

**STUDENTS' PERFORMANCE AND PARENTS' INVOLVEMENT AT
SECONDARY SCHOOL LEVEL IN ZANZIBAR: A CASE OF MICHEWENI
SECONDARY SCHOOLS IN PEMBA**

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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: “*Students’ Performance and Parents’ Involvement at Secondary School Level in Zanzibar. A Case of Micheweni Secondary Schools in Pemba*” in partial fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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DECLARATION

I, **Sheha Hamad Sheha**, do hereby declare that this dissertation is my own work. It has not been presented to any other University or Institution for a degree or any other award.



.....
Signature

.....
Date

DEDICATION

This dissertation is dedicated to my family. It is an icon of appreciation for their love, care, peace, tolerance, encouragement and support during all time of my absence, which sustained me throughout this study. I thank and love all from the inner of my heart.

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ABSTRACT

This study examined the extent to which limited parents' involvement and participation relate to poor performance of students of secondary schools in Micheweni District, Pemba. The study was conducted in five secondary schools in Micheweni district namely; Micheweni, Kiuyu, Chwaka Tumbe, Msuka and Makangale involving 124 respondents out of 1403 targeted population of the study. The study employed Descriptive Research design with qualitative and quantitative research approaches. Interview and questionnaires were used as tools for data collection. Data were analysed using computer software and thematically. The study findings were presented in description, tables, charts and graphs. The study found that many parents were not well involved by the schools in education affairs of their children. Where parents were involved, their participation was so limited. Factors which contributed to such a circumstance included - poverty, lack of awareness, traditional culture, education irrelevance and poor communication between school and home. The gap that existed between home and school affected the learning spirit and progress of the students' performance in their national examinations. Therefore, poor performance of students in Micheweni secondary schools was highly contributed by limited involvement and participation of parents into the schooling of their children. On the basis of the findings, it was concluded that Poor Performance in Micheweni Secondary Schools is contributed by Parents' limited Involvement and participation. Finally, the study recommended that school administration, education officers and Ministry of Education to employ appropriate strategies and mechanisms such as Teachers Parents Associations, Academic Day, Community Awareness Forums, School Community Projects and Students Home works for maximum involvement and participation of parents to education affairs of their children.

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LIST OF ABBREVIATIONS

CSEE	Certificate of Secondary Education Examination
EFA	Education for All
ESDP	Education Sector Development Program
LOITASA	Language of Instruction For Tanzania and South Africa
MDGs	Millennium Development Goals
MoEC	Ministry of Education and Culture
MoVET	Ministry of Education and Vocational Training
MoEZ	Ministry of Education Zanzibar
NECTA	National Examinations Council of Tanzania
NGOs	Non Governmental Organizations
OUT	The Open University of Tanzania
PEDP	Primary Education Development Plan
PTA	Parents - Teachers Association
RGoZ	Revolution Government of Zanzibar
SEDP	Secondary Education Development Plan.
SMC	School Management Committees
UNDP	United Nations Development Program
URT	United Republic of Tanzania
USA	United States of America
UNESCO	United Nations Educational and Scientific Organization
UNICEF	United Nations International Children's Emergency Fund
UDSM	University of Dar es Salaam
ZEDP	Zanzibar Education Development Program

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents background of the study, statement of the problem, scope and limitation of the study, the purpose and objectives of the study, significance of the study and lastly definitions of key terms applied in the study.

1.2 Background of the Study

Education remains the sole true investment and asset to the future life of a child to be inherited from the parents and guardians. As is a determinant to socio-economic development in any community; our education system seems to fail in fulfilling the desired objectives to most of the communities in Tanzania. Referring to the matter Antoria (2009), comments that education is critical for promoting sustainable development and improving the capacity of the people to address environment and development issues. It is critical for archiving environmental, ethical awareness, attitudes, values, skills and behaviours consistent with sustainable development and the effective public participation in decision making. (Antoria, 2009).

The fact that aschool associal institution is obviously not isolated from the influence and role of different stakeholders including parents. Meanwhile, the roles of parents to students' performance at school and their relationship is not limited and restricted. The matter seems to be quite different from most rural areas whereby the parental role has been much limited or totally forgotten. It is commonly experienced for the educators to outline and critically analyse the factors such as poor school infrastructures, shortage of

learning and teaching materials, acute shortage of teachers, poor English foundation of students and nature of curricula, to underperformance of rural secondary schools (MoEVT,2010 and Qorro,2003). The studies have forgotten the very influential factors of parental limited participation and involvement to underperformance of rural secondary schools.

The same comment made by Kuleana, on parental involvement to the matters of their children education to be very limited. These discourage the learning progress of the students and teaching moral of respective teachers in most schools and school communities. The parents' involvement and participation in making teachers accountable is very little. Either, it has been noted that parents and communities are mainly involved in contributions at school. However, the level and rates of contributions are very little (Kuleana, 1999).It is noted that, rural communities; mostly dominant in small scale agriculture, livestock farming, fishing, trade and hand crafts; have been mostly exemplified of being poor and unable to run and fund the schooling of their children.

On the other hand, the government is always claimed of its negligence to rural in favour of towns in social services supply; education included. In such circumstances, it is commonly seeing children of secondary schools engaged in businesses to assist their parents to run the family daily needs and more badly, sometimes they are totally depended on running the family. This may be due to extreme poverty of the families or lack of awareness as pointed by RGoZ (1999). North 'A' and Micheweni Districts have no registered private schools. Among the factors which lead to this absence, is that while in the Urban and West Districts (Zanzibar) most people are civil servants or employed

in other sectors which make them earn more, those in North 'A' and Micheweni Districts in Pemba are poor and even have little awareness. According to RGoZ, (2007), there are significant disparities in poverty levels between Districts; again Micheweni comes out as the poorest. Almost three quarter of the people in Micheweni live below the basic needs poverty line.

Sometime, the problem is community and parents conservatism, they are rigid to accept changes. In such circumstances, most rural areas fail to meet the changes that are very important for the betterment of current education and changing world. There is also a need for training for parents and local communities. Because people tend to be conservative in the sense that they do not understand the needs for introducing "new" practices, new pedagogy and new modalities of school organization, might slow down development of education in Zanzibar, (Janne, 2007).

It is this controversy and gap that lead to the need and interest to have the study so as to examine to what extent the parental limited involvement and participation can be associated to underperformance in Micheweni secondary schools which is categorically both under poverty line and rural localities.

1.3 Statement of the Problem

Tanzania; and Zanzibar in particular, has recently been in demise of education failures if gauged through the performance of form four secondary leavers. The trend of the results from 2012-2014 seems to pose serious challenges for the future development of the country. We appreciate the fact that education is a backbone for development of any country. Hence, the tendencies on the performance of the students tell a lot in relation

to future development of the country (MoVET, 2013; URT, 1995). The cry for poor performance of our secondary schools has been bolded to most forums and discussions of the authorities and professionals. Nearly two decades, the government has been in intensive programs to ensure improvement on equity, quality, access and management reform (SEDP, 2004; RGoZ, 2007). A lot of improvement was witnessed such as more schools were built, more classrooms were built, more teachers were trained, and more students were enrolled (URT, 2011).

However, the objective to improve education quality for development mission, still remain unanswered even though a lot of efforts have been taken by the government, its partners, donor countries and NGOs. The government of Zanzibar is the central authority concerning the education to its people. In collaboration with other education friends and partners it has always been fighting for education improvement in Zanzibar and Micheweni in particular.

The government has taken different measures for education improvement in Zanzibar which includes supplying enough text books to all secondary students, teachers training, and improvement of learning infrastructures - classrooms, library and laboratories (RGoZ, 2014). The problem to poor quality in our secondary education has been associated with number of factors while forgetting or narrowing the limited parental involvement and participation in ensuring effective attainment of the desired goal.

Ubogu (2004) asserts that lack of basic school needs like learning materials could not provide a stable mind and conducive environment for the pupils to study. Lack of learning materials contribute to poor performance in national examinations. Parents'

willingness to participate in school development may improve students' results and general school development. According to Ubogu (2014) schools where parents are actively involved and participate in school development do well in exams as pupils are encouraged by both the teachers and the parents.

Experience has shown that highly centralized planning is non-participatory and tends to ignore the peculiarities of various localities in the development process. Attempt to involvement and participation of communities in the management and administration of schools in their areas of jurisdiction is very important. Effective management of school necessitates community involvement,(RGoZ,2007).

Consequently, the efforts taken by the government have no encouraging results on the performance of the schools in Micheweni - impacts and the problem remains unsolved. This is the very reason that instigated the researcher to conduct this study in order to examine the extent to which parents' involvement affected the performance to secondary schools in Micheweni District-Pemba.

Table 1.1: Three Years CSEE Results (2013-2015)

School	CSEE RESULTS 2013 DIVISIONS I-IV & 0					CSEE RESULTS 2014 DIVISIONS I-IV & 0					CSEE RESULTS 2015 DIVISIONS I-IV & 0				
	I	II	III	IV	0	I	II	III	IV	0	I	II	III	IV	0
Micheweni	0	2	3	41	53	0	0	5	26	24	0	2	8	53	22
Chwaka Tumbe	0	0	4	21	9	0	0	1	20	29	0	1	0	28	11
Kiuyu	0	0	1	32	25	0	0	2	38	9	0	1	5	19	8
Msuka	0	1	2	16	23	0	0	3	35	7	0	0	3	17	7
Makangale	0	0	1	15	20	0	0	1	10	23	0	0	1	13	22
Total	0	3	11	125	130	0	0	12	126	92	0	4	17	130	70

Source: NECTA, (2013 -2015)

1.4 Scope and Limitations of the Study

The study was carried out in five (5) underperforming secondary schools in Micheweni District, North Region – Pemba. These were Micheweni, Chwaka Tumbe, Msuka, Makangale, and Kikuyu. These are schools in Micheweni District whose performance in recent years and specifically three years (2013-2015) seemed to be very much discouraging; apart from a lot of efforts which had been taken by the government.

1.5 The Purpose and Objectives of the Study

1.5.1 Purpose of the Study

The purpose of this study was to examine how the limited parental involvement and participation contributed to poor performance in Micheweni Secondary Schools.

1.5.2 Specific Objectives

The study however intended to:

- (i) Identify factors that lead to poor performance in relation to parental involvement in Micheweni secondary schools.
- (ii) Examine the perceptions of parents on secondary school students' performance at Micheweni.
- (iii) Assess the parents' roles in performance of secondary schools in Micheweni.

1.6 Research Questions

- (i) What are the factors that lead to poor performance in relation to parental involvement in Micheweni secondary schools?

- (ii) What are the perceptions of parents on secondary school students' performance at Micheweni?
- (iii) How do parents involved in improving students' performance of secondary schools level in Micheweni District?

1.7 Significance of the Study

- (i) The findings of this study are potential to Micheweni indigenous to know the problems and what they are supposed to do. For Local and Central governments, the study identifies areas, which need the authority and policy makers and planners to work on. Stakeholders wishing to have facts on poor performance in Micheweni secondary schools for institutional initiative in addressing the problem, this dissertation is their appropriate tool.
- (ii) The study is beneficial to different researchers especially in education, as the researcher in this study has provided an insight of the problem that can be a link for some other related study areas. This study may be a reference tool for researchers.
- (iii) The study assists Tanzanians – individuals, family and community to understand how the involvement and participation of parents in education matters of their children can lead to their good or poor performance.
- (iv) More specifically, the study helps the Ministry of Education in Zanzibar, the National Examination Council of Tanzania and other education providers to see how they can plan to improve the education standard in Micheweni Secondary schools.

1.8 Definitions of Basic Concepts

1.8.1 Performance

In recent years, there has been a rapidly growing interest in performance and quality improvement within communities. In reviewing definitions and activities in different public and other sectors, it is apparent that different names and labels are often used to describe similar concepts or activities. Sectors, such as education, industry and hospitals, have embraced a diverse and evolving set of terms but which generally have the same principles at heart (i.e., continuous quality improvement, quantity improvement, performance improvement and total quality management).

According to Contemporary Oxford Dictionary (2010) the term performance means the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed. Also performance is defined as the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract or may be termed as the outcome of education the extent to which a student, teacher or institution has achieved their educational goals. Performance involves three basic components indicators.

The first one is *Quality improvement*, which focuses on activities that are responsive to community needs and improving population education. It refers to a continuous and ongoing effort to achieve measurable improvements in efficiency, effectiveness, accountability, outcomes, and other indicators of quality services or processes which achieve equity and improvement. The second one is *Performance management*. This refers to actively using performance data to improve the sector. It involves the strategic use of performance standards, measures, progress reports, and ongoing quality

improvement efforts to ensure an agency achieves desired results. The third one is *Systems performance improvement*. This is positive changes in capacity, process and outcomes of public institution as practiced in government, private and voluntary sector organizations. Performance improvement can occur system-wise as well as with individual organizations that are part of the system, (World Business Agency 2014).

In the field of education, the performance concept means the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and time that may be determined by input, process, output and then outcomes observed from the learners results and daily activities in his community.

1.8.2 Poor Performance

Poor performance can be explained into its categorical aspects which are what you can do about it. These include unsatisfactory work content - in terms of quantity, quality, and timing, invalid outcomes and outputs. The second is the breaches of work practices, procedures and rules - such as breaching occupational health and safety requirements, excessive absenteeism, theft and harassment of other employees. The third employees' personal problems are usually 'off-the-job' issues that affect their performance at work. On the other hand, poor performance has been defined as the failure of an employee or an institution (school in our case) to do his or its job productively and at an unacceptable and preset goal and level. Poor performing institutions are also characterized as less productive. You have little confidence that they will do their jobs, and/or do them right, (World Business Agency, 2014).

Poor performance in this study used as a failure of Micheweni secondary schools to attain the preset standards (best performance). In such phenomenon, students failed their national examinations (CSEE) and then poorly fulfilling their duties once they join the world of work. In Micheweni the situation is not good as most of the students who are registered to national examinations (CSEE) fail. Most of students are categorised into FAIL or marginal pass. This trend becomes even worse when it comes to knowledge application either at work place or in community work. Most of them cannot effectively work or even introduce themselves in simple English sentences.

1.8.3 Involvements

The term 'involvement' includes several different forms of participation in education. Parents can be involved and participate in supporting their children's schooling by attending school functions and responding to school obligations (parent-teacher conferences, for example). They can become more involved in helping their children improve their schoolwork--providing encouragement, arranging for appropriate study time and space, modeling desired behavior (such as reading for pleasure), monitoring homework, and actively tutoring their children at home.

Involving parents in school affairs may be extended from home to school; parents can serve as advocates for the school. They can volunteer to help out with school activities or work in the classroom. Parents can take an active role in the governance and decision making necessary for planning, developing, and providing education for the community's children (Adelman, 2007). The highest level of involvement and participation, which seems to be the best in school development is collaboration. This term refers to formal working partnerships between schools, families, and various local

organizations and community representatives. Properly done, collaboration improves schools, strengthen families and neighborhoods, and lead to a marked reduction in young peoples' problems. Poorly implemented collaboration, however, can end up being another reform effort that promised a lot, did little good, and even did some harm,(Adelman, 2007).

Schools are located in communities, but are often “islands” with no bridges to the “mainland.” Families live in neighborhoods, often with little connection to each other or to the schools their children attend. Nevertheless, all these entities affect each other, for good or ill. Because of this and because they share goals related to education and socialization of the young, schools, homes, and communities must collaborate with each other if they are to minimize problems and maximize school best results (Adelman, 2007).

1.8.4 Parents Involvement

Parental involvement is defined in various ways in the literature. Epstein's (1990, 1995) typology of parental involvement includes six categories: basic parenting, facilitating learning at home, communicating with the school, volunteering at the school, participating in school decision making, and collaborating with the community.

According to Gina & Chowa, (2013). Parent's involvement and behaviors relates to the child's schooling that can be observed as manifestations of their commitment to their child's educational affairs. This means that a parent who shows these behaviors in a larger extent, can be regarded as higher involved than a parent who shows these

behaviors in a lesser degree. On the other hand, according to Catsambis *et al*, (2001) in their work, they presented a set of definitions for the parent involvement as:

Type I: basic parenting obligations for the child's health, safety, and preparedness for school and for providing positive home conditions that support educational progress.

Type II: the basic obligations of schools to communicate with families regarding school programs and student's progress (such as communications through memos, notices, report cards, and conferences with parents).

Type III: parents' participation in volunteering at school (such as assisting teachers, administrators, or students in classrooms) and in participating in school activities and events (such as students' performances, sports, and other events).

Type IV: parental involvement in student's learning at home, to parent-child-initiated requests for help, and to teachers' ideas about parents' involvement in home learning activities.

Type V: parental involvement in decision-making activities at school (such as participation in Advisory Councils, parent-teacher organizations, parent advocacy groups, and other school, district, or state level educational committees). This also termed as school and parent collaborations with communities and other community agencies that enhance the learning opportunities of children.

The involvement of parents has said to possess positive impact to students' learning and shaping of pupil's social build up as future citizen. According to Charles (2003) parental involvement takes many forms including good parenting in the home, 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 fulfillment 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. Furthermore, Desimone (1999) in Bakkar, (2007) defines parent involvement as a set of group-specific actions, beliefs, and attitudes that serve as an operational factor in defining categorical differences among children (and their parents) from different racial-ethnic and economic backgrounds.

According to Fantuzzo & Tighe, (2000) cited in Barnard (2004) parental involvement refers to a variety of parental behaviours that directly or indirectly influences children's cognitive development and school achievement. These behaviours are: attending parent-teacher conferences; being a member of a Parent Teachers Association (PTA), volunteering in school, helping in the classroom, helping with homework, discussing school activities with the child, monitoring child's school progress, encouraging and rewarding good grades, reading to/with the child, modeling reading behaviour, taking the child to the library, contacting the school in case of problems, monitoring the child's out-of-school.

More broadly, parental involvement in education has been defined as "parents' interactions with schools and with their children to promote academic success". Such interactions extend beyond the engagement with schools, to the home life and the expectations and values for education that are communicated directly and indirectly to children (Hill and Taylor, 2004).

Catsambis *et al*, (2001) research article, showed that full role of community, and its impact on schools and families, is still unclear. Parent involvement, according to the researchers is the interest family takes in a child's education. Educators encourage parents to help kids at home with homework and projects. School districts also focus on methods to encourage parents to view the school as an important part of family life as children grow. Understanding parental involvement as a developmental phenomenon is also emerging as an important issue. Research is needed to understand the most appropriate forms of involvement given to students' age and maturation. Related to this issue, schools need to understand how parent-involvement activities can help students and families successful transition from one level of schooling to another. Understanding the influences and effects of parental involvement and different forms of involvement as students move through school; remains an understudied process.

In this study, parents involvement means maximum communication by school and even responsible government organs on all school related activities, students learning behavior, school programs and development to parents and general school community so that they can play their part to the learning of their children both at school and home.

1.8.5 Limited Parent Involvements

The gap to what extent limited parental involvement as a factor; has been either left aside or narrowly outlined. For instance Bush (2003) highlighted the issue as a theory that comments on instructional leadership only. This has some weakness as this paradigm underestimates other aspects of schools life such as socialization, student's home welfare and self - esteem. On the same case according to Antoria (2009)-the major conceptual and theoretical understanding of the article on *Parent Involvement* was that

school based solutions alone are unlikely to improve the school performance, unless material inequality are tackled as part of wider set of public policies. This means, the effort to improve school performance, should focus beyond the school, it should deal with all parameters that affect the welfare of the society particularly students. These include: economy, politics and social welfares and involvement of the parents and other stakeholders in education.

Commenting on the need and importance of community and parents in particular to the learning process of the child at school, Suzgo, (2008) argued that providing opportunities of access to educational institutions are surely part of democratic process. However, it should go hand in hand with the involvement of stakeholders in the whole process of education taking place in those institutions. Unfortunately, in most cases the role of parents and their participation seems to be marginalised. This has been discussed by many studies as it affects the student's progress at school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presented the literature review related to the study. The first part presented conceptual and theoretical frameworks of the study. The second part presented theoretical review of the different literature related to the study. The third part explored the empirical related literature review and the fourth part provided the gap of the study.

2.2 Conceptual and Theoretical Frameworks of the Study

This part covers the conceptual and theoretical frameworks of the study. The part outlines the connection that exists between the two variables which in turn it determine the findings and results. On the other hand the part establishes the relationships that exist between the concepts.

2.2.1 Conceptual Framework of the Study

Parental involvement and participation is among the determining factors to the students' performance in schools. Student learning is influenced much by the studying environment both at school and home. Hence an effective learning of the child needs full involvement and participation of the community and more specifically; parents, (Suzgo, 2008).

Thus, parents and school community at large have to create conducive ground for the students to learn and like learning. At the same time parents have to know every step of their children learning at school for attainment of predetermined goal for better performance of a school and the children in particular.

