

**ASSESSMENT OF PARENTAL INVOLVEMENT IN STUDENTS ACADEMIC
PERFORMANCE IN TANZANIA: THE CASE OF SECONDARY SCHOOLS
IN KINONDONI DISTRICT**

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**DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF SOCIAL WORK OF
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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by The Open University of Tanzania, a dissertation titled: “*Assessment of Parental Involvement in Student’s Academic Performance in Tanzania: The Case of Public Secondary Schools in Kinondoni District*” in partial fulfillment of the requirements for the degree of Master of Social Work (MSW) of the Open University of Tanzania.

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Date

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DECLARATION

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

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Signature

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Date

DEDICATION

This work is dedicated to my family for their kind support and patience while pursuing my studies.

ACKNOWLEDGEMENT

I would like to thank God for enabling me to complete this study successfully. I also thank my family for their morally and spiritually support during the whole period of my studies and during the research study. Their encouragement, advice and support enabled me to successfully conclude the study.

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ABSTRACT

Study shows that the identified factors such as lack of motivation to the teachers, lack of enough teaching materials, lack of classroom and desks and negligence of students to the studies are still active in influencing poor academic performance to the students of secondary schools. Further the study outlined some recommendations to deal with student academic performance such as teachers must work hard so that student understands what they have been taught in order to get good performance. Government and other stack holders like parents to visit secondary schools to see the progress of the students and also to see the problems of the secondary schools in order to solve them.

TABLE OF CONTENTS

CERTIFICATION	ii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT	vii
LIST OF FIGURES	x
APPENDIX.....	xi
LIST OF ABBREVIATIONS	xii
CHAPTER ONE	1
THE RESEARCH PROBLEM AND ITS SETTING.....	1
1,1 Introduction	1
1.2 Statement of the Problem	5
1.3 Objectives of the Study	6
1.3.1 General Objective of the Study	6
1.3.2 Specific Objectives.....	6
1.4 Specific Research Questions	7
1.5 Significance of the Study	7
1.6 Delimitation of the Study	8
1.7 Study Structure.....	8
1.8 Key Concepts used in the Study.....	9
1.9 Poor Performance.....	9
1.10 Community/public Secondary School.....	10
1.11 High Academic Performance	10

1.12	School Performance	10
1.14	Teaching and Learning Materials.....	11
1.15	Education.....	11
CHAPTER TWO		12
LITERATURE REVIEW		12
2.1	Introduction	12
2.2	Theoretical Framework	12
2.2.1	Constructivism Learning Theory	12
2.2.2	Transformative Learning Theory	13
2.2.3	Governance Theory	14
2.3	Empirical review	16
2.3.1	Parents Education Level and Students' Academic Performance	16
2.3.2	Association of Parents Income and Students' Academic Performance	17
2.3.4	Home Learning Environment and Students' Academic Performance	19
2.3.5	Parents Treatment.....	22
2.4	Conceptual Framework	22
2.5	Research Gap	23
CHAPTER THREE		24
RESEARCH METHODOLOGY		24
3.1	Introduction.....	25
3.2	Research Design.....	25
3.3	Research Approach	25
3.4	Area of the Study	26
3.5	Description of Population and Sample.....	26

3.5.1	Secondary Data	27
3.5.2	Primary Data	27
3.5.2.1	Questionnaires.....	27
3.5.2	Definition of Interview.....	29
3.6	Validity of Data and Reliability	30
3.7	Data Analysis Process	31
3.8	Ethical Issues.....	32
CHAPTER FOUR.....		33
RESEARCH FINDINGS AND DISCUSSION.....		33
4.1	Introduction	33
4.2	Summary	33
4.3	Level of Parents Education on Student’s Performance.....	34
CHAPTER FIVE		43
CONCLUSION AND RECOMMENDATIONS		43
5.1	Introduction	43
5.2	Summary	43
5.3	Conclusions	44
5.4	Recommendations	45
5.4.1	Recommendations to the Government and other Stockholders	45
REFERENCES.....		47
APPENDICES		55

LIST OF FIGURES

Figure 2.1: A Conceptual Framework Model	23
Figure 4.1: Parent's Level of Mothers	34
Figure 4.2: Parent's Level of Fathers	35
Figure 4.3: Father's Occupation	36
Figure 4.4: Mother Occupation	37
Figure 4.5: Impact of Education on the Students' Performance	38
Figure 4.6: Communication between Parents and Teachers on Student's Performance	40
Figure 4.7: Student Performance	41
Figure 4.8: Reasons Leading to Students' Academic Poor Performance in your School	42

APPENDICES

Appendix I: Questionnaire	55
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Appendix II: Research Permit Letters.....	59
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LIST OF ABBREVIATIONS

MoEVT	Ministry of Education and Vocational Training
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NECTA	National Examinations Council of Tanzania
PEDP	Primary Education Development Programme
TIE	Tanzania Institute of Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
UPE	Universal Primary Education
URT	United Republic of Tanzania
USA	United State of America

CHAPTER ONE

THE RESEARCH PROBLEM AND ITS SETTING

1,1 Introduction

In education to involve parents is very important it started the programme since 1960's and 1970's in United State of America (USA) and Europe the programme aiming at encouraging minority low income parents to prepare their children for more successful schools and prevent education delays for children who at risk (Bakker, Denessen and Brus-Laeven 2007). It was just an appeal to support lower school children achievers through parents' intervention in education. In USA, during 1967 parental involvement was established as the programme for low income kindergarten and first grade students to sustain compulsory education programmes. Its execution manifested positive results by equipping parents with skills on how to help their children with home works for enhancement of education progress. Being Significant in education, attempt to increase parental involvement in school had made some improvements.

The World Education Forum Conference of 2000 held in Dakar, Senegal discussed the roles that governments should play in enhancing partnership with all education stakeholders including parents. This should go beyond not only in financing education and cost sharing but also should build in whole education process and learning for seeking quality education for all (UNESCO,2000). However, the Eurocentric approaches, such as class lectures and teleconferencing make Africans undermine their own ways of transmission of knowledge. Boateng (1985) asserts that in Africa, the introduction of western formal education has often served as obstacles to the process of

cultural transmission and intergenerational communication, which are viewed culturally as some of the functions of the school.

In Tanzania the implementation of UPE has created unprecedented social demand for secondary education. The increasing number of pupils in primary education has led to more demands of secondary schools in Tanzania to absorb qualified candidates from primary schools (URT, 1999). This occurred mainly from the 1990's in different regions of Tanzania. The introduction of Primary Education Development Programme (PEDP) in late 1999 increased the number of pupils enrolled in the primary schools resulting into an increased number of standard seven schools leavers (Mosha, 2000). Previously, a large number of pupils did not join secondary schools education due to shortages of secondary schools. From 2000 the Government of Tanzania initiated a programme of increasing secondary schools in the country through self-reliant programs, by encouraging citizens to build secondary schools in their communities to absorb the many standard seven pupils from their localities (Mushi, 2000). However, Education and Training Policy in Tanzania (1995) recognizes the roles of parents in education through decentralization, in which parents are involved in education process by financing education through cost sharing and put emphases on providing education through partnership with community (URT 1995).

However, the more educated the people of a particular society are, the more civilized and well-disciplined the society might be. Mainly, family has responsibility to socialize with children for making them productive members of society. The more the parents involve in the process of imparting education to their children, the more the children might excel in their academic career and become the productive and responsible

members of society. Parents' involvement in their children's education has been found to improve students' attendance (Epstein & Sheldon, 2002), and behavior in school (Sheldon and Epstein, 2002) as well as their completion of homework (Keith, and Keith 1993).

It has been assumed that academic achievement of students may not only depend on the quality of schools and teachers, rather the extent of parental involvement has vital role to play in academic achievement of their children. Children are more likely to have higher academic achievement levels and improved behavior when families are involved in their education (Bryan, 2005). Learning begins at home through interaction with one's family. Epstein (2002), no school improvement has been created without parental involvement which strengthened parents, teachers, administrators and students' partnerships which end into benefiting students, improving schools, assisting teachers and strengthening families. Parental involvement is highly required not only in financing education but also in monitoring the whole learning process. Parental involvement in education has also attracted many scholars in relation to its contribution to students' progress.

Despite parents' or guardians role for high academic performance, they have been associated with students' failure in their academic achievements. Sentamu (2003) argues that rural families and urban families where both parents were illiterate or had inadequate education do not seem to consider home study for their children a priority and that illiterate families will not foster a study culture in their children since the parents themselves did not attend school or the education they received was inadequate to create this awareness in them. These differences in home literacy activities are likely

to be reflected in school achievement. Escarce (2003) asserts that, that due to residential stratification and segregation, low-income students usually attend schools with lower funding levels from their parents, and it has reduced achievement motivation and much higher risk of educational failure. When compared with their more affluent counterparts, low-income adolescents receive lower grades, earn lower scores on standardized test and are much more likely to drop out of school. Parental involvement in education of their children has been significantly linked with the quality of education and academic achievement of children. It may further contribute in mitigating the mass level failure of students in examinations that may indirectly cause wastage of parents' own resources as well as the public expenditures for imparting formal education in schools (Carter, 2002).

However, Secondary education in Tanzania is currently characterized by the following features: Poor performance in all the subjects, especially science subjects, poor school-parents relationship, poor teaching and learning resources, which have culminated to poor performance in secondary education examinations with most students getting a marginal pass of Division IV or failing completely (Bryan, 2005).

