accordingly.

The parental involvement in school matters was unconditionally very important for the academic well fare of the pupils. Their responsibility was to ensure that educational resources such as the textbooks, school uniforms and other writing materials were available. The researcher wanted to know whether parents ever bought textbooks for their children personal usage. The responses from the parents were summarized and presented in the following Figure 4.5

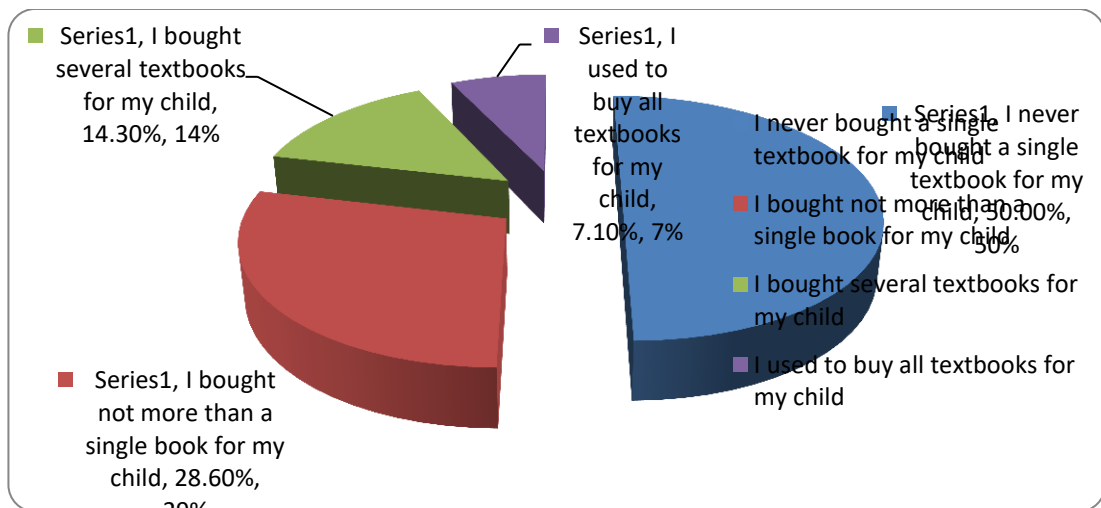


Figure 4.5: Textbooks Bought for the child

Based on the findings displayed on Figure 4.5, half of the parents or guardians 6(50%) said that they had never bought textbooks for their children compared to 4 (28.60%) participants who said their either bought only a single text book. only few parents 2(14.30%) said that they bought several books for their children. Only a single parent 1(7.10%) said they had bought all textbooks for all subjects for their

children. These statistics implied that, many parents had no tendency to provide academic assistance to their children because they thought that the government was responsible for the supply of all educational resources. However, the role of parents in supplying educational resources for their children open up the cage of restricting children from private study while at home because some schools do not allow pupils to borrow such resources for their private usage.

The study investigate the frequency in terms of days by which parents make visits to schools in order to meet and discuss with teachers on account of children academic welfare. Majority of the parents (66.7%) said that they never visited schools to discuss with the teachers on academic matters concerning their children academic well fare. The researcher asked the parents the reason why they did not visit schools for their children they said t was because they were busy with their personal responsibilities. Some of the parents identified themselves to be business people while few of them employed in the formal sector as medical doctor, teachers and accountant. However, a minority of the parents (33.3%) said that they visited schools only once a week to discuss with the teachers on academic matters concerning their children academic well fare. There were no parents who visited schools more than once a week for the well fare of the participants. This implied that most parents were too occupied with their jobs to pay visits to school for their children academic well fare. The study revealed other reasons why level of parental involvement varied. There were different levels of parental awareness on the importance of education. That means that some parents did not know the importance of parental involvement in school matters thus, neglected to pay visits to schools. In addition, some parents

misunderstood or shifted their roles and responsibilities to teachers who were also too occupied with school activities.

4.4.1 Discussion on the Findings

The study findings support what Epstein (in Richardson, 2009) argued that parental involvement was the most powerful influence in a child's education. It can have various effects on students, both academically and behaviourally. Initially, research on family involvement generally did not aim at differentiating between the effects of specific types of involvement on definite student outcomes. Other recently, researchers started studying how different types of involvement connect to specific student outcomes. For example, Henderson and Mapp (2002) reported that student perception of their parents' involvement and expectations are also highly effective and influential in their education. Moreover, students who feel their parents' support for their education and have good communication are more likely to continue their studies past high school.