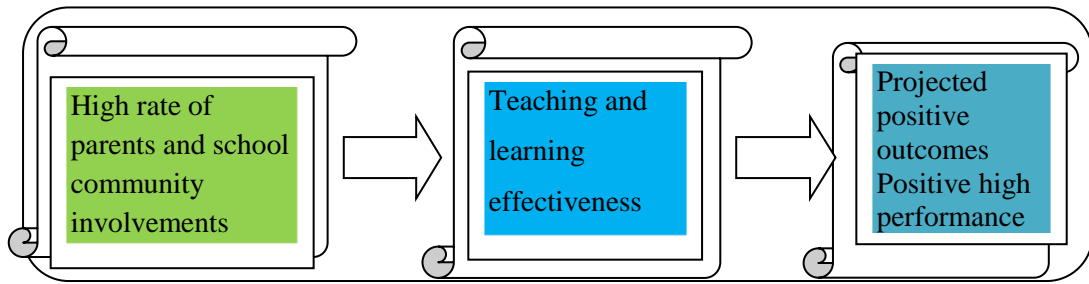


Figure 2.1: Conceptual Framework

Source: Adapted from Burns and Burns (in OUT 2013)

Note:

High rate of parents and community involvements and participation, as adopted and extracted from Burns and Burns (OUT 2013) is very important. It is through parents' involvement and participation better child results and performance are attained, (RGoZ, 2014). Burns pointed out that, parents are the ones who involve their children into different family responsibilities. This leads the children not only to fail to concentrate and like the school but also to drop out from school completely in expense of either child works or drug abuse as well as involvement in early love affairs. On the other hand, Burns argue that, the school authority and system do not realise the importance of parents' involvement to the improvement of students' performance and school at large. Parents may be involved in paying school fees, other fiscal contributions, participating in decision making during parents' meetings and during special occasions and sometimes cooperation in sharing ideas with teachers to correct students' bad conducts. Unfortunately, this paramount and ideal role of parents is usually neglected by both sides – parents on one side and the school authority on the other side. It is with such views this study has been trying to see whether the parental limited involvement and participation may lead to underperformance to Micheweni secondary schools.

2.2.2 Theoretical Framework of the Study

The community and parental roles to the effective teaching and learning process is much insisted. Commenting on the importance of the parents and community roles, RGoZ (2007) writes, “Community roles in contributing to education shall be clearly spelt out. Clear guidelines on parental contributions to education shall be developed.”

2.2.3 Phenomenological Theory

According to Griffiths in Davidson, (1987), the establishment of Phenomenological theory, identifies the role of each individual or group within organization to participate in constructing shared meaning- (in our case desired performance). According to this theory, any shared meaning is more of the product of those who are participating within the organization rather than imposed from outside. The point to be drawn from this theory under this course of study is that, any desired changes (good performance in our case), the involvement of stakeholders of the departments concerned is the matter of necessity. Thus, involvement of those in stake including parents of the children in our schools, contributes to the attainment of the goal (better performance).

2.2.4 Contingency Theory

This theory model is derived from organizational and psychological studies of organizational behaviors. It was derived and applied to wage drastic changes and development of an organization. Under this theory model, any changes to take place, there must be difficult tasks and that no two workplaces are precisely the same; and so there are divergent variable factors which affect the intended work and outcomes. On such bases, contingency theory, according to Donaldson, the main and fundamental determinant aspects that affect the phenomenon is the environment. That is for any

organization to succeed, the interrelated roles of sub-systems within the system are important, (Donaldson, 1987).

The main idea relative to our study to draw from the contingency theory model is that for better performance and achievement of students in learning process; conducive learning environment must be nurtured and assured. The agents for implementation are parents and school community at large whereby each has to completely and relatively play his part for the goal to materialize.

IV- Independent Variables

DV- Dependent variables

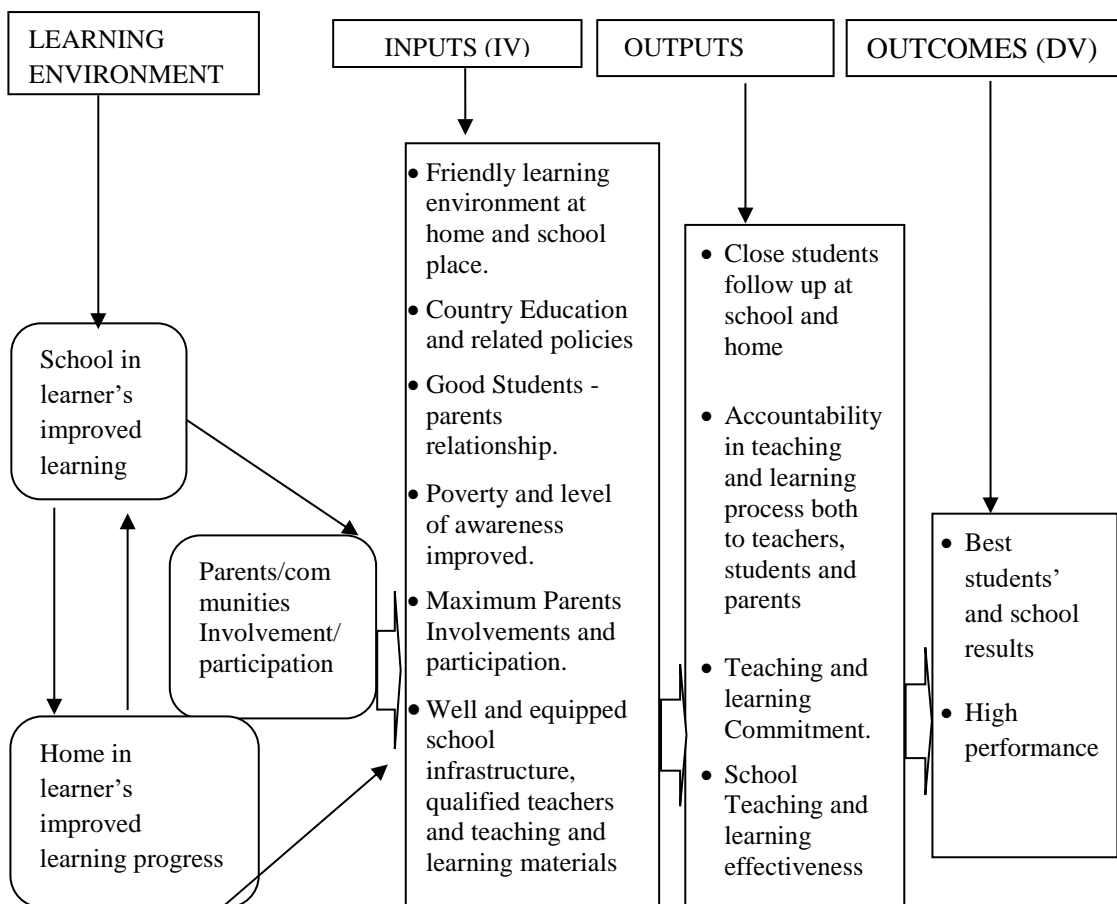


Figure 2.2: Theoretical Framework

Source: Adapted from Todd (1997), Griffiths (1983) and Donaldson (1987)

Note:

The produced framework as extracted from Todd 1977 **Contingency** and Griffiths 1983, **Phenomenological** shows the relationship and interdependence between school and home for the positive outcome of the learner. That there must be strong and positive communication between school and home whereby parents have to be fully involved and participate in child learning process. The stronger the parents involvement, the better performance of the children.

2.3 Theoretical Literature Review

This part presented theoretical literature review of different authors on parents' involvement. Theoretically, the part explained the factors for parents involvements and its association to learner's results at school.

2.3.1 Factors that Contribute to Poor Parents' Involvement in the Education of their Children

The factors for poor parents' involvement and participation have been identified and discussed in various studies and stakeholders official forums. Though their justifications are less strong if you compare with the disadvantages we incur for lack or limited involvement of the students' parents. The gap between parents and the child at school is hard to be covered even by the education experts including teachers or psychologists alone (Melaville in Adelman, 2007). The factors have been outlined as follow:

2.3.2 Changing the Level of Studies and Child Growth

Parents tends to be more involved in their children's education when the children are younger, especially in elementary schools, than they are in middle and high schools. School transitions mark times when parental involvement changes in amount or type.

Schools may be more or less welcoming; parents may feel more or less efficacious about being involved. Hill and Taylor (2004) argued that parents tend to be less involved in the educational process as their children get older. Also a study conducted by the U.S. Department of Education found that nationwide, as children grow older, contacts between families and schools decline both in number and in the positive nature of such contacts.

All in all, the parental involvement is to be taken much unlimited. The differences may happen on how parents should participate and be involved at low age of their children and that of grown age. However, what makes it different is the style and modality towards involvement and participation. The need of participation and involvement of the parents is paramount for all ages of the students. Students, in our case secondary students; need parental care, guidance and counseling, need support materially and studies encouragement, need advice and psychological satisfactions towards the wishes of age changes in reaching the goal.

2.3.3 Teachers – Parents / Community Relationship

It has been argued that parent involvement might be facilitated if the relationship between parents and teachers becomes a true partnership based on mutual sharing, helping and accountability. Important obstacles that constrain parents' ability to become actively involved in their children's education include teachers' attitudes and family resources. There is no mutual trust between the two sides. On one side teachers do not realize the importance of parents' involvement and participation. On the other side

parents are not ready and willing to invest their resources to the education of their children.

Teachers' attitudes may be one obstacle to parental involvement. For example, teacher beliefs about the impact of their efforts to involve parents in students' learning predict their efforts to encourage family involvement at large. In a study by Epstein (1995) found that, compared to middle school teachers, elementary school teachers more strongly believed that parental involvement is important for students. It provides more opportunities and help for parents to be involved in their children's education. Low levels of parental involvement at some schools may be the result of the staff's perceptions of parents or the degree to which they feel parental involvement is important for their students (Epstein,1995).

2.3.4 Family Level of Income, Awareness and Perception

Although all families want their children to succeed in school, not all families have the same resources or opportunities to be involved in their children's education as they are not able to afford. It is important for schools to understand the demands that exist on the families of their students and work to overcome them.

According to Epstein, (1995) schools need to overcome these challenges by providing opportunities for school-to-home and home-to-school mutual communications. School should encourage communications to families from school and vice versa in a proper language and channels, which all families can understand. To ensure adequate representation of the entire community of parents on school development committees and distribution of information provided at meetings to the families who could not

attend. That the Schools that work to meet these challenges and try to make involvement easier and more convenient for all families, will gain support from parents and improve student achievement. Most of the experts argue that the low socio-economic status has negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically. Adams & Chapman, (2002) they contend that low socio-economic status causes environmental deficiencies which results in low self-esteem to students, (US Department of Education, 2003).

2.4 Factors that Contribute to Poor Performance in Relation to Parental

Involvement

Poor performance in secondary schools especially in least developing countries like Tanzania is a challenge. How to address it in policies and actions relevant for the implementation has become more of a challenge than itself. It has become an obstacle towards really liberation of the poor governments to serve their people against ignorance, poverty and disease and even corruption.

Either it has become an agent of discouragement to the new generation that their progressive life dreams cannot be materialized as the failure starts from the very beginning while at schools. The fact is that behind any social and economic success, there must be systematic education plan that target to respond to the economy and social needs. Different studies have discussed as to why our students are underperforming and as why the education system cannot give a proper answer at the same time address the key socio-economic challenges. Several factors have been outlined as follow:

2.4.1 Unfriendly Learning Environment at Home Place

According to Coleman (1966), factors that influence academic achievement showed a stronger correlation between achievement and family background and environment and between achievement and the quality of the school. Adelma (2007) distinguish between cognitive socialization – how parents foster and influence the basic intellectual development of their children and academic socialization - how parents influence the development of attitudes and motives that are essential for school learning. This means that, if the family creates conducive environment at their home place for their children to study, their performance will be good unlike those exposed to unfriendly studying atmosphere at home.

Waugh (2005) argued that attribution theory provides an important method for examining and understanding motivation in academic settings. It examines individuals' beliefs about why certain events occur and correlates with those beliefs to subsequent motivation. In the classroom, the understanding of students about the causes of past events influences their ability to control what happens to them in the future. For example, if students fail a test, they will probably attribute that failure to a specific cause, such as lack of ability, lack of effort, or poor instruction. The selected attribution will affect their subsequent motivation to engage in similar learning activities, (Sahara Education Research and Publication 2016).

2.4.2 Students - Parents' Relationship

Strong, secure relationships help to stabilize children's behaviour and provide the core guidance needed to build lifelong social skills. Children who grow up with such relationships learn healthy, appropriate emotional responses to everyday situations. But

children raised in poor households often fail to learn these responses, to the detriment of their school performance. For example, students with emotional deregulation may get so easily frustrated that they give up on a task when success was just moments away. Not only that but also social dysfunction may inhibit students' ability to work well in cooperative groups. This exclusion is accompanied with the decrease in collaboration and exchange of information exacerbate at-risk students' already shaky in academic performance and behavior.

Some teachers may interpret students' emotional and social deficits as a lack of respect or manners, but it is more accurate and helpful to understand that the students come to school with a narrower range of appropriate emotional responses than we expect. It is argued that many children simply do not have the repertoire of necessary responses,(ASCD Organization, 2016).

Furthermore researchers have shown that students who are not properly prepared for increasing academic demands will experience a decrease in their academic motivation as they move through their school years. Competition among students to perform, an increased focus on norm-referenced grading systems, decreased one-on-one teacher attention to student progress, and the stress associated with school transitions can all contribute to this decrease in motivation and subsequent performance. (Suzgo, 2008)

The factors for poor performance have been long addressed. There are those who raise their blames to schools and teachers. Others focus on the weakness to the political machineries such as ministries, policy makers and government in general. Whereas some blames are directed to the global challenge for communities highly contamination.

Back to this study, it is hypothesized that poor performance of the secondary school students in most developed countries including Tanzania and Micheweni in particular is more than that. The parents' involvements and participation is argued to be among the core though not yet considered. The case of Micheweni whereby parents' role is not known should be examined.

2.4.3 Poverty and Level of Awareness

Most of the experts argue that low socio-economic status has negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically. The low socio-economic status causes environmental deficiencies, which results in low self-esteem of students (US Department of Education, 2003).

On the same vein, while summarizing a research on factors for poor performance in Kenya, Conger *et al* (1993) commented that Student's parents / guardians sources of income are farming (39.9%), salary (38%), Business (16.8%) and casual labour (5.3%). However, it is clearly indicated that the income is not consistent; therefore students who rely on their parents are likely to get inadequate learning resources, and other essential requirements. Performance from such students will always be poor.

According to MoEVT, (2011) as cited in SACMEQ III, (2011) in recent years, the MoEVT has introduced cost-sharing strategies to supplement government funds. This cost sharing is based on the ability and willingness of parents to contribute and community members are encouraged to voluntarily contribute towards the development

of education of their children in their respective schools. However, mostly this strategy is not effective due to poverty of most families in Zanzibar and Tanzania at large.

According to the recent poverty studies, as cited in Zanzibar Education Situation Analysis, 2007, about 22% of Zanzibaris live below the food poverty line. Poverty rates are high in rural area where about 61% of the poor live. Poverty is one among the major constraints to the level of education students can achieve because the indirect cost of education may be a burden to many families. Other social dimensions, especially food security, child health and nutrition as well as culture also might have a long term negative effects on education (RGoZ, 2007).

2.4.4 Parents Involvements

Involvement of parents in all processes of students learning both at school and at home has been variously addressed. The extent of involvement of parent is a determinant factor for the student progress at school and future life. Parents' willingness to participate in school development may improve students' results and general school development. Schools where parents are actively involved and participate in school development do well in exams as pupils are encouraged by both the teachers and the parents,(Ubogu, 2004).

Student learning is influenced much by the studying environment both at school and home. According to Suzgo, (2008) any effective learning of the child needs full involvement and participation of the community and more specifically; parents. According to Suzgo involvement of parents and community surrounding a child in learning process contribute to learner's effective learning and hence better performance.

According to Barnard, (2004) the home environment also affects the academic performance of students. So, educated parents can provide such an environment that suits best for academic success of their children. The school authorities can involve and share counseling, advice and guidance with parents for creating positive home environment for improvement in students' quality of work. Therefore, academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success, which can also be the case of Micheweni schools.

2.4.5 Child Labour and Community Culture

The Maasai age set system requires every kind of age to have its own allocation of duties. Children going to school age unfortunately at the age of 9-12 are the ones required to keep herds and graze until they are almost adults. The system hence denies them schooling and right to education. In such situation no parent would support children to attend or respond to a call that requires him to attend a meeting to discuss students who regularly do not attend school (UNICEF, 2010). According to pastoralists; cattle keeping are believed to make wealth of the community. They believe that nothing else will change this. As a result the entire community has less participation in education activities. Therefore, parents believe in pastoralism as the source of wealth and prestige and not education. This is why parents' participation in education is more limited in rural areas especially in Maasai communities.

According to URT annual education Reports, (2009), some societies in Tanzania are still having traditions for male dominance especially at rural communities which in turn leads to marginalization of women for many years now. Women are not involved in

important decision as perceived possessing less potentiality to contribute. They do not own property, subjected to forced marriages, heavy workloads and physical suffering; and they are also not given greater access to education by their respective communities. Under such circumstances, such perception is barred by the girl student hence contribute to their poor performance.

According to UNICEF, (2002) as cited in URT (2013) 34,442 (9.2%) of children aged between 5 and 17 years in Zanzibar were engaged in child labour; of this figure, boys constituted 51.6% and girls 48.4%. The consequences of child labour on child welfare and development as documented include poor progress in school; over 12% of children in Zanzibar dropped out of school temporarily and almost 1% was unable to attend school at all (UNESCO Dar es Salaam Newsletter March, 2016). In Micheweni, studies show that some school age boys and girls are not regularly attending school and some of them have completely left school in expense to fishing, cultivation, quarrying and some cattle keeping so as to help in family earning.

According to UNESCO, (2016) under the special program and workshop on strengthening its ongoing intervention on supporting retention of adolescent girls in ordinary secondary schools; religious leaders were quoted saying; "Islam stipulates that once matured, a girl is ready to get married and start her own family. A girl can therefore get married as young as 12 to 14 years of age". In Micheweni, there is no statutory law covering minimum age of neither marriage nor mechanism for enforcement, although there are official government laws, not in all cases the guidelines which protect a girl child from getting married before completing basic education, are practiced.

A report by the ILO indicates that one of every three children aged 10–14 work outside their households mainly as farm workers and in exploitative and abusive conditions. Child labour in commercial agriculture is mainly associated with sugarcane, sisal, tobacco, tea, coffee, cloves, and cut-flower plantations and is primarily concentrated in the Arusha, Iringa, Kilimanjaro, Mbeya, Morogoro, Rukwa, Tabora, Tanga and all regions of Zanzibar, (Baregu 2008 & 2011).

2.4.6 Language Policy and English as Medium of Instructions

Kiswahili is the declared national language and is used as the language of instruction at primary level. Having an official language status, English is taught as a compulsory subject from primary Std. I to secondary F.4 (grade 12). English is the post primary language of instruction. MoEC, (1995) Experience over times revealed difficulties facing students during the switching over of language of instruction from Kiswahili at the primary level to English at the secondary level. It is widely believed that this state of affairs has been a significant contributory factor to the perceived falling students' results in National Examinations and standard of secondary education in Tanzania (RGoZ, 2014). As a result of the English language, nearly half of the students dropped to divisions four and zero both in rural and urban secondary schools between 2009 and 2011.

RGoZ (Ibid) commented that; teaching at secondary school level is affected by the low proficiency in English, which is the language of instruction. It is explained that the sudden and abrupt switch over to English as the medium of instruction shocked the pupils thus affecting their performance in Zanzibar especially rural areas. The English language proficiency of the majority of students is below acceptable levels and hinders

their ability academically (MoVET, 2007). This has also been contributed by limited involvement of parents whereby parents are not encouraging their children on English speaking and studies rather they discourage them because they do not have directives and instructions from school on how they can help their children to improve their English.

Generally, the performance of the education system has not been satisfactory due to a number of factors including inadequate number of schools; shortage of science and mathematics teachers, laboratories facilities and equipments, insufficient teaching and learning materials, lack of transport facilities for teachers, insufficient number of qualified teachers and low contributions by parents. Other problems are insufficient toilets, teachers' houses, teaching facilities as well as low attention given to people with disabilities (RGoZ, 2007).

However, all these factors could be minimized or completely solved if parents and communities were fully involved in the matters concerning their children learning. As a result of limited parent and communality involvement; community participation is very poor and the problem remain unresolved.

2.5 Perception of Parents on Performance

The perception of parents and community at large for the poor school results and poor quality of education offered in Tanzania has long and variously been addressed. Meanwhile many researches on poor quality education and results in least developing countries and Tanzania in particular have been long expressed.

2.5.1 Perception on Education Quality and its Usefulness to the Child Future Life

Quality education refers to levels of performance, which can be measured by establishing an acceptable benchmark or criteria and standards of good performance (Mosha, 2000). Quality education also refers to education that enables one to perform well in examinations and various activities as a reflection of the knowledge and skills acquired once it comes in the world of work. It is education that enables one to be successful in life. It is part of an evaluation process of education, which enhances the need to achieve and develop the talents of customers including the collaboration of the three aspects of qualities - inputs, processes and outputs.

Furthermore, quality education may simply imply the attaining of specified targets and objectives (Chapman & Adams, 2002 in Msafiri, 2013). According to Davidson, (2005) quality education refers to the overall running of education system, alongside the experiences undergone by the various actors within the system. In Tanzania for example, when discussing the issue of quality education, it is necessary not to leave aside the issue of workload, the low level of salaries and denial of teachers' rights.