Most students in public secondary schools are from low income families, which imply that families could not meet some of their needs including school fees payments. This leads to failure to pay school fees or contributions and purchase of school requirements causing children to engage in income generation activities which result into poor performance as most of the time they are not in the classrooms attending lessons. Jubber (1994) reported that parents and teachers are most influential from early period of schooling in child life. Parents normally start emphasis of education to children and

teachers extend it. He emphasize the importance of home cooperated with school and establish good education relationship with teachers. This means that children intellectual potential for successes in school education depend initial efforts of parents in cultivating this potential so as to prepare conducive environment for learning. According to Ferguson (1991) and Hanushek (1986) parents' socio-economic status especially wealthy has positive impact on students' academic achievements.

Therefore, literature have shown the importance parental involvement in their children education. It was observed that there is a need to conduct an empirical investigation to identify the effects of parental involvement in students' academic performance in public secondary schools. The study was set to be conducted public secondary schools located in Kinondoni District.

1.2 Statement of the Problem

Parental involvement is expected to provide a good and conducive climate for social, intellectual and emotional development of child, further it provides love, security, guidance and care that contributes to good academic performance. Carter (2002) suggested that, parental involvement is a powerful factor for good as well as bad for development of some of basic characteristics of a child that are fundamental for further learning in school. Children are more likely to have higher academic achievement levels and improved behavior when families are involved in their education (Bryan, 2005).

However, poor academic performance in most community secondary schools in the country has been a major concern by the government (URT, 2007). The government has argued on the quality of secondary education in Tanzania that, the quality of

secondary education remains a concern with the percentage of students passing the form IV examination showing that there is only a slight improvement (URT, 2007). Despite of government's effort parents have been reluctant to create a motivating environment for their children that would result into a higher academic performance. Moreover, the parental involvement activities could be considered as a means that lead to more parental involvement in students' learning process that might be gained through the implementation of the suitable effective "school parents' interaction program" and consequently, to better students' achievement.

There is little research available on the relationship between parental participation and its effect on academic achievement of secondary school students. Most of the research in this area has been conducted exclusively with elementary school students (Baily, 2004; Marjoribanks, 2005). This study was provided an in-depth look at the aspect of parental participation and its effect in academic activities of their children, and academic achievement in public secondary schools.

1.3 Objectives of the Study

1.3.1 General Objective of the Study

The general objective of this study was to investigate Assessment of Parental involvement in Student's Academic performance in Tanzania; The case of Secondary Schools in Kinondoni District.

1.3.2 Specific Objectives

- (i) To examine the effect of the parents' level of education to students' academic performance in public secondary schools in Kinondoni district.

- (ii) To examine the influences of parents' income to students' academic performance in public secondary schools in Kinondoni district.
- (iii) To determine the extent to which teachers and parents communication affect students' academic performance in public secondary schools in Kinondoni district.

1.4 Specific Research Questions

- (i) What is the effect of the parents' level of education and on students' academic performance in public secondary schools in Kinondoni district?
- (ii) To what extent do parents' incomes influence students' academic performance in public secondary schools in Kinondoni district?
- (iii) To what extent do teachers and parents' communication affect students' academic performance in public secondary schools in Kinondoni district?

1.5 Significance of the Study

The findings generated from this study are expected to be of great significance to: education practitioners, policy makers in education, administrators of secondary schools, education evaluators, and, it will contribute to the already existing literature. The findings will be used by the Ministry of Education and Vocational Training (MoEVT) to evaluate effects of family and school environments to determine academic performance. The study will also be significant to Tanzania Institute of Education (TIE) to evaluate ways the curriculum is used to teach in secondary schools. Furthermore, the study will be useful to the National Examinations Council of Tanzania (NECTA) to insist on formative evaluation in secondary schools. Furthermore, researcher's findings from this study will be used as a base in undertaking similar studies in a wider coverage

regarding parents' contribution to children performance. This will help to raise awareness about the predicaments of inadequate performance among the secondary school students in the country, and support possible policy interventions while study recommendations will help in decision making. Finally, findings from this study will increase awareness and the need of parent's participation in education program as this strategy may increase motivation and higher performance among secondary schools students in the country.

1.6 Delimitation of the Study

The study is delimited to cover public secondary schools which are Kambangwa Secondary School and Mikocheni Secondary School in Kinondoni district. The researcher will collect data from some selected secondary schools in Kinondoni district.

1.7 Study Structure

The study is organized into five chapters. Chapter one contains the background to the problem, the statement of the problem, objectives of the study, research questions, significance of the study, limitation of the study, and organization of the study. Chapter two covers, theoretical framework, and literature review related to the study and the research gap. Furthermore, chapter three concentrated on presentation of the research methodology, while chapter four will cover data presentation, analysis and discussions of data and findings of this study. Chapter five presents a summary of the study, recommendations and conclusions basing on the findings. The last section will provide a list of selected references and appendices.

1.8 Key Concepts used in the Study

The concepts applied in this study are defined as follows; community is a group of interacting organisms sharing a populated environment. Community or public schools defined as a high level of local participation specifies community roles more clearly. Communities have significant responsibilities in “creating, constructing, financing, and managing the school, recruiting and paying teachers, and procuring school materials” (Tietjen, 1999).

1.9 Poor Performance

Poor academic performance of students is one problem that impedes the smooth actualization of the purpose of education which is to mentally prepare an individual for service to himself, family and to National. This goes a long way to negatively affect the society meaning the whole national thereby defeating the real aim of education. The student becomes disinterested and dissatisfied with activities in the class room making it difficult for him or her to study, make researches or even associate in a healthy way with fellow students and teachers. The student therefore, becomes so alienated from the teachers thereby bringing to nothing the essence of student teacher relationship (URT, 2010).

It should be noted that, when a student is doing poorly academically, the teachers are disturbed, as question could be asked about their lesson plan. The teacher can also be tempted to give a false account of his students when the situation is beyond his control so as to save his own image. This in the long run may degenerate into production of half baked students in the society (Hansen, 2000).

1.10 Community/Public Secondary School

Secondary education owned by community or government has two levels. Ordinary Level is Form one through four. After Form four, a certificate is issued to all passing the Examinations. Selected students may progress to Advanced Level education (Forms five and six) or ordinary diploma in technical colleges. However, not all community secondary schools offer A Level classes. Those who did not selected to join Government secondary schools because of limited chances they joined in private secondary schools. This creates a substantial market for private schools. Some private schools cater to the economically privileged who wish for better school resources, additional courses such as computer training, and smaller class sizes. Other private schools cater toward those who have not been selected for government schools (URT, 2010).

1.11 High Academic Performance

Academic performance is said to be high when the first and second divisions in form four national examinations is higher than 80% of the total number of all candidates in the class (Thomas, 1990). Therefore public or community schools are expected to have scored more than 80 percent of candidates in the class to be known as a high performing school.

1.12 School Performance

School Performance refers to the accomplishment of a given task which is measured against predetermined standards of accuracy, completeness, cost, and speed (Tietjen, 1999). In this study schools performance refers to the act of academic in which students deal with studies and how well they meet the standards set out by the authorities

responsible. Performance of secondary schools means the rate of schools' students passing grades in national examinations.

1.13 Family Factors

Family factors in general overview are regarded as, social-economic status, social cultural as well as family background, disposition, and skills that are passed on from one generation to another.

1.14 Teaching and Learning Materials

Teaching and Learning Materials include physical objects, which carry information that can be used to promote teaching, tutoring and learning process, which include physical resources such as relevant text books and reference books, chalk boards, chemicals, apparatus and other various teaching aids.

1.15 Education

The education and training policy of the United Republic of Tanzania, defines education as the process of initiating and preparing someone through training, in his environment, to play active roles in society (MoEC, 1995). Education provides desirable and worthwhile broad and in-depth modes of thought, skills, attitudes and understanding needed for the full development of human thinking and actions (URT, 1995).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review on the topic under study. Specifically, the chapter covers, the theoretical framework, empirical studies, research gap, and it begins by presenting relevant key concepts used in the study, followed by the theoretical framework, empirical studies, as well as the conceptual framework.

2.2 Theoretical Framework

2.2.1 Constructivism Learning Theory

Constructivism, as a paradigm or worldview, posits that learning is an active, constructive process. The learner is an information constructor. People actively construct or create their own subjective representations of objective reality. New information is linked to prior knowledge, thus mental representations are subjective. Constructivism emphasizes the importance of the active involvement of learners in constructing knowledge for themselves (Bodner, 2000).

Students are thought to use background knowledge and concepts to assist them in their acquisition of novel information. When such new information is approached, the learner faces a loss of equilibrium with their previous understanding which demands a change in cognitive structure. This change effectively combines previous and novel information to form an improved cognitive schema. Constructivism can be both subjectively and contextually based. Under the theory of radical constructivism, understanding relies on one's subjective interpretation of experience as opposed to objective "reality". Similarly,

idea of contextual constructivism encompasses the effects of culture and society on experience (Bodner, Klobuchar, and Geelan, 2001).

Constructivism asks why students do not learn deeply by listening to a teacher, or reading from a textbook. To design effective teaching environments, it is believed that one needs a good understanding of what children already know when they come into the classroom. The curriculum should be designed in a way that builds on the pupil's background knowledge and is allowed to develop with them (Smith, 2002). Begin with complex problems and teach basic skills while solving these problems (Yount, 1996). Constructivism has many varieties such as active learning, discovery learning, and knowledge building, but all versions promote a student's free exploration within a given framework or structure (Lombardi, 2011).

The teacher acts as a facilitator who encourages students to discover principles for themselves and to construct knowledge by working answering open-ended questions and solving real-world problems. To do this, a teacher should encourage curiosity and discussion among his/her students as well as promoting their autonomy. In scientific areas in the classroom, constructivist teachers provide raw data and physical materials for the students to work with and analyze (Devries, and Zan, 2003).

