

**PARENTAL INVOLVEMENT IN EDUCATION: AN IMPLICATION ON
ACADEMIC PERFORMANCE OF O'LEVEL STUDENTS IN WESTERN 'B'
DISTRICT - ZANZIBAR**

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CERTIFICATION

The undersigned certifies that she has read and hereby recommend for acceptance by The Open University of Tanzania a dissertation entitled: “*Parental Involvement in Education: An Implication on Academic Performance of O-Level Students in Western ‘B’ District –Zanzibar*”. In partial Fulfillment of the Requirements for the Degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of The Open University of Tanzania.

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DECLARATION

I **Abdalla, Aysha Ali**, 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 requirements for the degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

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Signature

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Date

DEDICATION

This work is dedicated to my husband for his endless care and support in the course of this study; and to my children who has always been part of this journey. May the Almighty God Bless you.

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I wish to most sincerely thank the Almighty God who has given me an opportunity to live and the strength to pursue my studies. Special gratitude to my supervisor Dr. Daphina Libent-Mabagala for her tireless guidance, patience and support that encouraged me all the time, and later made this study attainable. Moreover, I am glad to express my profound appreciation to various persons whose assistance helped me directly or indirectly to complete this study especially my beloved family, particularly my lovely husband and our children for their sacrifices and moral support during the entire period of preparation of this work.

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ABSTRACT

The study identified parental involvement in education and its implication on academic performance of 'O' level students in Western 'B' District –Zanzibar. Specifically, the study sought to: assess the levels of parents' involvement in their children's education; find out the influence of parental involvement on students' academic performance, and determine the appropriate measures for increasing the parents' involvement in their children's academic activities in West 'B' District in Zanzibar. This study was guided with Joyce Epstein model of parental involvement. The study used mixed research approach and descriptive survey research design. Purposive and simple random sampling techniques were used in selecting 552 respondents from four schools. Interviews, questionnaires, focus group discussions were used to collect data. Quantitative and Qualitative data were analyzed using content analysis and descriptively. The findings revealed that the involvement of parents in children's education in Western 'B' District, Zanzibar is very low and limited since that majority of parents have no habit to follow up their children's academic progress at school. The result further revealed that majority of respondent agreed that lack of parental involvement in the children's education have greater influence on the academic performance of students. The study recommended that the government should provide regulations which will obligate and strengthen parents' participation in their children education. Also, more education should be provided to parents to change attitude towards their roles and responsibilities on children's education so as to help them materially and academically.

Keywords: *Parental involvement; academic performance; O-level students; children's education*

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LIST OF ABBREVIATIONS

CSEE	Certificate of Secondary Education Examinations
CVI	Content Validity Index
DIV	Division
DRPS	Directorate of Research and Postgraduate Studies
EFA	Education for All
FGD	Focus Group Discussion
MDG's	Millennium Development Goals
MoEVT	Ministry of Education and Vocational Training
NECTA	National Examination Council of Tanzania
O' Level	Ordinary Level Secondary Education
UNDP	United Nations Development Programme

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

This chapter covers with background of the study, statement of the problem, objectives of the study, research questions, significance of the study, and scope of the study, limitation of the study and of operational definition of terms.

1.2 Background to the Study Problem

The provision of education is a responsibility of the government worldwide. Parents are among various educational stakeholders, who undertake various educational activities, and they are said to be partners, clients, consumers and educational assistants in as far as management of schools is concerned (Thomson, 2001). Parents hope for academic success for their children. However, most of them are unsure how to go about nurturing and guiding their children to that success. Since that the upcoming generation is surrounded by different challenges in each and every direction, it is therefore children are at high risk of not getting the right way to success if those who are nurturing them will not give them right support and assistance.

Parents are the primary educators until the child cope with school environment, and they remain as a major influence on their children's' learning throughout school and beyond. The parents have crucial roles to play in their children's' mental capabilities. They should set higher principles for their children's' educational activities and

growth (Catsambis, 1998). The children's' growth should be directed and supported in order to defeat all psychological and physiological barriers towards their success. Therefore, parents become an essential agent in shaping and supporting their development, and provide with them enough time and opportunities for their brain to develop properly. This happens through plays, interaction with adults and learning. The process of learning remains throughout life time, and improves as the child grows. This may built a base of idea, and come to understand how they learn best (Sirvani, 2007). However, the teenagers need more independence than elementary aged children. They still need guidance and support of being cared by adults in the home, school, and community at large (MoEVT, 2008).

Majority of parents want their children success at school; however, they do not know how to assist their children in the ways that they can improve school performance (Epstein, 1992). They believe that it is the teachers' responsibility to take care of students' moral and academic development especially at school, and therefore teachers should make sure that students perform well in their learning and behavior (Whitbread, Bruder, Fleming & Park, 2007). Parents on their side have little to do in their children's successes. This is due to the fact that sometimes many parents are not serious, not taking care, and less emphasizing on educating their children. Rather, they tend to put more emphasis on other things like work (Chan, 1997).

Yator (2002) argues that, parents do not discharge their socioeconomic roles in their schools, and often place their careers and social events before involvement in their child's education, leaving the vast majority of instruction and support exclusively to

teachers (Sirvani, 2007). This is why majority of them receive very little information about their children progress and performance, and school at large, and therefore most of the time they believe that it is the teachers' obligation to make contact to parents on what is going to school (Ameir, 2004). Some parents think back to their own childhood. They remember the level of instruction and hours of homework, and wonder if the amount of work that their child is receiving from school is entirely necessary (Whitbread, Bruder, Fleming, & Park, 2007).

Students on the other hand are interested with their academic life at all levels (Epstein, 1992). Therefore, they want their parents to be more knowledgeable about what is taking place in the school and their education at large, and are willing to take active roles in assisting communications between home and school. When parents come to visit school regularly it reinforces the view in the children's mind that school and home are connected because school is an integral part of the whole family's life. The strongest and most consistent parent involvement at school and at home through specific school programs and teacher practices encourage parent involvement at school and guide them in how to help their children at home. School initiated activities to help parents to change the home environment such that can have a strong influence on children's school performance (Christian, Morrison & Bryant, 1998).

The children are always born with certain degrees of success. These degrees have to be carefully monitored in order to be achieved. The children's school life is dominated by multidimensional characters that need parental involvement, from

home, school as well as society that surrounds them (Christian & Bryant, 1998). Catsambis (1998) pointed that parent prepares positive and conducive environment for studying at home. They have to monitor the children on managing time for studying, time for refreshing and time to relax. Moreover, parents are aware of psychosocial crisis that the children could have hindered the learning ability. So, Parents play the role of counselor in order to resolve the crisis. It also parent veils the mode of a teacher so as to make sure the children are doing their level best in the homework or any other exercise given. Parents also are responsible in motivating children so as to ensure learning their ability is raised. Furthermore, parents have to contribute both financially and in terms of labour and material (Catsambis, 1998).

For a long time, parents have been traditionally playing this function, though they were highly not given a valuable opportunity to partake in the decision-making process in their schools (Hill, Oakley Smith & Spinks, 1990). However, their involvement is nowadays accepted, and asserted to effective school development (Hayness & Comer, 1991). Parents are regarded as the central channel towards child's success. Thus, they have to organize different associations and organizations which will help to boost the children's school life. Moreover, parents have been contributing insights and knowledge that complement and strengthen social and professional program in schools (Ibid). They have to build encouragement groups to work for school modification and improvements in order to assure that children are getting conducive environment for successful and academic performance. It is therefore, the families should interweave the society with school-parent

representatives for collaborating with community to strengthen school program, family practices, student learning and academic development (Sanders & Epstein, 2000).

On the other hand, parents get involved in the learning programs and progress of their children by participating and volunteering where needed. They have been participating in some school decision on their children's progress. It also they communicate with teachers about conference attending that will discuss on the children's academic development, and have regular schedule of school visiting, or at least phone calls asking about the children's movement on the academic sphere (Catsambis, 1998). It is therefore, despite their differences in their status, financially and intellectually, parents who are well motivated and financially organized are probably ready to contribute to the fiscal involvement to develop their schools. (Christenson, Rounds, & Gorney, 1992). Throughout the world, parents are involved in the child's academic development but the big problem lies on the perception to many parents especially in developing countries, some parents perceive that education as an important tool to build the future of the child but, the big difference is that; to what extent does the parent get involved to assure that the child is on the conducive environment to learn (Gonzales, Willems & Holbein, 2005).

