

**THE ROLE OF PARENTAL INVOLVEMENT IN THEIR CHILDREN'S
EDUCATION TOWARDS PUPILS' ACADEMIC PERFORMANCE IN
PRIMARY SCHOOL: A CASE OF BAHU DISTRICT, DODOMA –
TANZANIA**

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

I, the undersigned, certify that I have read and hereby recommend for acceptance by the Open University of Tanzania, a dissertation entitled: The role of Parental Involvement in their Children's Education towards Pupils' Academic Performance in Primary School: A case of Bahi District, Dodoma – Tanzania, in partial fulfillment of the requirements for the award of the Degree of Masters of Education in Administration, Planning and Policy Studies (MEDAPPS).

.....
Dr. Newton Kyando

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.....
Date

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DECLARATION

I **Winfried Anthony**, do hereby declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Masters of Education in Administration, Planning and Policy Studies (MEDAPPS).

.....

Signature

.....

Date

DEDICATION

I dedicate this dissertation to the Almighty God for his steadfast love and mercy that endures forever. I would like to further dedicate it to my beloved mother Rosalia Ngomo and my father Anthony Chilumba who laid a remarkable foundation for my success in acquiring education, and to my beloved one wife Agnes Nakua and our family, led by Grace, Henry, Jennifer and Greyson for their kind support and encouragement throughout my studies.

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ABSTRACT

The main objective of this study was to analyze the role of Parents Participation in their children education. The analysis was guided by four research questions forged from four specific objectives. Mixed methods research approach was used to collect and analyze data obtained through interviews, focus group discussions, and household survey respectively from 61 respondents. Generally findings in this study indicate that, parent's plays double role in pupil's academic process. In one hand parents supports the pupil through provision of basic facilities including stationary and uniform and on the other hand parent stands a teacher with no contract. The study further found that the involvement of parent on pupils academics not only improve performance but also shape and improve the behavior of the pupil. About 50.8% of all respondents indicated the reasons for pupil's good performance is due to joint efforts between the pupil, parent and teachers. However Income was noted to be the main factor which determines parent participation on pupil academics. In view of the above, this study concludes that, behind student good performance there is a parent and a teacher. And that the place of parents on pupil performance cannot be underestimated as its impact is very significant. Thus efforts to enhance roles of parental involvement on children's education needs more and special attention geared to pupils' academic success regardless ones socio-economic position. As a way forward, Authorities and other actors should ensure that, efforts to promote parent participation are be given due weight as well as recognition and acknowledgement of the place of the parent.

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LIST OF ABBREVIATIONS

ETP	Education Training Policy
FGD	Focus Group Discussion
IDT	Independent Development Trust
MDG	Millennium Development Goal
MoEST	Ministry of Education, Science and Technology
PEDP	Primary Education Development Program
PO-RALG	President's Office, Regional Administration and Local Government
URT	United Republic of Tanzania

CHAPTER ONE

1.0 INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

Parents, teachers and administrator are all stakeholders in a child's education. As the investors in a child's education parents must commit to fostering effective parental involvement in school proven that parental involvement improve education attainment of pupils.

1.2 Background of the Study

Parents play an important role in providing cognitive, social and economic support on pupils' academic environment. It has been documented that parents 'readiness to contact teachers about their children's improvement is possibly the first step to becoming involved in education (Dietel, 2004). Research findings have also shown that a continued effort of parental involvement throughout the child's education can improve academic achievement (Driessen, Smit&Sleegers, 2005; Fan, 2001; Hong & Ho, 2005).

A substantial amount of studies have shown that parents' involvement in school is associated with children's academic performance in various ways. Parents' involvement in school influence school environment and classroom learning (Pena, 2000).

In addition, parental school involvement not only enhances the teacher's efficiency, but also establishes a good school community relationship (Henderson, 2007; Pena,

2000). For example, an elementary school context, parents are more likely to visit the classroom and make interaction with class teachers of all which increase parents' knowledge about the curriculum, enhance mutual understanding and increase the effectiveness of parental involvement at home (Epstein, 2001; Hill & Taylor, 2004).

It should be noted that, education is one the parameter of civilized society. Education empowers an individual to effectively participate in social and economic activities contributing to development. Primary education has been the starting point for all education systems, where every individual is exposed to formal education. This imply that their lives successful with good quality knowledge, skills and value to meet the demand of competitive world.

Primary education is the very first phase of obligatory education in a lot of countries. In countries such as the United States and Canada, primary (elementary) education generally covers the very first 6 or 7 years of school life. In many nations, although primary education is mandatory, parents may offer this level of education in your home. However this education is offered, its importance is undeniable. The United Nations has actually recognized universal main education by 2015 as one of its Millennium Development Goals.

A good primary education inspires a child to search for knowledge of different aspects. However parents in good social economy status can easily support financially and materially for their children's education while providing conducive home environment to improve pupil academic development (Ushie, Emeka, Ononga, & Owolabi, 2012).

That is to say that those pupils whose parents have good source of income or educated are likely to enable their children to become successful in education compare to children from families with low social – economic status.

Parents involvement allows them to monitor school and classroom activities, and to coordinate their efforts with teachers to encourage acceptable classroom behavior and ensure that the child complete the school work. According to Garcia and Thornton (2014:1) current researches show that the involvement of the family in learning helps to improve student's performance, reduce absenteeism and restore parents' confidence in their children's education. Learners with parents or caregivers, who are involved in learners' education, earn higher grades and test scores, have better social skills and show improved behavior.

Achieving quality formal education should consider involvement of the parents. For example formalization and standardization of the teaching and learning in Latin America led to the parents to be more detached from the education of their children (Hiatt, 1994). Over time, however, parents resisted this isolation and devaluing of their contributions to their children's education.

From historical perspectives, Hiatt (1994) highlighted the fluctuations in parent involvement in education, since seventeenth century, during this time, education of children was the primarily the responsibility of parents, with little or no formal involvement from a structured educational entity. However, population growth and urbanization has made a large population of youth roaming the streets with nothing

to occupy their time and appeared threatening to some. This was accelerated by the fact that many of these parents were low-skilled, uneducated, and therefore unable to properly educate children to be educated well to improve society. This made parents to lose control of educating their children, as more formalized public schools began to spring up across nations.

It is indeed important to involve the parents in children education as it increases the children attention to details and follow up on issues discussed in class. This fact is supported by a research done in Asia and Latin America and found out that, when parents take a personal interest in the education of their children, the child got a strong message that education was important for success in life; it was not something that parents dump in someone else's lap. Academic caring, involved parents usually instilled in their children a love of learning—a love that translated into a sense of pride and achievement as knowledge was accumulated and put to good use (Williams, 2000).

However; In Arkansas State, the National Education Policy of 2003, reflect compliance with parental involvement through demonstrating that all public school and district with collaboration with parents, must establish a parental involvement plan, including programs and practice that enhance parental involvement and reflect the specific needs of students and their families. Plan will involve parents in a variety of roles, be comprehensive and coordinated in nature, recognize that communication between home and school should be regular, two-way and meaningful, promote and

support responsible parenting, acknowledge that parents play an integral role in assisting student learning.

Similarly, in Tanzania, The Education and Training Policy (ETP) of 2014 stipulates that, the management of education will be involving parents and communities through school committees and that the parents will be responsible for their children's academic progress at school. This is in line with the Tanzania Fee-Free education guidelines of 2015 that specify the three areas which parents' responsibilities lies: buying of school uniforms, ensuring school attendance and food provision to the children. This implies that, parents are not exempted from involvement in the process of education of their children. On top of that they have to ensure their welfare and monitor their children's academic progress.

Despite the emphasis on parents involvement in education; its implementation and contribution towards pupils' academic performance in rural areas of Tanzania has not yet been done well. Hence the study on parents' involvement in their children's education towards pupils' academic performance in primary schools remain crucial topic of study.

The researcher has realized that in the black communities, many parents compartmentalize their lives and do not play any role in their children's education. Therefore, the researcher developed or proposed strategies to be used. Most parents cannot relate their children's poor performance to their lack of interest in their children's work (Lorgat, 2003). The display of disinterest and the ignorance of

parents regarding pupils' academic performance in Bahi District schools is a problem that warrants investigation.

1.3 Statement of the Problem

Involvement allows parents to monitor school and classroom activities, and to coordinate their efforts with teachers to encourage acceptable classroom behavior and ensure that the child complete the school work. According to Garcia and Thornton (2014:1) current research shows that the involvement of family in learning helps to improve student performance, reduce absenteeism and restore parents' confidence in their children's education.

Learners with parents or caregivers, who are involved in learners' education, earn higher grades and test scores, have better social skills and show improved behavior. It is informed that learning occurs through interaction, negotiation, and collaboration. While these features are characteristic of "cooperative learning," Parental involvement implies that parents participate in one or more of the school's activities such as attending parent- teacher conferences, Parent- teacher association meetings, monitoring school activities, assisting their children with homework and encouraging the child to greater achievement.

Studies have consistently revealed positive contribution of parents' involvement in their children towards academic performance of the pupils (Dietel, 2004, Driessen, Smit & Slegers, 2005; Fan, 2001; Hong & Ho, 2005, Pena, 2000, Henderson, 2007, Epstein, 2001; Hill & Taylor, 2004, Ushie, Emeka, Ononga, &Owolabi, 2012 & Garcia, 2014).

Similarly in Africa, Tanzania in particular, educational policies and guidelines have emphasized and categorized areas and aspects of parents' involvement in education (URT, 2014). Despite all the national and International emphasis on parents involvement in their children's education, the extent to which the parents' participation and its contribution towards academic performance in rural area is not well documented.

The lack of clear knowledge on the level of parents' involvement in their children education towards academic performance may lead to several challenges to the children, parents, teachers, nation and the society at large. The parents might detach from the education system thereby causing a burden to the teachers and the government. Also this may lead to ineffective in preparation of the pupils who will also later give poor services in the community.

In order to bridge the knowledge gap above, this study intended to analyze the role of parents' participation in their children education towards pupils' academic performance in primary schools in Bahi District, Dodoma –Tanzania

1.4 Objectives of the Study

The following were the research Objectives

1.4.1 General Objective

The main objective of this study was to analyze the role of Parents Participation in their children education towards Pupils' Academic Performance in Primary School in Bahi District, Dodoma Region

1.4.2 Specific Objectives

- i) To examine the roles of parents on pupils academic performance at home and school level.
- ii) To determine factors that influence parents' level of participation on pupils' academic performance.
- iii) To examine the contribution of parents level of participation on pupils academic performance.
- iv) To assess stakeholders' perception towards parents participation in pupils academic performance.

1.5 Research Questions

As mentioned above, the main research questions were focused on the impact of parents' participation in children's education towards pupils' academic performance.

The following sub-questions arise:

- i) What are the roles of parents on pupils' academic performance?
- ii) Which factors influence parents' level of participation on Pupils' academic performance?
- iii) How does parents' level of participation contribute pupils' academic performance?
- iv) What are stakeholders' perceptions towards parents' participation on pupils' academic performance?

1.6 Significance of the Study

The significance of this study lies in the facts that the parents were increased their

interaction and support with their children and be more responsive and sensitive to their children's social, emotional, and intellectual developmental needs, being more confident in their parenting and decision-making skills, gain more knowledge of child development, understanding of the teacher's job and school curriculum. When parents are aware of what their children are learning, they are more likely to help when they are requested by teachers to become more involved in their children's learning activities at home.