2.2.2 Transformative Learning Theory

Theory defines frames of reference as "the structures of assumptions through which we understand our experiences. They selectively shape and delimit expectations, perceptions, cognition, and feelings" (Mezirow, 1997). Transformative learning theory seeks to explain how humans revise and reinterpret meaning (Taylor, 2008), asserts that

transformative learning is the cognitive process of effecting change in a frame of reference. A frame of reference defines our view of the world. The emotions are often involved (Ileris, 2001) adults have a tendency to reject any ideas that do not correspond to their particular values, associations and concepts (Mezirow, 1997).

The frames of reference are composed of two dimensions: habits of mind and points of view (Mezirow, 1997). Habits of mind, such as ethnocentrism, are harder to change than points of view. Habits of mind influence our point of view and the resulting thoughts or feelings associated with them, but points of view may change over time as a result of influences such as reflection, appropriation and feedback (Mezirow, 1997). Transformative learning takes place by discussing with others the "reasons presented in support of competing interpretations, by critically examining evidence, arguments, and alternative points of view"(ibid). When circumstances permit, transformative learners move toward a frame of reference that is more inclusive, discriminating, self-reflective, and integrative of experience.

2.2.3 Governance Theory

Governance is vital to the success of any organization from small domestic organizations to large international organizations. But what exactly is governance? In its simplest form, governance refers to the group decision-making that addresses shared problems. Within the context of Academic organizations or institutions governance describes the processes institutions that guide and restrain the collective activities taken by an international organization and its members. In addition, governance is more about the process through which a decision is made, rather than the substance of the decision itself. In other words, governance is no necessarily about making an international

organization stronger; rather, governance describes an academic organization is rules and procedures that the organization uses to fulfill its goals. Whatever ends an international organization may decide to pursue, governance describes the mechanisms through which the organization implements its policies (Moldoveanu and Martin, 2001).

Contemporary theories on governance make a fundamental distinction between governance and government. While both concepts involve academic behavior on the part of an organization and its members to achieve certain goals for instance, an academic organization creating a new students rights policy), governance is a broader concept than government. Governments have the formal authority to act; they also have powers to enforce compliance with their activities, rules, and policies.

In particular, governments have, and exercise, police power. In contrast, the broader concept of governance describes the way in which an organization chooses to engage in certain activities backed by goals shared by its constituents. Often, these activities do not derive from legal or formal responsibilities of the organization. Unlike governments, international organizations do not possess police power to enforce compliance with their activities, rules, and policies. This does not mean to say that academic organizations have no power to require compliance; their powers are different than those of national or local governments. For instance, the community secondary schools can suspend an academic regulation that has deviated from the terms of its agreement with the school board. The various theories of governance all observe the difference between the concepts of governance from government (Melyoki, 2005).

2.3 Empirical review

Influencing factors for poor performance.

2.3.1 Parents Education Level and Students' Academic Performance

Smith, Brooks-Gunn, and Clearner (1999), in their study focusing at children's academic performance found out that, there was association between parent's education with children's' academic achievement mediated by the home environment. In developed countries, research findings from both adults' education and early childhood intervention programmes note that the parent level of education is one of the most important factors influencing children reading level and other school achievements (Clark, 2007). More highly educated parents have greater success in providing their children with cognitive and language skills that contribute to early success in schools (Chen, 2007). Corwyn and Bradley (2002) also found that maternal education had the most consistent direct influence on children's cognitive outcomes. Therefore, this makes those students to achieve higher than those whose parents are of low education level. In the same view, Davis (2005) argues that, households with higher level of education stress on the importance of education for their children because they perceive education as a tool for overcoming ignorance and poverty. The study indicated that, literate parents focus more on giving their children education and hence spend time on helping their children with their homework and checking what their children have learned at school. The evidence suggests that literate parents follow closer their children academic progress by purchasing books, monitoring their children and providing stimulating experience (Jensen and Seltzer, 2000). These contribute to students' achievement.

Mothers who are more educated and have higher self-esteem have children who receive higher test scores (Baharudin and Luster 1998, Eamon 2005). Kao and Tienda (1998) concluded that eighth grader aspirations to attend college derive primarily from parents' education. Other researchers found substantial support for positive relationship between mothers' and fathers' supportive behavior, educational level, language spoken in the home and adolescent's aspirations (Plunkett and Bamaca-Gomez, 2003). In Tanzania, it has been established that poor families are more likely to be illiterate. Illiterate parents are not spending money on their children education as compared to their better off counterparts (Dachi, 2000). Parents with low level of primary education are the ones who are illiterate and do not value education much. To the contrary, qualified parents are more likely to value education.

Kuo and Hauser (1995) found that at least half the variance in educational attainment was attributed to family background, including parental schooling. The above observation is consolidated by Kapinga (2014) who studied the impact of the parental socioeconomic status on the academic achievement in secondary schools in Tanzania, he established that the parents with high academic qualification and formal occupation know the importance of education to their children and they were not reluctant to support them in paying fees, buying books and provision of funds for remedial classes known as tuition.

2.3.2 Association of Parents Income and Students' Academic Performance

On the contrary Rafiz (2013) starts the introduction of the research on Assessment of parental involvement in students' academic performance. He starts by explaining that parental involvement is important to the academic performance this gives motivation

to the student to perform well. He has the following objectives in the research to see the extent of parental involvement in academic activities of their children studying in secondary level classes. The second objective is to see the extent of academic achievements of children studying in secondary level classes. The third objective to see the relationship, if any between the parental involvement in the academic activities of their children and academic achievement of their children.

Chandry (2011) starts an introduction concerning the research on Assessment of Parental involvement in Students Academic performance in Secondary School he explain that in this era of globalization and technical revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital linked with an individual's well-being and opportunities for better life (Battle and Lewis, 2002).

He has the following objectives the first objective is to analyze the effect of socio-economic parental education and occupation on quality of students' academic performance. The second objective is to explore the effect of socio-economic status on student's achievement in the subject of Mathematics and English. The third objective is to find the difference in quality of student's achievement in relation to their gender.

Ejili (2002) start in the introduction in the research concern with Assessment of Parental Involvement in Student Academic performance in Secondary School he said there is an increasing demand for good education but its standard seems to be declining. Many of our present day students are no more interested in hard work as a means of achieving academic objectives. Those who are interested dedicated and focused are faced with a

lot of domestic chores, by the time they finish them they are already weak and cannot cope with their academic for that day.

He has the following objectives like the first objective is to find out if there is any significant difference in the academic performance of students from small and large family size. The second objective is to compare the academic attainment of senior secondary school students from high and low socio-economic status. The third objective is to determine whether parent's educational status is responsible for high academic performance of secondary school students.

I have objectives which are differ with researchers I mentioned above the objectives which are first objectives is to examine the effect of the parent's level of education to student's academic performance in secondary school. Second objective is to examine the influences of parent's income to students' academic performance in secondary school. The third objective is to determine the extent to which teachers and parents communication affect students' academic performance in secondary school. There is research gap because my objectives are differ from other researchers I mentioned above.

2.3.4 Home Learning Environment and Students' Academic Performance

According to Kapinga (2014), home set up such as space, furniture (chairs and tables), home chores distribution, silence and reading rooms provide encouragements for the students to take studies at home thus contribute to better academic achievements. Lunas (2014) also consolidates the above observation on the roles of the parents in facilitating students' academic achievement when established that the heavy agricultural work at home, bricks making and involvement in the petty businesses among the students

hindered academic performance among the secondary students in Kinondoni District Council.

According to Dave's model developed by Bloom (1984) shows five aspects of home environment that influence the academic performance of a child. Bloom identifies five home environment processes namely: Work habits' of the family, which refers to degree of structure and routine in home management and the emphasis or lack of it in educational activities over leisure activities after school hours and during holiday. Secondly, academic guidance and support which include parents' frequent encouragement on schoolwork and their knowledge of students' progress at school. The ability and quality of help provided by home for school related tasks includes adequate space and time for revision, relevant guidance and availability of learning materials. Thirdly, intellectual stimulation which is done by family members to provide intellectual interest to the students, for example, the type of reading which is done, the nature and extent of conversation about ideas, and nature of intellectual model which parents provide. Fourthly, language model and quality of language used by the parents and taught, either direct or indirectly to the child. Lastly, is academic aspiration and expectation which includes the parents' knowledge on the students' current schoolwork and the parents' aspirations for the standard of the children educational achievement?

Similarly, Steinberg et al., (1992) argues that, most of children who are successful and well-adjusted come from home environment where good relationships exist between children and their parents, so parental involvement is much more likely to promote students school success when it occurs in the context of consistent home environment. Whether parents are helping and support their children school life can directly affect

their personal and social development as well as their academic success (Gecas, 1971; Harris and Goodall, 2008; Jeynes, 2007). This is to say, parental involvement makes a positive contribution to children's educational achievement. Epstein (1992) argues that students at all grade levels do better academic work and have more positive school attitudes, higher aspirations, and other positive behaviors if they have parents who are aware, knowledgeable, encouraging, and involved.

In his study Richardson (2009) in assessing students' performance focusing at home environment indicated that, schools need more involvement from parents since the chief benefits on their children's education are higher grades, positive behavior and attitude and more effective schools. According to (Epstein, 1995) parental involvement in their children's education takes on various forms. For instance, parents may be involved by volunteering at school, communicating with the school, participation in school decision-making, or supporting learning at home. According to Hoover and Sandler (1995), parents agree that they have an important role to play in home-based activities when it comes to children's learning. These home-based activities include, among others, monitoring their child's school work and progress, discussing school related issues with their child, and assisting with homework.