It is widely known that for the child to raise his/her learning ability, there should be full support of the parent. Thus, parental involvement is the issue to be put in consideration so as to assure the child is fully secured in his/her academic life span. Many social scientists have argued that in urban areas, in particular, parental

involvement may be especially important because of high family dissolution rates, numerous two-parent working families, and unique sociological pressures on children that make them to be partially concentrated in their studies (Abdul-Adil, 2006). Still questions that the individual studies on parental involvement cannot answer because of narrow focus that they had addressed (Jeynes, 2010). The importance of linkages between families and schools is still being discussed in developing countries; however, researchers should now begin to emphasize the need for more rigorous study to help educators predict the precise outcomes of implementing particular strategies for involving families in children's education.

In Tanzania, Zanzibar in particular, the prevalence of dropping academic standards indicates that the monitoring mechanisms are flawed. There seems to be a problem of dropping standards in all aspects of school life in the secondary schools including that from West District Zanzibar. Most of the students in West 'B' District in Zanzibar do not perform as high as expected in their education particularly in the National Examinations including Certificate of Secondary Education Examinations (CSEE). Majority of them perform very low or completely failed. And the few who perform most of them perform at the lowest classes or grades. The general students' performance for three years was as presented in Table 1.1 and Table 1.2 respectively.

Table 1.1: Students' Performance in National Examination from 2013 –2016 in West 'B' District – Zanzibar

Years	No: of Students Sat for The Examinations	Students Scored in Division I - III	%	Students Scored in Division IV	%	Students Got Zero Division	%
2013	388	11	2.8	216	55.67	161	41.49
2014	920	123	13.36	432	46.95	365	39.67
2015	811	166	20.46	493	60.78	152	18.74
2016	877	135	15.39	546	62.25	196	22.25
TOTAL	2,996	435	14.52	1,687	56.31	874	29.17

Source: NECTA CSEE Results 2013 – 2016

Table 1.2: School Performance in Term of Division in Some Secondary Schools in CSEE from 2013 –2016 in Western 'B' District – Zanzibar

YEAR	SCHOOL	DIIVISIONS SCORED				
		I	II	III	IV	0
2013	Fuoni Secondary School	0	0	1	54	46
	Kwerekwe 'A' Secondary School	0	0	0	33	40
	Kwerekwe 'C' Secondary School	1	0	2	44	32
	Z/Commercial Secondary School	1	2	4	85	43
2014	Fuoni Secondary School	0	0	7	93	67
	Kwerekwe 'A' Secondary School	0	6	29	210	177
	Kwerekwe 'C' Secondary School	0	5	11	114	120
	Z/Commercial Secondary School	5	29	31	15	1
2015	Fuoni Secondary School	0	3	20	96	49
	Kwerekwe 'A' Secondary School	1	6	36	219	43
	Kwerekwe 'C' Secondary School	0	3	27	150	59
	Z/Commercial Secondary School	2	3	35	28	1
2016	Fuoni Secondary School	0	0	11	91	24
	Kwerekwe 'A' Secondary School	0	2	22	190	87
	Kwerekwe 'C' Secondary School	0	2	31	258	84
	Z/Commercial Secondary School	3	3	28	7	1
TOTAL		13	64	295	1687	874

Source: NECTA CSEE Results 2013 – 2016

1.3 Statement of the Problem

The academic performance in the West District Zanzibar is not impressive. Some schools have been continuously achieving lower performance in their National Examinations results. Majority of students have been scoring lower grades or division (division four) or failed (division zero). Parental participation in the school activities have been considered to have some influences in the students' academic performance. Schools where parents are relatively active in participating in school issues like financing, disciplining, follow up students' progress and school management relied activities their students seemed to perform relatively better compared to those whose parents are less active. However, there is no critical studies conducted on the relationship between the in active parental involvement to educational issues and the students' academic performance in West 'B' district in Zanzibar. This study is therefore aimed to investigate the implication of parental participation in educational issues to the students' performance in West 'B' district Zanzibar.

1.4 Objectives of the Study

1.4.1 General Objective

This study intended to identify the impact of parental involvement on academic performance of O' level students in Western 'B' District Zanzibar.

1.4.2 Specific Objectives

Specific objectives guided the study were to:

- i) Assess the levels of parents' involvement in their children's education in West 'B' District in Zanzibar.
- ii) Find out the influence of parental involvement on students' academic performance in West 'B' District in Zanzibar.
- iii) Determine appropriate measures for increasing the parents' involvement in their children's academic activities in West 'B' District in Zanzibar.

1.5 Research Questions

The study sought to answer the following questions:

- i) To what extent parents are involved in their children's education in West 'B' District in Zanzibar?
- ii) What are the influences of parental involvement in educational issues on students' academic performance in West 'B' District in Zanzibar?
- iii) What are the appropriate measures for increasing parents' involvement in children's academic activities in West 'B' District Zanzibar?

1.6 Significance of the Study

The study provided information concerning the impact of parental involvement in education on the students' performance in West District 'B' Zanzibar. The study is expected to provide in-depth information on the current situation on the extent to which parents are involved in school issues, and therefore help both parents and teachers to develop more effective partnership strategies for better school development and performance at large. The study might help the policy makers to take measures that may motivate the parents to be involved both financially and

physically in contributing to their children's education. Finally, the study may motivate other researchers to carry further studies in other areas in order to establish acceptable ways of parental participation children education.

1.7 Scope of the Study

The study was carried out in West 'B' District Zanzibar to identify the impact of parental involvement on academic performance of O' level examinations whereby a total of four secondary schools were involved in the study. The study also involved only sampled Head teachers, assistant head teachers, teachers, students, parents and the school committee members from the selected schools. Therefore, the results cannot be generalized to rest parts of Zanzibar.

1.8 Limitations and Delimitations of the Study

Some of the study participants including students' parents, teachers and students were sometimes very busy with economic activities or duties especially teaching and learning. Therefore, they had no enough time to respond to the research questions. To overcome this, the researcher conducted several follow-ups to respondents and assuring them that their information provided would be handled with confidentiality.

1.9 Operational Definitions of Terms

Academic performance: Refers to the product of education — the rewards to which a student receives from examination including certificates, and grades, in this study it specifically meant Form Four examination results.

Appropriate measures: Refers to the suitable and acceptable actions taken for a particular circumstance as a means to achievement.

Certification: Refers to the process of giving document of recognition that the child has performed well in certain exercise.

Exam results: Refers to the outcome from the student measurements such as tests and exams.

Fiscal contribution: Refers to monetary help for the development of education especially in building purposes and other materials.

Homework guidance: Refers to the help and monitoring of the child when she/ he is doing school exercises at home.

Involvement: Refers to the process through which parents are using their time and mind on helping their children especially in studies as a matter of concern.

Parent: Refers to a father, Mother or Person who takes care of a child in the situation of living with, brings attention and interactions.

Parental involvement: Refers to the parent child interactions that affect students' schooling and motivation especially helping with homework, discussing school events or courses and school-based activities such as volunteering at school, or attending school events.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents theoretical framework, Conceptual Framework, theoretical literature Empirical literature, synthesis of reviewed literature, and literature gap.

2.2 Theoretical Framework

The study was guided with Joyce Epstein model of parental involvement. Joyce Epstein of Johns Hopkins University developed a framework for defining different types of parent involvement. This framework assists educators in developing school and family partnership programs. Epstein's Framework has Six Types of involvement. These are parenting, communicating, volunteering, learning at home, decision making, collaborating with community.

In parenting, the families establish home environments to support children as students. This makes the children to be aware of family supervision that will build respect for parents. Also, the child is able to balance between time school works and other activities. The parents build the feeling of support from school and teachers understand student diversity. In communicating, Epstein suggested that there is to be effective forms of school-to-home and home-to-school communications about school programs and children's progress through Conferences with every parent at least once a year, with follow-ups as needed and regular schedule of useful notices, memos, phone calls, newsletters, and other communications. Due to this, the students become

aware of own progress and actions needed to maintain or improve grades. The parents interact with teachers and ease of communication.