On the same track, writing on quality education, OUT, (2007) comments that quality education is one which the intentions of education are reasonable and up to date and in which the education system from policy formulation design and development of curricula and syllabuses as well as teaching, learning and assessment are working effectively. According to MKUZA (2007-2016) cited in RGoZ (2007) a healthy and educated population leads to increased productivity, better income distribution and improved standard of living otherwise the population will be considered as poor one.

Tanzania curriculum is much examination -oriented with little provision for local flexibility and adaptability. Consequently, the students exhibit rote learning with few opportunities for practical activities, which are also not related to the labour market. The system does not prepare the students for world and self- employment. Most of the graduates of “O” and “A” levels do not have sufficient knowledge and vocational skills that are needed in both formal and informal sectors of the economy (RGoZ, 2007& URT, 2009).

Most Education systems in Sub-Saharan Africa face numerous challenges that impact on quality, such as insufficient manpower, unequally distributed education levels, which manifest in excessive disparities such as on gender inequality, the widened gap between the rich and the poor and between rural and urban schools. Ndoye, (2008) in Msafiri (2013) explained furthermore, that quality in its essence is the degree of satisfaction perceived by important stakeholders and this satisfaction is proportional to the differential among the expected and perceived benefits to them.

According to UNESCO, (2005) the key task of education is to build the capacity for such future-oriented thinking, reasoning and development. Also, according to the education and training policy of the United Republic of Tanzania, education is the process of initiating and preparing man through training, in his environment, to play active roles in society (MoEC, 1995). Education provides desirable thoughts, skills, attitudes, growth and understanding needed for the full development of human thinking and actions (URT, 1995 and Nyerere, 1967).

Acoording to Sumra & Katabaro (2014) in their research on declining of the quality of education: they argued that in order to accelerate development and benefit from

opportunities provided by globalization and by being a member of the East African community, Tanzania needs to develop its human resources to be competitive in the labour markets. This entails providing our youths with knowledge, skills and capabilities that are appropriate for the 21st Century global labour market. This means that, the education quality provided in Tanzania is still low compared to other East African Countries and globally. In this case it has less power to compete with other countries at the labour market, which is among the main concern on education provision in this Century.

Parents' participation according to ZEDP (2007-2012) some parents do not participate fully in the school systems simply because they are not satisfied with the results of their children. They perceive the schools and programs as of no help to their children as they always fail. Hence poor performance of the schools negatively affects parents' perceptions and contributions to the schools. On the same vein, sometimes parents said to be reluctant and not so conscious and they might complain about all their education related contributions, (Janne, 2007).

All in all quality education means the well-established set of skills, knowledge and experiences that the community/ country members can acquire for the socio-economic growth and development. Quality education should emancipate the society from socio-economic grievances by increasing production of material wealth, development of health and positive mindset and create sustainable link of growth at present and future generation. However, the education systems in most developing countries are blamed to be of less quality. Such that instead of being a tool for social progress, it has become an agent for stagnation, corruption, mindset disability and a workshop for laziness,

blames and youth bad conducts. For instance in Tanzania, Some parents and some community members are not satisfied with the present education system. They negatively perceive the schools and programs as they are of no help to their children since they fail their national examinations. And even those who pass the exams do not demonstrate the desired skills and competences that help their earning after fourteen years of investment.

2.5.2 Perception on who has a Social Obligation to Provide and Supervise Child Education

According to Twaweza, (2013) an education-focused think-tank, released the results of the survey, which indicate that parents largely perceive and blame the government and teachers for the decline in education performance and standards. The survey showed that based on student learning assessments, mathematics and English reading competence levels are disturbingly low, confirming the national examination results released in February 2013. Also inability of students in secondary schools to comprehend a Standard 2 level story in English, when English as the language and medium of instruction, is troubling. It paints a grim picture of literacy and numeracy skills in Tanzanian schools as it shows children in schools are not learning (Twaweza, 2013 and Qorro, 2003).

The massive investment in education in the past decades has not yet translated into learning gains for students. The government will need to review evidence of what drives learning and adjust its policies, programs and goals accordingly. “Transforming teachers’ motivation, effectiveness and accountability are at the heart of this challenge,” said Twaweza in May 15, 2013. Parents are clearly of the perception that the education

system is failing their children. They are trying to play an active role in their children's education and are asking teachers and the government to do the same.

Africa's education crisis does not make media headlines. Children don't go hungry for want of textbooks, good teachers and a chance to learn. But this is a crisis that carries high costs. It is consigning a whole generation of children and youth to a future of poverty, insecurity and unemployment. It is starving firms of the skills that are the life-blood of enterprise and innovation. It is undermining prospects for sustained economic growth in the world's poorest region. Tackling the crisis in education will require national and international action on two fronts: Governments need to get children into school – and they need to ensure that children get something meaningful from their time in the classroom,(Twaweza, 2013).

Generally, parents and community perception on who has a socio-political obligation to provide and supervise education in Tanzania has mostly confined to the government. This is due to the fact that education in Tanzania and other developing countries is dominantly provided and supervised by the government. Also it is the government that builds the schools and manages them; it is the government that employs and pays for teacher's salary and it is the government that finances most education projects. Hence, the parents have excluded themselves from being responsible while waiting for the government to do. This is among the grave mistake that may lead to hazardous future.

2.5.3 Perception of Parents on CSEE Performance and their Implication

Currently, less than 10% of the students who seat for the Tanzania General Certificate of Secondary Education (at the end of O-Level secondary) are selected for entry into the A-level secondary cycle (MoEVT, 2013 & 2015).The results showed six out of

every 10 students who sat for National Form Four examination (CSEE) in Tanzania failed. Only 126,851 passed the examination out of the 397,132 who attempted it. More than 80 per cent of the total registered candidates for CSEE in 2010 to 2014 ranked marginal at pass (IV/PASS).

According to MoVET (2015) CSEE performance in Zanzibar and Micheweni in particular is not good. Explaining in Education for all Assessment stated that Form IV Examination pass rates by 2001 and 2013 are not good. The pass rate in Division I-IV has been gradually decreasing every year from about 90% in the year 2001 to approximately 50% in 2013. Likewise, pass rates with a high enough grade to progress to higher levels of education (i.e., Division I-III) for both male and female students also has been gradually decreasing annually from approximately 20% for male students and 10% for female students in the year 2004, to below 10% for both male and female students the year 2012 (MoEVT, 2014).

Studies reveal that pass percentage of the students declining from 82.3 % to 50.74% since 2006 to 2010. That the status of education is not perceived in a good condition in secondary schools here in Tanzania, as the years go, the performance is deteriorating rapidly. The details furnish, student's performance in form - 4 final examinations (CSEE) in 2010, Pass percentage of the students was 54.4% while failed 46.5%. That the parents remain with a burden of taking care of the child for extra fees cost (International Journal of Educational Research and Technology Volume 3 Issued 1 March 2012:15- 20).

Generally, the education stakeholders and parents in particular for form four performances are negatively perceived. They are not satisfied with the performance their schools attain in CSEE examination every year as well as the competency of the graduates who have completed their studies.

Most of students fail to score enough pass grade hence disqualify for the next high school (Advanced Level of Secondary Education). Below 10% of the total registered Candidates for Certificate of Secondary Education of Education (CSEE) qualifies into advanced Secondary Education (I, II and III Divisions).

Table 2.1: Three Years Transition Rate from Form IV to Form V (DIVISION I, II, III) in Five Secondary Schools in Micheweni

Name of School	Reg.	Sat	Div. I	Div. II	Div. III	Total	Percent Selected to form V
Micheweni	245	239	00	04	16	20	8.23%
Chwaka Tumbe	126	124	00	01	05	06	3.714%
Kiuyu	142	140	00	01	08	09	5.633%
Msuka	145	138	00	03	09	12	7.57%
Makangale	108	106	00	00	03	03	2.727%
Total	766	747	00	09	41	50	6.69%

KEY

Reg. Registered student for national examinations

Sat. Sat for national examinations

Div. Divisions attained

Source: Necta CSEE Results (2013-2015)

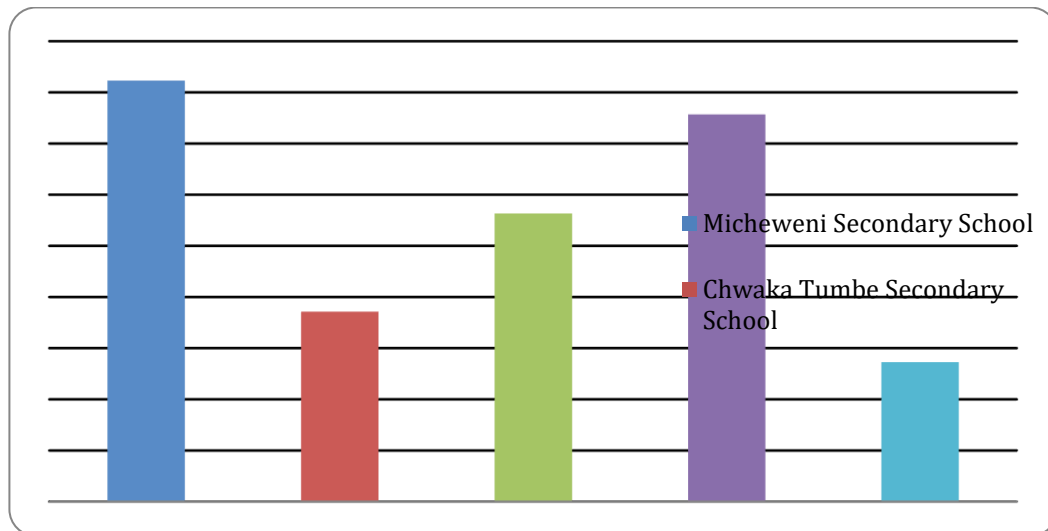


Figure 2.3: The Graph showing Three Years Transition Rate in Form Four National Examinations Results in Five Secondary Schools in Micheweni

2.5.4 Contributions of Parents to Performance

Parents involvement to the effective learning process of the child is very important. This is applicable to all ages and levels of students though may be in different style of involvements. It is recommended that children with involved parents have higher academic achievement. Not only do students score higher on tests but they are more prepared to start high school and have a greater likelihood of graduating and archiving high in life. Parents' involvement has been discussed to improving multiple weaknesses of the students learning environment at home and school too. Hence parental role is very vital as it creates ground for students before learning, during learning and even the performance after learning.

School readiness. Scholars whose parents are very involved with their schools; score higher than their peers in all aspects of school readiness compared with peers whose parents had low levels of school involvement. Preschoolers whose parents are very

involved with their schools have greater mastery of early basic school skills, with regard to academic, social, and behavioral aspects.

Behaviour problems and Academic achievement. Children who have a positive relationship with their mothers when they are in kindergarten are less likely to have behavior problems and more likely to excel in later years. Also children whose fathers are involved in their education have greater academic achievement. Father's involvement in their children's education is associated with greater academic achievement for children, even when controlling for mothers' involvement. (Barnard, 2004)

High school graduation. Youths whose parents are highly involved in their education during elementary school are more likely to graduate from high school, complete high-school requirements, or complete higher grades in high school. Students whose teachers reported higher levels of parental involvement were more likely to graduate high-school, to complete high school via graduation than peers whose parents were not so involved, and they were more likely to have completed a higher grade in high school. [<http://www.familyfacts.org>] site visited on 10/9/2016.

Academic Enrollment. High school students whose parents are highly involved and have high expectations for them are more likely to enroll in an academic program and complete core courses. Compared with peers of similar socio-economic backgrounds, those whose parents were more highly involved and had high educational expectations were more likely to enroll in an academic program and more likely to complete credits in subjects.

Academic achievement for low-income students. Low-income children whose parents are involved with their school activities tend to exhibit higher levels of academic achievement. According to both teachers' and parents' reports, parental involvement in school activities was associated with greater academic achievement from kindergarten through mid-adolescence.[<http://www.familyfacts.org>] site visited on 10/9/2016.

On the other side while noting the words of Antoria, (2009) comments that knowledge emerges only through invitation and re-invitation, through the restless, impatient continuing, hopeful inquiry we peruse in the world, with the world and with each other. Our analysis of repressiveness, inequality and contradictory objectives of contemporary education in America (in our case Tanzania) is not only a critique of schools and educators but also of the social order of which they are part (Antoria, 2009).

Referring to the author, we learn that school performance can be maintained by improving other social life aspects around students learning environment which is either difficult or impossible unless the respective community and parents in particular get involved. On the other hand parents have been discussed to have a greater contribution even to the daily exercises of the pupils provided at school. Parents may be involved in assessing the task of the pupil at home, send the progress of the child and the goal of the content directed to students at school.

In short, responsible parents help to improve the performance of their children as addressed. Students benefit much when parents and other adults offer specific positive responses to student homework performance. Parents' ability to offer appropriate responses, benefits from having information addressed in homework and evaluate it

helps the learner's achievement. The more specific and knowledgeable parents can be in offering feedback and reinforcement, the stronger their impact on learning and student self-efficacy is likely to be (Jean, 2004:5).

According to Fantuzzo & Tighe, (2000) cited in Barnard (2004) the academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success. While summarizing the research of Sacker (2000) and Barlow (1999) on role of parents and the importance of parental involvements to pupil achievement and adjustment. Charles, (2003) commented that among the factors affecting the students the role of parents is much identical and paramount. Under such circumstances, any negligence may result poor progress to the subjects.

According to Charles; it is worth emphasizing that research on spontaneous levels of parental involvement in children's education confirms the long held view that the impact is large and the processes are well understood. Unless the parents actively involve and fully participate to education and learning environment of the child, poor results may be the outcomes. "What seems to be lacking is an effort to put these two bodies of knowledge together in a development format likely to deliver the achievement bonus from enhanced parenting..." Charles, (2003:91).

Furthermore, research work of Christina (2007) on parental role to the student learning found that the parents at their children learning are very important. It is important that parents and careers are aware of the significant contribution they can make to their children's learning by providing a stimulating environment around language, reading

and writing as well as supporting at home the school's literacy agenda, both during the early years as well as the primary and secondary years of schooling".

On the other hand, the extent to which the system rooted involve the school community in decision making whether top down or bottom up style is meant,(Barnard, 2004). This implies that, the much the system involve the school community in decision making the more the improvement in performance both in examination results and career application. This may have an implication to poor economic related countries and particularly for the interest of this study.

According to Antoria, (2009), since education is tied up with integral and many multidimensional factors for it to be effective to community, the same should be its process. It should be integrated fully to the school community and parents in particular for positive and promising outcomes. Education is critical for achieving environmental and ethical awareness, attitudes, values, skills and behavior consistent with sustainable development and effective public participation in decision making (Antoria, 2009). Surprisingly, the matter has an opposite implication to most communities experiencing poor economic background.

2.6 Empirical Literature Review

This part presented review of different researches on parents' involvement and the relationship to learning progress of a child at school.

2.6.1 Researches on Parent / community Involvement and Poor Performance in Tanzania

Different researches have been conducted on parent involvement and its contribution to students' progress at school. Either findings from various studies show that parent or community involvement is one of the determining factors to the student performance during the examinations and its implication after graduation in different level of education.

While the Government of Tanzania faces a persistence challenge in provision of enough texts books and other learning materials, parents have to inherit the vital role in provision of learning materials to their children if they are to witness the pleasant performance to their children at school. The experience shows that most parents spend enough fund to finance other home affairs of their children but very unfortunately, this is not prioritized once we come to the same child on education matters. Additional inputs of scarce resources such as books, chalk, primers and appropriate teachers training, the lack of which hinders basic educational achievements(Buchert, 1994).

Researchers have also found that the schools with the most successful parent involvement programs are those which offer a variety of ways parents can participate. Recognizing that parents differ greatly in their willingness, ability, and available time for involvement in school activities, these schools provide a continuum of options for parent participation (Buchert, 1994).

In the same vein, as cited in **International Journal of Education ISSN 1948-5476 2014, Vol. 6, No. 4** explaining the impact of parental Socio-economic Status on Students' Academic Achievement in Secondary Schools in Tanzania argued that,

although many constraints exist, schools can play an important role in helping parents to enhance the home curriculum and improve the quality of parental involvement in their children's learning. The strategies include for example, schools collaborating with organizations that can affect parenting in the pre-school years such as public health providers and non-governmental organizations (NGOs). Successful attempts to increase parental involvement have taken place around the world, (Mutondi, 2008).

According to Susanne, (2002) writing on The Impacts of Parent / Family Involvement on Student Outcome moment: demonstrated that parent/family involvement significantly contributes, in a variety of ways, to improved student outcomes related to learning and school success. These findings have remained fairly consistent despite the fact that families have undergone significant changes during that time, and schools operate in very different times than those of a decade or two ago.

Research project titled SAMEQ grade III(2011), shows that the frequency of teachers meeting with parents decreased from SAMEQ II to SAMEQ III, there is also a slight increase of frequency of teachers asking parents to sign pupils' homework in of 27.5% as compared to Reading homework of 32.0%. Regionally, Urban West Region in Zanzibar shows the highest frequency of teachers asking parents to sign pupils' homework at schools. This is possible due to the fact that most of the parents in the Urban West region are educated and they have an interest in following their children's progress. Different from regions like North Pemba whose districts (Wete and Micheweni) are mostly of rural life and less willing for their children follow up at schools (Mohamed, 2011).

Literature on the overall impact of parental involvement on youth academic performance in developing countries is minimal. The relationship and type of parental involvement are very important as they affect students learning to most poor countries including Tanzania. However it has not yet well been elaborated.

Similarly, parents often do not have the knowledge capable to engage their children in schoolwork or the resources to hire tutors(Gina &Chiwa, 2013). Involvement of parents in parent-teacher association meetings, volunteering at school activities and programs, parents talk to their children about the importance of school matters are very important for learning progress of the child and academic performance.

Though frequently advised, most parents do not visit school except in response to problems. This attitude of parents not to follow up their children studies affects the students' school performance and progress. Commenting on the impact of truancy in relation to parent involvement as cited in *International Journal of Scientific and Research Publications, Volume 4, Issue 11, November 2014 1 ISSN 2250-3153*the Ziواني Secondary School headmaster in Pemba said that truancy is one of the challenges hindering student's academic performance. About 40 students, including girls, failed to complete their secondary education in the year 2011 due to truancy among other factors. "We enrolled 106 students in 2008, but only 67, i.e. 49 boys and 18 girls completed Form Four while 39 students, including 13 boys, failed to graduate due to truancy, pregnancy and transfer," the headmaster said,www.ijsrp.org (5/9/2016). Parents were the ones staying with the children at their homes. It would be simple for them to take charge to ensure the children attend to school regularly. The

problem of truancy would be solved if parents were properly involved and play their part. Poor involvement of parents has contributed to children truancy and the poor results of students in their exams.

High parental interest is associated with better exam results compared to children whose parents show no interest. Parental involvement has a positive effect on children's achievement even when the influence of background factors such as social class and family size have been taken into account. The government insists that education is the key for the country's development though encountered with many problems including lack awareness of the importance of education, poverty and cultural factors (HakiElimu, 2005:2). However, to what extent limited parents' involvement has affected the performance of students, has not well been researched especially in Micheweni, Pemba.

On the other hand research by Mauka, (2015) on parental involvement and its effects on students' academic performance in public secondary schools in Korogwe, Tanzania found that some parents are not participating. When interviewed, one parent said that he did not have any time to go to school. It was not possible for him to leave his duties and attend to parents' meeting or to take report of the child. The parent commented that teachers were not friendly to students even if a parent had already sent apology that the contribution would delay, they just send home our children without any consideration. In this concern, it was concluded that parental participation does not only affect academic outcomes, but also non-academic issues, such as students' school attendance, their behavior and attitude towards school.

Furthermore, the researchers cited parent-family community involvement as a key to addressing the school dropout crisis and noted that strong school-family-community partnerships foster higher educational aspirations and more motivated students. Collaboration of parent, family and community involvement in education correlates with higher academic performance and school improvement (URT 2000).

In addition, URT (2000) in its report concluded that the government considered the involvement and cooperation of parents and local communities as important to systematize and formalize the education in Tanzania. According to Henderson *et al* (1994) in their short research on parents and school relation, they said that parents, who are involved, can assist their children with transition from one school level to another school level, or from one school to another.

In addressing the importance of community participation in education while summarizing on education projects in developing countries, World Bank pointed out that, community participation itself is not a goal in educational delivery, nor a panacea to solve complicated issues contributing to poor educational quality in both developing and developed countries including Tanzania. It is a process that facilitates the realization of improving educational quality and the promotion of democracy within society (World Bank, 1999).

Generally, parent involvement is vital for the academic, moral and cognitive development of the child. Therefore once parents are effectively involved, the community or country shall witness the education progress and excellence results. On the other hand, the absence of parents' involvement to the matters concerning the

education of their children, the students' results and performance will continue to be worse.

2.7 The Gap

Many studies on poor performance in Tanzania secondary schools have been conducted in relation to parents' involvement. Factors for its causes have been commonly addressed even via stakeholder's official and technical forum and media. More specifically; poor performance in Zanzibar particularly Micheweni district has been exemplified for a very long time now. Many factors have been digested and identified in many areas as causative of the poor performance of students. These factors include poor curriculum, poverty, lack of enough competent teachers especially in science subjects, language barriers, shortage of books, lack and unequipped laboratories, culture and ethnicity especially in rural areas (RGoZ, 2007).