In a study conducted by Patall, Cooper and Robinson (2008), revealed that 95% of students reported that they performed highly in school at least some of the time when they received help with homework from their parents. Studies have shown marked improvement in students' academic achievement when their parents are involved with their homework (Keith and Keith, 1993). Readiness for school learning especially performance at secondary level depend much on home set up, the home activities,

motivation by parents availability of relevant extra reading materials in the form of text books and kind of guidance available at home. Also, frequency communication is required between school staff and parents to discuss ways to help their children. However, evidence suggests the most of these contacts are often school initiated (Komba, 2010).

2.3.5 Parents Treatment

Research shows that nature of parental discipline greatly affect children academic performance (Aremu, 2010), parents in their bid to discipline their children have been bound to be authoritative, democratic or permissive. According to (Oluwole, 2009), children, whose parents are authoritative, live in constant fear of such parents and may most likely to transfer such fear to significant others in the school environment. Such children have low self-worth, insecurity and may found it difficult to consult teachers, however Oluwole and Oluwole (2010), found that the degree of self-efficacy and anxiety manifest by learners determine their academic performance, On other hand children from permissive home are to complacent unmotivated and lack personal will to succeed.

2.4 Conceptual Framework

Brown (1990), defines conceptual framework as a mind map of a particular idea or phenomenon. It is used to outline the possible causes of action or to present preferred approach. The study assumes that the relationship between parents and children contributes towards student's academic performance and this performance is improved due many factors but one of factors that plays a significant role is a parental factor. The variables indicated in the conceptual framework shows the link towards the independent

and dependent variables. The literature shows that, parents' level of education, home environmental, cultural and economic factors, teachers and parent's communication, size of class, time for learning, availability of library and books, school teaching and learning environment, source of school funds and distance to schools influencing students' academic performance in community and government built secondary schools.

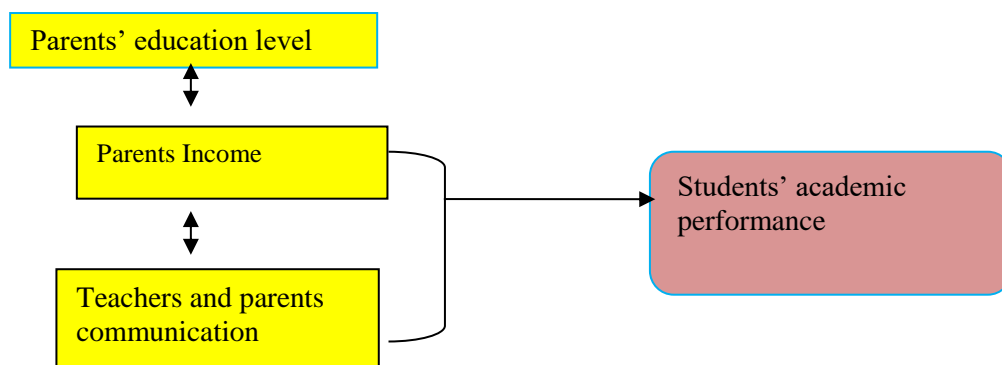


Figure 2.1: A Conceptual Framework Model

Source: Research Data 2017

2.5 Research Gap

Various literatures in both developed and developing countries have revealed that, academic performance is influenced by parents' involvement factors. The current study has found it very necessary to find out what are the problems which lead to poor performance in public secondary schools in the country. Although there are different factors which lead to poor performance, parents' involvement is one of factors affecting academic performance, as indicated by different scholars: (Epstein, 1995; Epstein 2002; Kim, 2002; Mihayo, 2004; Sanders and Sheldon, 2009; Sheldon, 2009). However, these studies have not examined in-depth the parents' contribution and its effect as an important aspect which affects academic performance. Moreover, researches on the effects of parental contribution and its effect on academic performance of public

secondary schools in Tanzania are limited. Furthermore, although Epstein's Framework offers rich model to study parental contribution, involvement and academic performance, no study in Kinondoni has intensively examined parental contribution and its effects towards student performance in public school. Therefore, this study is an attempt to fill this gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, area of the study, description of population and sample, method of data collection, validity of the research instruments, data analysis process, ethical issues, and chapter summary. However, research methodology relates to grand plan of a particular research project that shows how a researcher intends to conduct the research and how to guard it against internal and external factors which may influence and undermine its validity and acceptability as a knowledge base (Babbie, 1995).

3.2 Research Design

According to Kothari, (2009), the research design is the conceptual structure within which research is conducted; it constitutes the blue print for the collection, measurement and analysis of data (Kothari, 2009). However, the research designs help the researchers to ensure that the evidence obtained enable them to effectively address the research problem as unambiguously as possible. In this study, Parents' level of education, home environmental, cultural and economic factors, teachers and parents communication was specific source of information that this research intended to link to academic performance. To obtain this information and address the mass failure in secondary schools as unambiguously as possible, a case study was conducted.

3.3 Research Approach

A case study used in this study based on the fact that case study helps the researcher to get the detailed and intensive analysis. Due to the qualitative nature of the study, the case study is more significant in this study as it involves careful and complete observation of a social unit, a person, a family, an institution, a cultural group or even

the entire community. Since the study is focuses on members' decision to withdraw therefore case study was important in that it helps in-depth rather than breadth. According to Young (2000) case study is a comprehensive study of a social unit comprising of a person, a group, a social institution, a district or a community. It is essentially an intensive investigation of a particular unit under consideration. It is a way of organizing social data for the purpose of viewing social reality and it also examines the social unit as a whole (Best and Kahn, 1999). Cozby (1977) asserts that case studies are valuable in informing us of conditions that are rare or unusual and thus not easily studied in any other way. This design is chosen because of its flexibility in terms of data collection, data analysis as well as its depth and breadth of studied variables.

3.4 Area of the Study

This study was conducted in Kinondoni district in Dar es Salaam region. Secondary schools in Kinondoni which conducted research are Kambangwa I and Mikocheni I choose these schools because they did not perform well in the national examination. The second reason for choosing these schools because one school is new andI wanted to know how the student perform because when a school is new there are challenges the students fail concerning academic issues.

3.5 Description of Population and Sample

Leedy and Ormrod (2001) define population as a group of individuals that has at least one common characteristics of interest.

3.5.1 Secondary Data

The secondary data are those which have already been collected by someone else and which have already been passed through the statistical process (Kothari 2008). Review of the published and unpublished literature especially those considered more relevant and pertinent to the research problem was undertaken. The sources such as books, records, reports, memoranda, agendas, NSSF administrative documents, WebPages, newspapers, articles, government publications and official statistics was used.

Borg and Gall (1989) argued that often the insights gained through the review of literature saved as much time in conducting the research as the review required. Documentary review method was involved review of key documents to acquire primary and secondary data. The documents reviewed included students' examination results sheets. Public academic journals and schools meeting conducted at schools assessing parent's contribution on student's performance.

3.5.2 Primary Data

Primary data are those which are collected afresh and for the first time and thus happen to be original in character (Kothari, 2004). In this study, primary data will be collected directly from respondents by means of questionnaires and interviews.

3.5.2.1 Questionnaires

Questionnaires were administered to 25 students, 25 Parents and 10 Teachers. This means the sample constituted 60 respondents. This instrument was used basically due to its capacity to collect a lot of information from a large number of respondents and within a short period of time. The instrument is useful because of its ability to collect

the data beyond the physical reach of the observer (Leedy, 1989). A questionnaire is essentially a structured technique for collecting primary data. It is generally a series of written questions for which the respondents have to provide the answers (Gay, 2001). A questionnaire survey was used to collect primary data from NSSF mid-level employees during the study. The questionnaire comprised both restricted or closed and unrestricted or open ended questions. The reasons for using open and closed ended questionnaire was to enable the coding process of data in the SPSS program.

Questionnaires were pre-tested before being used. The aim was to test whether the questions were understood by the respondents to achieve the research objectives, to test whether the questions are relevant and adequate, to test whether the wording of questions is clear and suit to the understanding of the respondents with different background and to develop appropriate procedure for administering the instrument with reference to field conditions (Krishna, 2006).

Also, pre testing was assessing whether the questions are clear, specific, answerable, interconnected and substantially relevant (Punch, 2000). The exercise helped to fine-tune the questionnaire. Some ambiguous questions were removed and others were re-phrased. After a pre-test, questionnaires were revised; some questions were rephrased in order to make them more understandable. After revision, questionnaires were duplicated ready for use. The time for pre-testing was about 20 minutes per respondents. Questionnaires were administered to establish rapport and to explain the purpose of the study as well as to clarify the meaning of the items that may not be clearly as noted by (Gay, 2001, Best and Khan, 2003).

3.5.2 Definition of Interview

Inter (1983) defines an interview as a tool, “whose purpose is to gather descriptions of the life-world of the interviewee with respect to interpretation of the meaning of the described phenomena” (p. 174). An interview is a data collection technique that involves oral questioning of respondents either individually or as a group. The answers to the question posed during an interview can be recorded by writing them down either during the interview itself or immediately after the interview or by tape recording the responses or by a combination of both. Interviews can be conducted with varying degrees of flexibility as described by (Verkevisser et al, 2003).

Cohen (2001), asserts that, an interview is regarded as an interchange of views between two or more people on a topic of mutual interest and emphasizes the social situations of research data. It is a research instrument for data collection that involves a collection of data through verbal interaction between the interviewee and the interviewer. Patton (2007) argues that, it enables participants to discuss their interpretations of the world in which they live and express how they regard the situation from their own point of view and it is associated with very high response rate.