In volunteering, this involves recruitment and organization of parent help and support. Among the practices which have been considered by Epstein are parent patrols or other activities to aid safety and operation of school programs. Therefore, the parents have to organize volunteer work; provide training; match time and talent with school, teacher, and student needs; and recognize efforts so that participants are productive. The students will get awareness of many skills, talents, occupations, and contributions of parent and other Volunteers. The parents will build Self-confidence about ability to work in school and with children or to take steps to improve own education.

In learning at home, there is the providing information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. Here, there is information on how to assist students to improve skills on various class and school assessments. The child gains in skills, abilities on homework completion. The parents become aware that the child is a learner. In decision making to mean a process of partnership, of shared views and actions toward shared goals, not just a power struggle between conflicting ideas. Include parents in school decisions, developing parent leaders and representatives. The parents build awareness of parents' voices in school decisions and shared experiences and connections with other families.

In collaborating with the community, this is the identification and integration of resources and services from the community to strengthen school programs, family practices, and student learning and development. There are balancing community contributions with school goals, integrate child and family services with education. The parents get interactions with other families in community activities.

The above Epstein's framework explains about six involvements of parent to the children academic development. The model associated with this study explains both the involvement of parent in education and the students' academic performance. The framework explains on different means and ways through which the parent is involved the children's academic performance. The model helps on the structure and content of this study. For instance, the model explains six (6) components. They are; parenting, communicating, volunteering, learning at home, decision making and collaborating with the community. Hence, all of these involvements is also being discussed in this study. The components are discussed and explained though in different ways. Parenting process is considered as feeling of support while in this study parenting is considered as the process of following after the children. Communicating process is almost the same in both framework and the study. The process of volunteering is explained as giving help and support, and in this study, it is regarded as contribution on fees, books, uniforms and other school materials and needs. Learning at home is almost the same in both framework and the study. Moreover, decision making in the model is considered all about leadership while in the study it considered as the school meetings. And the last one is; collaborating with the community. The model considers this as resources integration but this study

explains collaborating with the community by school committees. Therefore, the model helped much the development of this study.

2.3 Conceptual Framework

The conceptual framework applied in this study indicates the relationship between the students' academic performance and parent involvement in educational issues. According to this model parental involvement, which is independent variable, has a great relation with the students' academic performance, which is dependent variable. The variables involved in the study will be conceptualized using the model delineated in Figure 2.1

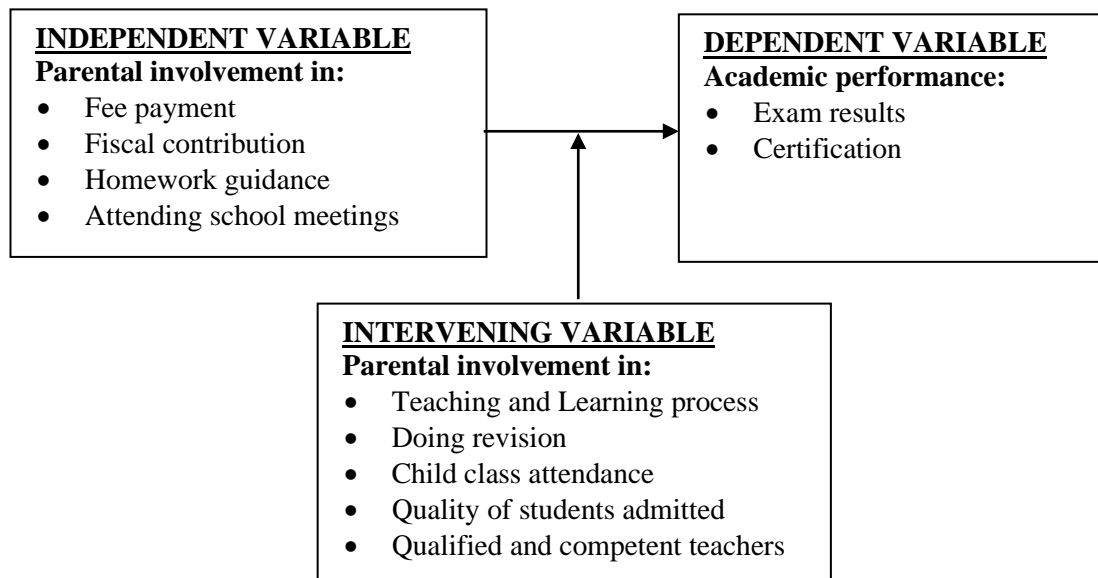


Figure 2.1: The influence of the parental involvement in education on students' academic performance model

Source: Teachers' education management programme handbook (TEMDEP 1993)

From Figure 2.1 shows that parents' involvement in educational issues as independent variables has relationship with students' academic performance

(dependent variable). The model considers parents' involvements in form of the roles and contributions they make and extent to which their contributions affect goal achievement that is students' academic performance. The parental involvement includes financing like fee payment and Fiscal contribution, Homework guidance, Attending school meeting and disciplining.

The proper participation of parents in school activities, the positive aspects bound to result are: proper payment of school fees, provision of scholastic materials, facilitation of good teachers, discipline, supervision of students' academic work including home works, less absenteeism and order in school activities. Negative effects may include poor facilitation of teachers, lack of scholastic materials and infrastructure, truancy and later drop out, indiscipline and disorderliness in school activities, and less supervision of students' academic works. These negative effects may lead to poor academic results while the positive effects are more likely to generate better academic results in schools. Finally, the model indicates that there are extraneous variables that may also affect students' academic performance. They are; students' classroom attendance, the quality of students admitted the class teaching and learning process, proper revision, and the quality and competences of teachers.

2.4 Theoretical Literature

2.4.1 Parents' Involvement in Children's Education

Parents are very important agents for not only the life and development of schools, but also in educational development and management at large (Ross, 1993). In most cases, parents in both developed and developing countries have to participate in

supplementing the governments in providing educational services like building new classrooms and houses for teachers (Ayodo, Gatimu & Gravenir, 1991). For a long time, parents have been traditionally playing this function, though they were highly not given a valuable opportunity to partake in the decision-making process in their schools (Hill, Oakley-Smith and Spinks, 1990). However, their involvement is nowadays accepted, and asserted to effective school development (Haynessand, 1991). Parents have been contributing insights and knowledge that complement and strengthen social and professional program in schools (Ibid).

The National Development Vision of 2025 through International Convention such as Dakar Framework for Action in Education for All (EFA) in 2000 and the World Summit Millennium Development Goal have been announced through the world. This has to involve the community/parents to improve the school development, pupils' enrolment rates and academic achievement (UNDP, 2007). The positive finding of at-home parental involvement suggests that checking to ensure homework is completed, talking with children about expectations for school work, and talking with children about what they learned in school even if they are unable to assist with homework have an impact on academic outcomes. The findings have implications for the importance of engaging parents in lower levels of education. (Oyserman, Bybee, Terry, & Hart- Johnson, 2004) argue that, throughout the world, children are successful when they have a goal and can visualize a pathway to that goal. Having concrete steps to take (e.g., completing homework and assignments and understanding class material so they can do well on assignments and quizzes) will help youth perform well academically. Thus, parents who regularly check in with

their children to ensure that they remain focused on their goals are likely to help youth stay on track or align their efforts with their goals.

In Belgium for instance, parents have been participating in parents' associations, which take part in school councils known as 'coseils participation'. Among their main function according to Imazol (2007) is to monitor the educational system in Belgium, especially in lower and middle levels of education. In Nigeria, parents assign to raise funds for achievement of primary education programs, to supply services in schools (Federal Republic of Nigeria, 2004). It is mainly in correspondence presentation and not to preserve that performance. However, in Namibia according to Hamukwaya (2009) the situation is quite different from other African countries. Many parents are uneducated and do not value the importance and worth of schools. This makes the children to find it difficult to learn because of the lack of academic supports from their homes.

Moreover, parents in South Africa provide schools with monetary support from the communities in order to have interest and a good relationship with school, in terms of money or service as the community needs to benefit the schools (Prew, 2009). While, Ugandan, parents are involved in several activities including establishing life skills training for all students, and support income-generating activities to meet the school academic needs and supporting needs of vulnerable students including orphan children. In addition, the parents are involved in raising financial resources to the schools. (Van den Berg & Van Noort, 2011). This shows that the involvement is practiced though only in fund raising.