At home, parents can demonstrate their involvement in different ways; such as by reading for their child, assisting with homework, and having regular discussions about school or school work with their child. In addition, studies among secondary school students demonstrated that those students whose parents have high educational expectations for their children, discuss with their children their school and future plans and monitor their homework, have a tendency to earn a higher grade in English and to score higher in reading achievement tests (Sanders and Sheldon, 2009). Such findings were also confirmed by Sheldon (2009) that parents' support

and interest for reading continues to be an important factor in young people's academic development through high school.

4.5 The Difference in Academic Performance between Primary School Pupils Who Receive Parental Support from Pupils Who Completely Do Not Receive It

Objective three assessed the difference in academic performance between primary school pupils who receive parental support from pupils who completely do not receive it. The study was intended to reveal the difference in academic performance between primary school pupils who receive parental support from pupils who completely do not receive it. It was also important to reveal the way parental involvement in school matters lead to such difference in academic performance. The responses from the primary school teachers, head teachers and the parents were collected and summarized as shown in Tables 4.7 and 4.8 below.

Table 4.6: Is There any Difference in Academic Performance between Primary School Pupils who Receive Parental Support from Pupils Who Completely Do Not Receive It? (N=46)

Category	Responses					
	Yes	%	No	%	Not Sure	%
Parents	07		05		02	
Primary school teachers	17		06		03	
Chairpersons	2		1		-	
Head teachers	03		-		01	
Total	29	61.7	12	25.5	06	12.8

Source: Field Survey, 2016

Table 4.7: The Primary School Children Academic Performance for 2014 and 2015 PSLE

Year	Schools	Performance Records						
		Sat for Exam			Passed			% of passed
2015		Boys	Girls	Total	Boys	Girls	Total	
	School A	112	162	274	92	149	241	87.9
	School B	76	83	159	43	51	94	59.1
	School C	83	97	180	56	62	118	65.5
	School D	104	123	227	87	101	188	82.8
2014	School A	109	148	257	73	119	192	74.7
	School B	89	94	183	53	57	110	60.1
	School C	79	78	157	49	50	99	63.1
	School D	96	119	215	66	85	151	70.2

Source: Field Survey, 2016

Based on PSLE pass rate criteria, the passing rates were set at a total score of more than 41 scores while failure was rated at any total score less than 40 scores_which are usually graded E. Based on the results displayed on the Table 4.8, it was observed that the primary school children academic performance were moderate. In average the trends in pupils academic performance ranged from 59.1% to 87.9% in 2015 academic year. For the academic year 2014, the performance ranged from 60.1% from school **B** to 74.7% in school **A**. Although the statistics in Table 4.6 do not indicate the difference in pupils' performance based on parental academic performance, they suggest that pupils' performance was moderate. Therefore, it was difficult to determine whether parental support counted anything on their pupils' academic performance in their final Primary School Leaving Examinations. These findings indicated the following observations; school academic performances were much better for the 2015 academic year compared to those in the 2014 academic year. The pupils academic performance were higher in schools A and D than in

schools B and C where the respondents in schools B and C admitted that the levels of parental involvement were lower in their schools for reasons elaborated above.

The researcher investigated how parental involvement in school influenced students academic performance and hence their difference, although their academic performance were not statistically measured. One of the explanations was that some parents provided direct and indirect academic assistance to their children both at home and at schools. This included providing academic assistance at home was in the form of assisting homework assignments given to pupils. The second explanation was that the parents provided learning resources such as textbooks, school uniforms, writing materials etc). The third explanation was that some parents ensured close pupils follow ups through frequent visits on matters related to their school achievement such as attendance, performances, doing assignments and projects, behavioural performance etc. In those visits, the parents and teachers conducted discussions on pupils' academic well fare. Finally, some parents provided infrastructural support in the form of financial contributions for the construction of classrooms, laboratories and dormitories etc.