Wenden (2002) considers that the general interview guide approach is useful as it ‘allows for in-depth probing while permitting the interviewer to keep the interview within the parameters traced out by the aim of the study’. Therefore, in this study in-depth interviews were conducted and the answers were recorded immediately by writing down for further use in the analysis.

3.6 Validity of Data and Reliability

Validity states whether the instrument is capable of measuring what is accurate, effective and efficient (Omari, 2011). This was achieved through setting standards on constructing questionnaires and interview related to the researcher's objectives and questions. In this study, interview and questionnaires were generated in conjunction with the researcher. This ensures that the interview guides and questionnaires focused on the topic under investigation and the purpose of the study was clearly explained to the respondents and issues of concern were resolved satisfactorily. The procedures of interview and questionnaire were explained to the respondents. Lastly, respondents were assured of anonymity and confidentiality, which in turn encouraged frankness during the interview.

Besides that, the type of data collected through questionnaires, interviews, and documentary sources are valid and reliable. The validity and reliability of data was based on the fact that, documentary data were obtained from the already worked data available in schools and those data from the primary source (from students). Data from questionnaires will supplement gaps that were occurred due to improper recording of data in documents, since questionnaires allow a particular person to explain what exactly he/she perceives.

On the other hand, interviews provide reliable data because they draw data directly from one to be interviewed expressing his/her ideas. All these techniques improved the quality of data and hence its reliability. The above steps helped to ensure that the multiple sources of data collection such as literature, interviews and questionnaires were conducted under conditions and in an environment acceptable to the respondents and

therefore ensured that the process and findings are trustworthy and valid. The anonymity and confidentiality of the respondents were ensured so that they enabled to provide information for use strictly for the purpose of the study. A rapport with the respondents was successfully established during the preliminary fieldwork study. The relationship of trust with the respondents was built, the credibility of the study was well be reinforced which was ensured that the discussion level to be high are necessary and relevant to the study.

3.7 Data Analysis Process

Various methods of data analysis can be used by researchers when they are conducting the research. However, based on the nature of this study and the type of data collected are the major aspects to consider during the time of data analysis (Kothari, 2004) qualitative techniques begin by identifying themes in the data and relationships between themes. The researcher used qualitative technique to analyze data in the form of logical statements and arguments. This is because qualitative research helps people to see the world view of studies concerned.

The researcher used qualitative to analyze data, whereby SPSS software package version 20 was used, percentages, tables, charts and histograms was used to summarize the amount of data obtained from the field. Computer program software called Statistical Package for Social Science (SPSS) version 20 was used. The reason of using SPSS is just because SPSS is a large and powerful general purpose statistical package with excellent data management facilities and high quality graphics (Symonds, 2010:8). Editing was done so as to eliminate errors that might happen during field data collection and also to identify any inconsistencies in data collection. It is also important to edit

data in order to avoid entering wrong data into the computer software since when wrong data are processed, even the end result was wrong (Gall, Gall, and Borg, 2005). Besides coding is the process of condensing data into smaller units through creation of categories and concepts from data (Jessica, 2012).

3.8 Ethical Issues

Sullivan (2001) asserts that, social researchers are bound to ethical considerations in their studies. The researcher observed the rights of all respondents including the information given by respondents which was kept confidential to avoid harming the respondents. The study was followed and considered all research directives such as seeking permission from the required offices and officers. Also, all the respondents were respected and the information provided by respondents was confidentially kept. The researcher was strictly adhere to the research ethics. Human rights and national policies were observed so as not to violate the scientific standards research producers. Therefore, attention was paid to the rules and regulations of research before and during the actual field.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents research findings on the study which focused on the assessment of parental involvement on students' academic performance, the case of Kinondoni district in Dar es Salaam region. The secondary schools which I did are called Kambangwa Secondary School and Mikocheni Secondary School. The research is in order to answer the research questions of the study which was descriptive in nature, the researcher invoked several research methods to collect data which later on were analyzed electronically to provide the desired outcome. Two methods of data collection were used in this study, these are; questionnaire and observation. The popular academic research software SPSS V.22 was used to analyze data to meet the objectives of the study.

4.2 Summary

In this chapter I tried to explain how research was arranged concerning the findings according to the research questions and the results I put charts and I calculate the findings in the percentages. The questions are as follows: reasons leading to the students' academic poor performance in your school, how communication between teachers and parents can improve students' performance, Is Parents occupation determine the student's performance, Does level of parents education has relationship with student's academic performance. Therefore there are answers respondents choose them as shown below. The research findings of the research questions are presented below.

4.3 Level of Parents Education on Student's Performance

To meet the demand of the specific objective that aimed at establishing the effect of parent's level of education on students' academic performance in public schools the question that asked the level of education of parents was asked to respondents. It was observed that education of a parent has significance influence on student's performance. The Figure 4.1 provided the findings.

Parent's Level of Education

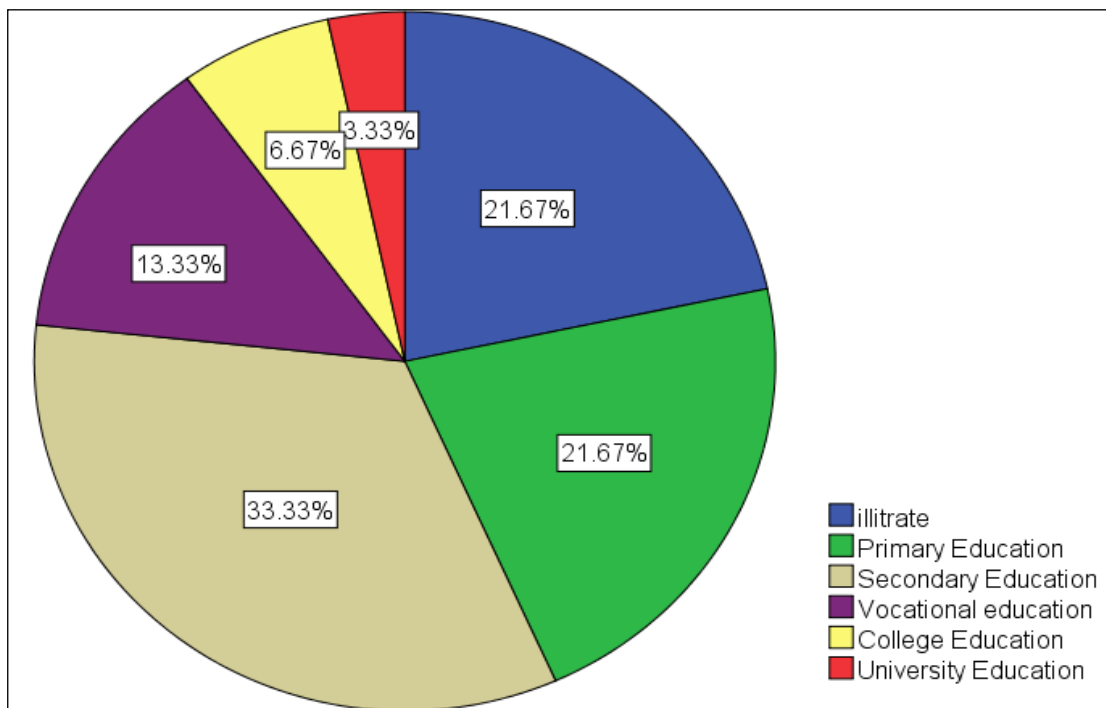


Figure 4.1: Parent's Level of Mothers

Source: Research Data (2017)

Parents who are illiterate accounted for 22 percent, those with primary education made 22 percent, secondary school education made 33 percent of parents' education level, vocational education made 13 percent, college education made 7 percent and lastly the parents with university education made 3 percent level of education that of university level who accounted for 3 percent who are the minority in the study.

sample. from study picture it is faire to say that students perfomance at Kinondoni district was remain railrly good at least for the bear future.

Parent's Level of Father

The study question that asked the level of father education provided the following picture as shown on Figure 4.2 fathers who are illiterate accounted for 13 percent, those with primary school education accounted for 47 percent. Fathers with secondary school education accounted for 18 percent. Vocational education made 10 percent of father's education. College education made 8 percent and parents with university education made 3 percent. From the above results it can be said that majority of the fathers have primary education followed by those with secondary school. However the minority of the fathers possessed university education. The study by established that parent's education is likely to influence on students' performance.

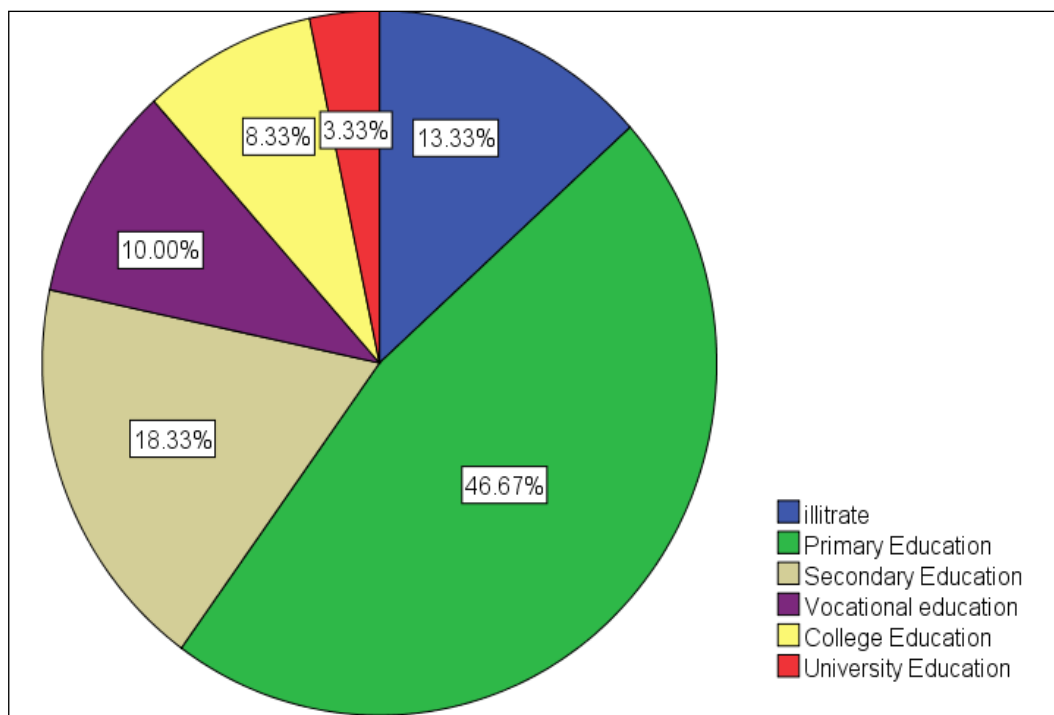


Figure 4.2: Parent's Level of Fathers

Source: Research Data (2017)

Parent's Occupation

The study question pertained to parent's education was asked. The researcher sought that the type of occupation a parent is doing has positive relationship with the type of education one possess. The question on parent's occupation was asked on both father and mother, the study results are summarized in Figure 4.3 gives the summary of father's occupation.