Furthermore, in Ethiopia, parents balance for restrictions of the directive and day-to-day functioning of schools. They are involved in decision making about school locations and programs so that they are pleased sending their children to school (Bossert & Rugh, 1998). A study of Spernes (2011), in implementation of EFA in Kenya, shows the importance for schools and parents to share the responsibility for education. Normally, parents' responsibility is to provide economic resources: buying school uniforms, books and other necessities for schooling. The parents and community members are expected to meet educational costs for their children in respect to the school necessities. Some educational facilities are paid directly to school management for buying teaching and learning materials. Kimu (2012) as cited by Ameer (2014) in the study on parental involvement in schools in Kenya commented that, parental involvement in Kenya education is mainly limited to financial contributions and teacher-parent meetings. So, the effectiveness of educational restructuring initiatives therefore would depend on more comprehensive parental involvement in schools.

In Tanzania, at different levels (national, regional and local) policies are developed in order to increase involvement of parents' educational activities in their areas. In 2000s the United Republic of Tanzania adopted the Millennium Development Goals (MDG's) from UN and the Ministry of education and Culture introduced the Primary Education Development Programs (UNESCO, 2004). This increased parental involvement in in school activities and children's education at large.

In Zanzibar, parents through the school committees and school boards have been

participating in school building and maintenance, fund raising activities and budgeting process (Abass, 2015). The development of the new education policy was a comprehensive effort, utilizing the accumulated knowledge and experience of eminent Zanzibar educators and practitioners, as well as carrying out a wide-spread consultative process. Among the educational sectors, is that compact role of community and parents which states that; Community roles in contributing to education shall be clearly spelt out and Clear guidelines on parental contributions to education shall be developed (Revolutionary Government of Zanzibar, Ministry of Education and Vocational Training, 2007). This is to say that the educational policy on parental involvement is not yet developed.

In general, as Ross (1993) commented that, parents in most cases have to contribute to school daily routine expenditures including purchasing, and paying for school materials like books and uniforms. They also take part in school maintenance activities; monitoring teachers' performance, school fundraising activities and budgeting process (Mncube, 2009).

2.4.2 Parent Involvement and Students' Academic Performance

When schools work together with families to support learning, children tend to succeed not just in school, but throughout life. In fact, throughout the world, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to create a home environment that encourages learning and to express high expectations for their children's future careers and become involve in their children's education at schools and at home.

Sanders and Epstein (2000) expressed the idea that adolescents require the guidance and support of caring adults in the home, school, and the whole society as well. Additionally, the study pointed out that professional support of caring adults in the home, school, and society increase the chances to success transition to college or the workplace. Their research showed that high school is a difficult time in students' educational careers and hence, support from significant adults can help students to achieve high academically.

Gadsden (2003) in the study 'Interaction among child care in the United States of America revealed that, families whose children are doing well in school exhibit the following characteristics. First, establish a daily family routine. This involves providing time and a quiet place to study, assigning responsibility for household chores, being firm about bedtime and having dinner together. Second, monitor out-of-school activities. This involves setting limits on TV watching, checking up on children when parents are not home, arranging for after-school activities and supervised care. Third, model the value of learning, self-discipline and hard work. This including communicating through questioning and conversation, demonstrating that achievement comes from working hard. Fourth, express high but realistic expectations for achievement. This involves setting goals and standards that are appropriate for children's age and maturity, recognizing and encouraging special talents, informing friends and family about successes. Fifth, encourage children's development/ progress in school. This include maintaining a warm and supportive home, showing interest in children's progress at school, helping with homework, discussing the value of a good education and possible career options, staying in touch

with teachers and school staff. Sixth, encourage reading, writing, and discussions among family members. This includes reading, listening to children read and talking about what is being read.

In other Latin America countries, evidence provided suggests that financial parental involvements in school development and activities has resulted in an absolute drop in the overall level of direct government spending on education and dramatic expansion of private for-profit schools. This is why the government has capitalized in the involvement of the parents and local communities in support of implementation of school projects (Flessa, 2008).

According to Winkler and Yeo (2007) in their study which Identified the Impact of Education Decentralization in El Salvador, Nicaragua, Argentina, Mexico, Brazil, Mali, Honduras and Ethiopia. Despite the improvement of teacher training, provision of adequate curricula materials, increased parent involvement and good governance the involvement parents in school planning and management have positive effect on the internal efficiency in education service delivery, and later children's academic performance (Topor, Keane & Shelton, 2010).

Moreover, Dearing, Kreider, Simpkins and Weiss (2007) in their study on family involvement in school and Low- income children's literacy performance which was conducted in United State of America argued that, family involvement in school matters is the most for children whose parents have less education. This highly needed to change the child's ability into great achievement. They showed that even

for low-income families, the parents' involvement has brought about great changes on the children. They further commented that families who were initially uninvolved in the school, when involved their children's literacy improved even if the parents have just been practiced a single study activity, and as Harrison & Hara (2010) argue that family and community involvement can have a powerful and positive impact on pupil outcomes.

The study on impact of parental involvement in school activities on academic achievement of primary school children conducted by Kimaro and Machumu (2015) in Arusha Tanzania shows that there is an existence of positive relationship between parental involvement on the school activities of their children and their academic performance.

2.4.3 Measures for Parents Involvement in Childs' Academic Performance

When parents and children take on in shared interactions related to educational matters, particularly those interactions involving cognition and behaviors related learning, parental involvement influences student success (outcomes) through parental modeling. Hoover- Dempsey and Sandler (1995) in their study 'Parental involvement in children's education' revealed that, parents reinforcing behaviors that promote and maintain student attributes associated with positive achievement on learning. Parents have to communicate regularly with the children's teachers to make sure that the children are completing their homework each night, assist the children to their homework, but not to do for them homework, talk to their children each day about school (what have studied at school, and any interesting events happened),

parents also recognize and acknowledge their children's academic achievements, spend quality time with the children communicating and asking them questions about schools.

On other and, Abdul-Adil & Farmer (2006) proposed three strategies to increase parental involvement amongst parents. These include empowerment, outreach, and indigenous resources. The concept of empowerment refers to offering parents the training and skills that facilitate their involvement in their child's education. Empowerment helps individuals overcome the barriers faced by parents, such as low socioeconomic status and young, single parent issues. Parents can be empowered by learning extra parental skills, using service providers who are aware of parental literacy levels, utilizing programs that are flexible in serving to the needs of parents, and programs that foster reading and verbal expression. Outreach combines home-based parental involvement with school-based interventions to promote student success. They further commented that, parental Involvement Program offers training for reading readiness programs, improving reading skills, and supporting homework, social skills, and home-school schedules. The training takes place in community centers and they are focused in improving parental involvement in communities.

Poussaint (2006) in the study 'Understanding and involving African American parents' suggested the simple ways to demonstrate to parents that they are welcomed and represented within the school system, such as purchasing books and materials that represent culture. In this perspective, families should be able to see pictures of

diverse peoples throughout the schools; making people of diverse cultures feel that they belong.

Each school should have its' own committee to be responsible in raising awareness related to diversity and be in charge of events. The study on perceived barriers to parents' involvement in school carried out by Lindsay (2011) in Boston university indicate that, in spite of the fact that many parents make effort to attend school functions and support the educators which works with their children while Some of them perceived barriers to participate in related activities. He further commented that parents who are involved in their children's education tend to have higher expectations, encourage children to participate in activities and notice higher performance in academic in school setting.

Masobo, Muchopa and Kuoth (2017) in their study parental involvement in school activities in Kibondo District commented that parents face various challenges that could negatively affect their involvement in school activities. They further argue that, children's academic performance can be improved if teacher, parents and community can come together and encourage students to improve on their academic performance.