Similarly findings from this study had become a catalyst for pupils' academic performance. The parents were made to understand and sensitized to take more proactive role in participating and supporting their children education hence pupils learns better at school and home.

Furthermore, the study findings informed policy makers on the implementation of education policies and guidelines. Hence policy makers have to improve their education policies and implementation strategies.

In this regard, the study was contributed towards the production of knowledge on the role of parents in pupils' academic performance in the field of Educational Management to achieve good academic performance.

1.7 Limitations and Delimitation

Due to the involvement of different groups of people of different understanding; some parents may be unwilling to corporate with the researcher, because some of

them would be afraid to provide full information and others could be busy in various activities. Also the researcher may have limited small sample due to financial constraints to enable a researcher to reach the whole intended areas for the study, time in completion of research and language barriers; using Swahili or English will continue as big problems because many of them use Gogo as their mother language. However, to overcome the limitation and maintain the effectiveness of research work sincere, the following efforts were made by the researcher, assurance of confidentiality by signing consent forms, timing for interviewees, hire a researcher assistant who is much familiar with vernacular language and use of modern technologies (mobile phone) during interview which may reduce travelling costs.

1.8 Operational Definition of Key Terms

1.8.1 Parents

The term 'parent' is conceptualized as: (a) biological parent or guardian of a learner, (b) The person legally entitled to custody of a learner and (c) the person who undertakes to fulfill the obligations of a person referred to in (a) and (b) towards the learner's education at school.

In this study Parent will jointly mean a families and communities directly responsible towards Pupils' academic performance.

1.8.2 Parental Involvement

Parental involvement can be defined as any interaction between parents and children at home or with the school to ensure that the children's academic performance is going in a positive way.

In this study parental involvement/participation will jointly mean the way the parents monitor the activities of his / her pupils at home and at school, communicate with the school on education matters, how parents assist the children in doing their school assignments, provision of conducive learning environment at home, e.g., buying school uniform, providing learning facilities, providing nutrition and encouragement.

1.8.3 Academic Performance

Means the standard to which someone does something such as examination (Hornby, 2008). In this study it will mean learner's achievement in tests and annual exams.

1.8.4 Primary Education

A school for children between age of 5 and 11. In this study will mean basic education that begins from Standard one to seven.

1.8.5 School

A building where young or adult people receive education / an institution or place where children go to be educated (Hornby, 2008).

In this study will mean a place where children (pupils) who reached years of schooling acquire knowledge, skill and altitude that will enable to achieve academic performance.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Chapter Overview

The review is divided into theoretical and empirical review. The key issues that address the topic “The role of Parental participation in their children’s education towards Pupils’ Academic Performance in Primary School” was discussed thoroughly. The chapter starts with a theoretical literature review then ends with empirical evidences from other studies.

2.2 Theoretical Literature

This study was guided by theory of learning by Levy Vygotsky’s. The theory describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky’s theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky informed that learning occur through interaction, negotiation, and collaboration. While these features are characteristic of “cooperative learning,” (Vygotsky, 1987).

Parental involvement implies that parents participate in one or more of the school’s activities such as attending parent- teacher conferences, Parent- teacher association meetings, monitoring school activities, assisting their children with homework and encouraging the child to greater achievement. Therefore parent participation forms / provides an avenue of interaction between children, parent and teachers.

On the other hand in America, parent involvement policy dated back as early as 1642, when the Massachusetts colony passed a law that required all parents to provide their children with an education in reading, religion, and trade. Given that all parents were not adequately equipped to comply with such a law, education soon fell under the purview of the government (Hiatt, 1994). According to McLaughlin and Shields (1986), efforts to involve parents of disadvantaged children in their child's education surfaced in the 1960s, despite earlier parent involvement policies. Project Head start was enacted in 1964 and was the first federally funded legislation as part of President Johnson's —War on Poverty, with explicit requirements relative to the involvement of parents; it was intended to support disadvantaged children in inner cities (Hiatt, 1994).

An example of how parental involvement theory works in education is seen at Toronto primary school in Mankweng circuit in Limpopo Province, South Africa. The school was established in 1992 in a form of a Shack. Parents were concerned about this situation. They made proposals to build school by applying to private companies for donations. The Independent Development Trust (IDT) offered the parents R1. 5 million provided that all the parents together would pay 10 percent of the amount. The parents did so and the school was erected. The school is now like one of the former "Model C schools". Parents also initiated the concept that the school should use English as a medium of instruction and that Science should be implemented as from grade one. The school seems to have reached this high standard owing to the influence of Parental Involvement Theory. Critics to this theory

includes, it being not able to specify the responsibilities that goes beyond one suggested by Epstein (1991)

2.3 The Review of Theoretical Literature

2.3.1 Role of Parents participation in Primary Education

According to Kristiansen and Pratikno (2006) (as cited in Lawson & Rakner (2005), the parents, local community and local governments in China have role to play in financing and managing basic education financial responsibility. However, the role of local communities and parents in supporting basic education is not obvious. The policy does not clearly state the important role of the local communities and parents in support of school development projects. In addition, the implementations of the policy articulation need to be evaluating whether it was adequately put into practice to bring the desired impact (Volk, 2015). In addition, as far as parental involvement in their children's schooling is concerned, in North American society, it is common that the children of families of teachers, nurses and other above averagely educated people do as well as, if not better than, others at school. Their home environment encourages these children's efforts in learning.

For the case of African countries, parental involvement in education has also attracted many scholars in relation to its contribution to students' progress. For example, in Nigeria, Eze (2002) commented that, parents are the first teacher at home and potential in early literacy skills acquisition of their children. Also he insisted that, higher academic progress can be achieved if parents become more

conscious and have positive attitude toward learning as well as high performance of students influenced by the level of parental involvement. Studies from South Africa also uncovered that, the parents who perform actively in homework and study programme of their children contribute to their good performance. There are schools Acts that create parents as active partners in schools governance; even though low attendance in parents meetings, lack involvement in fundraising projects and reluctance in paying school fees in public secondary schools are the evidence of low parental involvement.

Taking South Africa as an example, historically, according to Mkwanazi (1993:2), the apartheid government used and abused the term “parental involvement” in education in South Africa. The meaning of the term changed according to the social factors of that time. For the apartheid state, parental involvement largely concerned legitimating that government by means of decentralization and devolution of financial responsibility. During those days, the chief attempt made by the state to incorporate parents in the administration and control of education was by means of the Bantu Education Act of 1953(Mkwanazi 1993:2).

The government expected parents to be passive participants. However, the role of the parents should be to address the real situation, not simply implementing someone’s views, without first investigating as to what kinds of results will be expected by their children. During the period of the struggle against apartheid, which peaked with the school uprisings in Soweto during 1976, the government was still attempting to use parents to protect the apartheid education system.

Marjoribanks (2005) study in Kenya revealed that parental willingness to be involved in pupils' homework is high with expectation of fostering students learning and supplementing teachers efforts yet it is hampered by number of factors.

Although it is important for schools and parents to share the responsibility for education, in Kenya (Spernes, 2011) the responsibility of the school to provide students' education and parents it has been observed that parents are hardly involved in their children's school work. There is no clear cooperation between schools and parents. There is hardly any relationship to be found between parents' involvement and students' results (Volk, 2015). Also, Agyemang, et al, (2000) observed the wrong notion of parents that the responsibility of running schools solemnly lays in the hands of the education authorities. They recommended on the need for support from parents and community members and indicated that no shared responsibility between parents and school. In addition, parents' responsibility is limited to providing economic resources: buying school uniforms, books and other necessities.

2.3.1.1 Parents' level of Education with pupils' Academic Performance

Parents' level of education refers to scholastic attainment of mother and father in Schools/Colleges, which could play an important role in determining a child's intellectual performance. It is, believed that parents' educational level may be the main source of influence that determines a child's academic achievement (Plomin, Defies &McClean, 1990).

Study by Pena (2000) on relationship between parents' level of education and

academic performance were carried out in developed countries. However, only few studies were conducted in developing countries, which revealed similar results. For example, Lockheed, Fuller and Nyirongo (1989) in a cross-cultural study on Thai and Malawi children found that students with higher levels of achievement in Mathematics had fathers who are more professional and mothers with higher level of education. This means that, parents' educational level influences students' academic performance. That is, parents' educational level is a good predictor of students' academic achievement.

In Tanzania, it has been established that poor families are more likely to be illiterate. Illiterate parents are not spending money on their children education as compared to their better off counterparts (Dachi, 2000). Parents with low level of primary education are the ones who are illiterate and do not value education much. To the contrary, qualified parents are more likely to value education. The above observation is consolidated by Kapinga (2014) who studied the impact of the parental socioeconomic status on the academic achievement in secondary schools in Tanzania, he established that the parents with high academic qualification and formal occupation know the importance of education to their children and they were not reluctant to support them in paying fees, buying books and provision of funds for remedial classes known as tuition.

2.3.1.2 Communication between Parents and Teachers

Parent- teacher communications is vital link between school and society for symbiotic relationship between two educational agencies. Society wants school to

carry out social agenda by school in silent but sure manner at the same time school wants support and approval from the society for its activities and programs. Studies by Berger (1991), Expressed communication is a two-way exchanges, one way communication occurs when teachers seek to inform parents about events, activities, or student progress through a variety of sources, such as an introductory letter at the beginning of the school year, classroom or school newsletters, report cards, communication books, radio announcements, school Websites, and so on. School strives to establish partnerships with parents to support student learning. Strong communication between parents and teachers is fundamental to this partnership and to building a sense of community between home and school.

Sanders and Sheldon (2009) maintain that schools become successful when a strong and positive relationship among students, parents, teachers and the community has been established. All students are more likely to experience academic success if their home environments are supportive. The benefit for students of a strong relationship between schools and homes is based on the development of trust between parents and teachers. According to Epstein (1995) studies showed that, most teachers would like to have the families of their students involved. The problem is that few of them know how to go about getting the parents to participate and be involved.

2.3.2 Review of Local Studies

In Tanzania the parental involvement is by, The Education and Training Policy (ETP) of 1995 and Education Act No. 25 of 1978 (as amended in 1995) stipulate a

number of aspects pertaining to the management of education by involving parents and communities through school committees (United Republic of Tanzania, 2002). Since commencement of PEDP in Tanzania in 2002, the Ministry of Education and Culture adopted the same model of implementation to the school committees representing parents in all activities pertaining to planning and management of schools' activities in a manner that involves pupils, parents, staff and other stakeholders through the framework of decentralized system (Mmari, 2005). It is generally assumed that during PEDP implementation, development of schools parents and communities would become more engaged with the educational process which in turn, would improve not only accountability but also participation by students in schooling and performance by teachers, head teachers, other school officials and so forth. Within broad parameters the committee is to determine the best use of the capitation, development and capacity building grants, and to monitor and report on their use.