The researcher asked the participants about what should be done to improve parental involvement in school matters leading to academic performance of their pupils. In response to such question, many participants pointed out the following as suggestions to solutions to improve parental involvement in educational matters of their children;

Firstly, it was indicated that frequent meetings would be conducted to facilitate useful discussions between the teachers and the parents on matters related to children academic welfare. The parents and teachers need to establish common understanding about the children academic welfare. Discussions would also help to find appropriate way to strengthen teacher-parents relations and common ground on addressing such challenges. In these discussions the parents and teachers should exchange information on children behaviours especially after school hours (at home).

Secondly, regulatory measures including laws and procedures could be established and maintained against parents who neglect the academic well fare of their own children. This includes such behaviours as drop out, absenteeism, misbehaviours such as abusive language, theft etc.

Thirdly, there is a need to raise parental awareness about their role and responsibilities towards supporting for the academic growth and welfare. For example the parents should check out their children exercise books every day after school hours; check out the time they depart home or school. Minimal domestic chores should be assigned to children so that they have time enough for personal learning.

Fourthly, the parents need to provide adequate time for doing their homework assignment, engaging in their personal or private learning and providing academic support wherever necessary. Thus, home environment should be made conducive for

learning including the provision of necessary resources such as textbooks for their children.

4.5.1 Discussion on the Findings

Various studies indicated support my study findings by suggesting that parental involvement directly affects their children's math achievement (Sanders & Sheldon, 2009; Yan & Lin, 2005). Students whose parents are involved in their education are more likely to perform better in math and achieve more than other students. Thus, parental involvement contributes significantly to achievement of both primary and secondary school students in math. In addition, these students are more likely to continue further in mathematics (Sheldon, 2009; Sirvani, 2007). According to Yan and Lin (2005) the higher the expectations of parents on their children's mathematics achievement the more the children achieve. In addition, there appears to be a large body of evidence that suggests the home environment not only affects students' achievement, but also their abilities and attitudes towards Math, thus partnership and cooperation between homes and schools are important.

Some studies provide contradictory results to my study findings. A study by Sanders and Sheldon (2009) provided evidence that parental involvement does affect children's science achievement, and particularly those children that are at risk in the subject. It was found that pupils whose parents make time to talk with them about science, who have confidence in their children's ability in science, and who have higher expectations, are inclined to be more interested in the subject. Thus, by engaging in science activities at home and by taking their children to visit museums

and libraries they help their children to develop a positive attitude towards the subject.

In accordance with statistics by the Department of Education (2004) homework was an important factor in their children's education. According to statistics by the Department of Education (2004) in the United States, 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. The findings also concur with Van Voorhis (2003), that parents generally agree on the importance of homework. It was important therefore to monitor children's homework, for students' improvement in their academic achievement.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of the study, conclusions and recommendations based on the study findings. The purpose of the study was to find out the modality of parental involvement in educational processes and its effect on primary school pupils academic performance in Ilala Municipality in Dar es Salaam region. The specific objectives of the study were reformulated into the following research questions;

- i) What are the school's ways in which parents' are involved in supporting primary school children in academic development?
- ii) What is the contribution of parental involvement in school children academic performance in primary schools?
- iii) Is there any difference in academic performance between primary school pupils who receive parental support from pupils who completely do not receive it?

5.1 Summary of the Study Findings

- i) Research objective one examined the school's modalities through which parents' are involved in supporting primary school children academic development. The responses were collected through interviews and questionnaires administered to the teachers, school committee members and head teachers. The majority of the participants (63.0%) agreed that parents and guardians were practically involved in various programs meant to support primary school children in their academic development. The study revealed that there were several schools' ways in which parents' were involved in supporting primary school children in their academic

development. The modalities were the parental participation in school committees; providing direct support to pupils in the forms of finance and materials; provision of food supply while at school; supporting pupils home work assignments; and finally through the parental visits to school to discuss with teachers on children academic matters. However, the parental participation in school committees as decision making bodies was mentioned by the most people on matters related to pupils' academic performance.