Additionally, Suzuki (2002) in the study on parental participation and accountability in primary schools in Uganda argue that, in order to involve all parents in school, each school is supposed to have a school management committee, which takes responsibility for managing the school. The committee represents the local

government, parents and teachers. There should be some activities involve the parents within the framework of – teacher association, in which both parents and teachers are represented. The parents are involved in several activities including establishing life skills training for all students, and support income-generating activities to meet the school academic needs and supporting needs of vulnerable students including orphan children. The parent-teacher association according to Suzuki (2002) is the cooperation between parents and teachers strengthened by giving these stakeholders a voice in the decision-making process. This will help parents to get power which has to do with the acquisition of skills that lead to the opportunity for people to play an active and participating role in their own environment and their opportunity to create change (ibid).

2.5 Synthesis of Reviewed Literature

Most of the literature reviewed above discussed on parental involvement on student's academic performance. The parental involvement has been found as one of the tools that can boost the student's academic performance. This phenomenon has been observed in the Epstein theory of parental involvement. The reviews also showed the extent to which the parents are involved in different countries.

Generally, the involvement is limited to monetary aspects rather than helping the child's academic issues such as homework and others. They also show positive effect of parental involvement on student's academic performance as the more involvement, the higher the success. Lastly, the reviews have revealed on measures that will increase parental involvement on the child academic activities. These

include the introduction of programs that emphasize on family and parent partnerships, and to educate the parents on involvements.

2.6 Literature Gap

In general, the above literature mostly described the concept of parent involvement on student's academic activities as a multidimensional and in a very wide aspect and in different channels, such as parent teacher, single parent, ethnicity, and many others. However, the few have described how this involvement affects the students' academic performance not only that but also used different study areas, hence, the need of the current study. The current study therefore intended to assess the impact of Parental Involvement in education on Academic Performance of O' level Students in Western 'B' District-Zanzibar.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research approach, research design, area of the study, the study population, sampling techniques and sample size, data collection methods, validity and reliability of the research tool, data analysis procedure, and logical and ethical considerations.

3.2 Research Approach

The study used both qualitative and quantitative approaches to collect, analyze and interpret information on the impact of parental involvement in education and how they influence their 'O' level children's academic performance in Western 'B' District Zanzibar. Qualitative approach is a research approach in which data are introduced and summarized through narrative or verbal Data in this type of research method usually obtained from interviews, observation and documents description (Strauss & Corbin, 1990) cited by Shaughnessy and Zechmeister (2003). The study used both numerical and narrative information through documents and interview. Quantitative approach is a research approach that uses statistical measures to collect, and identify data that can be counted or measured (Wallace, 2005). Data from this method are usually obtained from questionnaire and experiments, and usually they presented numerically; like using percentage, tables and graphs (Shaughnessy & Zechmeister, 2003). For this study, this approach used to collect data through questionnaires.

3.3 Research Design

The study based on descriptive survey research design. Descriptive survey research is devoted to collect information from a sample of individuals through their responses to questions (Check and Schutt, 2012), and as Amin (2005) argued that, it provide a systematic description of the phenomenon under investigation. In this study this design used to collect, interpret and describe information on the impact of parental involvement in education on their ‘O’ level children’s academic performance in Western ‘B’ District -Zanzibar.

3.4 Area of the Study

The study was conducted in Western ‘B’ District in Zanzibar. In this area, there are about fourteen (14) government secondary schools which enroll a total of 14,915 students and 686 teachers. This area was purposively selected for the study because it is among the district which faces lowly students’ performance in the National Examinations results in Zanzibar particularly in ‘O’ Level as depicted in Table 3.1.

Table 3.1: The examination results for Western ‘B’ District and Urban District Zanzibar from 2014 - 2016

District	Year	No: Of Students Sat for The Examination	Students Scored Division I - III	%	Students Scored Division IV	%	Students Got Zero Division	%
Western ‘B’ District	2014	920	123	13.4%	432	46.9%	365	39.7%
	2015	821	126	15.3%	493	60.0%	162	19.7%
	2016	877	134	15.3%	546	63,3%	196	22.3%
Urban District	2014	378	215	56.9%	104	27.5%	59	15.6%
	2015	435	251	57.7%	162	37.2%	22	5.1%
	2016	552	447	81.0%	99	17.9%	6	1.8%

Source: NECTA Examination results 2014 -2016

3.5 The Study Population

In this study the target population were 5,634 parents, 8 head teachers and assistant head teachers, 358 teachers, 7,873 students, and members of school committee/school boards. Parents were selected due to their vital role to make sure that their children are going to study, and all necessary needs be humanitarian or educational to their children are attained. So, the researcher hoped to obtain the primary information to this study from parents. Teachers on the other hand are responsible for providing instructions in the classrooms and assess performance of students who are supported by parents. Students themselves involved in the study because they used to be connected teachers and parents and always, they are given information from school to their parents and vice versa.

3.6 Sampling Techniques and Sample Size

3.6.1 Sampling Techniques

In this study, simple random sampling and purposive sampling techniques were used to get the sample.

3.6.1.1 Purposive Sampling Technique

The purposive sampling technique was used to select head teachers, assistant head teachers and members of school committees/school board. This due to the fact that these respondents are the ones who have the responsibility to make the school-parent and involvement is taking place and become active. So, the information obtained from them cannot be obtained from other people.

3.6.1.2 Simple Random Sampling

In this study random sampling procedure used to select secondary schools from fourteen (14) secondary schools existed in the study area. The technique was also used to select students and parents involved in the study.

3.7 Sample Size

Table 3.2 shows the sample size.

Table 3.2: Composition of the sample

Sample Category	Number of Respondents Expected	Number of Respondents Observed	Percentage Respondents Noted
Head teachers	4	4	100%
Assistant Head teachers	4	4	100%
Teachers	48	45	93.8%
Parents	196	169	86.2%
Members of school committee/board	4	3	75%
Students	296	283	95.5%
Total	552	508	92.02%

Source: Researcher, 2019

From the above procedures, only four (4) schools were selected, and a total of four (4) head teachers, four (4) assistant head teachers, forty-eight (48) teachers, one hundred and ninety-six (196) parents, two hundred and ninety-six (296) students and four (4) members of school committee were selected and involved in the study. A total of five hundred and fifty-two (552) respondents were involved in the study. The selection of this sample size was guided by Krejcie and Morgan (1970). Table of sample sizes selection is attached in Appendix V.

3.8 Data collection Methods

In this study, interviews, questionnaires, documentary review, and focus group discussions were used to collect data. The selections of these tools as pointed by Amin (2005) were guided by time, objectives and nature of data to be collected.

3.8.1 Questionnaire

The structured questionnaire was the main instrument for data collection from head teachers, assistant head teacher and the school committee members/boards (Appendix I), students (Appendix II) and teachers (Appendix III). The researcher preferred to use this method because questionnaires are expected to enable the researcher obtain results within a considerably short time. Amin (2005) and Sarantakos (1988) confirm the usefulness of questionnaires in terms of their simplicity, time used and easiness for a researcher to administer.

The information to be collected were about demographic, the levels of parents' involvement in their children's education, the influence of parental involvement on students' academic performance and the appropriate measures for increasing parents' involvement in children's academic activities.

3.8.2 Documentary Review

The study also reviewed existing records and documents. Documents are important sources of data in many areas of study (Best & Khan, 1992). Such documents included reports and meetings minute, teacher-parents' communications academic works and examination results.

3.8.3 Focus Group Discussion

Focus group Discussion (FGD) is a qualitative research technique consisting of a structured discussion and used to obtain in-depth information from a group of people about a particular topic (Stewart & Shamdasami, 1990). The ideal size is 8 – 12 persons in a group. In this study, the researcher selected two groups each with four (4) parents. All FGDs were held in schools for convenience issues. The discussion involved some sensitive and critical issues based on academic performance and involvement of parents. The FGD was used because it takes the form of a natural conversation and discussion. Participants arguably, provide useful strategy for encouraging participation from people who may be reluctant to being interviewed on their own for fear of being intimidated by the formality and isolation of one-to-one interviews (Patton, 2002). Before the discussion the researcher introduced the purpose of the study to aware the respondents. The researcher posed some questions before allowing the respondents to discuss. The researcher recorded the responses. The FGD questions for parents are attached on Appendix IV.