Equally, parental involvement is assumed to be more mothers' responsibility than fathers' responsibility. Education policy and various programs in Tanzanian have shown great concern on the roles that are played by various education stakeholders including parents. For instance, Education and Training Policy in Tanzania (1995) recognizes the roles of parents in education through decentralization, in which parents are involved in education process by financing education through cost sharing and put emphases on providing education through partnership with community (URT, 2010). Experiences from schools indicate parents are doing less to fulfill their responsibilities of paying school fees, attending parents-teacher meeting,

contacting to school about students academic progress and attendance which is contrary to the expected aim of the policy. Galabawa (2001) argues that, parents and students are clamoring for quality education for all, especially in democratic education system that requires parents to be informed, participate and influences decision that affecting their children.

In Tanzania, it has been established that poor families are more likely to be illiterate. Illiterate parents are not spending money on their children education as compared to their better off counterparts (Dachi, 2000). Parents with low level of primary education are the ones who are illiterate and do not value education much. To the contrary, qualified parents are more likely to value education. The above observation is consolidated by Kapinga (2014) who studied the impact of the parental socioeconomic status on the academic achievement in secondary schools in Tanzania, he established that the parents with high academic qualification and formal occupation know the importance of education to their children and they were not reluctant to support them in paying fees, buying books and provision of funds for remedial classes known as tuition.

Hoover (1997), explains that, parents and teachers are most influential from early period of schooling in child life. Parents normally start to possess education and teachers extend it. He emphasize the importance of home cooperated with school and establish good financial relationship with teachers. This means that, children intellectual potential for successes in school education depends in initial efforts of parents in cultivating this potential so as to prepare conducive learning environment.

Kapinga (2014) argued that, studies of educational performance particularly in developed countries invariably indicate that, learning occurs in the home is much more important than that which occur at school.

Family involvement in children school experience has a positive influence on children's attitudes towards achievement in school, regardless of how much money parents have or how many years of school they completed, what is important is the parent's altitude towards learning. Parents who are working may not have much time to be involved at their children 'school work, but they can show how much they value education, and take an active interest in what their children are learning (Mmari, 2005).

Tornblad and Widell (2013) shows, parental involvement can generally be divided into two categories, school-based involvement and home-based involvement.

School-based involvement is activities that occur in the contact/meeting between the parent and the school. An example of school-based involvement is school meetings, talking with teachers, attending school events and volunteering at school.

Home-based involvement, on the other hand, is activities that occur outside the school, for instance, discussing with the child how well he/she is doing at school and/or helping the youngster with his/her homework.

Study by Lwaitama, (2000) points out that education starts at home with parents and their attitudes affect the quality of education which their children get. Most parents in Tanzania take little interest in their children's education.

2.4 Synthesis and Knowledge Gap

The research on parents' involvement was done by different scholars and nearly all agree that parents have great contribution of pupil's performance. It can be that despite the many researchers done on the subject little is known about the role of parents' involvement towards school academic performance in primary school in Bahi District. It is in this context the study aimed to assess whether the role of parents involvement towards pupils' academic performance has influence on academic performance in primary school.

2.4.1 Conceptual Framework

The conceptual framework has shown the variables how they are interrelated. Parental involvement takes over at home and school level. The involvement has an influence on pupils' academic performance. However, there were some variables which intervened in the achievement of pupils like parental care (living with whom), parents' level of education, Parent –Teachers communication and Parents' level of income

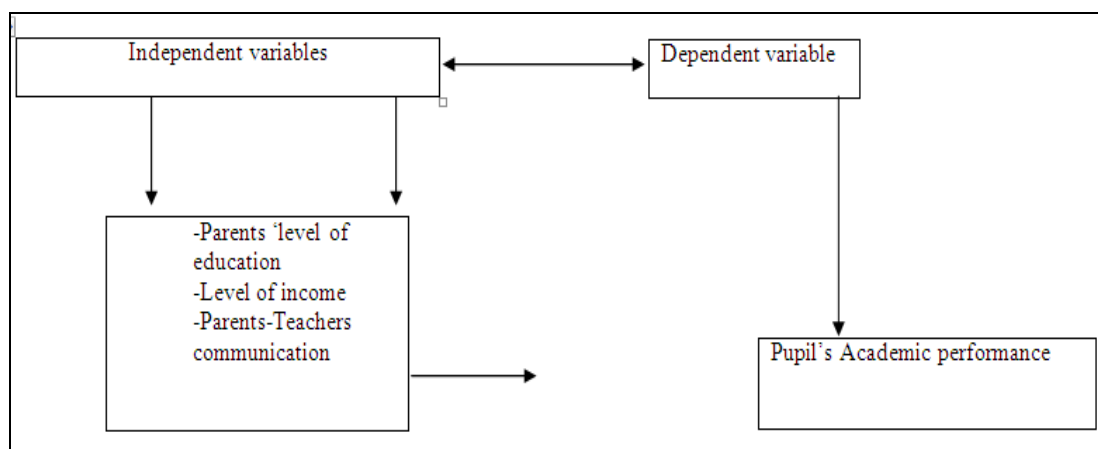


Figure 2.1: Conceptual Framework

Source: Researcher's Conceptualization

CHAPTER THREE

3.0 METHODOLOGY

3.1 Chapter Overview

This chapter provides the methodology that was used in undertaking this study. It includes area of the study, research design, target population and sampling procedure, source of data, data collection instruments, data analysis techniques and the ethical considerations.

3.2 Research design

According to Creswell (2012) a cross – sectional study design involves collection of data at one point in time whereby a researcher examines current attitude, belief, opinion or practice. This design was used in this study since the design was suitable for a researcher due to time and financial constraints thus use different categories of subjects at the same time.

3.3 Research Approach

This study adopted a mixed approach that comprises qualitative and the quantitative approach. The qualitative approach is referred to as an inquiry process with the purpose of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants and conducted in a natural setting (Creswell, 2012). This approach presents facts in the narrative or verbal form (Creswell, 2009). It refers to an investigation into the quality of relationships, activities, situations or materials (Fraenkel & Wallen, 1996:442). The study, however, was qualitative dominant with a leading case study design.

3.4 Location of the Study

The study was conducted in Bahi district that has (3 division, 20 Wards, and 72 total public primary schools. Bahi District is one of the seven districts of the Dodoma Region of Tanzania. Bahi District is bordered to the north by Chemba District, to the east by Dodoma District, Chamwino District, and to the west by Singida Region. Its administrative seat is the town of Bahi. According to the 2012 Tanzania National Census, the population of Bahi District was 221,645. The district has a total area of 881,289 square kilometers. Bahi is therefore chosen because it would be better to depict level of parents' participation in their children education toward pupils' academic performance in Primary school in this district.

3.5 Target Population

A target population is a group which interested to the researcher; a group to whom the researcher would like to infer the results of the study (Best & Khan, 2006). In the present study, the populations include all parents' pupils and teachers.

3.6 Sampling, Sample Size and Sampling Procedures

3.6.1 Sampling

Sampling is the process of selecting a number of individuals in such a way that they represent the large group of which they were selected (McMillan and Schumacher, 2010). Then purposive and random sampling was used in the study whereby Head teacher and Class teachers were purposely selected in virtue of their position to provide information on the level and role of parents' participation in their children education in relation to pupils' academic performance. Furthermore, Children,

parents and stakeholders were selected using simple random sampling / stratified sampling to provide unbiased information on the topic under investigation.

Heads of schools and Class teachers were included because they are main administrator implementer academic programme in selected schools. Parents were involved because they are the ones who are taking care of their children at home and who help them in doing homework as well as follow up on their academic progress.

3.6.2 Sampling Procedure

Multistage sampling was employed to get sample Size of 61 parents with children in school;

1st Stage: Three wards were selected purposively; include one urban ward and two rural based wards.

2nd Stage: One Village / Mtaa was randomly selected from each ward making a total of three villages and;

3rd Stage: Finally 61 households with children in school were randomly selected for household survey

Also purposively sampling was used applied in selecting Key informants (Head teachers, Class teachers and stakeholders).

3.7 Data Collection Methods

Both primary and secondary data was used to collect. The primary data were collected from Head teachers, Class teachers Pupils, Parents and Stakeholders. The secondary data were collected from school records. The primary data shows the

behavior and response of parents towards their involvement in education. The secondary data illustrate the general school whole plan of a specific school in one way or another enhance and drive involvement in children's education towards academic performance.

For the purpose of this field survey was used in data collection; meanwhile; research employed in this study were questionnaires, interviews, Focus Group Discussion (FGD) and documentation method. According to (Cresswell, 2009) the choice of the research methods depends on the purpose of the research and the questions under investigation

3.7.1 Questionnaires

Questionnaires consist of questions that have been printed and given to the responded for completion (Babbie, 1991:147). Similarly, Schumacher (2010) defines questionnaires as a written set of questions or statements that assess attitudes, opinions, beliefs and biographical information. In this study, open and closed ended questionnaires were used to collect data from teachers within the selected schools to find out how well parents are involved in the education of their children.

3.7.2 Interviews Method

Babbie, (1991) refers interviews to situation in which answers are directly drawn out from the respondents by an interviewer and usually record respondents. In this study the researcher used two forms of interview, namely; structured interview which involve the use of set of predetermined questions and highly standardized and follow

a rigid procedure meanwhile unstructured interview characterized by a flexibility approach to allow much greater freedom to ask, in case of need and supplementary questions (Kothari,2008). Interview helped to get into insight of individuals experience but it was also used to supplement information that was obtained from closed ended questionnaires.

For the purpose of this study, an interview implies face-to-face talk between the researcher and the respondent concerning the problem of the study in order for researcher to gain more insight and further information from the respondents about the theme of the study. Apart from the parents, also key informants like Head teachers, Class teachers, Pupils and Stakeholders were interviewed to get the detailed information on performance of school.

3.7.2.1 Focus Group Discussion Method

According to Creswell (2012), FGD is the method of data collection where it involves a focus on specific issues, with predetermined group of people, participating in an interactive discussion where researcher organizes a group discussion over the problem under research. For the purpose of this study, the FGD was aimed to gain a broad range of views from the participants on the research topic and it was created environment where participants were felt comfortable to express their views. The discussion should be of small group that will involve learners under the study and the researcher acts only as indicators to probing ensures the active and full participation of all participants in a discussion. The participants will be selected in form of mixture in terms of class and sex.

3.7.2.2 Documentary Review

Document is “any written or recorded materials” not prepared for the purpose of the evaluation or at the request of the inquirer, Kothari (2012). It is divided into two categories, namely; public records and personal documents. Public records are materials created and kept for the purpose of “attesting to an event or providing an accounting” (Kothari, 2012). Example of public documents are census and office records. This method of documentary reviews was used by the researcher to collect secondary data where the researcher used public printed or published information which was valid to the research.

Several documents were reviewed using documentary guide including: - School whole plan, Time table of teachers – parents meetings, List of parents attending school meeting, existing of teachers- parents association, minutes of all school meeting and minutes of all school committee meetings progress. The purpose of reviewing documentary sources was to allow the researcher to have better understanding of what has been said or written about the subject under the study.

3.8 Data Analysis Procedure

Data collected were processed, coded and analyzed to facilitate answering the research questions. Data from questionnaires were analyzed quantitatively by use frequencies, percentages and tables to summarize and organize data and to describe the characteristics of the sample population. On the other hand, qualitative data was analyzed using thematic.

3.8.1 Validity and reliability

3.8.1.1 Reliability

Reliability means the consistence of the data collection instruments at any point of time (Kothari, 2011). The researcher used re-tests method for ensuring reliability of the instruments. Reliability gives a measure of accuracy of the test procedure and ensures the degree of precision of the outcomes.