- ii) Research objective two examined the contribution of parental involvement in children academic performance in primary schools. The data was collected to assess whether parental involvement contributed anything in the academic performance of the primary school pupils. The questions were administered to primary school teachers, head teachers and the parents. The findings indicated that majority of participants agreed that pupils academic achievement differ between those receiving parental supports from those without family support. The study on how parental involvement contributed in promoting primary school children academic performance. On the contribution of parental involvement in promoting primary school children academic achievement, the following were the responses direct academic support on pupils increases pupils' academic achievement (pass rates) especially in their (Terminal and Final) examinations; promotes pupils school attendance and finally increases achievement of skills and knowledge; finally increases parental follow-ups of their children school achievement and discussion with teachers on issues related students school matters, particularly students disciplinary issues and learning resources

availability. The majority of the participants found that parental involvement in academic matters of their children contributed and promoted to the academic achievement. They referred the pupils' academic achievement they contributed were in the forms of pupils pass rates in terminal and final examinations results. The majority of the parents said that they had never bought textbooks for their children personal private study. However, the role of parents in supplying educational resources for their children open up the cage of restricting children from private study while at home because some schools do not allow pupils to borrow such resources.

On the other hand, majority of the parents said that they never visited schools to discuss with the teachers on academic matters concerning their children academic well fare. There were no parents who visited schools more than once a week for the well fare of the participants. There were different levels of parental awareness on the importance of education. That means some parents did not know the importance of parental involvement in school matters thus, neglected to pay visits to schools. In addition, some parents misunderstood or shifted their roles and responsibilities to teachers who were also too occupied with school activities.

- iii) Research objective three assessed the difference in academic performance between primary school pupils who receive parental support from pupils who completely do not receive it. Majority of the participants agreed that there obvious difference in academic performance between primary school pupils who receive parental support from pupils who completely do not receive it. Based on PSLE pass rate criteria, school academic performances were much better for the

2015 academic year compared to those in the 2014 academic year. The pupils academic performance were higher in schools A and D than in schools B and C where the respondents in schools B and C admitted that the levels of parental involvement were lower in their schools for reasons elaborated above.

The researcher wanted to know how parents involvement in educational processes lead to difference in academic performance between primary school pupils who receive parental support from pupils who completely do not receive it. Several explanations for the difference in pupils' performance were given. These included the reason that some parents provided academic assistance at home was in the form of assisting homework assignments given to pupils. Secondly, the parents provided learning resources such as textbooks, school uniforms, writing materials etc. Thirdly, some parents ensured close pupils follow ups through frequent visits on matters related to their school achievement such as attendance, performances, doing assignments and projects, behavioural performance etc. In those visits, the parents and teachers conducted discussions on pupils' academic well fare. Finally, some parents provided infrastructural support in the form of financial contributions for the construction of classrooms; laboratories and dormitories.

5.2 Conclusions

Firstly, although schools used several modalities through which parents' were involved in supporting primary school children academic development, the parents involvement in school committees' pre-dominantly yielded positive influence. The parental participation in school committees as decision making bodies was

mentioned by the most people on matters related to school academic achievement. However, the parental involvement in academic matters of their children contributed and promoted to their academic achievement. In addition, the frequent parental visits to school have contributed to the teachers on academic matters concerning their children academic well fare than other mechanisms used.

Secondly, the pupils' academic achievement differed between those who received parental supports from those who did not receive academic assistance. Parents did not have a tendency to buy textbooks for their children to facilitate their personal private study. The parents in supplying educational resources for their children open up the cage of restricting children from private study while at home because some schools do not allow pupils to borrow such resources for their private usage.

Thirdly, the difference in academic performance between primary school pupils who received parental support from pupils who completely did not receive it was clear. The pupils' academic performances were higher in those schools whose pupils receive academic assistance from the parents than schools without such support.

5.3 Theoretical and Practical Implications of the Study

Theoretically, the findings of this study are considered significant because it can help in providing empirical information in identifying and explaining the various family background variables and the influence of the variables on students' academic achievement. Similarly finding informs the existing school situation especially in school management. This will help in better understanding of the phenomenon. Moreover, it is expected that the findings will help to explain the functionality of the

home backgrounds and their contributions to pupils learning of mathematics subjects. Family members should promote and make home conducive learning environments for their children.

Practically, the finding suggests that parents and family members and teachers to work together and provide the pupils with appropriate guidance especially while at home. The finding suggests that the teachers should realize the necessity of individualizing their teaching by structuring their teaching methods and instructional resources to take care of the divergent parental backgrounds of the students. Therefore, teachers and family members should cooperate to academically support the children for mathematics learning.