3.9 Validity and Reliability of the Research Tools

3.9.1 Validity of the Research Tools

Validity is an important key to effective research. If research tools are invalid, then the research becomes worthless (Cohen, Manion & Morrison, 2007). Validity is the degree to which a test measures what it is supposed to measure (Amin, 2005). According to Kothari (2004) the instruments of measurement should be accuracy and actually measure what they were intended to measure. It involves the quality of data gathering tools or procedures that measure what is supposed to be measured.

Therefore, to attain validity of the tools used in this study (Questionnaire and Interview guide) were sent to supervisor as a part of research proposal for suggestion, recommendations and advice in the language clarity, ability to tap information from respondents, acceptability in terms of length and ethical consideration for clients. The suggestions and advices given expected be helpful and make improvements for the instruments. On the other hand, in order to establish content validity, results from the ratings were computed using the content validity index (CVI) assessment formula.

CVI = Number of items rated as relevant

Total number of items in the questionnaire

= 26/37

= 0.7

This resulted into a Content Validity Index of 0.7, meaning that the instrument was valid, and thus they were within the acceptable range for the instrument to be valid from 0.7 or above (Amin, 2005).

Moreover, as Denscombe (1998) indicated that there is no single research tool that is adequate in itself in collecting valid and reliable data. This study therefore, used different data collecting tools including interviews, questionnaire and documents, in the sense that, one tool could supplement the other. Additionally, questionnaires for teachers and interview questions for parents and students were translated into Kiswahili language to enable the respondents understand and respond easily.

3.9.2 Reliability of the Research Tools

Reliability of a research instrument concerns the extent to which the instrument yields the same results on respect trials (Nyagaka & Odongo, 2013). The tendency towards consistency found in the repeated research instrument revered to as ratability. To ensure reliability in this study, the questionnaire given to the respondents to fill in them in the presence of the researcher so as to see if they are experiencing any problem in filling them. Therefore, the researcher abled to probe the participants and gave explanation and clarification where necessary as regards to the problem under the study.

3.10 Data Analysis Procedures

Qualitative data were analyzed through content and narrative analysis. The data gathered from interviews, FGD and documentation were subjected to content analysis technique. Qualitative data analysis was done by organizing, coding, and grouping the responses. In this technique the main theme was identified, analyzed and presented as per research objectives and research questions. While the data from questionnaire on the other hand, were analyzed descriptively. Through quantitative, the research used frequency counts and percentages to tabulate and analyze data collected from the field. Data was then grouped into table and thus analysis made. It was analyzed using the Excel programme which was hoped to summarize the code data. The data was also analyzed by using statistic for logical argument. The discussion has evidence of the used cross-referencing in supporting the arguments. The discussion was made in a logical manner following the research questions. Following the analysis, the researcher led to some conclusions.

3.11 Logistical and Ethical Considerations

The researcher obtained research permit from the relevant authorities. These included the Directorate of Research and Post Graduate Studies (DRPS) of the Open University of Tanzania, the Ministry of State in the second President office Zanzibar and the general statistic office Zanzibar. After being permitted officially, the researcher consulted school heads for consultation.

The respondents were assured of maximum protection and confidentiality as the names of individual subjects were not mentioned anywhere in this study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter present, analyse and discuss research findings obtained through interviews, questionnaires and Focus Group Discussions. The presentation is organized according to research objective and questions posed in Chapter one. These were to:

- i) Assess the levels of parents, involved in their children's education in West 'B' District in Zanzibar.
- ii) Find out the influence of parental involvement on students' academic performance in West 'B' District in Zanzibar.
- iii) Determine appropriate measures for increasing the parents' involvement in their children's academic activities in West 'B' District in Zanzibar.

4.2 Discussion of Findings

This section presents and discusses the findings based on the study objectives.

4.2.1 Parents levels of involvement in children's education in West 'B' District in Zanzibar

The first objective sought to find out the level parents' involvement in their children's education in West 'B' District in Zanzibar. To achieve this objective, the study investigated parental involvement in the children education in West 'B' District Zanzibar and why parents in the western district Zanzibar do not visit to school following their children's education.

The study investigated if parents were visiting to school following their children education performance or participate in school activities, and the extent to which they visit or participate. Moreover, the study wanted to know those who were visiting, were they following their children's academic performance, attendance meetings or others?

Items 2 and 3 in Appendix I; and items 3 - 4 in Appendix II and III the respondents (Head teachers, Assistant head teachers, Members of school committees, Teachers and students) were asked to respond either parents visit to school or not, and how frequent they visit if they visit. The results are as indicated in the Table 4.1.

Table 4.1: Parental Involvement in the children education in West 'B' District Zanzibar

Respondents	Parents visit	Percentage	Parents visit not	Percentage
Head teachers	1	25%	3	75%
Assistant head teachers	2	50%	2	50%
Teachers	19	42.2%	26	57.8%
Members of School committees	2	75%	1	25%
Students	67	23.7%	216	76.3%
Total	93	26.8%	248	73.2%

Source: Field data, 2019

The results in the Table 4.1 shows that majority of respondent (73.2%) said that parents have no habits of visiting to school following their children academic progress or any other activities concerning to children education or others. However, the results were further showed that majority (70%) of those parents who visited to school were rarely visit to school following their children's education, and only few

(6.4%) have usual visiting to school, and 22.6% of parents are accidentally visited to school may in case of parents meeting, call from teachers or in case of their children's problems.

Table 4.2: Parents visited to school from different schools in West 'B' District last year

Name of school	Parents visited for Meeting	Visited following Performance	Visited following Attendance	Visited for Others
School A	680	7	12	33
School B	214	58	32	9
School C	722	13	15	44
School D	639	17	19	5
TOTAL	2,255	95	78	91

Source: Field data,2019

These responses were supported by data from reviewed documents (table 4.2 is concerned) found that, most parents (89.5%) went to school just for parent meetings, and very few (3.8%) went to school following their children's academic progress or performance. The data is further showed 3.1% of parents went to school to follow their children school attendance, and 3.6% for other school issues.

Moreover, under this area of investigation the students were further asked if their parents remind them on the use of time for school and educational activities like time for going to school, doing revision, school exercises, etc. and if they do how often? (See appendix II item 6 – 7) The results showed that, majority of the students responded (91.2%) said that their parents were not reminding them the use of time or any educational activities to do at their home. While only 8.8% of students said that their parents remind them.

Additionally, the researcher asked parents to explain reasons for parents to not visit to school following their children's education. The result showed that, majority of the respondent (71.8%) said that Parents do not visit to school following their children's education because they are not committed of their children's education, and therefore see no important for them to go to school. While 16.9% said that, Parents are busy of their own jobs and activities, so they lack time for following their children at school. Moreover, the result showed that, 7.7% of respondents think that, some children live with their sisters, brothers, and mother/fathers in law, grandfathers/mothers or other relatives instead of their parents. This makes those who live with them not to take this as important. 2.8% of respondents said that, parents used other peoples like their other sons to represent them at school even in case of emergency or meetings, and 0.8% said parents don't go to school because of no reason, or they just don't like to follow their children progress neither at school nor at home.

On the other hand, during FGDs with parents, were asked their extent of participation in their children's education, and if they participate how frequent they do? Some of their responses were as follows.

P4. *'I know! But let me be truthful except in case of emergency I will participate because I give them everything when they go to school.*

P2. *'I know! But I am not aware of what shall I do except in case my child got a problem I will contact to the teacher at school*

P3. *'I know! I participate, because I buy uniforms, books and other school facilities, and give them some money every day when they go to school, and not otherwise. I do every day.*

P1. *'I don't know! What I know is just to buy uniforms, books pens, and give him few monies for transport (Daladala). I do it every day.*

The response above is in line with findings from questionnaires whereby 169 (94.74%) of parents indicated to be aware that they are responsible in participating in their children's education. However, they were not aware on how to participate, and few parents (5.3%) were not aware if they were responsible in participating in their children's education. The result further showed that, few (9.4%) parents were rarely participating in their children education since that majority of them (90.6%) didn't know or not participate except in the school basic needs including uniform and transport.

Moreover, parents who were not actively participating in children's education were further asked the reasons for not participating.