3.8.1.2 Validity

Validity means the ability to measure what is intended to be measured (Kothari, 2008). Triangulation method was used to ensure validity. Triangulation means using more than one method to collect data on the same topic (Creswell, 2012). Trust worthiness of the study was ensured through, Triangulation means using more than one method to collect data on the same topic (Creswell, 2012). This is a way of assuring validity of research through the use of a variety of methods to collect data on the same topic, which involves different types of samples as well as methods of data collection.

3.9 Ethical Considerations

Thus the researcher highly observed the individual rights, protocols, and regulations as provided by legal bodies. Informed consent was put into consideration. The researcher highly complied with Open University of Tanzania Research Guidelines. Confidentiality and human dignity was preserved by use of codes and informed consent. Thus, participants' confidentiality was therefore not at any time be compromised. The researcher ensured that no private or secret information exposed

because the privacy of the respondents is to be considered or respected.

(District/organization permission).

CHAPTER FOUR

4.0 DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter presents discussion of the findings about the role of parent participation on pupil's performance. As per the general objective, the chapter is divided into five subsections; 4.1 subsection one present general information about the respondent, 4.2 Home and school based parent's roles on pupil's academic performance, 4.3 The pupil's academic performance status, 4.4 Factors influencing parents level of participation on pupil's academic performance and 4.5 last subsection depicts the Stakeholder's perception about parent participation in pupil's academic performance.

4.2 Socio-economic Characteristic of the Respondents

This subsection provides the general information about the respondents involved in the study. The general information involves the gender, Age, education level and occupation of the respondents. There is close relationship between the socio-economic characteristic of the parent and the performance of the pupil. Based on literatures pupils from families which is well off economical and whose parents are a bit educated are likely to perform better and the vice versa. Thus with this in mind the study was interested just to understand the disparities existing among the respondents in terms of social economic characteristic.

4.2.1 Gender of the Respondents

Based on gender, about 50.8% of respondents were female and 49.2% were male

(Figure 4. 1). Participation of both male and female was almost balanced though male were a bit few than female respondents. Involvement of both male and female contributed significantly to the study as view from both side were taped and used accordingly

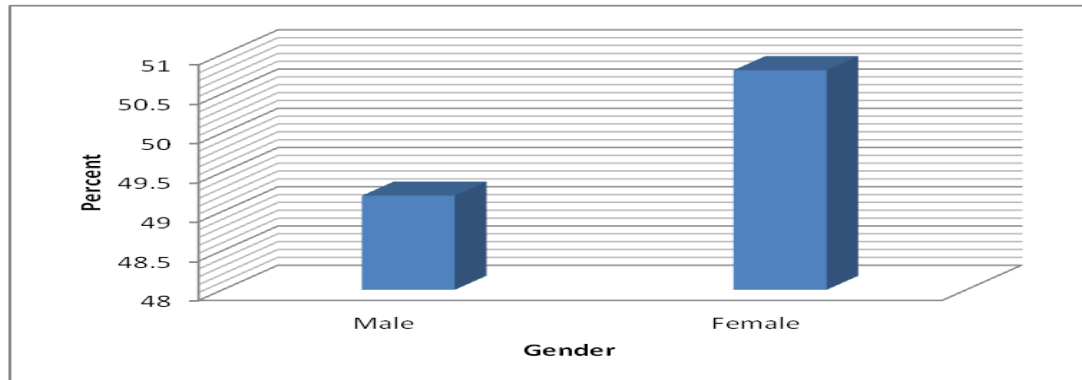


Figure 4.1: Gender of respondents

Source: Field survey, 2019

4.2.2 Education level of respondents

Most of respondent at the household had been educated at the level of primary and secondary. About 63.9% of respondents graduated primary education and 26.2% secondary education. Very few had no opportunity to formal education and high education levels. This findings entail that majority of the respondents had basic formal education (Table 4. 1).

Table 4.1: Education Level of Respondents

Education level	Frequency	Percent
None	6	9.8
Primary	39	63.9
Secondary	16	26.2
Total	61	100.0

Source: Field survey, 2019

4.2.3 Age of the Respondents

Household respondents involved in the study had age ranging from 20 to 59+years old (Figure 4.2). This means that the entire spectrum of the community members in terms of age that is young, adult and old was engaged in the study. About 39.3 of respondent were aged 40-49 and 13.1 were aged 20-29 (Figure 4. 2). Based on the range the respondents involved are energetic and aggressive and thus they fall within the labor.

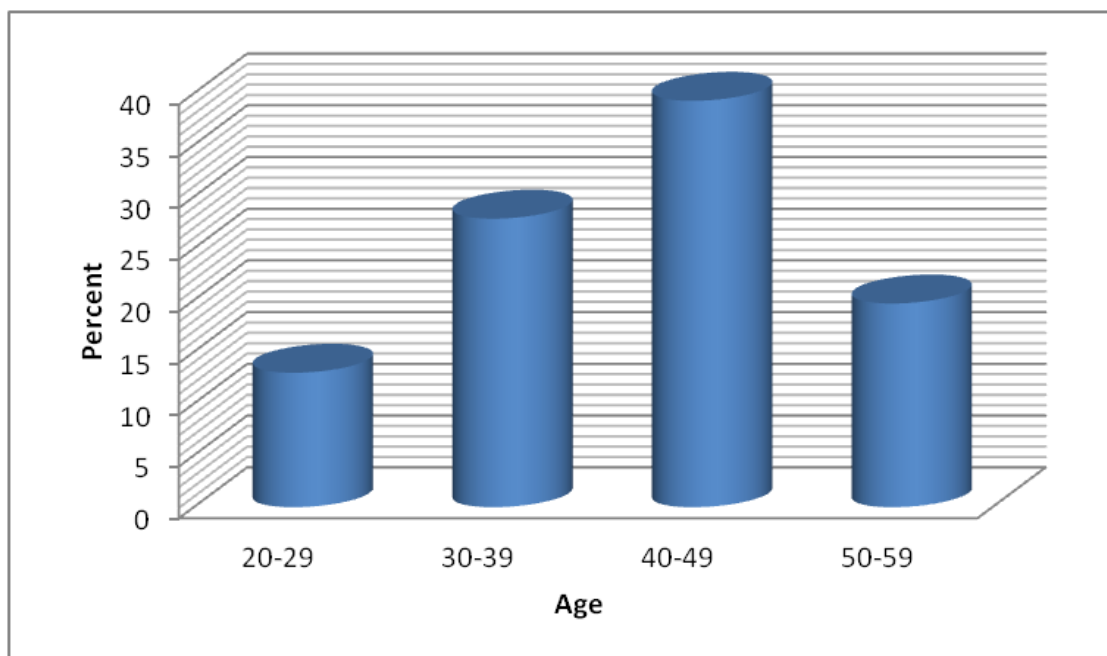


Figure 4.2: Age of Respondents

Source: Field survey, 2019

4.2.4 Occupation of Respondents

Based on occupation, about 41% of all respondents at household were entrepreneur 39.3 were farmers engaging in crop cultivation and livestock keeping, the remain respondents which are few were employed in both private and public sector (Table 4.2)

Table 4.2: Respondents Occupation

Occupation type	Frequency	Percent
Employee	8	13.1
Entrepreneur	25	41.0
Agriculture	24	39.3
Driver	4	6.6
Total	61	100.0

Source: Field survey, 2019

4.3 Home and School Based Parent's Roles on Pupil's Academic Performance

As for teachers, parents have their role to play on pupil academic trajectory. Thus this section highlights the roles under parent's pupil academic trajectory both at home and school.

4.4 Parents Engagement on Pupil Academics

During the study, the respondents were asked to indicate how parents have been engaging in their children academic affairs. In this, findings indicates that, parent engage in children academic affairs by buying school uniform, providing stationary (text books, exercise books, pens, pencils and many other thing of the same), paying some school expenses (examination fees), monitoring and evaluation of child performance, provide extra teaching and supervise homework assignments (Table 4.5). Based on the result it can be learned that, apart from doing monitoring and evaluation of child performance (13.3%) which is the mandatory responsibility of any parent, the parent also act as temporal and permanent teachers with no salary. As it can be seen in (Table 4.5) among many role the parents provide extra teaching

(remedial classes) at home (8.6%). And 14.6% revealed that parent supervise homework assignments.

Table 4.3: Parent Engagement

	Responses	
	N	Percent
Buying school uniform	51	21.9%
Stationary provision	47	20.2%
Paying school expenses	50	21.5%
Monitoring and Evaluation of performance	31	13.3%
Provide Extra classes at home	20	8.6%
Supervise homework assignments	34	14.6%
Total	233	100.0%

Source: Field survey, 2019

4.4.1 Extra Classes' Provision

About 59% of respondents at the household mentioned that they always have teaching sessions at home with their children. Meanwhile 23% always and 18% often teach their children during the evening and in weekdays (Table 4. 6). This finding entails that, teaching of children during the evening and during the weekdays is not mandatory but it is done only when there is an ample time. Very few parents seem to have fixed daily schedule for teaching their children. This finding entails that parents in Bahi district are involving in teaching of children during the evening and during the weekdays. These findings are in line with Eze (2002) commented that, parents are the first teacher at home and potential in early literacy skills acquisition of their children.

Table 4.4: Extra Class's Provision

	Frequency	Percent	Valid Percent	Cumulative Percent
Always	14	23.0	23.0	23.0
Often	11	18.0	18.0	41.0
Sometimes	36	59.0	59.0	100.0
Total	61	100.0	100.0	

Source: Field survey, 2019

“Baba yangu hawezi kulala kabla hajaniuliza maswali mawili au matatu yanayohusu nilichokisoma shuleni katika siku husika. Mara nyingine hukaa nami mezani ili kuona namna ninavyosoma”

“My dad cannot sleep before asking me two or three questions of what I learned in the school in the respective day. Some time he sits with me in the table and sees how I am reading” (Pupil, Bahi)

The other one said

“.... Kila siku nahudhuria darasa la shuleni na nyumbani. Dozi mbili kwa siku. Ingawa nafurahia na kupenda. Kabla sijaingia darasa la 6 wazazi wangu hawakuwa na muda nami na ufaulu wangu ulikuwa mbaya lakini siku hizi ananifundisha na namshukuru mungu nafanya vizuri kuliko mwanzo”

In English translation:

“.....each day I attend class in school and class in home. Two dose each day. Although it is cumbersome I enjoy and I like it. Before I got to standard 6 my parents had no time with me and my performance were so bad but now days, they coach me each time and thanks Allah my performance are not bad as they used to be” (Pupil, Bahi)

4.4.2 Inspect Children Exercise Books

Respondents were asked if they do check their children exercise books. In this question, 65% of respondents often check exercise books for their children. About 27.9% always check exercise books for their children and 6.6% sometimes tend to check the exercise books for their children (Table 4. 7). This could be described that

most parents in Bahi District are not involved in checking exercise books of their children. However, this was in sharp contrast with earlier research which found out the important of parents to check their children's exercise books (Tornblad et al., 2013).