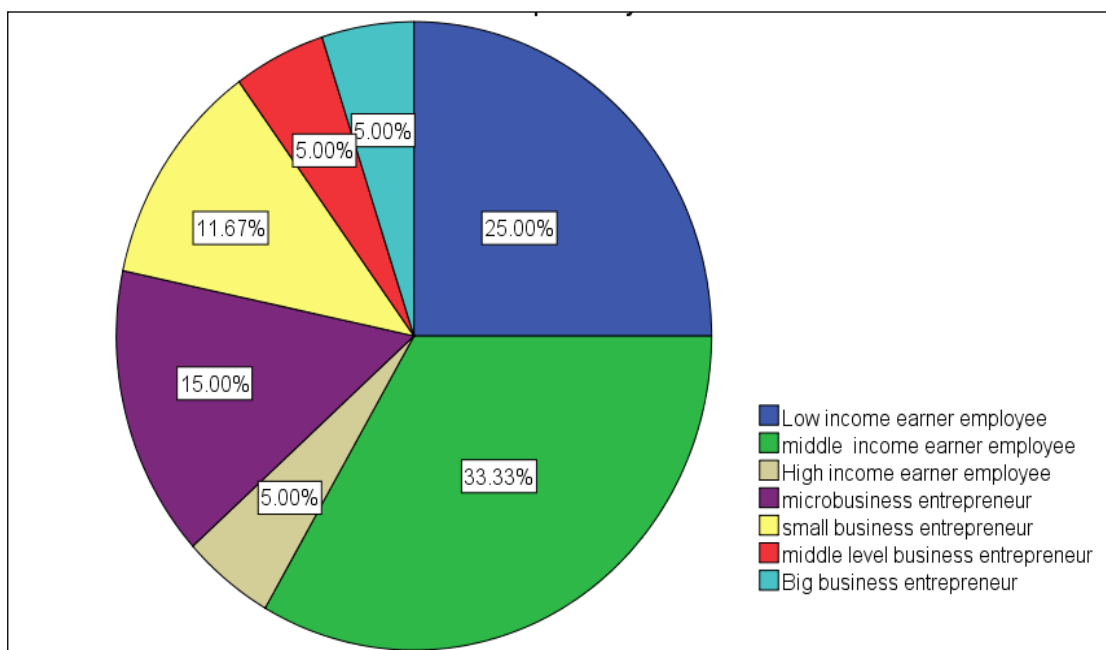


Figure 4.3: Father's Occupation

Source: Research Data (2017)

The parents who are the middle level entrepreneurs accounted for 5 percent, those who are small business entrepreneurs made 12 percent, big business entrepreneurs made 5 percent and the same 5 percent was observed to fathers with microbusiness entrepreneurs, low income earner employee made 25 percent and lastly 33 percent was attributed to fathers with middle income earners.

Mother Occupation

Mother occupation bears a certain relationship with time spent between a mother and a child at home. This time is important to make sure that a student performs his/her academic obligations. From the Figure 4.5 the summarized findings indicate that, mothers with big business accounted for 3 percent, followed by those with middle level entrepreneurs for 5 percent, small business entrepreneurs. 10 percent was for mothers with small business entrepreneurs, 12 percent is for microbusiness entrepreneurs, 12 percent are the high income entrepreneurs 25 percent was for low income earner entrepreneurs and lastly the 33 percent for high income employee.

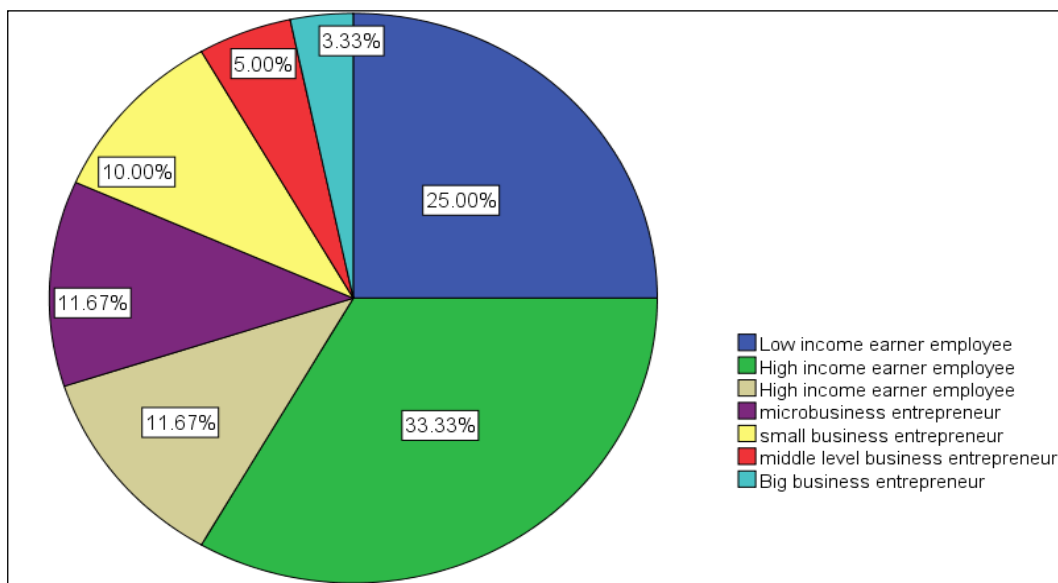


Figure 4.4: Mother Occupation

Source: Research Data (2017)

From the findings, it can be said that majority of the mothers are the high income employees followed by low income employees and the minority are the middle business entrepreneurs and big business entrepreneurs. The implication for the high income employees means that they can afford the extra cost related to student's school activities

such as tuition or buying books. These extra activities are so important to the performance of a student at school.

Impact of Education on the Students' Performance

The study wanted to find out if the really the level of education affect the students' performance, therefore the question begging for agreement or disagreement, Do you agree that level of education of the parents influence Students' academic performance? Was asked to secondary students in Kinondoni district. The results are summarized in the Figure 4.5.

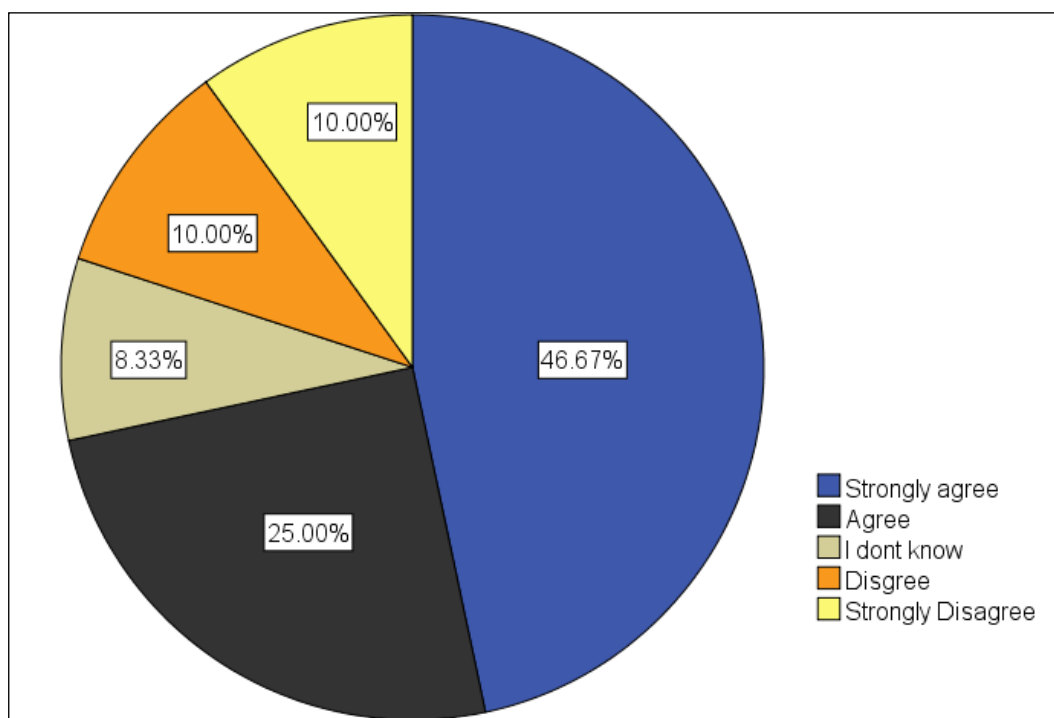


Figure 4.5: Impact of Education on the Students' Performance

Source: Research Data (2017)

From the chart above it can be seen that 47 percent of the students confirm that the education level of parents affects the students performance, 25 percent agree that

education has effect on the students performance. 8 percent don't know if the education of parents affects students performance, 10 percent of the respondents strongly disagree with the notion that education of parents affects students' performance and lastly 10 percent disagree on the same notion above.