In addition, the study suggest that parents and guardians should make good use of home background environmental factors that can helpful in improving pupils' mathematics learning. Some attitudes and academic achievements of pupils towards mathematics learning were influenced by home background factors. They should spare time to support academically with pupils while at home. This will act as a check on increasing low academic performance among students, occasioned by the fact that some parents, teachers and counsellors do not have adequate knowledge/input required of them. The school administrators should formulate workable school policies and practices that would regulate and provide educational opportunities for all children irrespective of their family background in the distribution of equipment, facilities and amenities to schools.

5.4 Recommendations

In the light of the study findings, conclusion and the limitations of the study, the following recommendations were made for administrative action and for further research.

5.4.1 Recommendations for Administrative Action

Based on the findings from the study;

- It was recommended that useful modalities, through which parents' can be involved in supporting primary school children academic development, should be adopted. For example, the parents should make frequent visits to school in order to discuss with teachers on matters concerning children academic achievement. In addition, the parents should participate in school committees' bodies which are closely concerned with children academic well fare than other school development projects.
- It was recommended that the parents should take up their responsibility to buy resources such as textbooks for their children to facilitate their personal private study. The provision of educational resources for their children open up the cage of restricting children from private study while at home because some schools do not allow pupils to borrow such resources for their private usage.
- It was recommended that parental assistance to their children was the only step we can take to reduce the difference in academic performance between primary school pupils who received parental support from pupils who completely did not receive it.

5.4.2 5.4.2 Recommendations for Further Research

Taking into account the limitations of this study, further research studies are recommended in the following areas.

- The current study investigated the modality of parental involvement in educational processes and its effect on primary school pupils' academic performance in Ilala Municipality in Dar es Salaam region. It is recommended to conduct a study that would cover both private and public schools in order to provide a broader understanding of the problem. It is advisable to include wider geographical area in which two or more regions could be mapped
- Although the current study was mixed in nature, it largely contained qualitative methodology with little or no testing of hypotheses. It is therefore recommended to conduct a quantitative study in order to test the modality of parental involvement in educational processes and its effect on primary school pupils' academic performance in Ilala Municipality in Dar es Salaam region. Testing of hypotheses through quantitative approach could help to facilitate generalization of the findings over larger geographical areas.

REFERENCES

- Bogdan, R. C. & Biklin, S. K. (1998). *Qualitative research for education: An introduction to theory and methods*. (3rd ed.) Boston: Allyn and Bacon.
- Charles, C. M. (1995). *Introduction to educational research* (2nd ed.). San Diego: Longman.
- Cohen, L., Manion, L. & Morrison, K. (2007). *Research methods in education*. London: Routledge Falmer Publishing.
- Degu, G. & Yigzaw, T. (2006). *Research Methodology*, Gondor: University of Gondor Press.
- Desforges, C. & Abouchaar, A. (2003). The impact of parental involvement, parental support and family education on pupil achievements and adjustment: A literature review. Retrieved on 18th November, 2016 from <http://www.dcsf.gov.uk/research/data/uploadfiles/RR433.pdf>.
- Enon, J. C. (1998). *Educational Research, Statistics and Measurement*. Kampala: Makerere University Press.
- Epstein, J. L. (1990). *School and family connections: Theory, research, and implications for integrating sociologies of education and family*. In D. G. Unger & M. B. Sussman (Eds.), *Families in community settings: Interdisciplinary perspectives* (pp. 99-126). New York: Haworth.
- Feinstein, L. & Sabates, R. (2006). *Does Education have an impact on mothers' educational?* Bedford: Centre for Research on the Wider Benefits of Learning.