Table 4.5: Inspect Children Exercise Books

	Frequency	Percent	Valid Percent	Cumulative Percent
Always	17	27.9	27.9	27.9
Often	40	65.6	65.6	93.4
Sometimes	4	6.6	6.6	100.0
Total	61	100.0	100.0	

Source: Field survey, 2019

4.4.3 Supervise Homework Assignment

Respondents when were asked to indicate how often do they supervise homework assignment, about 60.7% indicate they always supervise the children when doing homework assignment. Some of respondent argued that, they have a special schedule for that business and 39.3% said they also supervisor their children in homework assignment but not every day (Table 4. 8). They do so only when they have time and they are available. It could be described from the result that most parents in Bahi district are engaging in supervising their children's home work. This is, in sharp similar with (Galabawa, 2001) who argues that, parents clamoring for quality education that requires parents to be informed and participate in pupils' academic progress.

Table 4.6: Homework Supervision

	Frequency	Percent	Valid Percent	Cumulative Percent
Always	37	60.7	60.7	60.7
Sometimes	24	39.3	39.3	100.0
Total	61	100.0	100.0	

Source: Field survey, 2019

One of the pupils during the focus group discussion in a very low voice said

“...Kila siku tunapewa na walimu kazi za kufanya nyumbani kwa ajili ya somo la hesabu.wakati mwingine hasa muda wa jioni baba yangu mara kwa mara uniuliza na kukupa madaftari yangu ya mazoezi ili kuona kama nimefanya zoezi nilivyoelekezwa” (Mwanafunzi, Bahi)

In English Translation:

“...each day we are given homework assignment by teacher for mathematics. Sometimes during the evening my father always ask and inspect my exercise books to see if I have done the assignment as instructed”(Pupil, Bahi)

4.4.4 Monitoring and Evaluate Children Performance

Regards to monitoring of children performance, about 42.6 % sometime do the role of monitoring the children performance. The other respondents 41% they always monitoring their children performance and 16.4% claimed that they do not do any monitoring and evaluation of their children performance (Table 4.9). This could be interpreted to mean that many parents do not value of monitoring the children`s performance. This is contrary with earlier research that had indicated the link between the role of monitoring and pupils` success (Sanders et al., 2009).

Table 4.7: Monitoring and Evaluation of Children Performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Always	25	41.0	41.0	41.0
Sometimes	26	42.6	42.6	83.6
Never	10	16.4	16.4	100.0
Total	61	100.0	100.0	

Source: Field Survey, 2019

Pupils involved in the focus group discussion claimed that their parent now days are so conscious with the studies and that each time they always seek clarification of different matters related to their studies. Also some of the pupils indicated that their parents are careless, they are not that much concern with their studies.

“.....Kila muhula baba na mama uniuliza kuhusu ripoti ya kitaaluma, baba yangu ni mkali usipomkabidhi ripoti ndani ya muda muhafaka, kinachofuata ni bakora. Kwa mfano muhula uliopita dada yangu alificha taarifa ya matokeo na kujaribu kumdanganya baba kuwa matokeo bado hayajatoka. Unafahamu nini mzee alikifanya! Alimpigia simu mwalimu wa darasa, mwalimu akamjibu baba kuwa wanafunzi wote wamepata ripoti zao.” Du dudu ah ahah” sitakuja kusahau siku ile ambayo dada alielekezewa bakora. Alilia hadi majirani walitoka nje kuona kuna tatizo gani”.

In English translation:

“.....Each term my mom and my dad ask me about the academic report, my dad is so harsh if I do not deliver the report on time I am finished, what follows is “bakora” (Sticks). For stance last term my young sister hidden the result report and tried to cheat my dad that the reports are not yet. You know what mzee (dad) did! He placed a call to the class teach. The classes teach told him all students have already given reports. “Du dudu ah ahah” I will never forget that day in my life a hail of sticks were directed to my young sister. She cried to the point our neighbors came out to see what was wrong”
(A young boy aged 12 years old)

This claim was supported by a good number of pupils who were there in the discussion. This entails that parent in the area are now serious with studies of their children

One pupil in fearful voice said;

“.....Kila muhula mzazi wangu uwasiliana na mwalimu mkuu wetu kuelezana kuhusu maendeleo yangu ya kitaaluma”

In English translation:

“.....Each term my parent communicate with our head teacher and discuss about my academic progress” (Pupil, Bahi)

The other pupil with sad face said

“.....Mzazi wangu hana muda kuhusu usomaji wangu, hajawahi kuniuliza kuhusu ripoti ya shuleni, hajawahi kuja shuleni kuonana na walimu, wanachokifanya kwangu ni kuninunulia sare za shule na mahitaji mengine, kwa ujumla nakosa furaha na kujisikia vibaya ninapoona wazazi wengine wanajishughulisha na elimu ya watoto wao” .

In English translation:

“..... My parent have no time with my studies, they never ask for report, they never come to school to meet my teachers, what they only do is to buy me uniform and give me all other needs, I am not happy at all I feel bad when I see the other parents are so concern with studies of their children” (Pupil, Bahi)

Teachers interviewed asserted these claim. The acknowledged that, parents are now so concern with studies of their children. Teachers believe that as day's moves on parents are changing.

“Kaka yangu ngoja nikueleze ukweli, siku hizi wazazi ni wazazi halisi, hawako tayari kupoteza pesa zao, kwa hiyo kila mara ufanya ufuatiliaji wa karibu wa taaluma za watoto wao. Siku hizi fedha ina thamani sana”.

In English translation:

“My bother let me tell you're the truth, parents are now real parents, they are not ready to lose their money so they always make follow-up of their children academic performance so closely. Now day's money is highly valued” (Teacher, Bahi)

4.4.5 Examination Delivery Means

Respondents at the households claimed that to track and understand the performance of their children, parents have been communicating with the teachers (Table 4.10) and make follow up of children examination result closely. According to the respondents, examination results of their children have been delivered through different channels. About 65.6% of respondents said they have been receiving examination results of their children through their own children and 34% reported

that they collect examination result of their children personally at the school (Table 4. 10).

Table 4.8: Examination Delivery Means

	Frequency	Percent	Valid Percent	Cumulative Percent
Through student	40	65.6	65.6	65.6
Personal collection	21	34.4	34.4	100.0
Total	61	100.0	100.0	

Source: Field survey, 2019

4.4.6 Result Discussion

Respondents at the household farther claimed that, upon receipt of the examination results some parents take time to discuss the results with their children and teachers and some tend to make follow-up. Findings show that, 54.2% of respondents claimed that upon receipt of examination result parent take time to discuss the result with the teacher. 39.4% reported that upon receipt of examination results parents make follow-up and 6.5% said that parents take time to discuss the result with the students (Table 4.11).

Table 4. 9: Result Discussion

	Responses	
	N	Percent
Discuss the result with student	10	6.5%
Make follow-up	61	39.4%
Discuss result with Teachers	84	54.2%
Total	155	100.0%

Source: Field survey, 2019

4.4.7 Teachers-Parents Communication

Communication between parents and teachers is very crucial for pupil performance. Based on the findings from the household, 59% of the respondents claimed that they had never made any communication with the teachers meanwhile 41% agreed that they communicate with the teachers (Table 4. 12).

Table 4. 10: Teachers-Parents Communication

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	25	41.0	41.0	41.0
No	36	59.0	59.0	100.0
Total	61	100.0	100.0	

Source: Field survey, 2019

Based on the findings from the household about 68% of respondents claimed that parents have been communicating regularly with the teachers mean while 31.2% communicate with teachers rarely bases (Table 4.13).

Table 4. 11: Teacher-Parent Communication Rates

		Valid Percent	Cumulative Percent
Regularly	42	68.8	52.4
Rarely	19	31.2	100.0
Total	61	100.0	

Source: Field survey, 2019

About 62.8% of respondents reported that currently the means of communication frequently used by parent to communicate with teachers is through “mobile phone”. And 23.3% said parent communicate with teachers face to face. Few respondents

claimed that recently some parent are using “whats App” means to communicate with teachers (Table 4.14)

Table 4.12: Means of Communication

	Responses	
	N	Percent
Mobile phone	27	62.8%
Face to face	10	23.3%
WhatsApp	6	14.0%
Total	43	100.0%

Source: Field survey, 2019

4.5 The pupil’s Academic Performance

Respondent at the household when were asked to comment on their children education performance had the following remarks. About 39.3% remarked that the children performance is good. 37.7% shown that performance was average and 14% revealed that the performance is very good (Table 4.3). The respondent farther indicated that, performance in general is good but performance mathematics and English subject are not impressing.

Table 4.13: Pupil performance

Remarks	Frequency	Percent	Valid Percent	Cumulative Percent
Very Good	14	23.0	23.0	23.0
Good	24	39.3	39.3	62.3
Average	23	37.7	37.7	100.0
Total	61	100.0	100.0	

Source: Field survey, 2019

During the interview, with the teachers, the all acknowledged that, as day goes on the performance of pupils is improving. And based on their views apart from abolition of

school fees, parent involvement in the academic affairs of their children has contributed significantly on the academic improvement of the pupils.

“Wazazi wa siku hizi wamebadilika, sio wale wa miaka ya 80 na 90. Mara kwa mara ufanya ufuatiliaji wa maendeleo ya taaluma ya watoto wao. Siku hizi si jambo la kushangaza kusikia mlango unagongwa mara tano hadi sita na wazazi tofauti kuulizia habari kuhusu watoto wao”.

In English translation:

“Now days parents have changed, they are not those parents of 80th or 90th during our time. They always makes follow-up of the academic progress of their children. It is not surprising now days to have my door knocked five or six time by different parents asking about academic issues of their children” (Teacher, Bahi)

The same claim was also raised by one of the teacher during the interview

“Siku hizi kazi zetu ni rahisi. Mzigo umepungua; siku hizi wazazi wanajihusisha na masuala ya taaluma ya watoto wao. Kila muda kama sio kupiga simu unaweza kusikia “hoodi, hoodi” mlangoni, ukifungua mlango unaweza kumuona mwanaume au mwanamke, hoja ikiwa ni kuhusu taaluma na mara nyingine masuala yanayohusu tabia ya watoto wao”.

In English translation:

“.....our work is now very easy. The load has decreased; parents hear are now very concern with academic matter. Each time if not through phone call you will hear “hoodi, hoodi” at the door, when your open you find either a woman or a man, the issue is all about academic and sometime behavior matters of their children”. (Teacher, Bahi)

4.6 Reasons for Performance Status

Findings from the households indicate that, children good performance is the result of student-parent and teachers efforts and initiatives. About 50.8% of all respondents indicated the reasons for pupil's good performance to be the result of joint efforts between the pupil, parent and teachers. This finding entails that, behind student good performance there is a parent and a teacher. 32.8% revealed that the efforts between student and teachers are the reasons for pupil's good performance. Remain

respondents claimed that the pupils good performance is because of their own efforts (Table 4. 4).

Table 4.14: Reasons for Performance

Reasons	Frequency	Percent	Valid Percent	Cumulative Percent
Student Efforts	10	16.4	16.4	16.4
Student-teachers efforts	20	32.8	32.8	49.2
Student-parents-teachers efforts	31	50.8	50.8	100.0
Total	61	100.0	100.0	

Sources: Field survey, 2019

During the focus group (FGD) with pupils it was learned that, some parents provide extra teaching during the night and in week days. Though not all have time to do so but most of them seem to discuss academic matters with their children. One of the pupils in FGD had this to say.....