Some of their responses were as follow:

P44. *It is **the teachers'** responsibility to make sure that my child does their work. My responsibility is to make sure he/she get what he/she want for the school,*

P96. *Oh, my **dear!** All the time in a day I'm busy fighting for life so that they get food after the school hours, so where can I find the time to monitor if they have done homework or not!*

Similarly, findings indicates that majority of parents (56.6%) thought that parents are not responsible in participating in children's education apart from making sure that they have school uniform, books, transport and other personal expenditure at school. 22.1% of parents indicated to be busy with their personal activities so they lack time for their children's education. Moreover, the result showed that 17.9% of parents did not participate in their children's education with no specific reason, and the rest (3.4%) were not serious of their children education and their fore no emphasize on it.

The findings revealed that, most parents in Western 'B' District Zanzibar were aware that they were responsible to participate in their children's education. More than 94% Parents during FGD said that, they were aware of that responsibility although they think that their responsibility was only on few things monetary based like buying school uniform and other materials. However, only few (26.8%) have the habits of visiting to school following their children academic progress or any other activities concerning to children education. The result further shows that among those parents who have the habit of visiting to school only 6.4% of them have usual visit and the rest (70%) are rarely and (22.6%) they just visit by accident or in case of parents' meetings.

Moreover, the results reveal that parents in Western 'B' District Zanzibar are not committed on their children's education since that majority of them (91.2%) lack even time to remind their children the use of time or any educational activities to do at home like doing homework, to revise their books, and others. Instead majority of them (more than 80%) think that they are not responsible in participating in children's education apart from making sure that they have school uniform, books, and transport and other personal expenditure or they are busy of their own jobs and therefore take less serious and commitment on their children's education progress.

The results cover the literature that, parents recognize and acknowledge their children's academic achievements, spend quality time with the children communicating and asking them questions about schools (Hoover-Dempsey & Sandler, 1995). Parents reinforcing behaviors that promote and maintain student attributes associated with positive achievement on learning, and have to

communicate regularly with the children's teachers to make sure that the children are completing their homework each night, assist the children to their homework, talk to their children each day about school (what have studied at school, and any interesting events happened at school).

4.2.2 The Influence of Parental Involvement on Students' Academic Performance

The second objective sought to find out the influence of parental involvement on students' academic performance. Appendix 1 item 6, Appendix II item 8, Appendix III item 6 and Appendix IV item 4 were concerned. In these items all respondent was asked to respond if parental involvement in students' education influences their academic performance. The result was as shown in Figure 4.1.

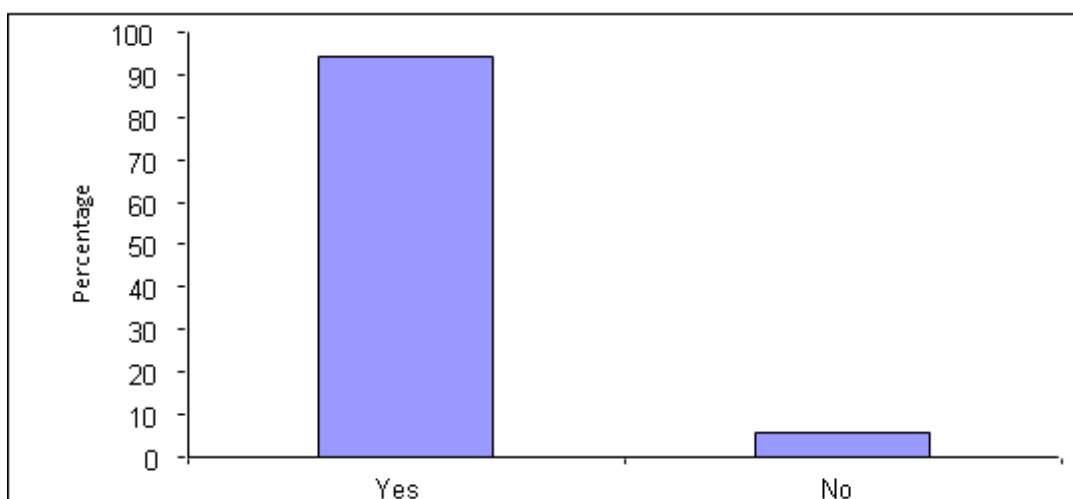


Figure 4.1: The influence of parental involvement on students' academic performance

Source: Field data, 2019

The result in figure 4.1 show that most respondents (94.3%) agreed and accepted that parental involvement on students' education influences or affect students' academic

performance, and only 27 (5.3%) respondents did not agree and accept that parental involvement on students' education influences or affect their academic performance. The result extends the literature that, there is an existence of positive relationship between parental involvement on the school activities of the child and their academic performance (Kimero & Machumu, 2015). Moreover, Oyseeman, Bybe, Terry and Hart-Jonson (2004) argue that, parents who regularly check in with their children to ensure that they remain focused on their goals are likely to help them to stay on track or align their effort with their goals, and Masobo, Muchopa and Kuoth (2017) they further argue that, children's academic performance can be improved if teacher, parents and community can come together and encourage students to improve on their academic performance. Moreover, Lindsay (2011) commented that, parents who are involved in their children's education tend to have higher expectations, encourage children to participate in activities and notice higher performance in academic in school setting.

4.2.3 Measures for Increasing the Parents' Involvement in Their Children's Academic Activities

The third objective intended to determine measures to be taken so as to increase the parents' involvement in their children's academic activities (Appendix I item 7, II item 9, III item 7, IV item 4). Some of measures suggested by respondents were as follows:

Some respondents suggested calling parents to attend to school so see their children progress and attendance at least every month. Others said that, the government

should initiate certain punishment for parents who do not participate in their children education particularly follow up their academic progress at school. Moreover, some of them said that, every parent should play his/her roles to educate his /her child. Some of them suggested that, the school should prepare some tasks for students to do at home and ask parents to send the worked tasks back to schools. Others suggested to use local government leaders like Shehas to talk to parents concerning their participation to their children's education. Furthermore, other respondents suggested that, parents should put their children as their first priority and make sure every parent take responsible for educating children. Finally, some of the suggested that, the government should develop the situation that will make sure that every parent in one way or another participates in educating her/his child at home.

These suggestions by respondents are in line with that of Abdul-Adil and Farmer (2006) who proposed three strategies to increase parental involvement amongst parents. These include offering parents the training and skills that facilitate their involvement in their child's education., home-based parental involvement with school-based interventions to promote student success and offering training for reading readiness programs, improving reading skills, and supporting homework, social skills, and home-school schedules. While Suzuki (2002) suggested each school to have a school management committee, which takes responsibility for managing the school, and have some activities involve the parents within the framework of teacher association, in which both parents and teachers are represented. Establish life skills training for all students, and support income-generating activities to meet the school academic needs and give them voice in the decision-making process.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This Chapter presents the summary of the study, summary of major findings, conclusions and recommendations and suggestions for further studies.

5.2 Summary of the Study

The study was set to identify parental involvement in education: an implication on academic performance of 'O' level students in Western 'B' District –Zanzibar. Three research objectives were drawn. Specifically, the study sought to establish the levels of parents' involvement in their children's education in West 'B' District in Zanzibar, to find out the influence of parental involvement on students' academic performance, and to determine appropriate measures for increasing the parents' involvement in their children's academic activities.

Various literatures on various aspects were reviewed. Some of the literature reviewed are including; the parent involvement in children education, parents' involvement and students' academic performance, and measures for parents' involvement in child's academic performance. The conceptual framework of the study emphasis on six types of communication in the context of children's education as articulated by Joyce Epstein.

The study was carried out in Western 'B' District –Zanzibar, and involved four (4) sampled secondary schools. The study utilized both qualitative and quantitative

research approaches in data collection and analysis. A total of 508 respondents including four (4) head teachers, four (4) assistant head teachers, forty-five (45) teachers, one hundred and sixty-nine (169) parents and two hundred and eighty three (283) students from those selected schools. The respondents were drawn from different categories in order to provide extensive and complementary information about the research problem under investigation. The study used different data collection techniques, which were questionnaires, interviews, and documentation.

5.3 Summary of the Major Findings

The findings of the study revealed that majority (73.2%) of parents Western District 'B' Zanzibar have no habit of visiting to school following their children's academic progress or any other activities concerning to their children's education. However, (94.7%) of parents are aware that they are responsible in participating in their children's education in one way or another. Nevertheless, the result further showed that more than 80% of those parents who were aware of their responsibility towards their children's education were not responsive in participating in education activities for their children rather than providing school uniform, books, transports and other school expenditures for their children.