It is therefore said that, majority agree with the notion that a parents education affects students performance by 72 percent (strongly agree + agree) response. Against those who disagree by 20 percent (strongly disagree disagree) responses. And 8 percent they don't know.

Communication between parents and teachers on student's performance

The research question on the communication between parents and teachers on student's performance was asked to the students of secondary school in Kinondoni district. Figure 4.5 show communication between parents on student's performance...provided the following summary of the results. 55 percent of the respondents agree that the communication between parents and teachers affects the student's performance, while 22 agree with the above given scenario. However 5 percent don't know whether the communication between parents and teachers communication affects student's performance.

On top of that 12 percent strongly disagree that, communication between parents and students is important, and 7 percent disagree with the above notion. The findings have shown that, majority of the respondents 77 percent (strongly agree+agree) agree that communication between parents and teachers has effect on the student's performance.

However the minority 19 percent (strongly disagree +disagree) disagree the communication in the above given scenario is important. The study by Allan(2005) established the fact that, communication between teachers and parents on the students school activities improves students' performance because in case the student misbehave in school the information can readily be available to parents and therefore chances are high that a student will live up to his/her school obligation.

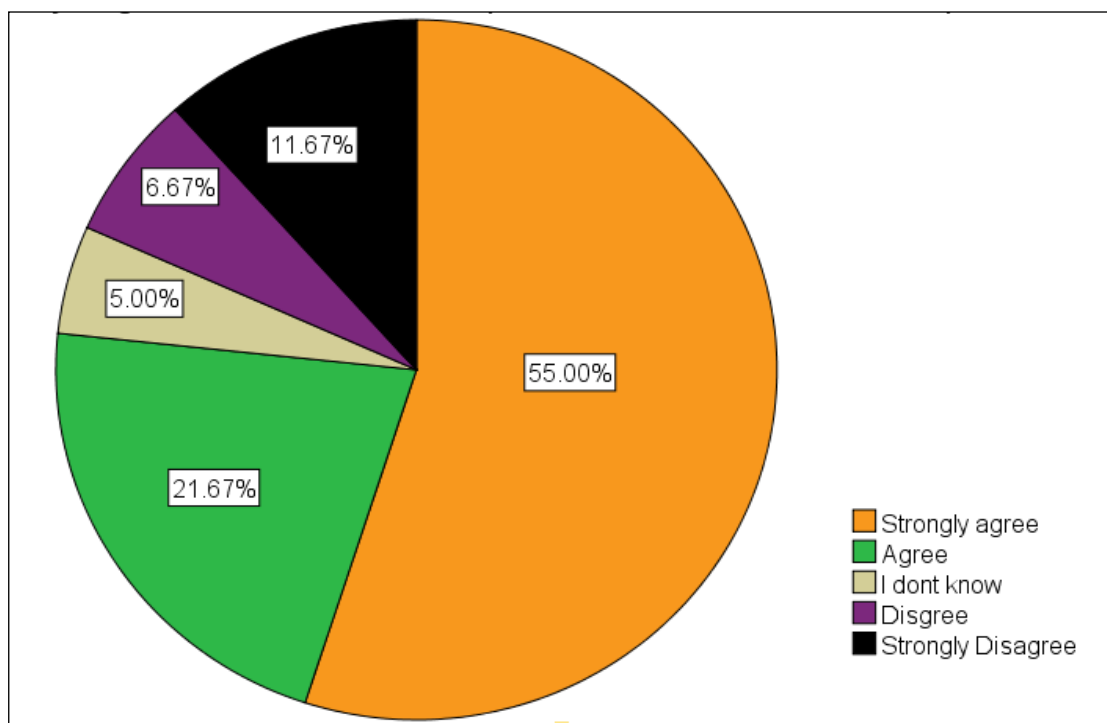


Figure 4.6: Communication between Parents and Teachers on Student's Performance

Source: Research Data (2017)

Students Performance

The third the study objective wanted to know the performance of a student at school. The question that asked what has been the Students' academic performance of your school for the last five was asked to students at Kinondoni secondary school.

Student performance provides the summarized results

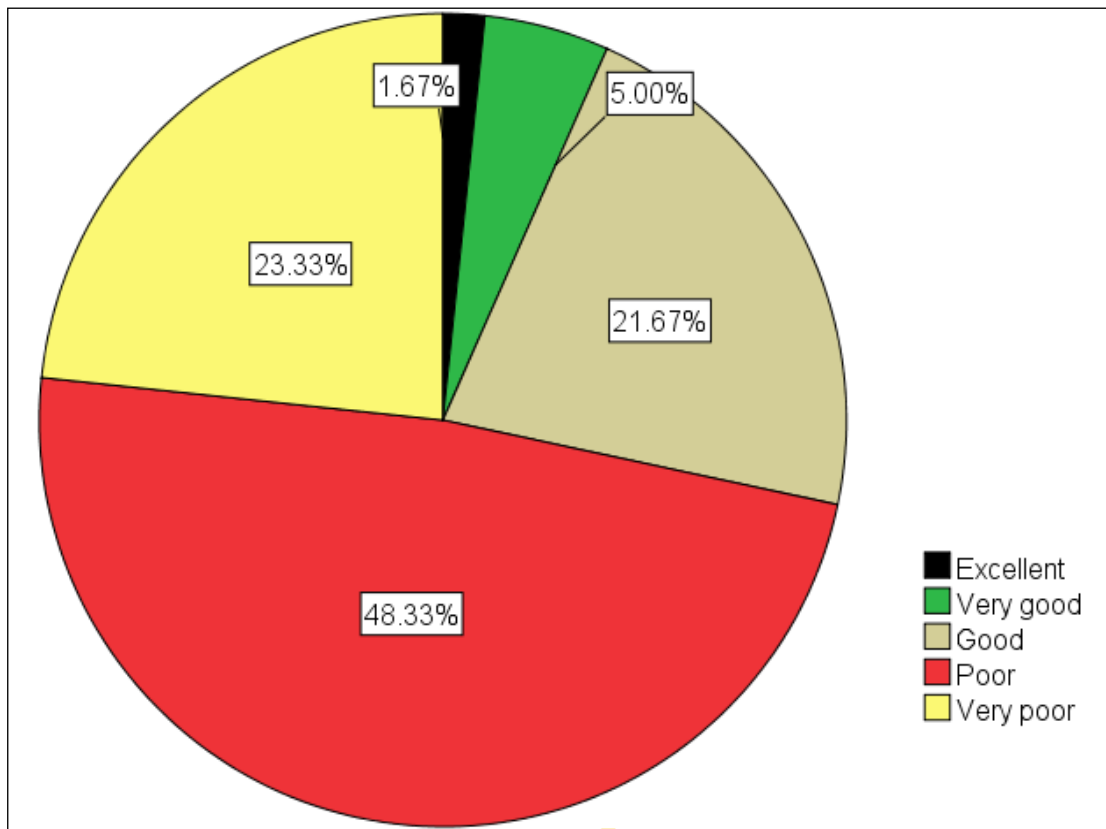


Figure 4.7: Student Performance

Source: Research Data (2017)

The Summarised findings shown in the Figure 4.7 23 percent had very poor performance 22 percent had good performance and lastly 2 percent had excellent performance. From the above summarised results it can be said that, the majority had poor performance by 71 percent (poor+very poor results) and the minority by 7 percent had good performance. it can be said that majority of students had lacked good communication between teachers and parents and students activities at school went on unchecked. Other factors such as income of parents and level of education do not play apart in Kinondoni district.

Reasons leading to students' academic poor performance in your school

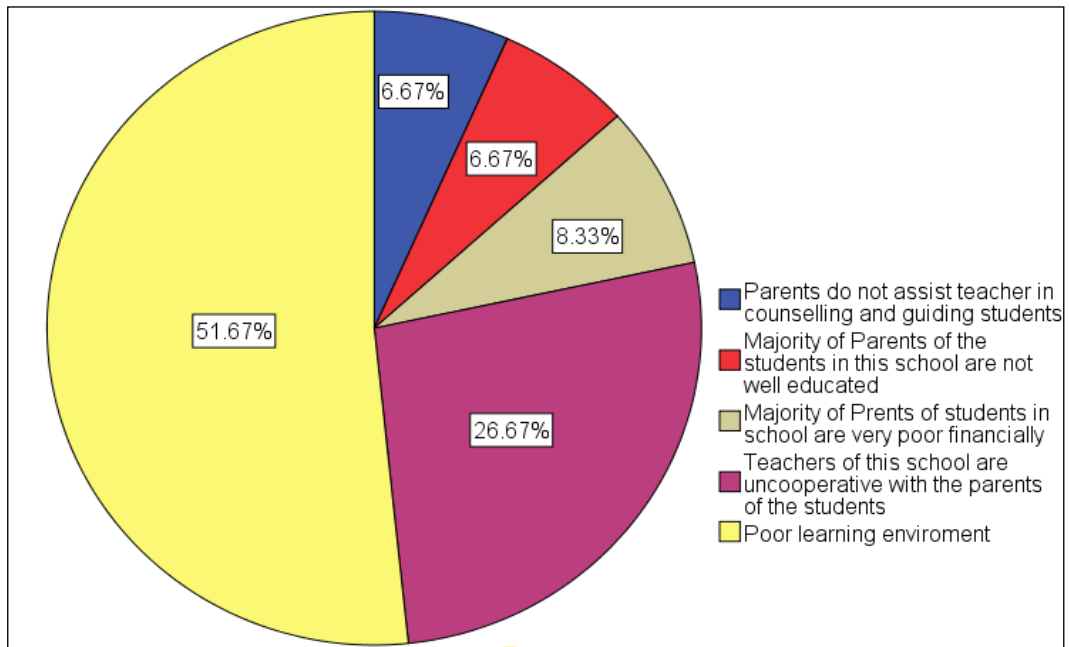


Figure 4.8: Reasons Leading to Students' Academic Poor Performance in your School

Source: Research Data (2017)

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

5.2 Summary

The topic of this study states: Assessment of Parental involvement in Student Academic performance in Tanzania; A case of Secondary Schools in Kinondoni district. The researcher had an objective of Assessment of Parental involvement in Academic performance in Tanzania; the case of Secondary Schools in Kinondoni district. The researcher had specific objectives which were; to examine the effect of parents 'level of the education to student's academic performance in public secondary schools. To examine the influences of parent's income to students' academic performance in secondary school. To determine the extent to which teachers and parents communication affect students' academic performance in secondary schools.