“Baba yangu hawezi kulala kabla hajaniuliza maswali mawili au matatu yanayohusu nilichokisoma shuleni katika siku husika.Mara nyingine hukaa nami mezani ili kuona namna ninavyosoma”.

In English translation:

“My dad cannot sleep before asking me two or three questions of what I learned in the school in the respective day. Some time he sits with me in the table and sees how I am reading” (Pupil, Bahi)

The other one said;

“.... Kila siku nahudhuria darasa la shuleni na nyumbani. Dozi mbili kwa siku.Ingawa nafurahia na kupenda.Kabla sijaingia darasa la 6 wazazi wangu hawakuwa na muda nami na ufaulu wangu ulikuwa mbaya lakini siku hizi ananifundisha na namshukuru mungu nafanya vizuri kuliko mwanzo”

In English translation:

“.....each day I tend class in school and class in home. Two dose each day. Although it is cumbersome I enjoy and I like it. Before I got to standard 6 my parents had no time with me and my performance were so bad but now days, they coach me each time and thanks Allah my performance are not bad as they used to be”(Pupil, Bahi)

4.7 Factors Influencing Parents Level of Participation on Pupil's Academic Performance

Findings from the households show that parent participation level on pupil's academics can be affected by a couple of factors of which can be group as parent factor, children/student factors and teachers/school factors. Figure 3 below indicates that, 30.1% of respondents pointed parent income as one of the factor influencing parent participation in pupil performance. About 12.5% mentioned parent social status, 21% parent's literacy, 25% children performance and the 11% claimed parent-teachers relationship (Figure 4.3).

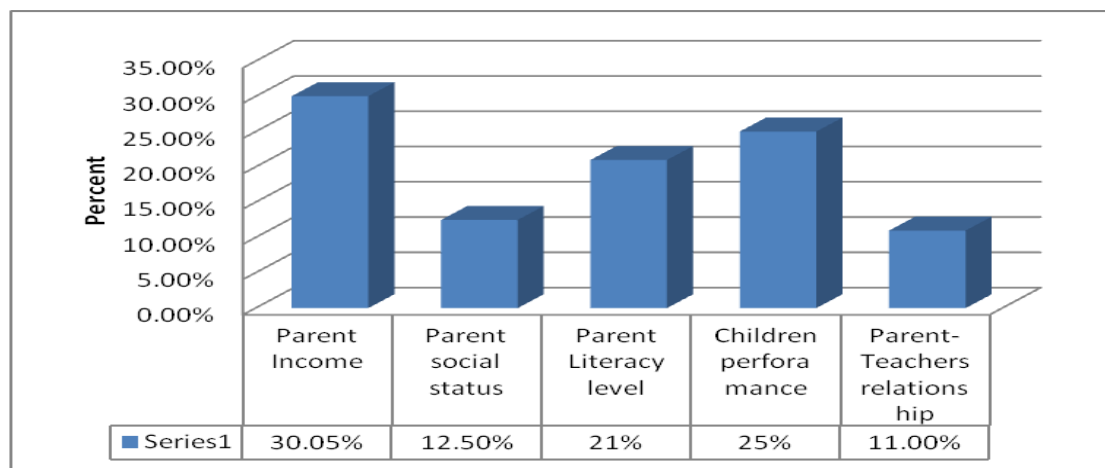


Figure 4.3: Factors Influence Parent's Level Of Participation

Source: Field survey, 2019

To deeply understand the perception of the respondents on the factors influencing parent participation on pupils academic, the respondents were asked to give their opinion regards to the factors influencing parent participation on pupil academics. Based on the analysis, findings show that 40% of respondent strong agreed and 25% agreed that parent income influence parent participation on pupil's academics. 20%

of respondents strongly disagreed and 15% disagree. About parent social status, 38% strongly agreed and 24% agreed that, social status has an influence. On the same variable, 21% strongly disagree and 17% of respondents disagree that social status has no influence on parent participation on pupil's academics. Moreover, analysis shows that, 29% of respondents revealed that they strongly agree and 46% agree that parent level of literacy has an influence on parent participation. However, 16% strongly disagree and 9% disagree that parent level of literacy has an influence on parent participation on pupil academics. With regards to, parent-teachers relationship about 23% strongly agrees and 48% agreed that parent level of literacy. About 19 of respondents strongly disagree and 10% disagree that parent teacher relation has an influence to parent participation on pupil academics (Figure 4.4)

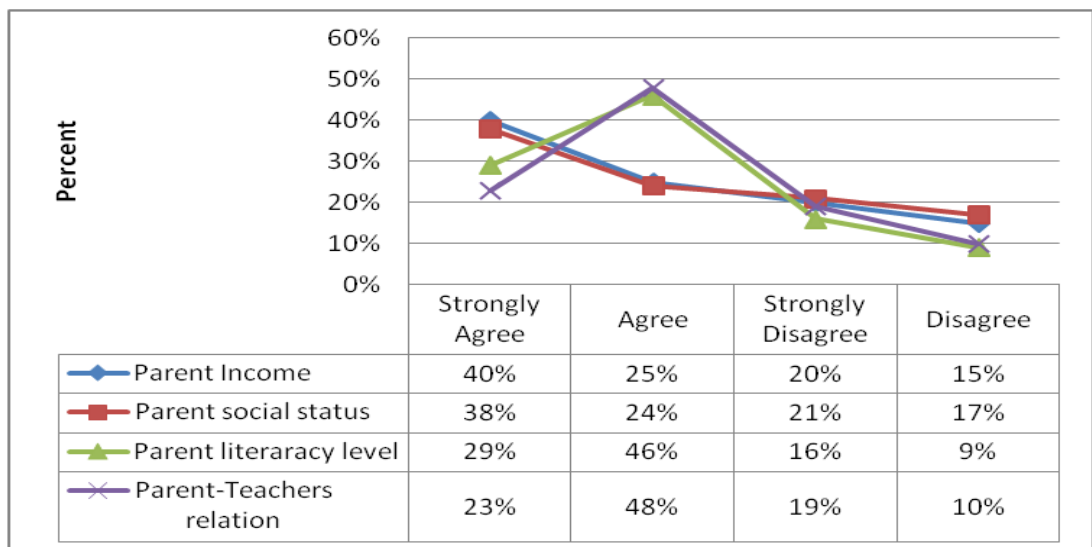


Figure 4.4: Respondents perception

Source: Field survey, 2019

4.7.1 Parent's income

Findings show that 40% of respondent strong agreed and 25% agreed that parent income influence parent participation on pupil's academics. 20% of respondents

strongly disagreed and 15% disagree. The respondents at the household argued that, some parent do not participate fully in pupils academic simply because of family poor income. The families with poor income mostly spend most of time in farm and in town hunting for house bread compared to the rich one. The rich families though they have tight schedule but they always find time to discuss academic matter with their children and always able to afforded all pupils need on time. Moreover, the respondent claimed that, the families with good income have been able to support the school to build infrastructure and other services. The result could be described that most respondents who provided their views strongly agree that income has influence in parents' involvement in their children's education. The result is supported by the study done by Delgado-Gaitan, (1991) who found that high-income parents take part more often in the activities organized by school than low-income parents. In contrary some respondents disagree that, supported by study done by Shaver and Walls (1998) that identified parents' income level is not a contributing factor to their level of involvement. Rather, Willingness and interest is the factor that determines parent participation on pupil's academics respondents disagree that, income has nothing to do with parent participation on pupils' academics (Figure 4.4).

4.7.2 Parent Literacy Level

Studies have shown that one of the factors contributing to the level of parental involvement is parents' educational background (Pena, 2000; Lee & Bowen, 2006; Jordan et al., 2001; Potvin et al., 1999; Crozier, 1999; Baeck, 2010). In this study the analysis shows that, 29% strongly agree and 46% agree. However, 16% strongly disagree and 9% disagree that parent level of literacy has an

influence on parent participation on pupil academics. Respondents argued that, parent with high level of education participate more on academic affairs of their children compared to those with low level of education. Based on their views, parent with high level of education are interested and knows the value of education. This findings much with those of Lee and Bowen (2006) which, found that parents with 2-year or higher college degree have considerably more attendance in the activities or meetings organized at school, talk more often about educational issues with their children and expect their children to be more successful in their education. Based on respondents, parents with low education feel shy to meet teachers in school. Also parent with low education are not capable to assist and supervise their children to undertake their homework assignment properly.

When teachers were asked to give their view regards to level of education and parent participation in pupils academics they supported the claim that parent with high level of education participate more on academic of their children than the others. The argued that, those with low level of education more frequently volunteer in different types of activities at schools than those with high levels of education. They stated that the problem for parents with low levels of education, as reported by the parents themselves, is that they cannot help their children with homework or other school-related issues, because their knowledge is limited.

“.....Kwa ujasiri ninaweza kukuthibitishia 95% ya wazazi wanaotembelea ofisini kwangu ni wale waliopata elimu kuanzia ngazi ya sekondari na kuendelea. Simaanishi kuwa kundi lingine halishiriki, linashiriki katika shughuli ambazo hazihitaji kiwango kubwa cha elimu”.

In English translation:-

“.....Confidently I can I sure you 95% of parents who visit my office are those who went to school to level of secondary and above. This group knows better the role of parent participation in academic of the children. The other group I don't mean they don't participate no thank you, they do, but most of them volunteer in executing different types of activities at schools than those with high levels of education”(Teacher, Bahi)

The result could be interpreted that parents' level of literacy has influence on parent participation on pupil academics as it is similar much with those of Lee and Bowen (2006) which, found that parents with educational background have considerably more participant on pupils academic affairs compared to those with low education.

4.7.3 Parent Social Status

About parent social status, 38% strongly agreed and 24% agreed that, social status has an influence. On the same variable, 21% strongly disagree and 17% of respondents disagree that social status has no influence on parent participation on pupil's academics. In one hand income determines the social status of an individual and on the other hand education. Individuals with high income and high level of education are likely to have high level of social status compared to others. Based on respondents, it could be described that parents in Bahi district with high social status participate better on their pupils academics compare to the other parent with low social status like a farm with hand to mouth income. The result is similar with the observation noted by Domina, 2005, her study found that parents with high socio-economic status try more effectively to get involved than parents with low socio-economic status

4.7.4 Parent-Teachers Relationship

Teachers' attitudes influence the level of parent participation on pupil academic matters (Pena, 2000; Hornby & Lafaele, 2011). With regards to, parent-teachers relationship about 23% strongly agrees, 48% agreed that parent-teachers relation influence parent participation on pupil's academics. About 19 of respondents strongly disagree and 10% disagree that parent teacher relation has an influence to parent participation on pupil academics (Figure 4.5). In this study respondents claimed that, most of parents do not make follow-up of academic progress of their children simply because teachers feels that they know much than the parent and therefore they tend to annoy and sometime disgrace them. According to Mapp (2002), if parents trust the attitude of school staff, they are likely to get more involved because "every parent wants to trust the school and to be trusted" (Deal & Peterson, 2009, p189).

Moreover, respondents reveled that, some parent have been poorly participating on school matters because some teachers do not value and appreciate the contribution to some extent. Pena (2000) identified that parents anticipate the most important stimulation from teachers, but sometimes they do not feel this stimulation.