- Feinstein, L. & Symons, J. (1999). Attainment in secondary school. *Oxford Economic Papers*, 51(2), 300-321. Retrieved on 1st November, 2016 from <https://doi.org/10.1093/oep/51.2.300>.
- Glasgow, N. A. & Whitney, P. J. (2009). *What successful schools do to involve families: 55 partnership strategies?* Corwin: SAGE Company.
- HakiElimu (2012). Governance? The Annual Report. Retrieved from <http://www.hakielimu.org/files/publications/HakiELimu2012%20Annual%20Report%20final.pdf> on 21st September 2016.
- Harris, A. & Chrispeels, J. H., Ed. (2006). *Improving Schools and Educational Systems: International Perspectives*. London: Routledge
- Harris, A. & Goodall, J. (2007). Engaging Parents in Raising Achievement; Do Parents Know They Matter? A research project commissioned by the Specialist Schools and Academies Trust. University of Warwick. Retrieved from <https://www.education.gov.uk/publications/.../.pdf>.
- Kothari, C. R. (2004). *Research Methodology –Methods and Techniques*, (2nd Ed.). New Delhi: New Age International (P) Ltd.,
- Lincoln, Y. & Guba, E. (1985). *Naturalistic Inquiry*: London: Sage.
- Masue, O. (2010). Empowerment and Effectiveness of School Committee in Tanzania. A Master's Thesis, University of Bergen, Norway. Retrieved on 11th June, 2017 from <http://hdl.handle.net/1956/4054>.
- Miles, M. B. & Huberman, A. M. (1994). *Qualitative Data Analysis* (2nd Ed). Thousand Oaks, CA: Sage Publications.
- Obeidat, O. M. & Al-Hassan, S. M. (2009). School-parent-community partnerships: The experience of teachers who received the queen Rania award for

- excellence in education in the Hashemite Kingdom of Jordan. *The School Community Journal*, 19(1), 119-136. Retrieved on 5th May, 2016 from <http://files.eric.ed.gov/fulltext/EJ847432.pdf>.
- Patton, M. Q. (2002). *Qualitative research & evaluation methods*, (3rd Ed.). Thousand Oaks, CA: Sage.
- Sanders, M. G. & Sheldon, S. B. (2009). *Principals matter: A guide to school, family, and community partnerships*. Corwin: A SAGE Company.
- Selltiz, C. (1962). *Research Methods in Social Relations*. Chicago: Holt Rinehart and Winston Press.
- Sheldon, S. B. & Epstein, J. (2001) Focus on math achievement: effects of family and community involvement. Paper presented to the Annual Meeting of the American Sociological Association, Anaheim California. Retrieved on 15th May, 2016 from [ournals.sagepub.com/doi/abs/10.1177/001312402237212](https://journals.sagepub.com/doi/abs/10.1177/001312402237212).
- Sheldon, S. B. (2009). *In School, family, and community partnerships: Your handbook for action* (3rd Ed.). New York: Corwin Press.
- Singh, K., Bickley, P. G., Keith, T. Z., Keith, P. B., Trivette, P. *et al*, (1995). The effects of four components of parental involvement on 8th grade student achievement: structural analysis of NELS-88 data. *School Psychology Review*, 24(2), 299-317. Retrieved on 18th September, 2016 from <https://eric.ed.gov/?id=EJ587377>.
- Sirin, S. R. (2005). Socioeconomic status and academic achievement: Ameta-analytic review of research. *Review of Educational Research*, 75(3), 417-453. Retrieved on 28th May, 2016 from <https://www.jstor.org/stable/3515987>.

- Sirvani, H. (2007). The effect of teacher communication with parents on students' mathematics achievement. *American Secondary Education*, 36(1), 31-46. Retrieved on 19th January 2016 from <https://eric.ed.gov/?id=EJ781597>.
- Stukas, A. A. & Dunlap, M. R. (2002). Community Involvement: Theoretical Approaches and Educational Initiatives. *Journal of Social Issues*, 58(3), 411–427. Retrieved on 11th January 2016 from DOI: 10.1111/1540-4560.00268.
- Timkey, S. (2015). The Influence of Parent Attitudes and Involvement on Children's Literacy Achievement. Masters of Science thesis in education, State University of New York. Retrieved on 15th October, 2016 from http://digitalcommons.brockport.edu/ehd_theses/562.
- Van Voorhis, F. L. (2003). Interactive homework in middle school: Effects on family involvement and science achievement. *The Journal of Educational Research*, 96(6), 323-338. Retrieved on 21st September, 2016 from <http://dx.doi.org/10.1080/00220670309596616>.
- Yan, W. & Lin, Q. (2005). Parent involvement and mathematics achievement: Contrast across racial and ethnic groups. *The Journal of Educational Research*, 99(2), 116-127. Retrieved on 21st September, 2016 from <http://dx.doi.org/10.3200/JOER.99.2.116>.
- Zellman, G. (1976). *Analysis of the School Preferred Reading Program in Selected Los Angeles Minority Schools*. Santa Monica, CA: Rand Corporation.