Outlining these factors is accompanied with a lot of efforts by the government and other education partners, agencies and stakeholders investment to rescue the situation. Meanwhile different researches have also been conducted in this concern and many resolutions have been suggested as permanent solution for poor performance of secondary schools in Tanzania and Micheweni in particular. However, the role of parents' involvement and participation in the learning process of their children at school and home environment at Micheweni has not been researched. Hence this study aims to fill the gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodological aspects of the study. It describes the research design and approaches, area of study, population, sample procedures and sample size, source of data collection, research instruments, data analysis procedure, validity and reliability and ethical consideration.

3.2 Research Design

The study employed descriptive research design. According to Kothari (2004) descriptive research design which is also known as diagnostic research design is a design which is concerned with describing the characteristics of a particular individual, or a group and determine the frequency with which something occurs or it is associated with something else.

A descriptive study and design is one in which information is collected without changing the environment. Sometimes these are referred to as correlation or observational studies. It is also defined as “Any study that is not truly experimental.” In human research, a descriptive study can provide information about the naturally occurring health status, behavior, attitudes or other characteristics of a particular group. Descriptive research design seeks to describe the current status of an identified variable and provide systematic information about a phenomenon, (American Research Centre, 2013).

3.3 Approaches of the Study

The following are the approaches that have been used in the study:

3.3.1 Qualitative Research Approach

According to Kamuzora (2008), qualitative research approach refers to research approach that involve collecting and analyzing qualitative data and other related processes in research work by mainly relaying to qualitative research techniques and methodologies or paradigm.

Qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help us understand social life through the study of targeted populations or places. He said that people often frame it in opposition to quantitative research, which uses numerical data to identify in carrying out a research.

According to Enon (1998), qualitative research is also defined as an approach for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data, (Creswell, 2003).

Enon, (1998) and Kothari,(2004) contented that Qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world. The approach employed due to its strengths to gain an in-depth understanding of human behaviour, experience and attitudes and interpretation on the way people think and feel. Enon, (1998).

3.3.2 Quantitative Research Approach

According to Creswell (2003), quantitative research approach refers to a research approach that relies primarily on the collection of quantitative data, analyzing quantitative data and other processes in conducting research using quantitative research techniques and methodologies or paradigm. Quantitative data are numerical representation and manipulation of observations for the purpose of describing and explaining the phenomena that those observations reflect.

In addition, quantitative research is defined as social research that employs empirical methods and empirical statements. Empirical statement is defined as a descriptive statement about what “is” the case in the “real world” rather than what “ought” to be the case. Moreover, according to Creswell (1994) quantitative research is a type of research that is `explaining phenomena by collecting numerical data that are analyzed using mathematically based methods.

Quantitative research is an approach for testing objective theories by examining the relationship among variables. These variables, in turn, can be measured, typically on instruments, so that numbered data can be analyzed using statistical procedures. Quantitative research approach deals with numbers and anything that is measurable in a systematic way of investigation of phenomena and variables relationships (Leedey, 1993).

In this study, mixed techniques and methodologies were employed. Due to the qualitative nature of the study; qualitative methods fundamentally was employed. These qualitative based techniques will be used in data collection and data processing as well

as data analysis and report writing. However, quantitative methods and techniques have been used so as to minimize bias and maximize the reliability of the data collection process and analyzing procedures (OUT, 2013).

3.4 Area of Study and Population

3.4.1 Area of Study

This study conducted in Micheweni District in Pemba North region. Pemba is part of Zanzibar located in the Indian Ocean; about 30km off the North East Coast of Tanzania Mainland; between latitude 5 and 7 degrees South of the Equator. Micheweni District was formally known as Konde District found at the North part of Pemba. According to National censer of 2012 Micheweni population is 103,816 in which 50,874 (49.07%) are male and 53,942 (51.93%) are female. This population has been scattered in 27 administrative wards / Shehia in Micheweni District Council. Taking educational perspective, which is the concern of this study; Micheweni is among the poor performing districts at different Form four National Examination results. It is among the districts whose residents mostly ranked under poverty line. (URT, 2013).The targeted population was five secondary schools with their school community namely Micheweni, Chwaka Tumbe, Kiuyu, Msuka and Makangale.

3.4.2 Population

According to Kamuzora, (2003) population refers to the totality of the objects under investigation. On the other hand, population as referred in research work is the target mass for a research. It is the entire set of units for which the research data are to be used to make inferences. The target population defines those units for which the findings of the research meant to generalize. Establishing study objectives is the first step in

designing a research population. Target populations must be specifically defined, as the definition determines whether sampled cases are eligible or ineligible for the study. A research population is generally a large collection of individuals or objects that is the main focus of a research work. According to Waugh, (2002) and Kothari (2004) in this study the researched population was District Education Officers, local government administrators, heads of schools, teachers, students and parents in five secondary schools which were Micheweni, Chwaka Tumbe, Msuka, Kiuyu and Makangale.

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Technique

According to Kothari (2004) sampling technique which also refers to sampling design is a procedure or technique the researcher would adopt in selecting items for the sample. On the other hand, sampling technique is the process of selecting sample so as to represent the population. According to Krishnaswami (2003) sampling technique is a process of drawing a sample from a large population. In this study two techniques were employed in sampling. These are simple random technique and purposive sampling technique.

3.5.1.1 Simple Random Technique

According to Kothari (2004) simple random sampling is a method of sample selection, which gives each possible sample combination an equal probability of being picked up and each item in entire population to have an equal chance of being included in the sample. On the same vein, simple random sampling is a type of sampling, which provide an equal chance to every member in the population to be included in the study (Kamuzora, 2008). In this study, probability with simple random techniques was

employed to get sample from teachers and students. This is because each group mostly shares the same characteristics, possess some common interests at the same time the sample size of the study is not too large. (White, 2002 & Shaughnessy, 2000) cited in (Kamuzora, 2008) Therefore it was appropriate for the selection of the sample for the required data.

3.5.1.2 Purposive Sampling

Purposive sampling technique, also called judgment sampling, is the deliberate choice of an informant due to the qualities the informant possesses. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge, status or experience. Purposive sampling is especially exemplified through the key informant technique (Bernard, 2002).

Purposive sampling which is also referred to as deliberate and judgment sampling, is a technique in which items for the sample are selected deliberately by the researcher; his choice concerning the item is supreme (Kothari, 2004), Kamuzora , 2008 & Enon, 1998). Purposive sampling in this study was used to select District Education Officers, District Education Board Members, Local authorities and parents.

The criterion to which the researcher decided to use this technique was due to the virtue of their positions and well possessiveness and experience about the problem under investigation as well as budgetary factors as the technique is less expensive (Kothari, 2004 & Kamuzora, 2008).

3.5.2 Sample Size

A sample is simply a subset of a population. The sample must be representative of the population from which it is drawn and it must have good size to warrant statistical analysis. According to Kothari (2004) sample size refers to the number of items to be selected from the universe to constitute a sample. The size of the sample should neither be excessively large, nor too small. It should be optimum- that sample size is the one which fulfills the requirement of efficiency, representativeness, reliability and validity.

The sample size of the study was estimated by using the following formula as extracted from Yamane, (1967).

$$n = \frac{N}{1 + N(e)^2} \quad (\text{Yamane, 1967})$$

Where n - Sample size,

N - Number of focus group (students, teachers, local leaders and community),

1 - Constant,

e - Error (confidence interval 0.9)

The total of 124 participants as sample size in this study was involved. These included 1 = 0.81% District Education officer (male). 5 = 4.032% Administrative Local Authorities (Male). 20 = 16.129% Parents/community (12male & 8female) 16 = 28% secondary teachers (8Male & 8female) and 81 = 65.322% students (40 male & 41 female) from the sampled secondary schools, wards and district secondary education office within Micheweni District Council. The size of the sample had been calculated using the above formula in which:

- (i) 12% of the total form III & IV students were involved. The students were randomly selected and equally distributed in both sexes.
- (ii) 28% of the total secondary schools teachers were involved (five heads of schools included). Except for heads of schools, the teachers were randomly selected and equally distributed in both sexes.
- (iii) Local authorities (SHEHAs) due to area of jurisdiction were involved.
- (iv) Education officers of Micheweni District (DEO and DEB) were involved due to their position.
- (v) 3% of the parents of form III & IV students were involved.

Table 3.1: Sample Size

Category of Participants and Sample form each School					
School	F. III & IV Students	Teachers	Local Authorities (LA 1-5)(Shehas)	School Communities (LC 1-20)	Total
	SS	SS	SS	SS	SS
Micheweni	19	5	1	5	30
Chwaka Tumbe	17	4	1	4	26
Kiuyu	13	2	1	3	19
Msuka	19	3	1	3	26
Makangale	13	2	1	5	21
DEO Office			2		2
TOTAL	81	16	7	20	124

Key:

LA 1 to 7 - Local Authorities officials (Shehas and board members) participated in an interview.

LC 1 to 20 - Local Community Members/parents participated in an interview.

Table 3.2: Sample Size

Population	Target group	Sample size	Percent of sample size
103, 816	1403	124	9 %

Key:

SS = SAMPLE SIZE

FG = FOCUSED GROUP

3.5.3 Categories and Number of Respondents

The researcher sort the students who were in form three (F.III) and form four (IV) in five (5) secondary schools in Micheweni District namely Micheweni, Chwaka Tumbe, Makangale, Kiuyu and Msuka. The number of students was 81 (male 41 & female 40) (12%) out of 670 total students from each school. This category was considered in order to gain an insight from both sexes about the parents' participation in their school affairs both while at home and at school. The second category of respondents was teachers of secondary schools in the targeted schools. Total of 16 (28%) teachers were involved from 56 teachers of those schools. These teachers were involved to give the insight and experience of parents' involvement and participation at their schools and their association to the performance of the students. Also they are useful to the study as they are the ones who interact and work with students and parents in teaching and learning process at their respective schools. The third category of respondents included the parents whose children are studying either form III or form IV in those schools. The researcher selected 20 (3%) out of the total 670 parents from each of the five schools. The fourth is the category of local authority (SHEHAs). These are leaders whose jurisdictions were involved in the study. They were virtually selected because of their

knowledge and experience on the problem under study. Also according to school management structure, Shehas are permanent members of the school committees in their jurisdictions. All five SHEHAs where the schools are located were involved. On the other hand District Education Officer (one and only) and District Education Board Member (1) were involved in this study. Each category above has taken part in gathering the required information relevant for the study.

Table 3.3: Sample Category According to their Sex

Schools	Local authority (LA1-7)		School Community/Parents (LC 1-20)		Teachers		Students		Total	
	M	F	M	F	M	F	M	F	M	F
Micheweni	1		3	2	2	1	10	9	16	12
Kiuyu	1		2	2	1	2	8	9	12	13
Chwaka Tumbe	1		2	1	1	2	7	6	11	9
Msuka	1		2	1	2	1	9	10	14	12
Makangale	1		2	3	2	2	07	6	12	11
DEO Office	2								2	0
Total	7		11	9	8	8	41	40	67	57

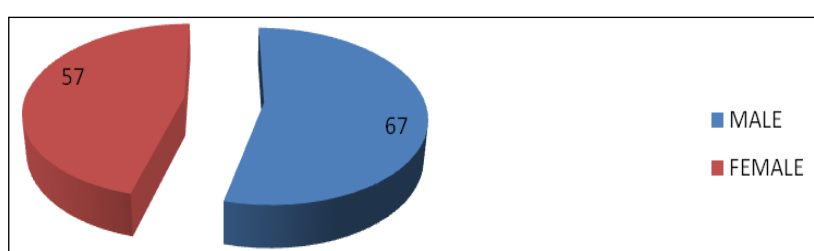


Figure 3.1 Sample Size According to Sex

3.6 Data Collection Methods

Data collection was done using interview and questionnaires techniques. The type of questionnaires was semi structured so as to have the specific information and findings while at the same time allowing respondents to be free in giving out the required information.

3.6.1 Interview

Interview refers to conversation between two or more people. Questions are asked by the interviewer to elicit facts or statements from the participant. Interviews are a standard part of a research. In a qualitative research, Interviews are considered as method for conducting qualitative research, is a technique used to understand the experiences of others. Interview as data collection method in research work can be conducted in different ways depending on the nature of the study, participants and information required. These include face-to-face interview, personal interview, panel interview and group interview, (OUT, 2007).

However, for the interest of this study face to face interviews were employed. The participants especially education administrators (DEO & DEB), local authorities (SHEHAs) and local community (PARENTS) were involved in the face-to-face interviews. Face to face interview was used in this study since it allowed the researcher to gather information in a greater depth, to overcome participants' resistance and allowed flexibility. The researcher gathered supplementary information about the participant personal characteristics and control (Kothari, 2004).

3.6.2 Questionnaire

Questionnaire refers to list of a research or survey questions asked to respondents, and designed to extract specific information. Questionnaire may also be defined as a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents, (Kothari, 2004). In a research process questionnaires serve four basic purposes: collect the appropriate data, make data comparable and amenable to analysis, minimize bias in formulating and asking

questions, and make questions engaging and varied. Questionnaires have advantages over some other types of research techniques in that they are cheap, do not require as much effort from the questioner as verbal or telephone surveys, and often have standardized answers that make it simple to compile data (Kothari, 2004; Enon, 1998).

For the interest of this study, the questionnaires with both open ended questions and closed ended questions were used and involved teachers and students. The questionnaires were prepared and distributed by the researcher himself to all schools of the study whereby the randomly selected respondents were provided with questionnaires. The distributed questionnaires remained with respondents for two days duration before collected back by the researcher himself on the third day.

The researcher through questionnaires collected information on the involvement and participation of parents both at school and at home. The teachers revealed to what extent parents were involved and participated in activities including follow up of the child progress, willingness to school contributions and attendance of the parents meetings and sessions. Also teachers had a space to identify the factors that led to poor performance and measures to be taken. On the other hand, students responded to the extent their parents take care of their studies – helping their home works and buy them learning materials.

3.7 Validity and Reliability

The methods and techniques employed for data collection were prepared under the guidance and direction from supervisor and proof read by research expertise purposely to be suitable and useful. Hence the researcher interviewed the selected participants

privately without any interruption meanwhile full participant's freedom was ensured. The information gathered from participants was initially recorded in Kiswahili language and then translated into English language. Then under the close guidance code of the supervisor, research guideline of the institution (OUT) and language expertise was consolidated. That, mistranslation, misinterpretation and misconceptions of the information from all respondents were either cleared or avoided (Kothari, 2004; OUT, 2007).

On the other hand to ensure the validity and reliability of the questionnaires, the researcher worked very close to supervise all corrections and instructions during structuring of the tools. The researcher translated the questionnaire from English into Kiswahili, which is the language of the respondents. The researcher conducted pilot study to pre-test the questionnaires before one month. Furthermore the respondents were given enough time (two days) to independently read, understand and respond to the questions as according to (OUT, 2007).

3.8 Ethical Consideration

The term ethics refers to moral statement and the branch in philosophy that involves systematizing, defending, and recommending concepts of right and wrong conducts. Research ethics used to control and guide the researches against any violation of either respondent's consents, willingness and interests (Kamuzora, 2008). The fundamental ethics issues adhered in this research includes: - Procedures of permission from Open University of Tanzania to carry on research in the subject, the permission note form the District Education Officer (DEO) to allow the researchers to conduct this study in his district. Other considerations which were taken included, avoiding seeking sensitive

information from respondents, observation and assurance of confidentiality to respondents' information, avoiding bias on information provided, avoiding incorrect reporting of information provided and misuse of information by sponsors/users of research finding (OUT, 2007)

3.9 Data Analysis Procedures

At the end of data collection, data analysis was carried out to show how each variable contributed to performance in Micheweni secondary schools. Data analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data groups (Kothari 2004). Data analysis in this study involved; data reduction process; in this stage the researcher reduced the dimensionality of the qualitative data by using content and thematic analysis which involved the identification of patterns of ideas, concepts and behaviors of the respondents.

In this study qualitative data were carefully examined to allow identification of related themes and patterns and organize them into meaningful themes in the same vein. Quantitative data were reduced by descriptive statistics, coded and processed with the help of SPSS computer program version 16 and Excel program. Frequency distributions were used to describe shape of the distribution of responses by the use of tables, bar charts, pie charts and percentages. Having analysed, data were used to determine whether the findings answered the research questions which were formulated or not, and then to draw some inferences related to poor performance of the Micheweni students as a consequence of parental involvement. Information that could not be quantified was subjected to content analysis.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents, analyzes and discusses data collected from a sample of 124 respondents at five secondary schools and school communities in Micheweni District as related to the study objectives. Fundamentally, the general objective of this study was to examine the extent to which limited parental involvement and participation lead to poor performance of students in secondary schools in Micheweni District, Pemba.

This chapter is organized into three main themes confined to the study objectives as well as background characteristics of the respondents - age, sex, marital status, education level and occupation. The first theme presents an examination for the factors that lead to underperformance of Micheweni secondary schools in the last three years in Certificate of Secondary Education Examination (CSEE) results- 2013, 2014 and 2015. The second theme presents an examination for the perception of parents on performance for last three years CSEE results in Micheweni district. The third theme presents an assessment of the contribution of parents to CSEE performance in Micheweni district.

4.1.1 Background Characteristics of Respondents

The section presents respondents background characteristics. This information included age, sex, marital status, academic qualifications, occupation, and designation levels of the respondents. This subsection has been considered in this study because literature

review proved the variation on the answers given by respondents based on these parameters.

4.1.2 Age of Respondents

Findings were presented in Table 4.1 whereby the ages ranged between 15 and 65 years where they were grouped as young (15-30), grownup/youth (30-50) and old (50-76). The overall findings revealed that the ‘Young’ age group consisted of the majority of the respondents (81) (65%), grownup ages were 34 (29%) whereas the ‘old’ group was only 9 (6%). This implies that apart from students who were all young, the next majority respondents were teachers and few administrators. Old participants were only few who were parents and some few leaders.

Table 4.1: Distribution of the Respondents’ Age Percentage wise

Age Group	Age Range	Frequency	Percentage %
Young Age	15 to 30	81	65
Grownup Age	31 to 50	34	27.4
Old Age	51 to 65	9	7.256
Total		124	100

Source: Field Data (June 2016)

4.1.3 Sex of the Respondents

The simple majority of respondents 71 (58%) were men and only 53 (42%) were women (Table 4.2). Since the study was focusing on students, teachers, parents and local authorities as respondents, this unequal proportion is not surprising. This is because in Micheweni Districts majority of the leaders and officials in education sector are male. For instance all She has who were purposely sampled were male. On the other hand

majority of parents who were able to participate and provided information were males.

The same case to most of the secondary school teachers were males.

Table 4.2: Distribution of Respondents According to Sex/gender in Percentage Wise

Sex Group	Frequency	Percentage %
Male	71	58
Female	53	42
Total	124	100

Source: Field Data (June 2016)

4.1.4 Occupation of the Respondents

As shown in Table 4.3, the respondents were scattered into different occupation. However, Micheweni as one among the poor districts in which her residents live under poverty line, majority of them have no one common occupation. Most of aged respondents were involved in subsistence agriculture activities 9 (7%), some in fishing activities 6 (5%), trading activities 4 (3%) some quarreling activities 2 (2%) formal employment 22 (18%) and students 81 (65%).

Table 4.3: Distribution According to Respondent's Occupation in Percentage

Occupation	Frequency	Percentage %
Agriculture Activities	9	7
Trading Activities	4	3
Fishing Activities	6	5
Students	81	65
Office Employment	22	18
Quarreling Activities	2	2
Total	124	100

Source: Field Data (June, 2016)

4.1.5 Education level of the respondents

Findings presented in Table 4.4, showed that most of the respondents 89(72%) attained Secondary school education while 4 (4%) attained only a primary education and 15 (12%) had no formal education. Only a small proportion of the respondents had attained college education 8 (6.45%) and only 8 (6.45%) attained University education.

Table 4.4: Distribution According to Educational Level of the Respondents in Percentage Wise

Education Level	Frequency	Percentage %
Degree graduates	8	6.45
College graduates	8	6.45
Secondary schools level	89	72
Primary schools level	4	3
Not attended formal education	15	12
Total	124	100

Source: Field Data (June, 2016)

4.1.6 Marital Status

The majority of the respondents (all students) were not married 81(65%) and 36 (29%) were married the rest of the respondents were, separated 5 (4%), and widows 2 (2%).

Table 4.5: Distribution of Respondents According to their Marital Status in Percentage Wise

Marital Status	Frequency	Percentage %
Not married	81	65
Married	36	29
Divorced	5	4
Widow	2	2
Total	124	100

Source: Field Data (June, 2016)

4.1.7 Leadership/ Managerial Status

As presented in Table 4.6 results indicated that among the respondents; the minority which was 16 (13%) held different positions in the community and government in Micheweni District Council and Zanzibar at large while the majority 108 (87%) had no leadership roles in the community. This is due to most of the respondents being students. However, findings showed that the number of people with leadership position was low.