"..... Wazazi wengi hawafuatilii maendeleo ya taaluma ya watoto kwa sababu wanaona walimu wana uelewa mkubwa kuliko wao".

In English translation:-

".....most of parents do not make follow-up of academic progress of their children simply because teachers feels that they know much than the parent". (Parent, Bahi)

4.8 Academic Stakeholder's Perception about Parent Participation in Pupil's Academic Performances

Based on literatures, parent participation has impact on pupil's academic performance. Some studies conclude that parent participation has positive impact (Fan & Chen, (2001); Jeynes, (2003); Jordan et al., (2001); Gonzalez-pianda et al., (2002); Henderson &Mapp, (2002). And others claim that parent participation has neither positive impact nor significant impact. For instance, Bobbett et al. (1995) found that the effect parental involvement has on students' academic achievement is not significant. In addition Izzo et al., (1999); Shumow & Miller, (2001) identified that when parents get involved with students' homework and communicate with school, it negatively affects the students' academic success by decreasing their test scores.

In this study, analysis of data collected from the households indicates that 41% of respondents strongly agree, and 30% agree that parent participation in pupil's academic help to improve pupils' performance. On the same variable 17% strongly disagree and 12% disagree, that parent participation on pupils academics can help to improve pupil's performance. About class attendance aspect, respondent 28% strongly agree and 43% agree that parent participation helps to improve class attendance. About 19% and 10% strongly disagree and disagree that parent participation did not improve pupil's class attendance respectively. With regards to teaching spirit for teachers, analysis shows that respondent 35% strongly agree and 28% agree that, parent participation on pupil's academic affairs enhance teachers teaching spirit. On the some analysis portrays that, 22% strongly disagree and 15%

disagree that, parent participation on pupil's academics improve teachers teaching spirit. With regards to behavior, 40% of respondents strongly agree and 37% agree that parent participation helps to shape pupils behavior (Figure 4.5).

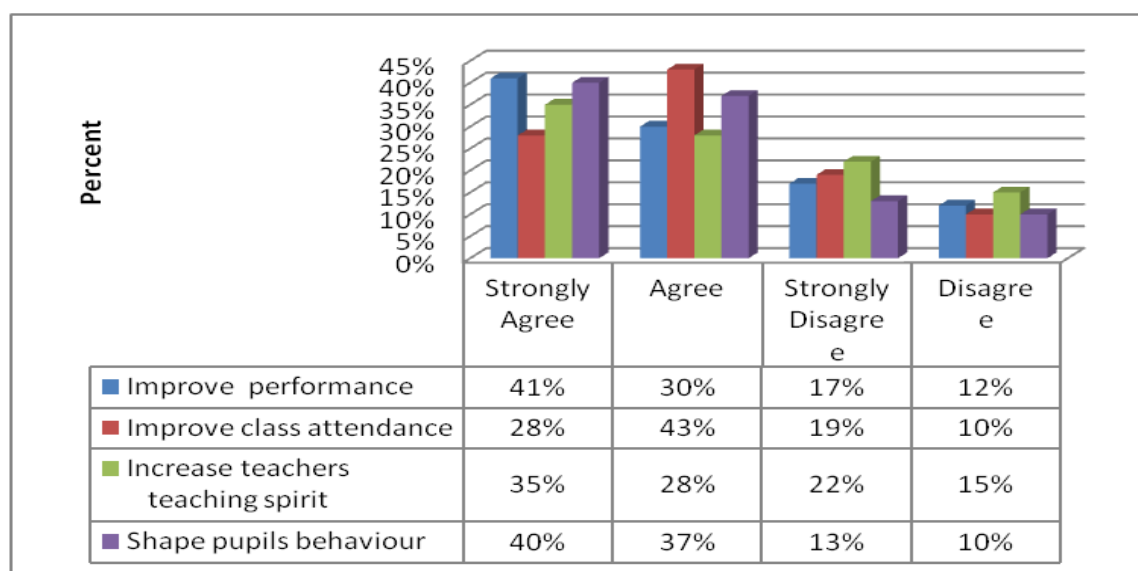


Figure 4.5: Stakeholders' perception

Source: Field survey, 2019

Academic stakeholders interviewed claimed that the role of parent participation on academic affairs of the pupils and their performance cannot be under estimated. They contribute very significantly on pupil's performance, class attendance and even shaping the behavior of the pupils.

"...Nadhani utakubaliana nami ya kwamba upendo uanzia nyumbani, hivyo hivyo elimu uanzia nyumbani, mwalimu wa kwanza wa mtoto ni baba na mama yake. Kama ndivyo iweje tusifahamu ushiriki wao?"

In English translation:-

"... I think you will agree with me that as it is said charity begins at home, it is the same to education. Education begins at home; the first teacher of any child is her mother and his father. If so they how can we not appreciate their participation?" (Stakeholder, Bahi)

During the interview with teachers it was learned that the academic achievement of low-income students, in particular, seems to improve as parent involvement increases. One of the head teachers interviewed had this to say regards to student performance

“.....Rekodi zetu zinaonesha kwamba wanafunzi kutoka familia duni ambao wazazi wao wanashiriki vizuri katika masuala ya taaluma ufanya vizuri kuliko wengine na kadri mzazi anavyoshiriki ndivyo utendaji unakuwa mzuri”.

In English translation:-

“..... Our records show that student from poor families whose parents are well involved in their academics seem to perform better than other and the more the parent participate the better the performance” (Teacher, Bahi)

The views from education stakeholder could be described that parents in Bahi district can participate on their children's education though they have low-income to facilitate academic affairs of their children. Their views are similar with study done by Shaver and Walls (1998) that identified parents' income level is not a contributing factor to their level of involvement. Rather, Willingness and interest is the factor that determines parent participation on pupil's academics respondents disagree that, income has nothing to do with parent participation on pupils' academics (Figure 4. 5).

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the research findings, the conclusion of the same and some suggestions for policy actions and further studies, based on the researcher's opinion.

5.2 Summary of the Findings

This section presents the summarized, analyzed findings of the study. The study, the role of parents' involvement in their children's education towards pupils' academic performance in primary schools, had the following specific objectives that guided it:

- i) To examine the roles of parents on pupils academic performance at home and school level.
- ii) To determine factors that influence parents' level of participation on pupils' academic performance.
- iii) To examine the contribution of parents level of participation on pupils academic performance.
- iv) To assess stakeholders' perception towards parents participation in pupils academic performance.

5.2.1 The Roles of Parents on Pupils' Academic Performance At Home and School Level

During the study, the respondents were asked to indicate how parents have been engaging in their children academic affairs. In this, findings indicates that, parent

engage in children academic affairs by buying school uniform, providing stationary (text books, exercise books, pens, pencils and many other thing of the same), paying some school expenses (examination fees), provide extra teaching and supervise homework assignments and monitoring and evaluation of child performance.

From the findings, about 59% of respondents at the household mentioned that they always have teaching sessions at home with their children (Table 4.6).

Result of the study revealed that, about 27.9% always check exercise books for their children and 6.6% sometimes tend to check the exercise books for their children (Table 4.7).

The study further revealed that 60.7% of parents they always supervise the children when doing homework assignment as compared to 39.3% parents who argued that they do supervision of homework assignment but not every day (Table 4.8).

In additional, the study revealed that 42.6 % of the parents sometime do the role of monitoring the children performance, 41% they always monitoring their children performance (Table 4.9).

5.2.2 Factors that Influence Parents' Level of Participation on Pupils' Academic Performance

The researcher sought to determine difference couple of factors if it has influence to parents' participation on pupils' academic performance.

Respondents were asked to give their views on how parents' level of income can influence parents' participation on their children's education (Figure 4.6).

Result of the study revealed that 40% strong agreed that parents' level of income can influence parents' participation on their children's education.

On the factor of parent literacy level study shown that 46% agree that parent level of literacy is one of the factors contributing to the level of parental involvement.

About parent social status, 38% strongly agreed that social status has influence on parent participation on pupil's education.

With regards to parent-teachers relationship results revealed 48% agreed, that parent-teacher relation has an influence to parent participation on pupils' education (Figure 4.6).

5.2.3 Contribution of parents' level of participation on pupils' academic performance

About 50.8% of all respondents indicated the reason for pupil's good performance is due to joint efforts between the pupil, parent and teachers (Table 4.4).

5.2.4 Stakeholders' Perception towards Parents' Participation in Pupils' Academic Performance

In this study, analysis of data collected from the households indicates that 41% of

respondents strongly agree that parent participation on pupils academics can help to improve pupil's performance.

5.3 Conclusion

In conclusion, roles played by parents to their children's education are important in providing cognitive, social and economic support on pupils' academic environment. As per the findings, this study concludes that the place of parents on pupil performance cannot be underestimated as its impact is very significant. Thus efforts to enhance roles of parental involvement on children's education needs more and special attention geared to pupils' academic success regardless ones socio-economic position as well as improvement of relationship between the three actors that is pupil, parent and the teacher should be given due weight in one hand and be appreciated on the other hand. By so doing performance and behavior of the pupils will also be improved.

5.4 Recommendation for Policy Action and Further Studies

Academic performance is a product resulted consistently to parental involvement in their children's education. Parental involvement takes many forms including good parenting in the home, including the provision of school facilities and stable environment, intellectual stimulation, parent-child discussion, contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance. From the study results and conclusions several variables were seen as the determinants of parental involvement in their children's education towards academic performance in primary school in

Bahi District, Dodoma Region, in Tanzania. Therefore, the researcher recommends that:

5.4.1 Policy Implication

- i) Policy actors may put in place mechanisms, programs and structures that bring parents on board to participate in their children's academic progress. In doing so, parent is kept attention towards his child's education at home and school level.
- ii) Parents should be sensitized on the importance of closely following up and monitoring of their children's academic progress besides guaranteeing them a conducive home environment that stimulates learning.
- iii) Strengthening awareness to the parents to fully understand that; ones involvement in academic affairs of his children's both at home and school does not guarantee someone's social-economic characteristics.
- iv) Schools should communicate targets and benchmarks set for individual children at school to their respective parents for them to be reinforced further, realizing greater academic achievement since the child would be monitored and hence encouraged from all angles.
- v) Designing a programme at school level that enhances joint efforts between the pupil, parent and teachers for pupils' academic performance.

5.4.2 Further Studies

- i) This study was conducted in public primary schools within Bahi district; the same can be done in private primary schools which could be compared with

that existing in public primary schools /or studies into more relational aspects such as parental involvement in non-academic activities in primary schools in similar areas.

- ii) Also further research could be done to investigate the effect of parental involvement in their children's education in community secondary schools since the nature of parental involvement could be directly transferred.
- iii) Not all aspects of parental involvement predicted pupils' academic performance; hence, there is need for further studies investigating various aspects of parental involvement and different elements of students' academic performance.