APPENDICES

APENDEX 1

INTERVIEW SCHEDULE FOR HEADS OF PRIMARY SCHOOLS

- i. What are the school management activities that the parents are involved in to ensure their full support of their children academic welfare?
- ii. What are the school curricular activities that the parents are involved in to ensure their full support of their children academic welfare?
- iii. How does the parental involvement contribute to improve their children academic welfare?
- iv. Is there any difference in academic performance between pupils from families whose parents actively involved and families completely not involved?
- v. Is there any effect for parent not involving actively in their children's school academic activities?
- vi. In your opinion why some parents are not actively involved in their children's academic performance?
- vii. What is your comment on primary school pupils' academic performance in relation to parental involvement?
- viii. In your opinion what can be done to improve parental involvement in their children's academic welfare?

APENDEX 2**INTERVIEW SCHEDULE FOR THE PARENTS/SCHOOL COMMITTEE****CHAIRPERSONS**

- i. What are the school management activities that the parents are usually involved in?
- ii. How does the parental involvement in school management activities influence their children academic welfare?
- iii. What are the school curricular activities that the parents are involved in both at school and at homes?
- iv. How does the parental involvement in the school curricular activities influence their children academic welfare?
- v. In your opinions, is there any difference in academic performance between pupils from families whose parents actively involved and families completely not involved?
- vi. In your opinion why some parents are not actively involved in their children's academic performance?
- vii. What can be done to improve parental involvement in their children's academic welfare?

APENDEX 3

QUESTIONNAIRE SCHEDULE FOR PRIMARY SCHOOL TEACHERS

I *Caroline Joseph Kayombo* a masters students at the open university of Tanzania is conducting Research project titled the effect of parents involvement towards students academic among public primary school in Tanzania a case study of Ilala municipals as a part of the masters course accomplishment. I would like to assure you that your responses will handled confidentially and for academic purposes only.

Do not write your name

Put a tick where you find convenience to support your opinion on the matter or question

Sentence	Category of responses		
	Agree completely	Disagree completely	Not sure
Teachers and parents establish close relations in support of children academic welfare			
Parents provide their children with academic support while at home and at school			
The parents involve themselves actively in availing educational materials to their children			
Children from families where they receive family academic support perform better than those from families that do not			
The parents make regular inspections of their children academic exercise books shortly after school hours			
The parents make regular follow ups on account of their children school attendance			
The parents make regular visits to school to meet and discuss with teachers on account of their children academic welfare			

2. Are there any school management activities that the parents are involved in to ensure their full support of their children academic welfare?

Yes ☐ No ☐ Not sure ☐

If your response is **YES**, mention the management activities -----

How does parental involvement in school curricular activities help to ensure support of their children academic welfare? -----

3. Are there any academic activities that the parents are involved in to ensure their full support of their children academic welfare?

Yes ☐ No ☐ Not sure ☐

If your response is YES mention the academic activities that the parents are involved in-----

Explain how does parental involvement in the academic activities of their children help to improve their children academic welfare? -----

4. In your opinion why some parents are not actively involved in their children's academic performance? -----

5. What can be done to improve parental involvement in their children's academic welfare? -----

APPENDIX 4

QUESTIONNAIRE SCHEDULE FOR PRIMARY SCHOOL PUPILS

I *Caroline Joseph Kayombo* a masters students at the open university of Tanzania is conducting Research project titled the effect of parents involvement towards students academic among public primary school in Tanzania a case study of Ilala municipals as a part of the masters course accomplishment. I would like to assure you that your responses will handled confidentially and for academic purposes only.