There are research gaps in the research because the researcher used different objectives from other researchers like Rafiz(2013) has the following to see the extent of parental involvement in academic activities of their children studying in secondary level classes. To see the extent of academic achievement of children studying in secondary school level classes. To see if there is any the relationship between the parental involvement in the academic activities of their children. Chandry (2011) has objectives like analyze the effect of socio-economic parental education and occupation on quality of student academic performance. Explore the effect of socio-economic status on student' s achievements in the subject of mathematics and English. Find the difference in quality status of students' achievement in relation to their gender. Ejili(2002) has the following

objectives like find out if there is any significant difference in the academic performance of students from small and large family size. Compare the academic attainment of senior secondary school students from high and low socio-economic. Determine whether parents educational status is responsible for high academic performance of secondary school students. The research was conducted in Kinondoni district in Dar es Salaam region. The population was 60 people which consist of 25 students, 25 teachers and 10 parents.

The researcher use random sampling to select respondents. The method used are questionnaires and observation. The researcher used qualitative technique to analyze data in the form of logical statement and arguments. This is because qualitative research helps people to see world view of studies concerned. The researcher used to analyze data where by SSPS software package version 20 was used, percentage, tables, charts and histograms was used to summarize the amount of data obtained from the field.

5.3 Conclusions

The research focused on academic performance of the students because when student perform well this will make them to be good people in the society because they will use knowledge and skills they get from school to be able to cope with environment surround them so that they can help people in the society to have good life. Further concluded that, challenges facing students to have poor academic performance include; lack of motivation to the teachers, lack of seriousness of the students to the studies, lack of books, lack of classroom, lack of teaching materials and science and technology.

Generally, it is concluded that, in order for students to have good performance there are must be commitment to overcome those challenges I explained above.

5.4 Recommendations

Based on the study findings the following are recommended:

- (i) Teachers must work hard so that student understand what they have been taught in order to get good performance.
- (ii) Teachers should guide students in term of discipline and punctuality so that student can get good performance.
- (iii) Teachers should help students who have problems instead of punishing them.
As for parents, they must guide students so that they can perform well.
- (iv) Parents should establish good communication with teachers for the benefit of students in order to get good performance.
- (v) Parents must check the exercise books so as to know the progress of the students and help them to do their homework.

5.4.1 Recommendations to the Government and other Stockholders

- (i) Government must make sure all necessary equipment like books, chalks, desks, good classrooms, and toilets so that students and teachers feel comfortable this will increase performance.
- (ii) Government should make sure that teachers get their rights on time like salaries and teaching materials and give them motivations this will give them confidence to teach well this will increase performance.

- (iii) Government and other stockholders must visit secondary schools to see their progress if there is any problem so that they can solve it this will increase performance.

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APPENDICES

Appendix I: Questionnaire

Instructions:

Please tick the best answer which you think can answer the question properly.

Level of parents Education on student's performance

1. What is the level of education of your mother?

- (a) Illiterate
- (b) Primary education
- (c) Secondary Education
- (d) Vocational Education
- (e) College education
- (f) University education

2. What is the level of education of your father?

- (a) Illiterate
- (b) Primary education
- (c) Secondary Education
- (d) Vocational Education
- (e) College education
- (f) University education

3. What is the occupation of your father?

- (a) Low income earner
- (b) Middle income earner
- (c) High income earner
- (d) Microbusiness entrepreneur
- (e) Small business entrepreneur
- (f) Middle level business entrepreneur
- (g) Big business entrepreneur

4. What is the occupation of your mother?

- (a) Low income earner
- (b) Middle income earner
- (c) High income earner
- (d) Microbusiness entrepreneur
- (e) Small business entrepreneur
- (f) Middle level business entrepreneur
- (g) Big business entrepreneur

5. Do you agree that level of education of the parents influence Students' academic performance?

- (a) Strongly agree
- (b) Agree
- (c) Don't know
- (d) Disagree
- (e) Strongly disagree

Level of parent's income on students' performance

6. Do you agree that level of income of the parents influence Students' academic performance?

- (a) Strongly agree
- (b) Agree
- (c) Don't know
- (d) Disagree
- (e) Strongly disagree

Communication between parents and teachers on student's performance

7. How often do Teachers and parents communicate on students' academic matters?

- (a) Teachers and Parents communicate and agree on strategies to improve students' academic performance.
- (b) Teachers and Parents communicate and agree on other student issues but never on students' academic performance.
- (c) Teachers and Parents communicate and agree once a year on students' academic performance
- (d) Teachers and Parents communicate very often when need arises on students' academic performance.

Students Performance

8. What has been the Students' academic performance of your school for the last five years?

- (a) Excellent
- (b) Very good
- (c) Good
- (d) Poor
- (e) Very poor

9. What reasons do you think lead to students' academic poor performance in your school?

- (a) Parents do not assist teachers in counselling and guiding students
- (b) Majority of Parents of students in this school are not well educated
- (c) Majority of Parents of students in this school are very poor financially
- (d) Teachers in this school are uncooperative with parents of students
- (e) Poor learning environments

Thanks for your cooperation


Appendix II: Research Permit Letters

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

DAR ES SALAAM REGION
(Phone Number)

Phone Number: 286008/2863716
Fax: 286008/2863716

Reg. No. FA 282/273/015/7



REGIONAL COMMISSIONER'S OFFICE,
RASHID KAWAWA ROAD,
P.O. Box 3429,
12580 DAR ES SALAAM

04/09/2017

District Administrative Secretary,
KINONDONI
P.O. Box
DAR ES SALAAM


RE: RESEARCH PERMIT

For: Dr/Mr/Ms/Miss
RAYA SALIMU TASLIMA

..... are researchers from
OPEN UNIVERSITY OF TANZANIA have been permitted to
undertake research on AN ASSESSMENT OF PARENTIAL INVOLVEMENT
ON STUDENTS ACADEMIC PERFORMANCE IN TANZANIA & A CASE
STUDY OF SECONDARY SCHOOLS IN KINONDONI DISTRICT

From 28/08/2017 to 30/10/2017

Kindly request your good assistance to enable their research.


For Regional Administrative Secretary
DAR ES SALAAM

Copy: Municipal Director,
KINONDONI
DAR ES SALAAM

Principal/Vice Chancellor,
OPEN UNIVERSITY OF TANZANIA

The United Republic of Tanzania

Prime Ministers' Office

REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

ILALA DISTRICT

Phone Address:

Phone No: 2203185/2203182

In 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 15485,
DAR ES SALAAM

Date: 04/09/2017....

RE: RESEARCH PERMIT

Prof./Dr./Mr./Mrs./MS./Miss: RAYA SALIMU TASLIMA
from the OPEN UNIVERSITY OF TANZANIA..... she/he has been
permitted to undertake a field work research on "AN ASSESSMENT
OF PARENTAL INVOLVEMENT ON STUDENTS ACADEMIC PERFORMANCE
IN TANZANIA: A CASE STUDY OF SECONDARY SCHOOLS IN KINABUNDU" The
case study at Ilala District from 28/08/2017... to 30/10/2017....

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

District Administrative Secretary
ILALA

Copy:

Principal/Vice Chancellor,

OPEN UNIVERSITY OF TANZANIA

KINONDONI MUNICIPAL COUNCIL

ALL CORRESPONDENCES TO BE ADDRESSED TO THE MUNICIPAL DIRECTOR

Tel: 2170173
Fax: 2172606



MUNICIPAL DIRECTOR
KINONDONI MUNICIPAL COUNCIL
P. O. BOX 31902
2 BARABARA YA MOROGORO
14883 DAR ES SALAAM

In reply please quote:

Ref. KMC/ED/SS/R.18/1/97

Date: 05/09/2017

Headmistress/Headmaster/WEO,

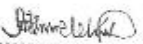
REF: RESEARCH PERMIT

Refer the heading above.

Raya Salimu Taslima, is the student from Open University of Tanzania is conducting a research on "AN ASSESSMENT OF PARENTAL INVOLVEMENT ON STUDENTS ACADEMIC PERFORMANCE IN TANZANIA" She/he has been permitted to undertake a research in your school.

By this letter you are asked to give him/her the required assistance to the said researcher.

Wishing you all the best of luck.


Rogers J. Shemwelele
FOR: MUNICIPAL DIRECTOR
KINONDONI MUNICIPAL COUNCIL

ENZI V...
...
...