Table 4.6: Distribution of respondents According to their Leadership and Managerial Status

Leadership/Managerial Status	Frequency	Percentage %
Leaders	16	13
Non-leaders	108	87
Total	124	100

Source: Field Data (June, 2016)

4.2 Factors Related to Parents' Limited Involvement to Poor Performance in Micheweni Secondary Schools in the Last Three Years of Certificate of Secondary Education Examination (CSEE)

According to different respondents involved in this study, there were number of factors related to parents' limited involvement which contributed to poor performance in Micheweni secondary schools. All the factors showed how each had persistently contributed by poor involvement of the different parties surrounding student's effective learning.

4.2.1 Poverty and Family Economic Incapacity

The total of 78 out of 97 respondents indicated that poverty and economic capacity of the family of a child affected the participation of the parents as well as being involved

to the school activities. The respondents indicated these findings were 69 (85%) out of 81 students and 14(88%) out of 16 teachers. The students pointed out that their parents were not regularly attending the meetings at school as they were out searching for daily meal. That made very difficult for the parents to regularly attend the school meetings and other activities when they were not sure even of their daily meal at home. They indicated that even the few who attended were not stable and productive for the meeting inputs. Instead, they are always in a hurry so that they could go to perform other family obligations for their survival blaming life hardship.

On the other hand, observation from the study findings showed that 16 out of the 27 participants were of the views that poverty and family economic capacity had always been contributing factors for ineffective parents' involvement and participation. Parents failed to participate to school programs and activities because of limited economic power. One of the community members said:

“.....most of us are not such ignorant.....; we know the importance of education for our children; the problem is that we lack economic power. Even if teachers and the government ask us to contribute a little amount, still it will be difficult for most of the parents. For example my child has not gone to school for a week now because I have not been able to pay for his ten thousand shillings been demanded...., I have to pay for him the ten thousand....., I told him to stay here and help to take care of our few goats or he may go to fish so as to get the amount needed by the school.....”.

On the same view, one of the local government leaders-sheha commented:

“ the government and some organizations help most of the children living on hardship environment with their school necessities. For instance, TASAF is very much helpful....., but we do not expect the donor to do each and every thing..... we have to do the rest for ourselves. But most of us we cannot.... It is difficult to most of the people because of life hardships.....”

Another male local authority leader supporting the findings of poverty and family economy said:

“...people are poor....., we can't say that they don't value the education for their children....., we can't say they refuse the teachers and committee call..... Parents strive from sunrise to sunset for even a day meal but we end up with little or nothing for the family..., what do you expect.....”

A male District Education Board Member with the same view added:

“...we do have a case from one school..... One form three (F.III) student was impregnated by a certain villager and unofficially the information reached our office. We did follow up to help the girl but later we found ourselves in a very big trouble with no cooperation from the family of the boy, the villagers and even from the family of the girl. Whenever we summon them they do not come, when we phone them they do not respond. Instead the parents of the girl were bribed with little amount of money and proceeded with marriage arrangements. At the end the girl got married.

While addressing the effects of Structural Adjustment Program Yassin (2015) noted that reducing African government expenditures on social services including education and introduction of cost sharing has increased deterioration of education in Africa as the economic status of most parents is poor. Majority of them cannot share costs of their children's education. This situation is what has been revealed in Micheweni as it has contributed so much to poor parents participation and then to poor performance in Micheweni secondary schools.

The findings are in line with a study done by Mutodi and Ngirande, (2014) who found out that parents' socio-economic status, parents' success expectations from their children's mathematics courses, parental beliefs about mathematics, and parent-child, teacher and school communication are the determinants factors to child achievement in Mathematics subject. This is also in view with UNESCO (2013) that positive parent'

beliefs, socio-economic status and high expectations to a child lead to improved performance at school.

Furthermore, UNICEF, (2010) in a research; Children and woman in Tanzania, found out that, child labour is closely associated with poverty, so to reduce the burden of work on children depends on ensuring that children and their families, particularly the poorest, benefit from poverty reduction. This will help the parent to play the desired role and collaboration to schooling of the child.

Therefore the researcher found out that poverty and family economic capacity is among the contributing factors to poor and limited involvement and participation of parents to the matters concerning child learning at school. Economic position of the family and society at large is important to active participation and a pulling catalyst for parents' involvement. Hence, poverty and economic weakness of the family not only leads to poor participation and involvement of the parents but also unpleasant results of students in their form four national examinations (CSEE) and of course poor performance after their graduation.

4.2.2 Lack of Mutual Understanding and Trust between Parents and Teachers

The total of 68 out of 97 respondents indicated that teachers and parents' perception against each other and the school heavily, affected the participation of the parents as well as being involved to the school activities. The respondents were 57 (70%) out of 81 students and 11(69%) out of 16 teachers. A total of 74 students respondents indicated that there was no mutual collaboration between parents and teachers. In this case it was very difficult for them to regularly attend the school meetings and other school activities

as they did not have mutual understanding and trust to each other. Eleven (61%) teachers indicated that most parents did not attend school meetings and other school activities. The few who attended did not constructively contribute to school progress instead they always blamed the teachers.

On the other side, findings from the interviews; 15 out of 27 participants were of the views similar to those from the questionnaire respondents. They claimed that most parents failed to effectively participate and being involved to learning process of their children due to negative perceptions between teachers and parents. The two always blamed each other in case of any problem on child learning and progress. Similarly, some parents did not see the importance of being involved and participated to the school activities and programs because of the massive failure of students. In some cases, teachers were not involving parents to most of the school activities on the sense that most parents had limited knowledge for any productive ideas concerning the school. One male participant complained that parents were not adequately involved. He said:

“....but teachers have to know that even parents can do something helpful to their work....., parents are also teachers and have enough competenceeven if parents do not attend to school meetings , they can do other important things for the school... If I am not capable on academic issues I have ability to participate on construction other work.....”

Another participant- head of one of the school on discussing the role of parents and school community said that:

“...teachers and parents have to work hand in hand so that they can both be in a position to know the child at school and at home. By doing so they can help the child to learn successfully.... However we do not cooperate to improve the school; teachers and parents each work on his/her own.”

On the other hand another participant said:

“.....teachers are responsible... They are the ones who spend the money from the government. They have to make proper planning to improve

performance. Once our children fail the exams we blame them of their deeds.....”

The statement showed the extent the parents blamed teachers forgetting that they also had their roles to their children at school. Under such perception, involvement of such parent to school activities is difficult.

Therefore the study concluded that teachers and parents perception against each other and school contributed to poor and limited involvement and participation of parents to matters concerning education of their children in Micheweni secondary schools. The two sides should work together for the attainment of the desired goals; hence, any misunderstanding between them or wrong interpretations of one’s role will result to failure of the students in their examinations; the case of CSEE.

4.2.3 Ineffective Mode of Communication Channels between School and Home

The total of 68 (70%) out of 97 respondents indicated that Ineffective mode of communication channels between school and home affected the involvement and participation of the parents to school programs and activities. The respondents were 57 (70%) students out of 81 and 11 (69%) out of 16 teachers. Findings indicated that most of the communication between school and home was done through letters, memos, notes or words of mouth. Either, from home to school parents had no common known channels. Some parents communicated with school using their children while some wrote to teachers and very rare some parents went to school themselves.

All in all students were the main channel of the message between home and to school. The method of using students to communicate with parents was ineffective especially when there was a serious issue and it suggested punishment; students mostly decide to

withhold the messages. In some cases, parents were not able to read and understand the messages due to illiteracy.

Ineffective mode of communication using students was also supported by one participant who claimed that it was difficult to most of the parents to get messages from school. A female participant had this to say:

“.....Communication between school and home is not good..... Sometimes our children cannot be trusted, they are given the reports but they do not present them to us. In some cases he can give it to me but I usually use him to read and interpret it for me..... You know we did not go to school so it is easy for them to cheat us.....”

Another male participant, supporting the view of ineffective mode of communication as a barrier said:

“....students’ reports stay at school very long and most of them are not picked up at all. The letters given to students for their parents are not reaching them. Most of the students hide them. Sometimes is due to fear or taking advantage of their parents’ ignorance.....”

The findings were in line with a research conducted by Mutodi and Ngirande (2014) on the Impact of Parental Involvement on Student Performance where they argued that effective communication is very important to the learning progress at school. Mutodi and Ngirande claimed that parental involvement constructs such as- parenting, parent – teacher communication and home and family support were found to be positively related to performance. They indicated that home and family support to school activities were the most significant factors that determined a learner’s performance. Thus, communicating involves designing and establishing two-way communication channels between school and home that are effective and reliable.

Therefore, Communication channels between the teacher and parents about the children's progress must be in place so that the learner benefits from the support from the two parties (Ibid).

On the other hand, Rafiq *et al* (2013) on their study reveal the need for school to use different techniques and efforts to ensure effective link and communication between school and home. They argue that "school must employ a variety of techniques for communicating with parents about their children's progress, decisions affecting their children, and school programs in general. These include parent-teacher conferences, phone contact and report cards. They further argue that some schools sign contracts with parents in whom expectations for students, teachers, and parents are clearly delineated".

Therefore, the researcher concluded that Ineffective mode of communication was one of the determinants leading to poor and limited involvement and participation of parents to the matters concerning their children studies in Micheweni secondary schools. This was due to the fact that there was communication breakdown between teachers and parents. So, because communication is very important for the effective learning of the students, poor communication, not only leads to limited involvement but also failure of the students in their form four national examinations (CSEE).

4.2.4 Concessive Output and Outcome of the Students Completed Form Four

The total of 76 (78%) out of 97 respondents indicated that concessive output and outcome of the students who completed form four (secondary education) affected the participation of the parents and community as well as being involved to the school

activities. Most poor families send their children to school as an investment for future life of the children and their families. When the child goes to school he/she expects good life in future- employment, good housing, good car and economic respect in the society.

However, for the case of Micheweni, experience showed that school has not helped the child even to get the daily food. Children go to school but at the end their dreams do not come true. Most of the children who go to secondary school either end up with complete failure in their final examination or marginal pass which do not help them, (NECTA 2013, 2014, 2015). The respondents who indicated the above findings were 62 (76%) students out of 81 and 14 (89%) teachers out of 16. One female participant when interviewed said:

“....it is better for my daughter to get married than to go to school. She will be wasting her time and our little money..... I know nothing new can happen from her; as usual she will end up a failure.....She better gets married than to waste time. Her brother failed form four just last two years. He is now fishing and life goes on.....”

Another male participant lamented:

“....education is of benefit but our schools, we are tired of them. You are a teacher as you introduced yourself. When you send your child to school you expect good returns from him. But this is very different from our schools. It is now the fourth year our children are seating for form four examinations in this school. Just ask how many students have passed to the next level! May be 6 out of 300...May be if things change, but for the current situation of our school, nothing will happen. My son will engage to other businesses. I am going to support him than to stay and to waste time at school which I know he will fail.....”

The findings are in line with MoEVT (2007) in Zanzibar Education Development Program. (ZEDP). They explain parent's expectations of their children upon the completion of school. They commented that schools and related institutions should work together in an organized setting to the attainment of the common objectives. While

explaining on the challenges facing education in Zanzibar, one MoVET officer said that curriculum is one of the factors, which contribute to quality of education. A well-designed, well-balanced and relevant curriculum should provide skills, knowledge and positive attitudes to the learners. Irrelevant curriculum especially at the lower level influences learners to perceive learning as an alien culture, unrelated to life goals and not worth pursuing (MoVET, 2014).

Therefore, the study find out that parents depended so much on the school for the future development of their children. However, concessive output and outcome of the students who completed the secondary circle of education (for our case CSEE) was one of the factors that led to poor and limited involvement and participation of parents to the matters concerning their children studies in Micheweni secondary schools. This was because most of the students and their parents are much discouraged and disappointed with the results of the schools since they were not promising to their goals.

4.2.5 Family Instability and Disintegration

The total of 61 out of 97 participants indicated family instability and disintegration to heavily affected the participation of the parents as well as being involved to the school activities. Some families lived under serious conflicts between fathers and mothers. The conflicts such as, poverty, lack of trust among them, death and even love had been indicated as factors for disintegration. Sometimes one of parents or both of them had passed away and the relatives who were expected to take care of the orphans failed due to number of factors like irresponsibility, negligence, discrimination and poverty. The respondents who had such views were 29 (35%) out of 81 students and 7(44%) teachers out of 16. A total of 74 students pointed out that their parents were no longer together.

Thus the fathers had other wives or the mothers had already got married to other husbands. Thirteen teachers had the same views as the students’.

They indicated that most children, whose parents were either divorced or died, posed a great challenge to the school as there were no reliable guardians or parents responsible for the children. Such situation to some extent contributed to their poor performance. Findings from the interviews concurred with those from questionnaires, that family instability and disintegration led to ineffective parents’ involvement and participation to the school activities and learning process of a child. Due to family disintegration, children face difficulties in learning at school. They become truants, undisciplined and at the end they drop out. One participant a head of one of the schools commented

“....there are such incidences though not many, when the parent dies and leaves behind children, they lack serious responsible care takers. Sometimes the caretakers might be poor or they do not care....., the children study in difficult environment and sometimes they drop out. Even their performance tends to be not good....our society has lost her identity. During the life of our fore fathers, once a child lost one of the parents it was the responsibility of the entire community to take care of him/her but nowadays nobody cares, even the relatives...”

Another participant had this to say:

“... The moment family disintegrates, everything of a child goes astray..... Only through God’s grace, who takes care of their lives. Can you ask a new husband to take care of your son or daughter of another father? Such woman fears to be divorced”

The participant further added that most of the family disintegration in their our community was a result of divorce. After divorce, most of the time the two parents become irresponsible as each thinks the other will take the role. No one will step his/her foot to school for a child whose parents are divorced. In case of death, relatives can be

kind and humble to such a child but those divorcees, nobody will accept such responsibility.

On the other hand, the study by Rodgers *et al* (2000) as cited by Otieno (2014) found that family structure is very important for adolescent progress at school. In the study on the impact of divorce on children's academic performance, the school records of 234 children of divorced and 223 children from intact families were examined and grades and achievement test scores in English and Mathematics were recorded for five years consecutive years. The results showed that children of divorced families had poorer achievement test scores and that do not perform well academically. According to these findings, separation seemed to be an issue, since it affected the performance of the respective students and school in general.

Therefore the researcher found out that family instability and disintegration was one of the factors that led to poor and limited involvement and participation of parents to the matters concerning their children in Micheweni secondary schools. Hence, due to poor participation and limited involvement, led to the massive failure of the students including their form four national examinations (CSEE).

4.2.6 Child Labour and Family/Community Irresponsibility

Total of 73 (76%) out of 97 (100%) respondents indicated child work and family/community irresponsibility as factors to poor performance of secondary schools students in Micheweni district. These respondents included 12 (75%) teachers out of 16 (75%) and 61 students.

Table 4.7: Responses about Child Labour to Students' Performance

Statement	Option	Frequency	Percentage
Child work and family/community irresponsibility leads to poor performance of secondary schools students in Micheweni district.	Indicated	73	76
	Not indicated	24	24
Total		97	100

Source: Field Data (June, 2016)

On the other hand, data collected from interviews ascertained the findings from questionnaires as presented in Table 4.7 show that child work and family/community irresponsibility were factors that led to poor performance of secondary schools students in Micheweni district. One male participant said that child work in Micheweni district had affected most of the children's education.

Most of the children dropped from school to fishing, farming and animal keeping. Parents lacked cooperation with school and government on this matter. Parents are directly responsible to the working of their children at this age. In support to this another participant complained that parents have to be blamed for the failure of being responsible for their children at school. This was because; parents were involving their children to family earnings. On the same vein another female participant had this to say:

...yes, they are working on farms, feeding animals and sometimes they go fishing here at home. During vacation they go to Dar es salaam. They help us to run the family with what they earns as you know our life here in Pemba is very difficult...

Another parent said that most of the people had no trust on the school for the future of their children's lives. Therefore, they are diverting their children to vocational skills, which will help them in future. He added that even though most of the school aged children attend to school, but big effort is put on business, farming, fishing and animal keeping rather than studies at school. This study would therefore conclude that child

work and community irresponsibility are among factors that contribute to poor performance to most students in Micheweni Secondary schools in their CSEE results because parents and the community as a whole do not support the academics.

These findings are in line with findings and observations by UNICEF, (2014) in a research on Children and Women in Tanzania where it was estimated that 34,442 or 9.2% of children aged between 5 and 17 years in Zanzibar were engaged in total child labour. Of this figure, boys constituted 51.6% and girls 48.4%. The consequences of child labour on child welfare and development as documented in the Integrated Labour Force Survey (ILFS) include poor progress in school where it was found that; over 12% of children in Zanzibar dropped out of school temporarily and almost 1% was unable to attend school at all. Other reported consequences associated with child employment included physical, emotional and sexual abuse, poor health and injuries.

An estimated 8,000 children were reported to be suffering from permanent disability as a result of child work. Also according to UNICEF (2010), child labour is closely associated with poverty, so to reduce the burden of work on children depends on ensuring that children and their families, particularly the poorest, benefit from poverty reduction. This will help the parents to play the desired role and collaboration to schooling of the children.

Also, the findings are similar to what observed by MoVET, (2014). According to MoVET the reason for retention rate is the fact that in rural schools boys experience high repetition and dropout possibly due to truancy and engaging themselves in child labour. This contributes also to poor performance as shown by the low completion rates

of the three years 2012, 2013 and 2014. In these three years, students who sat for the National Certificate of Secondary Education (at the end of O-Level secondary) less than 10% were selected for the A-level secondary cycle (MoEVT, 2013 & 2015).

According to MoVET, (2015). CSEE performance in Zanzibar and Micheweni in particular is not good. The pass rate in Division I-IV has been gradually decreasing every year from about 90% in the year 2001 to approximately 50% in 2013. Likewise, pass rates with a high grade to progress to higher levels of education (i.e., Division I-III) for both male and female students also has been gradually decreasing annually from approximately 20% for male students and 10% for female students in the year 2004, to below 10% for both male and female students in the 2012, 2013 (MoEVT, 2014).

The situation can be attributed by poor participation of the parents to school affairs as they are the ones who encourage child labour. Also, the findings are in line with both the conceptual framework and theoretical framework which shows that poor or limited parent involvement and participation towards the learning process of a child at school leads to poor performance. The researcher concluded that leaders, parents and communities were not serious enough in fighting against child labour because they have been benefiting from it as source of family income and that the local government had been hesitating to take sound action against it.

4.2.7 Lack of Community Awareness on Education

Total of 67 out of 97 respondents, equivalent to (69%) pointed out that lack of community awareness on education contributed to poor performance of secondary

schools students in Micheweni district. The respondents included 15 (94%) out of 16 and 52 (64%) out of 81 students.

Table 4.8: Responses on Community Awareness to Students' Performance

Statement	Option	Frequency	Percentage
Lack of community awareness on education leads to poor performance of secondary school students in Micheweni district	Indicated	67	69
	Not indicated	30	31
Total		97	100

Source: Field Data (2016)

On the other side, data collected through interviews 27 participants ascertained the study findings from questionnaires as presented in Table 4.8 that lack of community awareness on education is one of the factors that lead to poor performance of secondary schools students in Micheweni District. One of the male participants said:

“...Myself, I did not go to school but I am still living. It is better for my daughter to stay at home assisting her mother with domestic work and latter get married. I am just waiting for a son-in-law.....”

Another male participant had similar views. He said that most of the parents were still unaware of the importance of education to their children and community at large. The parents were the ones who were accepting marriage of their daughters while at school and in small age. They were the ones taking their children to work and do not care about their children's attendance at school. He added that the problem was big in such that it needed immediate measures. Furthermore a female participant advised that the government had to emphasise the re-established programs for adults' education in their

village. This would help them to get necessary skills and knowledge. The knowledge imparted to the society will assist each individual parent with education awareness and encouragement of their children education. From the findings, it can be concluded that that poor performance in Micheweni secondary school is also contributed by lack of community awareness on education.

These findings are in line with views of the MoEVT (2014) that, in spite of high enrolment of girls at pre-primary, primary and secondary levels of education, yet the proportion of girls attaining higher education is lower compared to the total number of girls attaining basic education. Reasons for this could be attributed to lack of community awareness, dropout, early marriages, sexual harassment, and lack of conducive and safe learning environment. Again the findings are in line with the research conducted by Ussi (2015). In addressing the importance of community awareness on education, he supported the need to increase awareness to the parents and students.

Furthermore, the extent of negative attitudes of some parents towards the importance of school and education as well as low contributions from parents due to lack of awareness has added to the list of challenges facing education in Zanzibar. The impacts of these challenges mostly found are evidence of the poor results in their national examinations (RGoZ, 2007). The findings are also in line with both the conceptual framework and theoretical framework which show that lack of community awareness on education contribute to poor and limited parents' involvement and participation towards the learning process of a child at school which consequently leads to poor performance. Therefore, the study concluded that though teachers, education stakeholders and The Revolutionary Government of Zanzibar (RGoZ) through the Ministry of Education and

Vocational Training (MoEVT) are trying to resolve some of the issues, but not serious enough in fighting for community awareness on parents' education and awareness.

4.2.8 Acute Shortage of Learning Materials Due to Dependence on the Government

Total of 79 (81%) out of 97 respondents indicated shortage of learning materials as a contributing factor to poor performance of secondary school students in Micheweni district in CSEE. The schools faced the challenges of learning and teaching resources including books - textbooks, supplementary books and reference books, laboratory equipments – chemicals and apparatus as well as computers. The respondents included 16 (100%) out of 16 teachers, 63(78%) out of 81 students. On the other hand, 20 (19%) respondents did not indicate that shortage of learning materials in schools lead to poor performance of secondary schools students in Micheweni district.

Table 4.9: Responses about Adequacy of Learning Materials to Students' Performance

Statement	Option	Frequency	Percentage
Shortage of learning materials leads to poor performance of secondary school students in Micheweni district in the CSEE	Indicated	79	81
	Not indicated	18	19
Total		97	100

Source: Field Data (2016)

While contributing through interview one male participant admitted that books are not enough to almost all schools and laboratory equipments are of great shortage too. Science teachers and students are facing difficulties in conducting enough exercises in practical experiments due to such shortage. There is poor consideration of parents'

position by both the school and the government in development of the school. The government is either in hesitation or the idea has not well been addressed to involve the parents to such contributions. If the parents could closely be involved; they could have contributed some amount.

On the other side, one male participant said that he used to attend school meetings since his child was in form one (FI) and by then he was in form IV the statements were the same that the school was facing problems of laboratory equipment's. The views were supported by DEO who said:

“....The government knows this and is very anxious to see all the problems are one day solved. However the economic status of the country should not be forgotten. The government has a lot of responsibilities; not only in education but also in health, water, electricity..... and is the matter of priority; I hope in the near future with the community encouragement and consciousness to education contributions the problems will be solved”

Due to above findings, this study would therefore conclude that shortage of learning materials is among the factors for poor performance at CSEE results in Micheweni secondary schools. This has been contributed by the limited involvement and participation of parents to the availability of learning materials for their children and pay contributions for school since the government could not do everything. Instead, parents are always blaming and expect the government to do everything which is very difficult and the government keeps on promising.

On the other side different documents reveal similar views to the findings of the study. According to RGoZ, (2007) secondary schools in Zanzibar face a number of challenges towards realization of quality education. The challenges are such as lack of laboratories

facilities and equipments, insufficient teaching and learning materials, lack of ICT facilities and lack of transport facilities for teachers (MoEVT, 2014, MoEVT & EMIS, 2013). However the documents were silent on the role the parents could play as part of solution to the availability of learning materials. Furthermore the findings are also in line with both the conceptual framework and theoretical framework that acute shortage of teaching and learning materials contribute to poor performance to most of the students in Micheweni secondary schools.

Therefore, the researcher concluded that massive failure of students in Micheweni secondary schools is also contributed by acute shortage of teaching and learning materials. That The Revolutionary government of Zanzibar is responsible through the Ministry of Education and Vocational Training. Failure of parents to school matters, parents of the students and the community in general were not serious involved to ensure adequate accessibility of quality teaching and learning materials in secondary schools. Consequently; due to the shortage of the materials the teaching and learning process become ineffective hence the outcomes become poor.

4.2.9 Poor School Infrastructure, Environment and Shortage of Furniture Due to Much Dependence to the Government

Total of 64 (66%) out of 97 respondents pointed out that poor school infrastructure, environment and shortage of furniture were among the factors to poor performance of secondary schools students in Micheweni district in the CSEE.

Table 4.10: Poor School Infrastructure, Environment and Shortage of Furniture to Students' Performance

Statement	Option	Frequency	Percentage
Poor school infrastructure, environments and shortage of furniture leads to poor performance of secondary school students in Micheweni district in the CSEE	Indicated	64	66
	Not indicated	33	34
Total		97	100

Source: Field Data (2016)

Most participants who were interviewed pointed out that poor school infrastructure, environment and shortage of furniture led to poor performance of students in Micheweni Secondary schools. One of the headmasters admitted and noted to have similar views to that from questionnaires. He said that the schools were facing the scarcity of furniture like students' chairs, desks, books cupboard, teachers' chairs and tables. In some cases four students were sitting in one bench capable of only two while others were sitting on rough floor. The community always blamed the government for not supporting while some of the matters are in their capacity. One male participant added:

“.....in some areas parents' cooperation manage to solve problems of furniture and classrooms for their children.....But for us, we lack patriotism.....”

Another male participant said that some school buildings were very old and unrepaired for a long time. They were full of dusts and cracks which endanger the life of the students in the class. The situation discouraged the students as they study in the environment that was neither safe nor clean. Some of the schools had no library, laboratory and special room for emergency especially for girls' students. The school

lack reliable electricity and water supply. The participant further complained that the school had no houses for teachers. This led to most of the teachers to travel far to and from the school. He added that there were students who walked to school seven to nine (7 – 9 km) kilometres every day. The participant said:

“...on the way to and from school the students pass along areas which are not safe to girls against sexual harassment. This contributes to early and unwanted pregnancies, truancy, and involvement of some students especially boys into theft and drug abuse”

Table 4.11: Accessibility of School Infrastructure Facilities in Percentage

School	Library	Water	Electricity	Laboratory	Desks	Computers
Micheweni	26	100	68	15	71	14
Chwaka Tumbe	62	100	100	62	92	25
Kiuyu	18	80	63	37	81	12
Msuka	25	100	72	28	79	18
Makangale	13	100	61	22	73	13

Source: RGoZ (2014)

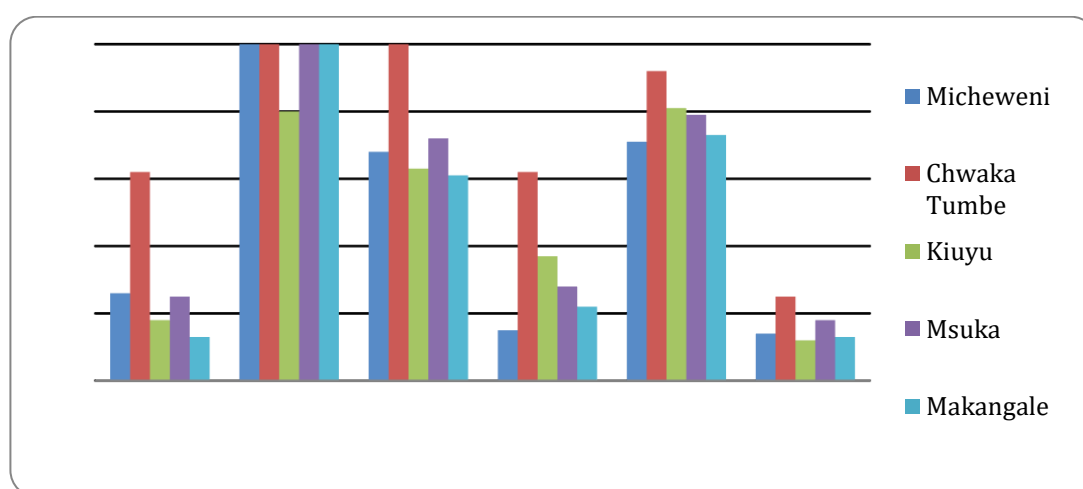


Figure 4.1: Accessibility of Infrastructure and Facilities

MoEVT (2010) indicated that during the last ten years, the Zanzibar Education system experienced an acute shortage of classrooms, poor school buildings and lack of furniture. Agakhan (2007) revealed that the classrooms in these schools had no windows and doors; schools were operating on a double shift system, some did not even have perimeter fencing. Hence, teaching/learning resources were prone to vandalism and theft. On the other hand UNICEF (2014) in line with the study findings argued that most of Tanzanian schools face the challenges that negatively impact on children and are normal for most Tanzanian children including large class sizes, absence of water, food and inadequate physical structures. Sumra and Katabaro (2014) with the same vein said that water and sanitation facilities are often inadequate in many schools. Many children had to sit on the floor as there were no enough desks and some of the secondary schools had no electricity. All these factors affected the performance and quality of education.

Therefore, the researcher found out that the failure of students in Micheweni secondary schools is also contributed by poor school infrastructure, poor environments and shortage of furniture. With parents involvements and participation in school activities the problem of poor school infrastructures, unfriendly studying environment at school and at home could be reduced hence improvement of performance to most of the students in the CSEE results.

4.2.10 Early Marriage and Impact of Traditional Cultures on Formal Education to the Majority of Parents

Total of 56 (58%) out of 97 respondents indicated that early marriage and impact of traditional culture on education are among the contributing factors to poor performance of secondary schools in Micheweni. Apart from fighting for teaching and learning

materials, there should be effort to educate the community on the impact of their culture to education, which could be done through parents' involvement.

Table 4.12: Responses on early Marriage and Impact of Traditional Cultures to Performance

Statement	Option	Frequency	Percentage
Early marriage and impact of traditional cultures on education lead to poor performance of secondary school students in Micheweni district in CSEE.	Indicated	56	58
	Not indicated	43	42
Total		97	100

Source: Field Data (J2016)

Most participants were of the views that early marriage and impact of traditional cultures on education led to poor performance of students in Micheweni Secondary schools. While expressing his experience and the reported incidences at the interview one male participant admitted on the experience of the problem. He said most parents were aware but as days went on they continued to accept marriage of their daughters while very young. Girls were taken out of school for marriage when at primary six and seven at the age of 13-14 years old. Factors behind this were poverty, and the culture. Parents feared of been ashamed when a girl was impregnated out of wedlock. Such cases destroyed the family reputation. Most parents enrol their children to school as an investment for a better future life. However, there weresome parents who sent their daughters to secondary schools as a way of waiting for husbands. This was pointed out by one of the community leader.

He commented:

“Once a husband comes, no way you can convince the parents to cancel their plan. For this, we need support and a force from the law organs and higher authorities. As leaders we fear to be in conflicts with the community members and in fact they are used to us so they do not care. The government has to assist by conducting seminars, creating consciatizing groups and involve parents to the programs against bad cultural practices including early marriage”

Another male participant said that the community prefers sending their sons to school than their daughters. Thus, girls are prepared to serve their husbands and families. In this case, they need enough time at home cooking, cleaning the house attending guests and receive some training from elders and parents for future life as mothers. Boys are trained to have independent life. Another male participant argued that it is not a bias to prepare a son for independent future life as this culture has been there since our great - great- grand fathers. The only thing is that the world has changed but it will take long to phase out such a culture. This is still being practised and the society value and appreciates its importance. If the parents were involved and be educated on the effects of this culture, they could have changed and become the agents against the traditions and customs that undermine the girls’ rights to education. Since majority of respondents and participants indicated early marriage and impact of traditional cultures on education as a factor for poor performance, this study would therefore conclude that early marriage and traditional cultures had contribute to poor performance of students in Micheweni secondary schools.

MoEVT (2010), on addressing the challenges of Education For All Assessment 2001 - 2013 found that in spite of high enrolment of girls at pre-primary, primary and secondary levels of education, yet the proportion of girls attaining higher education is lower compared to the total number of girls attaining basic education. Reasons for this could

be attributed to dropout, early marriages sexual harassment, lack of conducive and safe learning environment and inadequate gender policy prescriptions. However the MoEVT document was silent that, the problem could be reduced if parents were empowered and involved to take their part.

According to UNESCO (2016), formal education, especially for girls, is not given consideration in Micheweni. This is ingrained with social and cultural norms intertwined with religious practices coupled with parents' low understanding of the value of education. This has increased girls drop out from schools due to early marriages. UNESCO (2016), added that according to some religious leaders, Islam stipulates that once matured, a girl is ready to get married and start her own family. Lack of statutory law, serious follow up on the minimum age of marriage and mechanism for enforcement, have made the community not to adequately be involved hence a girl can therefore leave school and get married as young as 12 to 14 years of age. Therefore, the researcher found that the failure of students in Micheweni secondary schools at their CSEE results was also contributed by early marriage and impact of traditional cultures on education, which were propagated by parents.

In this case, the parents would not be ready to involve themselves in the school activities or meetings because they would be taxed for letting their daughters to get married. The girls should be protected against early marriage and remain at school studying. Some of the girls stay at school with mentality that any time they may get married so they do not concentrate on studies. This in turn leads to poor performance to most of the students especially girls and particularly in the rural areas.

4.2.11 Conclusion on Research Objective One

Research objective one inquired the factors, which led to poor performance in relation to parents involvement in form four examinations in Micheweni secondary schools at CSEE results.

The data collected from questionnaires and interviews – a total average of 90 out of 124 (73%) participants and respondents, and that from literature reviews revealed that the factors were: Poor and limited parents involvements, child work and family/community irresponsibility, lack of community awareness on education, shortage of teachers especially in science subject and shortage of learning materials.

Others were early marriage and Poor learning environment and infrastructures, early marriage and impact of traditional cultures on formal education, weak leadership, inefficient management and shortage of personnel and English language as medium of instructions in secondary schools and poor communication proficiency due to lack of conducive environment at home and in the community. All were the factors are the result of poor parents' involvement to school activities which led to poor performance of the students in Micheweni secondary schools.

4.3 Parents' Perception on Secondary School Students' Performance in Micheweni District

Under this objective different parents' perception concerning performance of their children in Micheweni secondary schools were discussed. The findings aimed at examining different perception of parents on their children's education, performance and future benefits after completing their studies.

4.3.1 Parents' Perception on Quality of Secondary Schools Education and its Implication to Students' Future Life

Total of 59 (61%) out of 97 respondents indicated that education provided in secondary schools had important benefits to students' future life. That is, education attained by their children might have direct benefits when the child passed the examination and got employment. A child might benefit indirectly- by having knowledge which was useful to daily life routine and sometimes both of them.

Table 4.13: Perception of Parents on Education Attained from Schools

Statement	Option	Frequency	Percentage
Education provided in secondary schools has important benefits to students' future life	Indicated	59	61
	Not indicated	38	39
Total		97	100

Source:Field Data (2016)

While expressing his experience at the interview one male participant commented that majority of community members were aware, though some of them were rigid. He appreciated the importance of education and thus children knew how to read, write and some few were employed as teachers, soldiers and doctors.

One female participant pointed out that education should not be confused with employment. She said, they were two different things; but their community mainly associated education with employment as they did not have reliable sources of income.

Therefore once a student failed it discouraged and disappointed all the parents as

the education offered was of less quality and helpful. On the other hand, one teacher said that the world had changed. He added:

“....now education is everything. Even though its quality is in debate and that our children are not employable, education is precious to our life. It directs you to most measures towards success in your life. Depriving your child from education is a grave mistake. It leads to child future blindness and poverty....”

Majority of the respondents had positive perception on education. Thus 80 (65%) out of 124 respondents had positive perception on education, however the quality offered in the secondary schools was low; thus education was important and benefited the students' future life. To pass or fail the examinations was not the sole determinant for the importance of education. Furthermore, findings from different documents concur with the findings of this study.

According to Msafiri (2013), while giving remarks on Education quality in Tanzania found that the quality of education was poor. Out of 200 respondents in his study 80% felt that levels of quality of education in their schools were average to low quality and 3% felt it was very low. Only 13% felt their schools offered high quality education and 3% very high quality. However, the findings go farther prescribing the importance of education in everyday life.

Also Sumra and Katabaro (2014), commented that education progress is worth its name if and where it enables students to develop capabilities, aptitudes and skills that will enable them to thrive in further education and in the world of work. Quality of education in the country has deteriorated in the last few years. The effort for improvement faces numerous challenges – shortage of learning materials and resources, shortage of

qualified teachers, poor schools' infrastructures, and shortage of personnel and communities' cultures (MoEVT, 2014).

Therefore, the researcher supported that education is very important to our life. However, the quality of education offered in our secondary schools is not satisfactory. It is the education, which produces graduates with incapacities of knowledge application in the real world apart from the poor and discouraging results attained by the candidates at the end of each course or stream. There are some factors, which contribute to this status of our education. These include limited parents' involvement which to some extent contributes to, shortage of committed and qualified teachers, acute shortage of quality and recommended teaching and learning resources, poor schools infrastructures, inadequate schools inspection and community culture. Therefore, unless serious attention is taken on parents' involvement to school activities, the performance of education in Micheweni Secondary Schools will continue to be bad.

4.3.2 Perception on who has a Social Obligation to take Care of the Child Studies

Total of 59 (62%) out of 97 respondents indicated their perception that child education was socially an obligation of parents/community. Parents were the ones responsible for studies and education of their children. They were the ones with direct benefits once the children completed their studies. However, constitutionally the government is the one to take responsibility. Therefore, when there are poor results all the blames are directed to the government and the teachers.

On the other hand, 19 (20%) respondents had the perception that child education is socially an obligation of the government. That is the government had an obligation to

ensure that every child in the country got education. Therefore, parents, government and community are all responsible to ensure the attainment of education to all the children in respective of their areas of jurisdiction.

Table 4.14: Perception of school Community Members about Responsibility

Statement	Option	Frequency	Percentage
Child education is socially an obligation of parents and community.	Indicated	59	61
	Not indicated	38	39
Total		97	100

Source: Field Data (2016)

While expressing his perceptions one male teacher insisted that the government could not accomplish all things on education in their schools. Therefore parents and the community should have taken their roles. He added that majority of parents and the community did not want to meet the costs of their children's education. As a result the performance of their own children was affected. Furthermore one male participant said that there was a direct concern of the child education at school and parent responsibility to a child.

These are their children so the parents had to agree with all the costs of their children growth as they were going to be fathers and mothers of the future nation just as their fore parents did for them. What is done by the government apart being its constitutional role, there should be a support from the parents and community. On the other hand, one male participant from District Education Board had the following perception:

“...it is time for people to accept their role as parents and member of their respective community for the betterment of our children's education. Parents have to allocate some of their family resources both materials and time to support their children in learning, follow up of their studies at school, helping on their homework, collaboration to teachers

and encouragement of children to study hard. On its side, the government and other education stakeholders should extend their support to education as most of the parents are poor....”

The findings of the study concur with the views of different authors. According to Nyerere (1967), challenges that students in public schools face cannot be solved by educators alone; nor can these problems be solved by parents or families alone. More collaboration between the school and home will need to be focused on dealing with these problems.

Also, a study by MoEVT (2007), commented that cost-sharing element is nevertheless formalized. The communities are responsible to join the government effort by putting up physical infrastructure to a certain level, and ensuring their labour for maintenance. The government itself is responsible for meeting the salaries of teachers in public schools and for administrative personnel. At the basic level, the government is expected to meet the cost of text-books, and parents are expected to pay for exercise books, uniforms, pens, pencils, school bags, pocket money, rubber, utensils and other teaching / learning materials, and transport. This means that, parents and local communities have vital role to play in collaboration with the government and NGOs in child education, hence their serious involvement is very important (Mutodi & Ngirande, 2014).

Furthermore, according to RGoZ in ZEDP; when utilized well, community contributions can spread the burden of education resourcing. So it does not rest solely with either parents or the government. A noticeable feature is that when parents contribute with direct finances, the community at large takes a lot of responsibility in construction (MoEVT 2007).

Therefore, the research revealed that child education is socially an obligation of the entire school community while the government and other partners stand up for support. Hence, there must be collaboration among different segments of the community to success – parents, teachers, education stakeholders and government; achieving quality education and improved results. That each of these parts has to completely fulfill its role and at the same time make sure that they are part and parcel to effective collaboration.

4.3.3 Perception on who should be Blamed for Poor Performance

Total of 65 (67%) out of 97 respondents had the perception that the general school communities and other education stakeholders had to be blamed for poor performance. So long as education is multidimensional and multi-sectoral process cannot be assessed as a single entity. Its process and indicators comprises many participants and a lot of implementers. Therefore, the failure of our schools to deliver quality education and pleasant results in examinations; involves not only parents but also teachers, stakeholders, governments and students themselves. If it is a matter to blame, all have to be responsible as it is the product of their deeds either directly or indirectly. It is either due to failure to implement or supervise the implementations, (RGoZ, 2014).

On the other hand, 18 (19%) respondents said that the government had obligation to ensure quality education to secondary education provided in schools. It was mandated to use its power but failed to supervise the teachers, the parents, the school and the children for better quality education. Teachers on the other hand had to accept the blames for poor performance of their students and schools. They are professionally trusted to the duty. Another participant said that students themselves failed to use the

available resources and time for their success instead they engaged themselves into immoral and anti disciplinary activities which led them to fail. However, no single entity can solely be blamed for poor performance of the students and schools. This is because; education is a process that involves number of people and implementers, which require maximum collaboration.

Table 4.15: Perception of School Community Members about who should be Blamed for the Failure of the Students

Statement	Option	Frequency	Percentage
Parents and general school communities' education stakeholders have to be blamed for poor performance.	Indicated	65	67
	Not indicated	32	33
Total		97	100

Source: Field Data (2016)

On the other side, data collected from interview ascertained findings of the study from questionnaires as presented in Table 4.16. While expressing this, one male participant commented that the government is overall supervisor but those at tributaries had a great role too at every respective area. He further added that the failure witnessed in our country possibly had a great contribution of our wrong perception to blame the government only for the failure of the students at schools.

He questioned

“What about teachers? what about students.....? what about parents...?”

Therefore, the general and entire communities have to be blamed for poor performance of secondary school students in Micheweni.

According to Sheldon in Erlendsdóttir (2010), schools become successful when a strong and positive relationship among students, parents, teachers and the community has been established. He further added that students are more likely to experience academic success if their home environment is supportive. Also a study conducted in Kenya by Otieno (2012), found that performance of students particularly at the Kenya Certificate of Secondary Education level concerns all interested parties, especially the government of Kenya, the parents and the students themselves. The study further suggested a measure to combat the situation as that the Government of Kenya through the Ministry of Education in collaboration with other stakeholders should devise some interventions.

On the other side findings from different documents and studies concur with the findings of the study. The study by Kaguho *et al* (2011), found that education stakeholders such as parents, NGOs and local communities in collaboration with the government should build hostels and dormitories around the secondary schools for retention of students. Furthermore, while outlining the role of each education stakeholders to education in Zanzibar, MoEVT (2007, 2014), stated that there should be partnership in the construction of classrooms, other educational facilities such as teacher houses; procurement and installation of school furniture and equipment, preventive maintenance measures and mobilize the community/parents in maintenance of the classroom/school building by organizing the School Management Committees (SMC). This implies that for a successful school performance infrastructure are important. Thus the community has the great role not only to construction of classrooms

and other school infrastructures but also their maintenance. Therefore, the findings showed that school communities were responsible for the failure or success of the school or students. Hence all the stakeholders have to be responsible for poor performance of the children or a school. So, there must be collaboration among different segments in achieving quality education and improved results.

4.3.4 Conclusion on Research Objective Two

Research objective two inquired an examination of parent's perception on secondary school students' performance at Micheweni. Data collected from questionnaires and interviews and that from documentary reviews revealed different parents' perceptions which were: the general school communities to be blamed for poor performance of the secondary students/school in Micheweni, though it was of low quality, education attained in secondary schools had important benefits to students' future life and some community members felt it was the role of the government and individuals. However, child education is socially an obligation of the entire school communities and the stakeholders.

4.4 The Role and Contribution of Parents to the Performance of Secondary Schools in Micheweni

Under this objective it aimed at examining different contributions and roles of parents on the performance of the studies of their children at school.

4.4.1 Follow up of the Students' Progress at School

Total of 70(72%) out of 97 respondents indicated that parents had the role to make follow up of the students' progress at school. That was each of the parents /guardian

had a duty of visiting a school and meet the teachers to see and discuss the child's results and progress and the way they could improve the progress of the students. These included 11 (69%) teachers out of 16 and 59 (61%) students.

Table 4.16: Responses from School Community Members about the Roles and Contributions of Parents to Children's Progress at School

Statement	Option	Frequency	Percentage
Parents have the role to make follow up of the students' progress at school.	Indicated	70	72
	Not indicated	27	28
Total		97	100

Source: Field Data (2016)

Majority of the participants pointed out that the significant role should be played by each of the parents/guardian whose child is at school. While contributing to this point, one male teacher said:

"....the parents are occupied with many family commitments but still have to spare sometimes to visit the school to see the problems and needs of their children. Also, parents may have ample time to discuss with teachers on improved learning of the children..."

Another male participant insisted that a responsible parent should know what was going on at school for the children. It was not good for a parent of a child to wait for the final reports or results instead they had to participate during the process with teachers both at home and school. Furthermore, he added that under the new scheme towards better results and results' improvement every parent had to take part. Apart from the fact that few parents were contributing to school management, still they had the same role to

make close follow up of what was taking place at school concerning their children's learning.

In the same vein, the findings from different studies show that parents have the role to follow up children's performance at school. According to Mutodi and Ngirande (2014), the schools where students are learning and achieving, have consistently shown that despite parents working in social and economic neighborhoods, have strong and positive school-home relationships. There had been good parental aspirations, parent-child communication, home structure, and parents' involvement in school's activities. The same view has been made by Sumra and Katabaro (2014), that schools should provide children with safe and welcoming environment; and parents should have a say on how the schools are run.

However, some parents are not cooperative as indicated by Mutodi and Ngirande (2014), they do not visit school except in response to problems. However some studies suggested that having a Teacher-Parent Association (TPA) the association would help parents meet regularly and discuss the destiny of their children's education, set goals and analyze the national education policies such in the context of school or ward (Mlowasa, 2014).

Therefore, the study concludes that following the students' progress at school is one among the vital role that parents have to play for the good results and improved performance of the children. However, studies show that most of the parents are not close to school and have no culture of following the progress of their children. It has been proved that follow up of students' learning leads to good results and that such

tendency of the community should be encouraged. Hence, it is a call to parents at Micheweni in collaboration with teachers and school administration to make follow up of their childrens' progress.

4.4.2 Funding for Child Additional Learning Materials

Total of 72 (74%) out of 97 respondents indicated that funding for child additional learning materials is among the key role the parent has to play. That is parents have a role to top up some important learning materials for their children because the government cannot supply all the required materials for the students.

Table 4.17: Responses from School Community Members about the Role of Parents on Learning Materials of their Children at School

Statement	Option	Frequency	Percentage
Parents have the role to fund child additional learning materials	Indicated	72	74
	Not indicated	25	26
Total		97	100

Source: Field Data (2016)

On the other side, one female parentsaid they were always asked by teachers to buy exercise books, pens, pencils, dictionary and some textbooks for their children. Also added that they knew it was their duty as it benefited their own children, though some of the parents cannot afford. Also two male participants at different times and places insisted that no committed parent could deny that fact. Even School Management Committees (SMC) had to encourage parents to do so. One male parent said that teachers had to direct parents to buy the materials since most of them lack knowledge

on the recommended readings for their children. Furthermore, another male participant seemed to be encouraged as he said:

“.....Responses are not so bad and most parents have managed to buy basic materials for their children- like exercise books, pens, school bags and so on. However; he alerted that for buying text books, dictionaries, reference books and other technical books and equipments most of the parents could not afford.....”

“.....the government plays a very big part; however cost sharing has been officially launched in secondary education, the free education slogan still works. The government is busy with learning materials distribution to all schools and students. The plan of the government is to reach 1:1 student book ratio in all subjects in secondary schools by 2020. Meanwhile we expected parents to buy some materials for their children too. The challenge facing the vision however that is sometimes the community is letting down their government. They show a very small effort in this.....”

Because the majority of the respondents and participants supported the view, therefore, this study concludes that funding children additional learning materials is among the key role the parent to play. Parents have to assist the government in not only buying exercise books, pens, ruler, mathematical sets, school bags and uniforms but also text books, reference books, dictionary and laboratory equipments for their children at school (RGoZ, 2007). However, studies showed that most of the parents are either reluctant or do it in a very minimal way claiming that most of them cannot afford. Hence, lead to acute shortage of learning materials as the effort of the government and some stakeholders cannot meet the target (MoEVT, 2014).

4.4.3 Timely Payment of School Contributions

Total of 67 (69%) out of 97 respondents were of the view that parents have the role to pay school contributions on time. Every parent with a child in secondary school has to

contribute a substantial amount of money on the basis of time and installment. However the amount tends to differ depending on the school and income basis of the respective community.

Table 4.18: Responses on the Role of Parents to Pay School Fees and other School Contributions

Statement	Option	Frequency	Percentage
Parents have the role to pay school contributions on time.	Indicated	67	69
	Not indicated	30	31
Total		97	100

Source: Field Data (2016)

While contributing at the interview, one male participant said that one of the roles which was also outlined in Zanzibar Education Policy and Reform 2006 (MoEVT 2006) was parents to pay school contributions for his/her child as under cost sharing strategy. Some of the parents registered good responses while some of them the situation was disappointing. This was contributed by; poor parents' involvement strategies by heads of schools, poverty level of the parents and weak School Managements Committees as well as the weakness of the Policy itself. They were not strict for parents to contribute and students were not supposed to be expelled due to failure to contribute. On the other side another male participant said that the amount of money that parents had to pay was not well paid as most of them delayed the payments.

He added:

“...they have priorities other than education; once called for payment they have plenty of excuses. These delays affect the implementation of education activities....”

While contributing during the interview, one female participant supported the views and said that it was a surprise and sometimes a shame that some parents rely on others' contributions. She lamented:

“If is due to poverty, we are all poor. If at all we are asked to air out our views, I would recommend the children whose parents refuse to contribute, should not be allowed to stay in the class. They exploit us.....”

Furthermore, three female participants at different places and times said that the child basically belongs to the parent. If it was to benefit from education a parent was the second after the child. Therefore, a parent had to incur the costs of his/her child schooling. They blamed the system to allow politics in education. The system ought to put it clear that each parent had to pay otherwise the child had to stay at home.

On the other hand, different studies and documents found that parents paid only some amount which also varied according to areas and schools. For instance 2, 500 Tsh. Monthly paid at Kiuyu, Msuka 2,000, Micheweni 3,000, Makangale 2,500 and Chwaka tumbe 2,500. (Source: Heads of schools, June 2016) These contributions covered snack meals prepared at the school and operational costs. Most materials were made by teachers themselves from local resources. Furthermore, studies show that parents bear the burden of the contributions, both financially and in terms of labour and materials; therefore, seemed to be reluctant to contribute. However, in most cases people seemed to be willing to contribute but poverty was a hindrance in this regard (MoEVT, 2007).

Therefore, the study concludes that parents have the role to pay school contributions on time. Parents have to pay the contributions as per directives from the government and prescription from the school. These contributions from the parents affect directly the

day to day management, results and performance of the school. However, the findings of this study and other studies show that majority of the parents are hesitating to pay the contributions (MoEVT, 2014). This led to failure to implement some of the schools' programs due to shortage of fund or outdated clearances.

4.4.4 Participation into School Activities and Programs

Total of 68 (70%) out of 97 respondents indicated that one among the important responsibly of a parent was to participate into school activities and programs. A parent has to participate into the school development plans, programs and activities. Parents ought to share ideas, constructive discussions and be involved in manual work of the school.

Table 4.19: Responses on the Roles of Parents to Participate in Different Activities and Programs of the School

Statement	Option	Frequency	Percentage
Parents have the role to participate into school activities and programs	Indicated	68	70
	Not indicated	31	30
Total		97	100

Source: Field Data (2016)

One female parent said that participation to school based activities was very important for students and the school progress. The school was an institution of the community whereby parents and community members in general met to discuss their concerns. Hence the presence of well established school was very important academically and other social concern.

On the other side one of the local authority leader, a male participant insisted that parents had to be optimistic, friendly and associated with the school. It was very important for the school performance, security of school furniture and infrastructures as well as live hood of the school. He added that attending at the meeting and other school activities inculcated the students' sense of prevention, belongings and commitment on public wealth.

On her side another female parent added that presence of parents at school activities encouraged teachers to work hard as they felt observed and inspected. The parents knew what took place at school and what challenges faced the school. In collaboration with teachers as well as other stakeholders good things could be done to win the problems. She argued that the parents were also inspectors of the work done by the teachers at schools. This was only if parents participated and observed daily activities of the school. It could also improve teachers-parents relationship and parents-parents relationships and association.

Furthermore, another male participant felt that participating to school activities was a role of parents and that helped to correct students' behaviour. Through parents participation a child would know that the parents might any time be informed of his/her notoriousness. Hence, they had to behave as they feared their teachers and parents. As the majority participants and respondents supported the view, therefore this study concludes that participation into school activities and programs is among the vital role and responsibility of parents to his child schooling. According to Rafiq, *et al* (2013), parent's activities are like helping children in reading, encouraging them to do their

homework independently, monitoring their activities inside and outside the four walls of their house, and providing coaching services for improving their children learning in different subjects. They added that families who volunteer grow more familiar and comfortable with their children's schools and teachers. Volunteering efforts that tap parental talents enrich school programs and, particularly in upper grades, facilitate individualized learning and achievement.

Therefore, the researcher concludes that parents have the role to participate into different school activities and programs. Parents have to take part in almost all school activities for effective learning of the students. This is because their participation helps for good results and improved performance of the school. However, the findings of this study and that from different documents and studies show that majority of the parents are not willing to participate to school activities as a result affects the students' performance.

4.4.5 Communicating Feedback to School on Child Progress

Majority of the respondents indicated that communicating feedback to school on child progress is a role of parents. While learning process depends upon the school and home relationship; sharing of information from either side for effective learning is important.

Table 4.20: Responses on Role of Parents to Communicate to School on Children Learning Progress

Statement	Option	Frequency	Percentage
Parents have the role to communicate to school on children's progress	Indicated	68	70
	Not indicated	31	30
Total		97	100

Source: Field Data (2016)

While contributing at the interview one male parent supported the view and said:

“...as teaching and learning process takes place at school there must be mutual sharing of important information from school to home and from home to school. Any communication breakdown between home and school affects students’ learning. Parents know a lot about children’s home related behaviours which affect the students’ learning at school.....”

Another male Local authority leader commented:

“...effective feedback communication to school guides the teachers on the way to help the learners more effectively. It helps the teachers to correct student’s behaviours based on their background learning capacity and difficulties. It also acts as assessment to both teachers and parents to explore student’s progress towards realising the planned competencies and learning outcomes of the learners...”

Furthermore another leader male participant said that sending a child to school was as if you had assigned teachers a certain task and you expected something from them. When the child demonstrated or failed to demonstrate was up to parents to give feedback to teachers. Their feedback was very useful for the work of the teachers and learning of their child. However one female participant commented and had this to say:

“...majority of the parents do not value communication to teachers neither do they go to school. They stay at home waiting for good results from the work of teachers. After dumping the child there, a school becomes a police station. Very few parents communicate to teachers about their children progress but majority do not even ask for the students’ results after the examinations..”

On the other hand, studies show that communicating feedback is very important for students’ performance at school. According to WFP, (2003) as cited by Oganga (2013), outline one of the important key components crucial for a successful and sustainable school-feeding program as the setting of milestone for achievement and communication from home to school and vice versa. On the other hand while expressing the importance of communication and feedback a study conducted by Erlendsdóttir (2010), in Namibia

on Effects of Parental Involvement in Education found that teachers and administrators still see themselves as individual leaders of their classrooms and schools. Thus, little attention is paid to partnerships and collaborations with parents. However, in order to enhance educational achievement of students, it is important for educators to come up with possibilities to develop and form partnerships with parents and communication between home and school for the complete attainment of the school's good results.

Therefore, the study concludes that parents have the role to communicate feedback to school. They have to share the observation of what they explore from their child's progress. This is because feedback of the learner's progress assists the teacher for effective learning and attainment of the desired competences and performance. However, the finding of this study and other documented studies show that majority of the parents do not fully communicate what they observe from their children's progress but also some of them do not perceive it as their role. Consequently, this leads to miscommunication, poor parents-teachers relationship and lack of knowledge on students' learning environment at home. As a result it leads to failure of some schools program implementation and poor results in their examinations and performance after graduation.

4.4.6 Encouragement and Motivation to a Child on Studies

Total of 79 (81%) out of 97 respondents indicated encouragement and motivation to a child on studies as a role of parents too. Parents have important role to encourage and motivate learners during the learning process for good results and improved performance in examinations.

Table 4.21: Responses on the Role of Parents to Encourage and Motivate Children on Studies

Statement	Option	Frequency	Percentage
Parents have the role to encourage and motivate their children on studies.	Indicated	79	81
	Not indicated	18	19
Total		97	100

Source: Field Data (2016)

Parents have to use techniques like prize giving, trips to interested areas for children, guide the student learning and expose the learner to the world of benefits for those who study hard. While contributing at the interview, one male parent concurred with others as he said that majority of parents did not spare even a moment to converse with their children. There were a lot of things parents could talk to their children concerning their school progress and encouraging them to study hard but most of them did not have time.

Another male parent commented:

“... Some children need motivation to learn. They are bright and academically capable..., so parents should activate them with encouragement and motivation. With these, learners tend to develop sense of commitment, competitiveness and enthusiasm to learn hence best results...”

Therefore parents should realise it as important to get the children into a studying truck. They should communicate to them using good language and tone; that it is for the betterment of their future life. Furthermore, local authority leader, a male participant blamed that majority of the parents did not care about their influence and roles to their children education. They thought that learning encouragement and motivation was a task of teachers only. He insisted:

“We always tell them during parents’ meetings through our development committees. Thus, parents have to develop the culture of sitting with their children for encouragement, directives, advice and motivation. This culture may help not only school results and performance but also discipline of the students.If the parents who are supposed to be in the front line to encourage the children to study are the ones who discourage them; what then should we expect!..”

Different studies stipulated parent as primary person to shape and mould the mindset and perception of the child towards learning. The study by Vumbi (2013) found that an increased number of boys’ dropout and failure at basic education level is due to lack of motivation. Furthermore, the research on Effects of Parental Involvement in Education by Erlendsdóttir, (2010) found that when parents participate in their children’s education by having regular discussions with them about their school work and monitoring their work, it may be presumed to affect their motivation to strive to do their best at school. In addition to that parents always have to educate and encourage the children about the importance of school. “Always talk to the child. If you are not talking to him then he will have other talks from the peer groups” (Rafiq *et al*, 2013).

Therefore, the study supported that parents have the role to encourage and motivate their children to study. Parents have to direct the children on the importance of education and school. That is very useful for effective learning and good results attainment. However, the findings of this study and different documents show that majority of the parents are not encouraging and motivating their children on their studies. This is due to the limited awareness to most of the parents. Consequently, children who are not motivated dislike studies and school which then leads to dropout, unwanted pregnancies, and child labour or poor results in their examinations.

4.4.7 Take Care of the Child Needs

Total of 83 (86%) out of 97 indicated that taking care of the child's needs is a role of parents. Apart from being a student, child's needs should be fulfilled by the parents. These needs may differ from one community to the other depending on the culture, religion and economic strengths. Basically children need food, clothes, health care, bus fare and other minor expenses, which are indirect costs from the parents. In some families, especially low income ones parents fail to fulfil these needs for their children.

Table 4.22: Responses on the Roles of Parents to Give Basic Needs to their Children

Statement	Option	Frequency	Percentage
Parents have to give their children basic needs for better results.	Indicated	83	86
	Not indicated	14	14
Total		97	100

Source: Field Data (2016)

One male participant argued that it was a role of every parent to ensure daily food, clothes and pocket money to the child. Sometimes due to poverty children went to school without breakfast and pocket money which was not good because it affected the children especially girls. Another male participant lamented:

“...how can a child study without eating? It is almost impossible though they are going without food because their parents are poor.... Some of the students dropout because of poverty and not because their parents wish.....”

Also another male parent commented that the daily needs of the child were a role of every parent whether the child was going to school or not. However, for a school child, timely and constant availability of the needs was of paramount importance. Failure to fulfil a child needs had a number of implications including the students' poor

performance and to be engaged into bad groups in the society. Furthermore, the three male participants at different times and areas commented that the secondary school students in the District failed due to many reasons. Majority of the students came from poor economic backgrounds with parents who were less aware of the importance of education.

Therefore, care to children was poor and their involvement to the matters of education was limited. In addition, one male participant from the District Education Board advised that parents of Micheweni needed to be educated. Some parents had good economic strengths but they had taken their children from school to work in their businesses. They had forgotten that these students were supposed to be at school not at work. Due to community cultural constraints, majority of the parents were conservative.

On the other hand, different studies ascertained the findings. According to RGoZ, (2006), cases of early marriages and pregnancies are a cause of increase drop-outs among girls especially at basic education level. Low awareness of some parents on the importance of education and extreme poverty are some of the reasons for early marriages. That, more effort is needed in mobilizing parents to support the education of their children with the basic needs (MoEVT, 2014). In the study by Epstein (1995), one of the types of involvement Model pointed out was collaboration. In this type parents had vital roles to ensure fulfillment of children's needs at home environment for studying achievement. That is parent-related outcomes included an awareness of local resources they could tap to support their children and families. They would also be more likely to interact with other families in the community.

Also, according to a newspaper, The Citizen of 19th October (2011) cited in Mlowasa, (2014), about 3,210 secondary school students in Mtwara Region were not attending classes regularly due to lack of basic needs. The situation led to truancy, the tendency, which diminished student's performance. Pass rate in secondary schools in Mtwara dropped from 60.4% in 2009 to 29% in 2010.

Therefore, the study concluded that parents have the role to give basic needs to their children. Parents have to struggle to their level best to fulfil the needs of their children as they affect students' progress at school. However, the findings of this study and other documents show that majority of the parents did not seriously take care of their children's needs due to poverty and lack of awareness. As a result, children were involved in child labour which stimulated students' truancy, dropout, crimes and poor performance.

4.4.8 Assisting a Child with Homeworks

Total of 56 (58%) out of 97 respondents indicated that helping a child with homeworks was among the roles of parents. It was usual for teachers to provide works for students to be done at home. This was intentionally done to make students active and well involved in learning after the school hours. Homework for learning progress had been proved to help students academically.

Table 4.23: Responses on Role of Parents to Assist Child School Home Works

Statement	Option	Frequency	Percentage
Parents have the role of helping a child with home works.	Indicated	56	58
	Not indicated	41	42
Total		97	100

Source: Field Data (2016)

While contributing through interview one male participant said that learning process did not end after the lesson hours at school. Parents had to help their children in different areas of their studies. Committed parents had the tendency of asking their children about the school and the lessons of the day. This was for the purpose of the parents to find the way they could help their children with the areas of difficulties. One parent a female participant concurred with other respondents.

She said that children who were asked and helped with their school works at home showed good results than those whose families did not help them. Citing example from her child the participant added that parents had the roles to help their children even by asking and looking for right persons to help them. Furthermore, another parent, female participant while explaining her consent to the roles of the parents; she said that a parent's responsibility to help the child at home was very important. Even if the parent lacked knowledge of the subjects it was wise to help and guide the children to learning at home.

One local authority leader, a male participant said that the way and extent parents helped their children with their school activities affected the extent children perceived the importance of education and school in their daily life.

He added:

“If parents encourage and involve themselves into their children's works or asking about the progress and completion of the work given by teachers will help the students to develop the sense of value and commitment to their studies. In turn, such attitudes affect the students' results and performance

at school. Unfortunately, majority of the parents in our areas not only help their children but also do not ask about their studies at school...”

However one of the male participant argued that parents need to be helped on how they could assist their children at home as some were willing to help their children but they faced the challenge on how to do it as they could not read even a sentence written in Kiswahili language.

Different studies have shown the importance of parents to help their children but in some cases failed due to illiteracy. According to MoVET, (2014), 43% of adults in Micheweni District can neither write nor read a simple sentence in Kiswahili. Therefore the difficulty starts from there; if the parents cannot read even a word in Kiswahili, how can they help a child in English? Also it has been found that educated parents can better communicate with their children regarding the school work, what is taught at school, assist their homework and participate in school activities (Trusty, 1999). Furthermore, according to Carlos (2014), in his research recommended that parents should be taught how to support learning at home by assisting in homework. There should be a schedule of interactive homework that gives learners responsibility for discussing important things they are learning and help families stay aware of the content of their children's class work. In addition, schools should involve families in all important curriculum-related activities. Also, according to Sumra and Katabaro (2013), home learning support help much to the learning progress. On the other hand, parents agree that they have an important role in monitoring of their children's school work and progress, discussing school related issues with their child, and assisting with homework (Erlendsdóttir, 2010). Furthermore, Henderson *et al*, (2002) argued that learning at home pertains to

providing ideas and information to parents about how they can best assist their children with homework and curricular related decisions and activities.

Therefore, the findings revealed that helping a child with home works and other school related activities was important to the learning progress of a learner. Hence parents as nuclear persons at home had the responsibility to assist their children in doing and monitoring the tasks. However, the findings of this study and documents reviewed show that majority of the parents are willing to assist their children but fail due to lack of knowledge and skills on school related work or they lack awareness on its importance. As a result, children remain with no assistance from any family members and the burden has always been directed to teachers.

4.4.9 Conclusion on the Research Objectives

Research objective one inquired factors that led to poor performance in relation to parents' involvement in form four examinations at Micheweni Secondary Schools in CSEE results. The data collected from questionnaires, interviews and that from documentary reviews revealed number of factors that led to poor performance of students of secondary schools in Micheweni such as poor and limited parents involvements, child labour and family/community irresponsibility, lack of community awareness on education, shortage of learning materials, poor learning environment and infrastructures, language barrier, early marriage and impact of traditional cultures on formal education, ineffective mode of communication and channels, poverty and family economic incapacity and concessive output and outcomes of students who completed form four

On the other hand, Research objective two inquired an examination of parents' perception on secondary school students' performance at Micheweni. Data collected from questionnaires, interviews and documentary reviews revealed different parents' perceptions on the quality, relevance and who was responsible for the education of the children. Lastly, Research objective three inquired an assessment of parents' roles and their contributions to performance at Micheweni secondary schools. Data collected revealed that parents had the vital roles towards the results and performance of their children/schools. However most of the roles are not well fulfilled such that their contributions are minimal. The failure witnessed in the three years of CSEE results (2013, 2014 and 2015), was contributed by insufficient roles played by parents. Factors behind were pointed out as lack of awareness, limited and poor involvement of parents, poverty and lack of necessary knowledge on their roles.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the last part of the research report. It covers summary of the findings, conclusions and recommendations on parents' involvement in schools. Also included in this chapter are suggestions for further studies.

5.2 Summary of the Study

This study intended to investigate the extent to which limited parents' involvement has led to poor performance of secondary schools in Micheweni District based on the last three years (2013, 2014 and 2015). The study employed three basic research objectives. These were factors that led to poor performance in relation to parental involvement, perceptions of parents on secondary school students' performance and parents' roles to performance of secondary schools in Micheweni.

In chapter two intensive literature reviews was conducted. The literature review has shown number of factors that led to poor performance in relation to parents' involvement. On the other hand, the review shows that parents have different perceptions on the quality of education in secondary schools. Generally, parents play very important role to their children performance at school if properly involved. However, different documents and studies show that most of the parents especially from rural schools and low income families do not effectively participate to the studies of their children. Number of factors which contribute to the situation include limited involvement, poverty, bad cultural practices, inappropriate mode of communication between school and home, lack of awareness, massive failures and concessive outcome after completion of secondary education.

Chapter three discussed research methodology, which was employed. The main area of the study included five secondary schools in Micheweni District, North Pemba. The schools were Micheweni, Kiuyu, Chwaka Tumbe, Msuka and Makangale. Sampling was both random and purposeful. The selected sample comprised 5 Shehas (Ward administrators), 2 District Education Board Members, 16 teachers including 5 heads of the schools, 20 parents and 81 students. Data was collected through questionnaires, interviews and documentary review.

5.3 Study Findings

The findings were presented in accordance with the research objectives. Research objective one inquired the factors, which lead to poor performance in relation to parent involvement in form four National examinations (CSEE) in Micheweni secondary schools. The data collected from questionnaires, interviews and documentary reviews revealed that poor and limited parents involvements, child work and family/community irresponsibility, lack of community awareness on education, shortage of learning materials, poor learning environment and infrastructures, language barrier, early marriage and impact of traditional cultures on formal education, concessive output and outcomes of students who completed secondary education and poverty and family economic incapability.

On the other side, research objective two inquired an examination of parent's perception on secondary school students' performance at Micheweni. Data collected from questionnaires, interviews and that from documentary reviews revealed different

parents' perceptions on the quality, relevance and who is responsible for the education of the children.

Their perception included that the general school communities had to be blamed for poor performance of the secondary students/school in Micheweni, though it is low quality, education attained in secondary schools had important benefits to students' future life and some community members felt it was the role of the government and individuals. However, child education is socially an obligation of the entire school communities and the stakeholders.

Last, research objective inquired an assessment of parents' roles and their contributions to performance at Micheweni Secondary Schools. Data collected from questionnaires, interviews, and documentary reviews revealed that parents have the vital role towards the results and performance of their children/schools. The revealed roles were; follow up of the students' progress at school, funding for child additional learning materials, timely payment of school contributions, participation into school activities and programs, communicating feedback to school on child progress, encouragement and motivation to a child on studies, take care of the child needs and assisting a child with home works. However, the findings showed that most of the roles were not well fulfilled such that their contributions were poor. Therefore, the failure witnessed in the last three years of Certificate of Secondary Education Examinations (CSEE) - 2013, 2014 and 2015 was heavily contributed by insufficient roles played by parents.

5.4 Conclusion

Based on the findings of the study, conclusion can be drawn that, parents' involvement and participation to education matters of their children in Micheweni - both at school and at home was very limited. The findings revealed that majority of parents in Micheweni were either not involved or not aware of their roles to participate to the school affairs of their children. Number of factors were associated to both poor involvement and poor performance were revealed. These were poverty, lack of awareness to majority of parents, teachers- parents' perceptions and relationship, communication barriers and traditional culture. Therefore it can be said that limited parents' involvement and participation led to poor performance in Micheweni secondary schools.

On the other hand according to the findings, children education in Micheweni was perceived to be the responsibility of parents, government and other stakeholders. Furthermore, the education attained was perceived to be helpful to the children though its quality was relatively poor and discouraging. Therefore conclusion can be drawn that negative perception on education in Micheweni secondary schools lead to limited involvement and participation of parents. Consequently it leads to poor performance of students.

Finally, findings revealed that parents had vital roles towards the results and performance of their children/schools. Failure witnessed in the last three years CSEE results was contributed by insufficient roles played by parents. Therefore, according to the study findings, it is concluded that poor performance in Micheweni Secondary Schools is the consequence of parents' limited involvement.

5.5 Recommendations for Actions

In view of the study findings and conclusions the following are the recommendations to all education stakeholders for action and improvements of performance of secondary school students in Micheweni and other related areas.

5.5.1 Recommendations to Education Stakeholders

- (i) Parents have the responsibility to actively participate to the school affairs and needs of their children, which enable the students to learn smoothly and hence better results. These includes paying school contributions on time, buying school equipments and stationery for their children, give the children basic needs at home and follow up of the children progress at school. Similarly, teachers and school administration should create a conducive atmosphere for mutual contact between teachers and parents. This will enable the parents to visit the school regularly for their children's learning progress.
- (ii) Schools as professional institutions and key curriculum implementation units have to apply variety of strategies, methods and techniques to ensure maximum involvement of parents to school activities and curriculum related works that affect learning of students both at school and home.
- (iii) Curriculum developers and administrators – Ward Education Office, District Education Office, Regional Education Office and Ministry for Education and Vocational Training have to structure appropriate mechanism for maximum stakeholders' involvement for effective curriculum implementation. For the intention of capacity building and awareness, the Ministry of Education and

Vocational Training (MoVET) through Regional and District Education Offices can arrange regular short courses for teachers and seminars for parents, politicians and religious leaders toward the importance of education to their children and their roles as stakeholders.

- (iv) The government has to recruit and employ enough qualified teachers, adequate school inspection officials and conduct intensive policy review concerning English as medium of instruction, fight against poverty and abolishment of bad cultural practices that undermine children especially girls from enjoying their childhood and getting education. On the other hand, the government has to review the need of increment of teachers' remunerations and other incentives. This will activate teachers' frozen morale, hope of life and encouragement to work. On the other, hand teachers have to retain their role model, ethics and hardworking spirit for good performance in their schools and development of the society.
- (v) The Ministry responsible for Education, school communities and her allied funders to construct hostels for students especially girls and houses for teachers. This will enable them to stay close to the schools where they can work more productively and supervise day-to-day activities of the schools and their resources. Also, through parents' involvement, the government can repair and renovate school infrastructures – classrooms, laboratories, libraries, toilets and offices to allow friendly teaching and learning environment to teachers and students. Furthermore, schools have to be equipped with sustainable water supply, reliable power supply, and security and health services by encouraging donors, humanitarian agencies and internal sources including parents' contributions.

5.5.2 Recommendations for Further Studies

- (i) The current study examined the extent to which poor and limited parental involvement and participation leads to poor performance of secondary school students in Micheweni District. The study adopted a design with small sample (124) respondents. So, a general survey study is recommended to involve wider sample to ascertain the extent to which poor and limited parents' involvement leads to poor performance in Zanzibar and Tanzania at large.
- (ii) Finally, it is recommended that a similar study be conducted to investigate the extent to which poor and limited involvement of parents may lead to poor performance of primary school students in Micheweni. This may allow comparison of the results of studies between two levels of education in Micheweni. Furthermore, it will create a link and association between primary and secondary schools for mutual actions.

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APPENDICIES

Appendix A: Interview Guide for Local Authorities

Dear sir / Madam,

My name is SHEHA HAMAD SHEHA. I am a student at The Open University of Tanzania (OUT) pursuing a Master of Education in Administration Planning and Policy

Studies (MED-APPS). I am conducting a study on “POOR PERFORMANCE IN MICHEWENI SECONDARY SCHOOLS: A CONSEQUENCE OF PARENTS LIMITED INVOLVEMENT” as one of the requirements needed for the award of the Master of Education in Administration Planning and Policy Studies (MED APPS) of The Open University of Tanzania(OUT).

I kindly request you to participate in this study by answering questions as outlined in here. All information that you will provide is for academic purpose only and will remain confidential.

Personal information.

	Age (a) 25-35.....	Education (a) Primary level...
Gender (a) Male.....	(b) 36 - 45.....	(b) Secondary level..
(b) Female	(c) 46 - 55.....	(c) Diploma level...
	(d) 56 and above...	(d) University level..

1. How is the performance of form four national examinations (CSEE) in your District/shehia for the past three years ie 2013,2014 and 2015
2. How many students from your school (s) joined form five (F.V) for the past three years?
3. Why most students either failed or scored a marginal pass – division IV? in last three years form four national examinations (CSEE)
4. What are the roles of parents to their children’s learning progress in your District / shehia
5. Are parents and guardians involved in the decision making of what takes place in the secondary schools of your shehia/district?

6. What are the effects of limited parents' involvement to the performance of their children? What are measures taken by your office to parents who fail to assist their children in their studies?
7. What measures are taken by your office to improve form four examination performance of your school(s)

Thank you for your time and co-operation

**Appendix B: Interview Guide for Parents and School Community in Micheweni
District- Pemba**

Dear sir / Madam,

My name is SHEHA HAMAD SHEHA. I am a student at The Open University of Tanzania (OUT) pursuing a Master of Education in Administration Planning and Policy Studies (MED-APPS). I am conducting a study on “POOR PERFORMANCE IN MICHEWENI SECONDARY SCHOOLS: A CONSEQUENCE OF PARENTS LIMITED INVOLVEMENT” as one of the requirements needed for the award of the Master of Education in Administration Planning and Policy Studies (MED APPS) of The Open University of Tanzania(OUT).

I kindly request you to participate in this study by answering the questions as outlined in here. All information that you will provide is for academic purpose only and will remain confidential.

Personal information

Gender	(a) Male.....	Age (a) 10-25.....	Education (a) primary.....
	(b) Female.....	(b) 25-35.....	(b) secondary.....
		(c) 35-45...	(c) Diploma.....
		(d)45and	(d) university ...

1. How are you involved in decision making in the school of your child?
2. Do you pay school fees and other school contributions?
3. Do you attend parents’ meetings at school of your child?

What are the effects of limited parent’s involvement to the schooling of your children?

4. How is the school community responsible for the attained results of the school of your child?
5. What had the school and the community done during the past five years as an effort towards improving the form four national examinations results (CSEE) of your school?
6. Why the form four national examination results (CSEE) become worse apart from the efforts which have been taken for the past five years.

7. What should the parents and the community do to improve the form four national (CSEE) results after the failures of the prior initiatives?

Thank you for your time and co-operation.

Appendix C: Questionnaire for Students in Micheweni District – Pemba

Dear respondent,

My name is SHEHA HAMAD SHEHA. I am a student at The Open University of Tanzania (OUT) pursuing a Master of Education in Administration Planning and Policy Studies (MED-APPS). I am conducting a study on “POOR PERFORMANCE IN

MICHEWENI SECONDARY SCHOOLS: A CONSEQUENCE OF PARENTS LIMITED INVOLVEMENT” as one of the requirements needed for the award of the Master of Education in Administration Planning and Policy Studies (MED APPS) of The Open University of Tanzania(OUT).

I kindly request you to participate in this study by answering the questions as out lined in here. The information that you will provide is for academic purpose only and will remain confidential.

Personal information.

Gender (a) Male...	Age (a) 10-15...	Education (a) Primary level.....
(b) Female...	(b) 16-20...	(b) Secondary level...

INSTRUCTIONS.

1. Put a tick (√) beside the best alternative answer and short answer for the questions that need explanations
2. What are the objectives of your studies? Only (3) objectives
 - i.
 - ii.
 - iii.
3. Do your parents help you in achieving your objectives at school? (YES/NO)
4. What are their roles?
5. How is the school performance in form four national examinations?

a) Very poor b)poor c)good d) very good e) excellent
6. What contribute most to student’s failure in the form four national examinations?

.....

.....

Do your parents pay for your school fees and contributions in time? (YES/NO)

If not, what are the reasons? (Give three)

i.

ii.

iii.

7. Do your parents frequently visit the school to know your progress (YES/NO)

8. Do your parents buy for you enough learning materials? (YES/NO)

If not what are the reasons? give three (3) reasons

i.

ii.

iii.

9. Do you have breakfast/lunch before coming to school? (YES/NO) If not what are the reasons? What family productive work do you do at home? Specify.

10. What challenges face your studies? Give (3) challenges.

i.

ii.

iii.

11. What measures should be taken to improve the students' performance in form four national examinations (CSEE) at your school?

i.

ii.

iii.

Thank you for your time and co-operation.

Appendix D: Questionnaire for Teachers in Micheweni District – Pemba

Dear respondent,

My name is SHEHA HAMAD SHEHA. I am a student at The Open University of Tanzania (OUT) pursuing a Master of Education in Administration Planning and Policy

Studies (MED-APPS). I am conducting a study on “POOR PERFORMANCE IN MICHEWENI SECONDARY SCHOOLS: A CONSEQUENCE OF PARENTS LIMITED INVOLVEMENT” as one of the requirements needed for the award of the Master of Education in Administration Planning and Policy Studies (MED APPS) of The Open University of Tanzania(OUT).

I kindly request you to participate in this study by answering the questions as outlined in here. The information that you will provide is for academic purpose only and will remain confidential.

Personal information.

Gender	(a) Male...	Age (a) 10-25...	Education (a) Secondary level..
	(b) Female...	(b) 25-35...	(b) Diploma level..
		(c) 35-45...	(c) University level..
		(d) 45 and above	

INSTRUCTIONS

Put a tick (✓) beside the best alternative answer and short answer for the questions that need explanations

1. How is the performance of students in form four national examinations (CSEE) from your school?
 - a. Poor b. Very poor c. Good d. Very good e. Excellent
2. What are the causes for students' underperformance in your school at form four national examinations (CSEE) in last three years? Give 3 factors
 - i.
 - ii.
 - iii.

3. How do the parents and school community perceive the results and the general Bperformance (CSEE) of their children at school?
.....
.....
4. (i) Are the parents involved in the matters concerning their children's learning progress at schools? (YES/NO) If yes how?
.....
.....
- (ii) If not, why? (3 reasons)
 - i.
 - ii.
 - iii.
5. i) How many parents meetings are conducted per year?
a) Once a year b) Thrice a year c) More than three times d)Not conducted
6. What is the contribution of parents to the performance of their children at school?
 - i.
 - ii.
 - iii.
 - iv.
7. i) Is there any school fees and contributions parents are required to pay for the school activities (YES/NO) Specify
.....
- ii)) Are the parents willing to pay? (YES/NO). If not give three reasons
 - i.

ii.

iii.

8. Are there any parents – teachers associations (organization) - PTA? (YES/NO)

Mention if any.

9. i) Is there a school board /committee in your school? (YES/NO)

ii) Is there any parents' representatives? (YES/NO)

10. What should be done to improve the national form four examination results in your school?

i.

ii.

iii.

iv.

Appendix E: Introduction Letter

OFISI EMA WILAY YA MICHEWENI
S.L. P 50
MICHEWENI (PEMBA)

19/06/2016

SHEHA HAMAD SHEHA
CHUO KIKUU HURIA CHA TANZANIA
S.L.P 23409

DAE ES SALAAM

Ndugu,

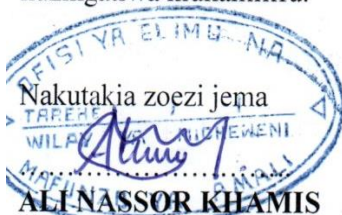
**YAH: RUHUSA YA UTAFTI WA KIMASOMO KATIKA MASKULI YA WILAYA
YA MICHEWENI-PEMBA**

Kichwa cha barua hapo juu kinahusika.

Kufatia ombi la chuo chako, ruhusa ya utafiti wa kimasomo imatolewa. Ruhusa hii itahusisha ukusanyaji wa taarifa kwa ajili ya utafiti katika maskuli matano katika wilaya yangu katika kipindi cha wiki mbili kuanzia tarehe ya barua hii. Maskuli hayo ni

1. Skuli ya sekondari Kiuyu
2. Skuli ya sekondari Chwaka tumbe
3. Skuli ya sekondari Mshuka
4. Skuli ya sekondari Makangale
5. Skuli ya sekondari Micheweni

Ni matumaini ya ofisi yangu kuwa zoezi zima litaenda vizuri na taratibu zilizoekwa kuzingatiwa kiukamilifu.



ALI NASSOR KHAMIS
AFISA TATHMINI (ELIMU MICHEWENI)

DEO MICHEWENI

Appendix F: Letter of Request to Conduct Research in Micheweni District

The Open University of Tanzania
Pemba - Branch
P.O.Box 227,
Tel: +255 024-2452072
Fax: +255 024-2452223
E-mail: drcpemba@out.ac.tz



Chuo Kikuu Huria cha Tanzania
Kituo cha Pemba
S.L.P 227
Simu: +255 024-2452072
Fax: +255 024-2452223
E-mail: drcpemba@out.ac.tz

06/06/2016

DEAR

DEO

MICHWENI DISTRICT- PEMBA

REQUEST TO CONDUCT RESEARCH IN YOUR DISTRICT

The bearer of this letter is Mr. SHEHA HAMAD SHEHA. He is our student at Open University of Tanzania taking Master Degree on Educational Administration Planning and Policy Studies. His registration number is HD/E/204/T.13.

One among the requirement for one to graduate in any Master Program in our university is to conduct a research in his or her professional field.

On above ground Mr. Sheha wishes to conduct a research on **POOR PERFORMANCE IN MICHWENI SECONDARY SCHOOLS: A CONSEQUENCE OF PARENTS' LIMITED INVOLVEMENT.**

On behalf of University we kindly beg your office to allow him to conduct the above study. All data that he will collect can be only used for academic purposes.

For any concerns you can make contact to us through drcpemba@out.ac.tz or drcpanga@out.ac.tz



Nassor A. Suleiman

For DRC Pemba