Do not write your name

Put a tick where you find convenience to support your opinion on the matter or question

Sentence	Category of responses		
	Agree completely	Disagree completely	Not sure
Teachers and parents work closely in support of children academic welfare			
Parents provide their children with academic support both at home and in school			
The parents involve themselves actively in availing educational materials to their children			
Your parents make regular inspections of your academic exercise books shortly after school hours			
Your make regular follow ups on account of your school attendance			
Your parents make regular visits to school to meet and discuss with teachers on account of your academic welfare			

2. Do your parents or other members of family provide support to your academic work while at home?

Yes ☐ No ☐ Not sure ☐

3. How many times a week, your parents come to visit school or teachers on account of your academic welfare?

Once a week twice a week more than twice Not at all

4. How many times a week, does your parents make inspection of your academic books?

Once a week every day twice a week Not all

5. How many times does your parents make visits to school in order to meet and discuss with teachers on account of your academic welfare

Once a week twice a week every day Not all

APENDEX 5**DOCUMENTARY REVIEW****Name of school** -----

Students pass rates in final examinations (2014/ 2015)	Category of responses		
	Total number	Those who passed the exams	%
A grade			
B grade			
C grade			
D grade			
E grade			
Complete failure			

APPENDIX 6

RESEARCH CLEARANCE LETTER

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

Kawawa Road, Kinondoni Municipality,
P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.out.ac.tz>



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

Date: August 22nd, 2016.

RAS
Executive Director
Ilala Municipal Council
P.O.Box 5429
Dar es Salaam



RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No. 55 in the official Gazette. The act was however replaced by the Open University of Tanzania charter of 2005, which became operational on 1st January 2007. In line with the later, the Open University mission is to generate and apply knowledge through research. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Ms. Kayombo, Caroline PG201507225 pursuing Master of Education in Administration, Planning and Policy Studies. We hereby grant this clearance to conduct a research titled **"The Role of Parents' Involvement Towards Students Academic Performance Among Public Primary Schools in Tanzania: A Case of Selected Primary Schools in Ilala Municipal."** She will conduct her research at Ilala Municipal) in Dar es Salaam Region from August 27th, 2016 to September 25nd, 2016.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

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

APPENDIX 7

RESEARCH PERMIT FROM ILALA DISTRICT

The United Republic of Tanzania

Prime Ministers' Office

REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

ILALA DISTRICT

Phone Address:

Phone No: 2203185/2203182

Reply quote: Ref. No: AB.60/87/01/

Municipal Director,
P. O. Box 20950,
ILALA - D'SALAAM.



DISTRICT COMMISSIONER'S OFFICE

ILALA DISTRICT

P. O. Box 15486,

DAR ES SALAAM

Date: 24/08.2016...

RE: RESEARCH PERMIT

Prof./Dr./Mr./Mrs./MS./Miss: CAROLINE JOSEPH KATOMBU
 from The Open University of Tanzania, she/he has been
 permitted to undertake a field work research on "THE ROLE OF
 PARENTS INVOLVEMENTS TOWARDS STUDENT ACADEMIC
 PERFORMANCE AMONG PUBLIC PRIMARY SCHOOLS IN TANZANIA".
 The case study at Ilala District from 27/08.2016 to 25/09.2016...

Therefore, you are asked to give the said researchers necessary assistance
 and Cooperation.

J. Serqwa
 District Administrative Secretary
 ILALA

DISTRICT ADMINISTRATIVE
 SECRETARY
 ILALA

Copy:

Principal/Vice Chancellor,

Open University of
 Tanzania

APPENDIX 8

RESEARCH PERMIT FROM DAR ES SALAAM REGIONAL OFFICE

The United Republic of Tanzania
PRIME MINISTER'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

REGIONAL COMMISSIONER'S OFFICE,
P.O. Box. 5429,
DAR ES SALAAM

DAR ES SALAAM REGION

Phone Number: 2203156/2203158

In reply please quote:

Reg. No.

District Administrative Secretary,
ILALA
DAR ES SALAAM

RE: RESEARCH PERMIT

Pro/Dr/Mr./Mrs/Ms/Miss. CAROLINE JOSEPH KAYOMBO is a
student/researcher from Open University of Tanzania.
has been permitted to undertake a field work research on THE ROLE
OF PARENTS' INVOLVEMENT TOWARDS STUDENTS'
ACADEMIC PERFORMANCE AMONG PUBLIC PRIMARY
SCHOOLS IN TANZANIA. A CASE OF SELECTED
PRIMARY SCHOOLS IN ILALA MUNICIPAL

From 27/08 2016 to 25/09 2016.

I kindly request your assistance to enable him/her to complete his/her research.

For: Regional Administrative Secretary
DAR ES SALAAM

Copy to: Municipal Director,
ILALA
DAR ES SALAAM

Principal/Vice Chancellor,
Open University of Tanzania