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APPENDICES

Appendix 1: Study Time Frame

This study will be conducted under the guide of this schedule

Jan – February 2019	Proposal Writing
March, 2019	Preparation of Instruments & Pre-testing instruments
April – May, 2019	Data collection
June, 2019	Data Analysis and Presentation
July, 2019	Report Writing
August, 2019	Submission of first draft report

Appendix 2: Budget

Requirements	Quantity	Amount
Hire Research Assistant	5 days @ 10,000	50,000/=
Meals and Accommodation	5 @ 40,000	200,000/=
Duplicating paper	2 ream	40,000/=
Photocopying	400 pcs	60,000/=
Transport	5 days @ 10,000	50,000/=
Binding	3 books @ 25,000	75,000/=
Airtime	5 @ 10,000	50,000/=
Computer	1 pc	1,200,000/=
Typing		100,000/=
Flash	1 pc	25,000/=
Camera	1 pc	500,000/=
	Total	2,800,000/=

Appendix 3: Questionnaires for parents

Questionnaires for parents to analyze the role of parental involvement in pupil's educations

Dear Parent/Guardian,

You are one of the parent/ guardian selected to participate in this study; your responses will be treated with highly confidentially and used only for the purpose of the study.

Personal information

1. Gender

Male () Female ()

2. Age ()

3. Occupation

4. Highest level of Qualification

5. Do you have a child currently in school?

a) Yes

b) No

6. If yes, what class is he / she.....

7. Which subject does he or she like most..... and why?

8. If you were asked to comment on his/her performance what would you comment....., (very Good, Good,Bad,very bad)

9. If very good or good what do you think are the reason?

a) Motivation from teachers

- b) Motivation from parents
- c) Both **a** and **b**
- d) Pupil's efforts
- e) Pupil and parent's effort
- f) Pupils and Teachers' effort.

10. How do you engage in academic affairs of the pupils?

- a) Paying academic expense
- b) Buying school uniform and supply stationeries
- c) Monitoring and evaluate pupils' progress
- d) Private teaching and assessment
- e) Supervise homework assessment

11. Do you communicate with your pupils' teachers? (Yes/No). If yes how

- a) Mobile call
- b) Physical visit

12. Do the school hold school meeting with the parents?.....,If yes, how many times a year.....

13. Do you participate in those meeting..... (Yes/No).If yes how

- a) Personal attendance
- b) Through representative

14. Do those meetings have any contribution to pupils' performance? (Yes/No) If yes how

- a) It discusses academic affairs of pupils
- b) It discusses infrastructures development matters

c) Both A and B

15. How do you get academic progress of your pupil

16. Upon receiving the result what do you do

a) Hold a meeting with pupil

b) Hold the meeting with his/her teacher

17. Do you think by holding a meeting with teacher contributes to pupil performance? (Yes /No)

18. Do you make follow up of the academic affair of your pupil? (Yes/No).If yes (often,always,rarely)

19. Do you think make follow up contributes on your pupil's performance? (Yes/No).If yes how..... If No why.....

Appendix 4: Questionnaire for Learner

Questionnaire to analyze the role of Parents participation in their Children Education towards Pupils' Academic Performance in Primary School.

NAME OF SCHOOL

Dear Learner,

This questionnaire seeks your views regarding parental involvement in children's progress in education at a primary school level. Your responses will be treated with absolute confidentiality in keeping with research ethics. Kindly answer the questions as fully and honestly as possible. Thank you for your voluntary participation. Please do not hesitate to ask the researcher for clarity regarding any of the questions.

Please indicate by marking an X in the appropriate space.

What is your current class		
Do you receive any assistance with regard to your homework	Yes	No
Who assist you most of the time with your homework	Father	Mother
		other
Do you benefit from the educational support given after school? if yes please explain.....	Yes	No
Are you parents/guardian capable of assisting you with your homework?		
How many times a week does your parents/guardian assist you?		
Do your parents/guardian assist you when studying for a test or exam?		
Do your parents/guardian assist you with school assignment		

Do your parents/guardian discuss the importance of school with you?		
0. Have your parents/guardians meet your class teacher		
1. Do your parents/guardians attend school meetings pertaining to your progress?		
2. Do your parents/ guardians attend functions organized by the school?		
3. Do your parents/guardians volunteer their assistance at any school functions?		
4. Do your parents/guardians ask whether you have homework every day?		
5. Do your parents/guardians believe that education is important		

Is parent's participation in your education contributing your academic performance? Elaborate.....

THANK YOUFOR CO-OPERATION!

Appendix 5: Stakeholders' questionnaire

Stakeholders' questionnaire to analyze the role of Parents Participation in their children education towards Pupils' Academic Performance in Primary School

The aim of this Questionnaire is to gather information and seeks your views regarding the role of parent participation in their children's education at a primary level. Your responses will be treated with highly confidentiality in abiding research ethics. Humbly answer the questions as fully as possible. Thank you for your voluntary participation

PART 1: Personal Details

1. Gender

Female () Male ()

2. Age

()

3. Occupation

4. Highest level of Qualification

PART 2: Stakeholder's View on the role of parents' participation in education

1. What is your understanding of the concept parental participation in pupils' education?

.....

2. How do you perceive parents' participation in pupils' education?

.....

3. Do you think parent's participation in child's education leads to pupils' academic performance? If Yes / No
 Explain.....

.....

4. Are you aware of the roles of parents' participation in their pupils' education?

.....

5. Do you participate in any parents' association at the school such as school and parents' meeting? If No, why

.....

6. If Yes, Have you ever provide any academic support?

Elaborate.....

7. What roles do parents play at home and school level to enhance their pupils' education?

.....

8. What are the roles to parents you think it will enhance pupils education?

.....

8. Are background issues such as parents' education, income status influence parents' participation?

If Yes / No

Elaborate.....

9. Is parent participation at home and school level contributing pupils' academic performance?

Elaborate.....

.....

10. If yes; in what extent does it contribute?

.....

.....

11. Do parents alone can contribute pupils' academic performance? Elaborate

.....

.....

12. What other things do you think may contribute pupils' academic performance in school?

.....

.....

.....

Appendix 6: Interview guide for teachers

District:.....

School:

Sex:

Interview Date:

1. How long have you been in current post?
2. How long have you been in this school and district.....
3. What do you know on parents' participation in pupils' education?
4. How do parents help academic performance?
5. How does school communicate with parents?
6. Do you have parents meeting? If yes, Why?
7. How does school involve parents in different roles for academic performance?
8. How do the roles of parents affect academic performance?
9. How often do parents visit the school per term? Does it improve academic performance?
10. What problems hinder parents' participation in education?
11. How do you solve problems that hinder parents' participation?
12. What strategies/ measure should be taken to improve parents' participation in your school?
13. What other factors affect parents' participation in education?

THE OPEN UNIVERSITY OF TANZANIA
KATAVI REGIONAL CENTRE

The Open University of Tanzania
Katavi Regional Centre
P.O.Box 662 Mpanda
Tel: 025-2820463
Ref: PG 2017992099



Chuo Kikuu Huria cha Tanzania
Kituo cha Katavi
S.L.P 662 Mpanda
Simu: 025-2820463
24/06/2019

RAS DODOMA,
P.O.BOX 914,
DODOMA

RE: RESEARCH CLEARANCE

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

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

The purpose of this letter is to introduce to you **Mr. Anthony, Winfrid** with **Reg. No. PG2017992099**, who is a Master student at the Open University of Tanzania. By this letter, **Mr. Anthony, Winfrid** has been granted clearance to conduct research in the country. The title of his research is **"The Role of Parental Involvement in their Children's Education towards Pupils Academic Performance in Primary Schools in Bahi District, Dodoma - Tanzania"**.

The research will be conducted in Dodoma Region. The period which this permission has been granted is from July 8th 2019 to 8th August, 2019. Areas of focus will include though not limited to the Bahi District Council.

In case you need any further information, please contact:

The Director Katavi Regional Centre, The Open University of Tanzania; Katavi Regional Centre, P. O. Box 662, Mpanda. Tel: 025 -2820463 or 0754335394.

We thank you in advance for your cooperation and facilitation of this research activity

Yours sincerely,

Dr. Newton Kyando
Director Katavi Regional Centre & Research Supervisor

UNITED REPUBLIC OF TANZANIA
PRESIDENT OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

Dodoma Region
Address REGCOM
Tel No: 2324343/2324384
E-Mail No. ras@dodoma.go.tz
Fax No. 026 2320046/2320121
In reply please quote:



Regional Commissioner's office,
Cooperative Commission Building,
Nyerere Road,
P.O. Box 914,
DODOMA.

Ref. No. DB.467/526/01/70

26th June, 2019

District Executive Director,
Bahi.

RE: RESEARCH CLEARANCE

Please refer to the subject matter.

This is to introduce to you **Mr. Anthony Winfrid**, who is a bonafide Master student at the Open University of Tanzania. At the moment he is required to conduct academic research in Bahi District.

The research title is "*The Role of Parental Involvement in their Children's Education towards Pupils Academic Performance in Primary Schools in Bahi District*". The period of which this research permission has been granted from 8th July to 8th August 2019.

Please accord him with necessary assistance to achieve his research objectives.

Thank you for your cooperation.

Hamidu O. Changani

**FOR: REGIONAL ADMINISTRATIVE SECRETARY
DODOMA**

Copy to: District Administrative Secretary,
Bahi.

Director,
Katavi Regional Center & Research Supervisor,
The Open University of Tanzania,
P.O. Box 662,
Mapnda.

✓ Mr. Anthony Winfrid,
Student - Open University of Tanzania.

HALMASHAURI YA WILAYA BAHİ

(Barua zote ziandikwe kwa Mkurugenzi Mtendaji)

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Ofisi ya Mkurugenzi Mtendaji,
S. L. P. 2993,
Dodoma,
TANZANIA.

KUMB. NA. HW/V.30/2 VOL.III/229

22 Julai, 2019

WALIMU WAKUU,
SHULE ZA MSINGI **BAHI SOKONI,BAHI MISHENI,**
MPAMANTWA, BAHİ MAKULU, IBIHWA, MNKOLA,
S.L.P 2993,
BAHI.

YAH: KUMTAMBULISHA NDUGU ANTHONY WINFRID

Tafadhali rejea barua tajwa hapo juu.

Namtambulisha kwenu Bw. Anthony Winfrid ambaye ni mwanafunzi kutoka Chuo Kikuu Huria cha Tanzania, anayefanya Shahada ya Uzamili(master), kwa ajili ya kufanya utafiti unaohusu **Ushiriki wa Mzazi kwenye Elimu ya Mtoto katika maendeleo ya Kitaaiuma katika Shule za Msingi Wilayani Bahi** "The role of parental Involvement in their Children's Education towards Pupils Academic Performance in Primary Schools in Bahi District". Utafiti huu utanza tarehe 08/07/2019 hadi 08/08/2019. Aidha, baada ya kumaliza utafiti wako unatakiwa kuwasilisha ripoti kwa Mkurugenzi Mtendaji wa Halmashauri ya Wilaya ya Bahi.

Kwa barua hii, naomba mumpokee na kumpatia ushirikiano katika kufanikisha masomo yake.

Nakutakia kazi njema.

Crispine R. Katalyeba

Kny: MKURUGENZI MTENDAJI (W)
BAHI

BAHI DISTRICT COUNCIL
P.O. BOX 2993
DODOMA

Nakala: Mkuu wa Wilaya Bahi,
" Kamanda wa Polisi-Bahi.
" Mhe. Diwani Kata ya Mpamantwa, Bahi.
" Afisa Mtendaji,
" Kijiji cha – Bahi, Bahi Makulu,Ibihwa, Mnkola, Mpamantwa.