The study further found that most (89.5%) parents who reported to visit schools, they are doing that when attending parents meeting. But only few (3.1) reported to visit school to monitor their children's academic progress and attendance. Furthermore, the result showed that 71.8% of parents reported to not visit their children's school without any justifiable reasons rather lack of commitment. The result was further

showed that parents were busy of their jobs and other personal activities rather than their children's education since that majority of them (91.2%) lack even time for following their children's academic progress at school and home even to remind them on the use of time or any educational activities to do at home including revising their books, to do home works and other exercises, and others.

Furthermore, findings indicate that about 94% of parents in Western 'B' District agreed and accepted that parental involvement in the children education have a greater influence and effects on the 'O' level students' academic performance, and very few (5.3%) parents said that parental involvement has no influence and effects on academic performance of their children.

5.4 Conclusions

Based on the research objectives and research findings, it is be concluded that parental involvement and participation in educational activities, and academic assistance provided to children are very low and limited in Western 'B' District Zanzibar. Few parents reported to rarely visit their children's school for monitoring academic progress and attendance.

However, despite the fact that many parents are aware that they are responsible for their children's education, they think that they have nothing to do except to provide with their children the school uniforms, books, transport and some school expenditure. Instead, all educational activities like supervision of homework; revision and other academic issues are matters of teachers and not parents. Those

habits and misconception were found to have a greater influence and affect to academic performance for 'O' level students in Western 'B' District Zanzibar.

5.5 Recommendations

Based on the findings of this study, some recommendations have been made. These are provided in the subsequent sections:

5.5.1 Recommendations for Action

Based on the findings of this study, the following recommendations were made:

- i) It is recommended that the government should provide certain laws and regulations which will commit and strengthen parents to participate fully in their children education in both schools and their homes.
- ii) More education should be provided to parents to change their attitude towards their roles and responsibilities on their children's educations in both school and at home, materially and academically. This will help the parents to understand their children need of support, and later take their responsibility fully.
- iii) The Ministry of Education and Vocational Training Zanzibar should initiate some programmes which will entertain both teachers and students in one hand and parents on the other hand to focus on involvement and support children's education especially in academic progress in school and home as well.
- iv) The schools should organize useful and effective strategies that will entertain and motivate parents to participate well in their children's

education, like rewards for all parents who have regularly follow up their children's academic progress.

- v) It is recommended that parents should spare time concentrate themselves to their children's academic progress especially at home instead of being busy of their jobs every time believing that teachers are the one who are responsible for everything concerning to their students even the tasks they are given to do at home including doing revision.

5.5.2 Recommendations for Further Study

It is recommended that further studies should be conducted the reasons why patents in Western 'B' District Zanzibar are less involving and participating in their children's education particularly academic progress.

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APPENDICES

APPENDIX I: Questionnaires for Head Teachers, Assistant Head Teachers and Members of School Committee/ Boards

Dear Participants, I, Abdalla, Aysha Ali a post graduate student in educational administration, Planning and Policy Studies at the Open University of Tanzania. I am now in second session of my research. I am carrying out a study on the topic of ‘Parental Involvement on Academic Performance of O’ level Students in Western District-Zanzibar. Please answer the questions in this questionnaire and give genuine responses as possible, your name is not required. Please tick into the appropriate brackets and fill in the open-ended questions.

1. Your Position: Head teacher [] Assistant Head teacher []
 Member of school Committee/Board [] Teacher []
2. Do parents visit in your school and participate in the activities? Yes [] No []
 If yes, how frequently do they participate?
 a) Frequently [] b) Rarely [] c) Accidentally []
3. If they visit, do they come to:
 - i) Follow up their children’s progress []
 - ii) Follow their children’s attendance []
 - iii) Pay the school fees and other payments []
 - iv) Parents meetings []
 - v) Solve their children’s case []
 - vi) Others []

If not, do you think why?

.....

2. Do you think this affect students’ performance in your school? Explain
3. Is there any measure do you take to make sure that parents participate in their children’s education in your school? Please Explain

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.....
.....

4. What should be done by the society and the government to make sure parents participate in the children's education so as to improve their academic performance?

.....
.....
.....

THANK YOU FOR YOUR COOPERATION

APPENDIX II: Questionnaire for Students

Dear Participants, I, Abdalla, Aysha Ali a post graduate student in Educational administration, Planning and Policy Studies at the Open University of Tanzania. I am carrying out a study on the topic of ‘Parental Involvement on Academic Performance of O’level Students in Western District-Zanzibar. Please answer the questions in this questionnaire and give genuine responses as possible, your name is not required. Please tick into the appropriate brackets and fill in the open-ended questions.

1. Sex: Male [] Female []
2. Class: Form I [] Form II [] Form III [] Form IV []
3. Do your parents come to school following your academic performance or even attendance? Yes [] No []
4. If yes how frequently do they come? Usually [] Rarely [] accidentally []
5. If not, do you think they:
 - Have no time []
 - See not important []
 - Don’t want to go without any reason []
 - Others
6. Do your parents remind you the use of time for school and educational activities like time for going to school, doing revision, school exercises, etc.? Yes [] No []
7. If yes, how frequently? Usually [] Sometime [] Rarely []
8. Does this help you to improve your academic performance at school? Please Explain

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.....

.....
9. In your opinion, what should be done to make parents improve their participation in their children’s education so as to improve your academic performance?

The school.....

.....

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Parents.....

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The Government.....

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THANK YOU FOR YOUR COOPERATION

APPENDIX III: Questionnaire for Teachers

Dear Participants, I, Abdalla, Aysha Ali a post graduate student in educational administration, Planning and Policy Studies at the Open University of Tanzania. I am carrying out a study on the topic of ‘Parental Involvement on Academic Performance of Level Students in Western District-Zanzibar. Please answer the questions in this questionnaire and give genuine responses as possible, your name is not required. Please tick into the appropriate brackets and fill in the open-ended questions.

1. Are you a class teacher [] Subject teacher[] Academic Master []
2. Working experience 1 – 5[] 6 – 10[] 11 – 15[] 16 and above []
3. Do parents come to school to ask you about their children’s performance in your subject or class? Yes [] No []
4. If yes, how frequently do they come? often [] Rarely []
Accidentally [] until we call them []
5. If no, why?
.....
.....
6. In your opinion, what should be done to improve the parental involvement in their children’s education?
The school.....
.....
.....
.....
Parents.....
.....
.....
The Government.....
.....
.....
.....

THANK YOU FOR YOUR COOPERATION

APPENDIX IV: Parents Focus Group Discussion Guide

Dear Participants, I, Abdalla, Aysha Ali a post graduate student in educational administration, Planning and Policy Studies at the Open University of Tanzania. I am carrying out a study on the topic of ‘Parental Involvement on Academic Performance of O’ level Students in Western District-Zanzibar. Please feel free to discuss and answer the questions in this discussion and give genuine responses as possible, your name is not required.

1. Do you understand if you are supposed to participate in education of your children? If yes, how? Explain how often do you participate and in which occasions? If not why?
2. If you are participating, do you think your participation help in improving your children performance? How? And why?
3. What do you suggest should be done in terms of parental involvement in their children’s academic activities and performance in general?

THANK YOU FOR YOUR COOPERATION

APPENDIX V

Table of Krejcie and Morgan (1970) where sample sizes for specific population's Categories of the study

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

Appendix VI: Research Clearance Letter from the Open University of Tanzania

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

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



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

31/07/2014

District Executive Director
 P.O. Box
Western District-Zanzibar.

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 **Ms Abdallah, Aysha Ali**. HD/E/181/ T.12 who is a Master student at the Open University of Tanzania. By this letter, Ms Abdallah, Aysha Ali has been granted clearance to conduct research in the country. The title of her research is **"Impact of parental involvement on Academic performance of O'level students in western district-Zanzibar"**. The research will be conducted in Western District-Zanzibar.

The period which this permission has been granted is from 31/07/ 2014 to 31/09/2014.

In case you need any further information, please contact:

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

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

Yours sincerely,



Prof Shaban Mbogo

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA