**FACTORS AFFECTING PARENTAL INVOLVEMENT IN PUPILS’ LEARNING IN TANZANIAN PRIMARY SCHOOLS: A CASE OF BARIADI TOWN COUNCIL IN SIMIYU REGION**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES**

**DEPARTMENT OF EDUCATION PLANNING, POLICY AND ADMINISTRATION**

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# CERTIFICATION

The undersigned certifies that, she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled; “**Factors Affecting Parental Involvement in Pupils’ Learning in Primary Schools at Bariadi Town Council in Simiyu Region”**in partial fulfilment of the requirements for the award of Master of Education in Administration, Planning and Policy Studies (MED-APPS).

……………………..….………

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(Supervisor)

………………..…….………

Date

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# DECLARATION

I, **Msese Kanari**, 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 fulfilment of the requirement for the Degree of the Master of Education, Administration, Planning and Policy Studies (MED-APPS).

……………………………..

Signature

……………………………..

Date

# DEDICATION

This dissertation is dedicated to my beloved father, the late Kanari John together with my late grandparents. Their love and guidance were missed when I was pursuing my studies.

# ACKNOWLEDGEMENTS

All glory and honor to almighty God for his blessings, care, love and support in my life. This was not an easy journey but you made everything possible for me.

My deep appreciation goes to my Supervisor, Dr. Janeth Kigobefor the greatest support she gave me during this journey.Dr. Janeth Kigobeyou are so special and I cannot imagine how this journey could be without your extraordinary support. Special thanks to my wife and friends for convincing me to take the programme. My wife, you are the best and I will always appreciate your presence in my life.

# ABSTRACT

This study aimed at assessing the factors affecting parental involvement in pupils’ learning in primary schools at Bariadi Town Council. The study was guided by the following specific objectives; to identify the factors which influence the parental involvement in pupil’s learning in primary schools at Bariadi Town Council, to determine parents’ perceptions on the importance of parental involvement in pupils’ learning in primary schools and to explore the ways to improve parental involvement in pupils’ learning in primary schools. The study involved a sample of 252 parents from four wards of Bariadi town council. The study employed sequential mixed research design whereby, both quantitative and qualitative research methods were used. The Hoover-Dempsey and Sandler model of parental involvement was adopted to guide study and the questionnaires developed from the model were used to collect data from the parents. It was found that parents’ actual involvement correlates more with teacher’s invitation than school invitation. It was concluded that parental involvement has positive contribution to academic development of pupils but still it is poor in primary schools due to parents being illiterate, possess low income, school welcoming environment, self-efficacy as well as great number of children. also, parents use most of their time to engage in activities such as searching for food and shelter for their children. Thus, making it difficult for parents to engage effectively in education matters of their children. The study recommends that school teachers should create feasible activities which will consider the availability, skills and parent’s knowledge in Bariadi. Establish parent-teachers associations to smoothen parental involvement in pupils’ learning and pupils’ academic progress.

**Keywords**: *Parental Involvement, Pupils’ Lerning, Primary Schools, Bariadi Town Council.*

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# LIST OF ABBREVIATIONS

ESEA Elementary and Secondary Education Act

MoEVT Ministry of Education and Vocational Training

NBS National Bureau of Standards

NCLB No Child Left Behind Act

PEDP Primary Education Development Programme

PTA National Parent Teacher Association

USAID United States Agency for International Development

# CHAPTER ONE

# INTRODUCTION AND BACKGROUND TO THE PROBLEM

## 1.1 Introduction

This chapter presents background information to the study including the background to the problem, the statement of the problem guiding this study, research questions, and the objectives of the study and the significance of the study. The chapter also presents projected limitations to the study and definitions of important terms which used in the study.

## 1.2 Background to the Problem

Many authors argue that there is a strong positive bond between homes and schools especially in the development and education of children (Sanders and Sheldon, 2009). In the global level, parental involvement has been a crucial aspect of emphasis and many educationists have strongly proposed for mass involvement of parents in their children’s education so as to achieve sustainable development goals. Although parents and teachers have interacted since schools were first formed in Northern America, the concept of parental involvement has changed over time (Cutler, 2000).

In the early nineteenth century, parents and the community greatly controlled the actions of the schools. Researchers argue that the home, church, and school supported the same goals for learning and for the integration of the student into the adult community (Prentice and Houston, 1975). The community, including the parents and church, were in control of the educational system by hiring teachers, developing the curriculum, and addressing adulthood skills necessary for their environment (DeMoss, 1998). In the late nineteenth and early twentieth centuries, a different pattern of partnerships began. Parental authority began to diminish and local school control could be seen in the increased authority of state, county, and district educational systems.

During this time period the school began to pull away from the community knowledge and towards the educational expertise of the teachers. Up to this time, it was thought that anyone could teach (DeMoss, 1998). Parenting was supplemented by instruction and curriculum in schools (Berger, 1991). Throughout this shift, student coursework became enhanced in areas that the parents and community members did not have knowledge of or a background in. As a result, Epstein (2001) suggested that parents were expected to take on a different role-that of preparing their children for school by imparting values, responsibility, and other commonly held work ethics.

In the 1990’s, the U.S. Department of Education and Secretary of Education Richard Riley shined a spotlight on school, family, and community partnerships (Epstein, 2001). Currently, federal laws have required school districts to include parents to assist in educating the youth of America. The Elementary and Secondary Education Act (ESEA) is a United States federal statute enacted on April 11, 1965 as an integral part of Lyndon B. Johnson’s “War on Poverty”. The 2001 reauthorization of the Elementary and Secondary Education Act, entitled the No Child Left Behind Act (NCLB), continues a legislative commitment to parental involvement begun in 1965.

Central features of the 1988 and 1994 reauthorizations, such as school-parent compacts, parental involvement policies, and the parental involvement funding formula, remain predominately unaltered. However, the 2001 reauthorization represents a notable shift in the expected role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. The new law envisions parents not only as participants, but also as informed and empowered decision makers in their children’s education (Northwest Regional Educational Laboratory, 2002).

The Appleseed report (2006) recommended that state, district, and school leaders work to implement the laws that presently exist. Third, a number of promising parental involvement practices and models emerged during the study. The Appleseed report (2006) concluded that many parents did not receive clear and timely information about their children and their schools; that poverty, language, and cultural differences are barriers to parental involvement; and school leaders do not uniformly value that parental involvement as an accountability strategy.

Parental involvement continues to be studied by researchers, educators, and parents who understand that parental involvement is an essential element in the success of students and schools. High achieving schools recognize that parents are a necessary component of the educational process. Schools and teachers are still being encouraged to move parental involvement policies, programs, and practices from the side to the forefront of their achievement strategy (Appleseed, 2006). Twenty-five years ago, Missouri pioneered the concept of helping parents embrace their important role as their child’s first and best teacher.

Today, Parents as Teachers continues to equip early childhood organizations and professionals with information and tools that are relevant-and widely applicable-to today’s parents, families and children. The common wisdom is that parental involvement and strong schools are inseparable-that you cannot have on without the other. Research indicates a strong link between parental involvement and student achievement (Hester, 1989). According to Vandergrift and Greene (1992), parent involvement has two independent components: parents as supporters and parents as active partners. Focusing on one of these components alone is not a sufficient approach to parental involvement. The ideal is the parent who is both supportive and active.

Hester (1989) discusses parental involvement from the following perspective: parents as teachers, parents as supporters of activities, parents as learners and parents as advocates. Hester also emphasizes the importance of communication with parents as an important part of involvement. The research on parental involvement in the field of education addresses parents’ activities in support of learning at home, in school, and in the community. Joyce Epstein, a leading researcher in the field of parental involvement, identified and studied multiple measures of parental involvement (Epstein, 1995). As a result of this research, Epstein and her colleagues developed a framework of six types of involvement with associated activities, challenges, and expected results.

Parenting: Help all families establish home environments to support children as students. Communicating: Design effective forms of school-to-home and home-to-school communications about school programs and children’s progress. Volunteering: Recruit and organize parent help and support. Learning at Home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. Decision Making: Include parents in school decisions, developing parent leaders and representatives. Collaborating with Community: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

The research evidence is now beyond dispute. When schools work together with families to support learning, children tend to succeed not just in school, but throughout life. In fact, 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. Express high (but not unrealistic) expectations for their children’s achievement and future careers. Become involved in their children’s education at school and in the community (Henderson, 1994). Impact of Parental Involvement on Student Achievement. Parental involvement is absolutely essential to student achievement in school and in life.

Epstein (1987) found that schools also affect parent involvement levels and evidence shows that parents want to become involved but are not allowed to have open communication with the school. Conventional avenues for involving parents in school can be closed to parents due to specific cultural knowledge. Parents have a lot of difficulty adapting to the school culture especially in non-English speaking communities, but cultural knowledge is power and it can prevent parents from participating fully. Sheldon (2002) highlighted minimal resources parents acquire through social networks as one reason parents are less involved in their children’s education.

Furthermore, primary education in Tanzania faces other challenges like lack of meals during the afternoon which could help students bear with learning smoothly without starving (Severine, 2017). The government and donors through free education policy together made tangible efforts to alleviate these problems such as by providing fee-free education and initiating programs like Primary Education Development Programme (PEDP), Big-results now program which aimed to reduce students' dropout, truancy and absenteeism, early pregnancies and marriages among girls' students as well as to increase students’ academic performance and school attendance (Milton, 2018; Severine, 2017).

Furthermore, many efforts have been made by the government of Tanzania to improve primary education, including the introduction of national campaign for providing desks in public schools so as to combat the scarcity of 1.4 million desks in primary schools in 2016 (Kigobe, 2019). Despite these efforts, many challenges are still persisting in relation to retention, completion, the quality of education, actual teaching and learning processes, the transition to secondary education, as well as the relevance of skills graduates of primary education are bringing to the economy (USAID, 2016). It is apparent that the improvement has been in terms of quantity and not quality (Twaweza, 2016). As a result, Tanzania is still facing challenges in primary education, especially in early literacy development of the children and poor performance. A problem is no longer about poor enrolment and gender inequality in school; it is about learning (Kumburu, 2011).

It is noticed that although the Government and other stakeholders are making efforts to promote education development, there have been discussions that many problems are originated from the community and the family environment, this study intended to justify empirically what people have been discussing unempirical that many challenges in primary education are rooted from family and society in general that parental involvement in education matters is still poor in Tanzania.

## 1.3 Statement of the Problem

Parental involvement in their children’s learning process is an important factor for children’s successful education as it promotes school achievements in terms of discipline and academic success (Durisic & Bunijevac, 2017). In spite of various efforts which aimed at boosting educational development for primary school children in Tanzania, Twaweza (2016) stipulated that, many students still fail in their examinations. Little seems to have been done in harnessing the potential of parents and supporting families to be actively involved and help to elevate these various challenges facing basic education in Tanzania (Chahe & Mwaikokesya, 2018). Previous studies in Tanzania have focused on the role of parents in their children’s education (e. g., Kayombo, 2017; Mong’are, 2017; Ujudi, 2018) and have reported that parent’s involvement in their children’s education is minimal and lacking. However, little is known about the factors that affect parental involvement in pupils’ learning in primary schools in Tanzania.

## 1.4 Objectives of the Study

### 1.4.1 General Objective

This study aimed at determining factors affecting parental involvement in pupils’ learning in primary schools in Bariadi Town Council.

### 1.4.2 Specific Objectives

1. To identify the factors which influence parental involvement in pupils’ learning in primary schools.
2. To examine parents' perceptions on the importance of parental involvement in pupils’ learning in primary schools.
3. To determine means to improve parental involvement in pupils’ learning in primary schools.

## 1.5 Research Questions

### 1.5.1 Main Research Question

What are the factors affecting parental involvement in pupils’ learning in primary schools at Bariadi Town Council?

### 1.5.2 Specific Research Questions

1. What factors influence parents to or not engage in pupils’ learning in primary schools?
2. How teachers/parents perceive the need of parental involvement in pupils’ learning in primary schools?
3. How to improve parental involvement in educational activities?

## 1.6 Significance of the Study

The completion of this study will be beneficial to education stakeholders in different ways. The study will reveal factors which support and hinder parental involvement in Bariadi and hence this will help teachers, parents and schools to understand how to motivate parental involvement in their area. This will help to raise student enrolment rates and alleviate truancy, absenteeism, early pregnancies and marriages among female students and maximize student’s academic performance. This study will help teachers and schools to understand how to motivate parental involvement and encourage active participation of parents in various educational activities like provision of teaching-learning materials. Moreover, this study will help educational leaders and policy makers in setting proper plans and strategies to motivate parental involvement.

## 1.7 Scope of the Study

This study determines factors affecting parental involvement in pupils’ learning in primary schools at Bariadi Town Council in Simiyu Region. The area of study covers 876.71 km² and is the head quarter of Simiyu Region (Bariadi Town Council, 2014). It is bodered with Dutwa, Mwadobana and Ikungulyabashashi on the North, Ngulyati and Sakwe Wards on the West, Nkoma (Itilima District), Luguru and Nkoma Wards on the South, and finally Nkololo, Budalabujiga and Bumera Wards on the East (Bariadi Town Council, 2014). Bariadi Town Council by 2012 had a population of 155,620 in which males were 73,848 and 81,772 females. This is according to the National Bureau of Standards (NBS). The study will be conducted in 13 primary schools located in Bariadi Town Council.

## 1.8 Limitation of the Study

The researcher faced financial obstacles since the data collection needed enough financial resources to collect data from the respondents who are found in different streets at Bariadi town Council, to solve this problem the researcher economized the available amount and helped to reach each and every respondent. Also, the researcher met a challenge of reluctance among respondents, this was solved by ensuring that respondents are highly informed about the aim of research and its importance to the parents at Bariadi Town Council.

# 

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Introduction

This chapter presents the review of literature on the factors affecting parental involvement in students’ learning. The first part of the chapter focuses on the theories which used to explore parental involvement in students' academic performance on Hoover-Dempsey and Sandler model of parental involvement. The second part presents the empirical literatures that based on three research objectives developed in chapter one: reasons for parents to engage or not engage in their children’s education activities; teachers’ perceptions on the importance of parental involvement in education activities; and the ways to improve parental involvement in education activities. The third part is conceptual framework on the factors affecting parental involvement in students’ learning. The purpose of the chapter is to create familiarity with current thinking and research on parental involvement and to identify a research gap that imposed in the current study.

## 2.2 Definition of terms

### 2.2.1 Parental involvement

This is sometimes known as parental engagement which is the variety of parents’ behaviour performed aiming at promoting their children’s academic achievements as well as psychological development in schools and at homes (Seginer, 2006).

### 2.2.2 Primary

According to Collins dictionary primary refers to something of great importance, first in time or order of development, first stage of a given sequence as well as from which others or something was derived from (Collins Dictionary, 2022).

**2.2.3 School**

Refers to a well organised place where children receive education (Collins Dictionary, 2022). On the other hand, it is a place where a particular skill or subject is taught (Collins Dictionary, 2022).

### 2.2.4 Teacher

A person that teaches in school or any similar institution (Collins Dictionary, 2022). Furthermore, a teacher delivers or transfers knowledge to another person.

### 2.2.5 Parent

Parent is a person who acts (if not) as a mother or father or gurdian (Collins Dictionary, 2022).

### 2.2.6 Pupil

A person or student usually young who is taught by another person who known as a teacher (Collins Dictionary, 2022). In other words, a person who is under close supervision of a teacher in a school

## 2.3 Theoretical Literature Review

This study employed Hoover-Dempsey and Sandler model of parental involvement in exploring factors affecting parental involvement in students’ learning in primary schools at Bariadi Town Council. The first theory is parental involvement proposed model by Hoover-Dempsey and Sandler in 1995. These two theories are discussed in details in the subsequent sections to underpin the framework of the study. The major aim is to explore the factors for parental involvement in primary schools.

### 2.3.1 Hoover-Dempsey and Sandler Model of Parental Involvement Process

Hoover-Dempsey and Sandler’s model of the parental involvement process (Hoover-Dempsey & Sandler, 1995, 1997, Hoover-Dempsey, Walker & Sandler, 2005) is related to three major questions: (a) why do (and don’t) families become involved in educational activities; (b) what do families do when they are involved in educational activities, and (c) how does family involvement in children’s education make a positive difference in student outcomes.

The model is structured in five levels which explain a linear process of parental involvement, starting from the motivational factors which influence parents’ decisions to become involved, the mechanisms of their involvement, and the outcomes of their involvement (Hoover-Dempsey & Sandler, 1995, 1997). The model is composed on five levels starting from the bottom to top: the first level involves parent’s basic involvement decision, the second is parent’s choice of involvement forms, the third is mechanisms through which parental involvement influences the child outcomes, the fourth is tempering/mediating variables and lastly is child/student outcomes (Hoover-Dempsey& Sandler, 1995).

The model is a representation of decades of research on family involvement. Structured in five levels, the model addresses three essential questions: First: Why do (and don’t) families become involved? Second: What do families do when they are involved? And third: How does family involvement make a positive difference in student outcomes? Although the model has 5 levels, any level can be used to assess specific questions on parental involvement process. Green, Walker, Hoover-Dempsey and Sandler (2007) have stated that “the Hoover-Dempsey and Sandler model of the parental involvement process was not set up to be investigated as a structural equation model but rather, the model is set up to examine specific questions (e.g., Why do parents become involved?).

Table 2. : Hoover-Dempsey and Sandler Model of the Parental Involvement Process

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Personal Motivators** | | **Parent’s Perceptions of Invitations to be Involved** | | | **Life Context Variables** |
| Parental Role for Construction for Involvement | Parental Efficacy for Helping Students Succeed in School | General School Invitations | Specific Invitation from Teachers | Specific request or Invitation from Students | * Parental Knowledge and Skills * Parental Time and Energy * Family Culture |

**Source**: Adapted from Clark (2007)

This study employed Level 1 of the model which focuses on parental involvement decisions, influenced by parent’s personal attributes which are parents’ role-construction and parental self-efficacy, parents’ perceptions of general invitations from school, teacher and a child, as well as perceived life contextual factors (skills, time and knowledge).

## 2.4 Empirical Literature

### 2.4.1 Why Do Parents Engage in Their Children’s Education Activities?

Mapp (2003) did a study on the description of why and how parents are engaged in their children’s learning in Boston, England: A case of O’Hearn Elementary School. The researcher interviewed 18 participants (parents) and personal observation to collect data. The study found that the majority of parents want their children to do well in school and have a desire to help their children succeed. The findings also indicate that O’Hearn parents understood clearly that their involvement helped their children’s educational development.

The study also found that, when school personnel initiate and engage in practices that welcome parents to the school, honor their contributions, and connect them to the school community through an emphasis on the children, these practices then cultivate and sustain respectful, caring, and meaningful relationships between parents and school staff. While many schools place the emphasis on the programming portion of their family involvement initiative, the data from this case study reveals that when parents have caring and trustful relationships with school staff, these relationships enhance their desire to be involved and influence how they participate in their children’s educational development. Mapp’s suggested that school principals should be given the mandate to welcome parents to school and cooperate in their children learning. However, this study goes beyond Mapp’s to investigate on other how parents get motivated or de-motivated to involve in their children’s learning.

Kigobe (2019) also did a study on parental involvement in literacy development of primary school children in Tanzania: a case of Dar es Salaam. The study involved 600 children and 580 parents from 24 schools. The researcher used questionnaires, tests, observation, and interview methods to collect data. Findings from Kigobe’s study show that parental involvement in the educational activities of their children both at home and schools in Tanzania was mostly motivated by four factors: (i) parents’ self-efficacy, (ii) parents’ expectations for their children’s school success, (iii) parents’ perceived time and energy, and (iv) school and child invitations, The researcher therefore, will look on what necessitate parents to engage or not engage in their children education with the help of Epstein’s model of parental involvement which have not been utilized in her study, this yields a new understanding on parental involvement on whether parents are influenced to involve in their children’s education as propagated by Epstein typology of parental involvement.

Berthelsen and Walker (2008) also conducted a study on parents’ involvement in their children’s education in Australia. The study used 26 participants to collect data through questionnaire method. Research findings on parental involvement are first briefly reviewed, and skill analysis survey was adopted to analyse data. The findings revealed that, parents engage or do not engage in their children education because it depends on the expectations that the parents have in their children, it also depends on the child needs or the efforts of the child to education, it also depends of the understanding of the parent on the importance of his/her involvement in his/her child’s education.

Berthelsen and Walker suggested that, engaging families in the education of their children at home and at school is increasingly viewed as an important means to support better learning outcomes for children. When schools and families work together, children have higher achievement in school and stay in school longer. This study therefore explores parents’ views on the ways to integrate their support in children’s education.

Furthermore, Wulandary and Herlisa (2017) conducted a study on parent involvement in schooling processes: a case of Aceh School in Indonesia basing on Epstein six typologies of parental involvement. The study used 16 parents and 17 teachers as the study participants. The researcher used interview and questionnaire methods in collecting data. The study revealed that parents’ understanding regarding parent involvement in schooling processes is limited and needs to be improved. The parents have limited comprehension in the typology of Epstein, on types such as parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community.

The findings indicated that parent involvement in schooling processes in an Aceh school is low. In addition, the motivation of parents to be involved in schooling processes was related to their own motives, such as merely to fulfill their obligation as a parent in rearing the children. The researchers suggested that the school needs to improve the school system concerning parent involvement. They also suggested that further studies should be done by involving participants from several public schools. However, this study goes beyond Wulandary and Herlisa’s to look on how parents should be involved in their children education activities in Bariadi Town Council.

Lemmer (2007) did a study about parent involvement in teacher education in South Africa. The study used questionnaire and interview methods to collect data from 59 respondents. The study findings revealed that, parents do not involve in their children education because of the fact that schools sometimes fail to create strong links between homes and schools or an environment where parents do not feel welcomed in schools more especially low-income earners. This situation is made worse by the fact that some parents are unable to read and write and they can only communicate in their mother tongue, which makes it difficult for them to assist their children with their homework. Lemmer suggested that parents should strive to involve themselves in areas they are capable of and making follow-ups in schools. Also, school administrations are urged to accept parents support regardless of their quantities so as to encourage students learning.

### 2.4.2 Parents Perceptions on the Importance of Parental Involvement in Education Activities

Teachers and parents’ perception on parental involvement have significance in yielding students’ learning because when the parents or teachers perceive positively parental involvement, then they should practice it throughout the process of students’ learning and help students to learn. However, when they perceive it negatively, they ignore parental involvement which affects students’ learning as shown in the following literatures.

LaTonya (2018) did a study on teacher perceptions of parental involvement at an Inner-City K-8 Center in the United States. Data sources consisted of interviews, questionnaires, and unobtrusive data. Purposeful sampling was used to identify the 11 teacher participants. The findings indicated that teachers perceive parental involvement to be important when they communicate with parents, when parents encourage learning at home, and when parents volunteer. The themes that emerged from the data were (a) the importance of parental involvement, (b) reinforcing learning at home, (c) communication, (d) encouraging parental involvement at school, and (e) increasing parental involvement. A policy recommendation was developed by LaTonya to enhance the Parent Teacher Student Association (PTSA) which was in place at the study site.

This study could lead to positive social change by assisting the staff at the K-8 center in developing a PTSA program that may encourage parents to become more involved. However, this study will go beyond LaTonya’s to explore if there are teachers who perceive parental involvement negatively and the reasons for their perception. The study also will look on the reasons for parent to involve and not involve themselves in their children education in Bariadi Town Council.

Keaton (2017) also conducted a study on teacher perceptions of the efficacy of parent and community outreach strategies based on Epstein et al (2009) six types of involvement as also show in this study (Epstein, 1992) *The Typology of Parental Involvement*. The study was done at East Tennessee school district in the US. To complete the study, teachers were asked to select the level of effectiveness of 24 parent and community strategies, based on their perception. Teachers were also asked to rank the six types of involvement in order from most effective to least effective. Teachers that participated in the interviews discussed why teachers believe these strategies are effective and what prevents teachers from implementing them all.

Survey Monkey was used to analyse data from the online survey. After reviewing the data, the researcher utilized the data to develop and conduct interviews with four teachers. The results of the survey indicated that all 24 examples were perceived as effective by teachers. Data from the interview concluded that although the examples of strategies are effective, teachers lack the time to implement them all. Based on the information from the interviews, teachers should implement strategies that would be the most successful for the parent and student population at a particular school. This study goes beyond Keaton’s to discuss the findings and the Epstein (1992) six types of parental involvement in her typology. This is to determine how teachers perceive the importance of parental involvement.

Nevertheless, El Shourbagi (2017) conducted a study on parental involvement in inclusive classrooms for students with learning disabilities at Omani schools as perceived by teachers in Canada. The researcher used a Likert-scale in the survey questionnaire to 223 participants in Omani Schools in Canada to respond to the findings of the study conducted by Al Mashaykhi (2015) in Oman. The findings revealed that, participants had high perception of the importance of parental involvement in the inclusive classroom but low perception of the practices they use to be involved in these classes.

Descriptive analyses showed that teachers perceive the parental involvement in the inclusive classroom is important to support the education for the children with disabilities, but the study showed also that less action were taken from the parent to activate this involvement. El Shourbagi recommends on adding qualitative methods to discuss more related issues with teachers, parents and other stakeholders. Unlike El Shourbagi’s, this study will look not only in inclusive education but the involvement of parents to school activities, how teachers perceive the process, if positively then how do they support the process, and if negatively, why do they think parental involvement adds no value to pupils’ learning.

Izzo, Weissberg, Kasprow and Fendrich (1999) also did a study on teacher perceptions of parent involvement in children’s education and school performance in the US: a case of Chicago State. Teachers provided information on parent involvement and school performance for 1,205 urban, kindergarten children through third-grade for 3 consecutive years. Teachers rated the following four dimensions of parent involvement: frequency of parent-teacher contact, quality of the parent-teacher interactions, participation in educational activities at home, and participation in school activities.

The frequency of parent-teacher contacts, quality of parent-teacher interactions, and parent participation at school declined from Years 1 to 3. Every parent involvement variable correlated moderately with school performance and parent involvement in Years 1 and 2, and accounted for a small involvement, but significant amount of variance in Year 3 performance after controlling for initial performance level. Participation in educational activities at home predicted the widest range of performance variables. Results suggest that enhancing parental involvement in children’s schooling relates to improvements in school functioning. Therefore, teachers acquired high perception on parental involvement in Chicago. However, this study goes beyond Izzo et al (1999) to look on ways to improve parental involvement in students’ learning in primary schools.

Another study was conducted by Gulevska (2017) on teachers’ perceptions of parental involvement in primary education at Bitola Region in Serbia. The researcher used questionnaire and interview to 20 teachers to collect data. The findings revealed that, sometimes teachers working with families may become frustrated by the parents’ apparent inability to dedicate their attention fully on matters regarding their children. At that point, there is a tendency of determination of teachers’ perceptions of both the benefits of creating productive partnerships with parents.

### 2.4.3 Ways to Improve Parental Involvement in Education Activities

Parental involvement is significant in learning of children or students to achieve academic excellence. Therefore, it is important to attain it in every school which involves all educational stakeholders parent included, to achieve the process so as to develop learning to students. There is a number of ways to improve parental involvement in education of their children which have been discovered by different scholars in their findings. The scholars include.

Joseph (2014) did a study on the factors hindering parents’ participation in school activities in Tanzania: a case of Arusha district. The researcher used interview and focus group discussion to 20 and 77 participants respectively to collect data. The findings of the study indicated that education policies such as Primary Education Development Plan, Secondary Education Development Plan, and Big Results Now do not clearly show how parents’ participation in education activities should be. The findings furthermore indicated that educating the parents, formulation of parent-teacher association, initiating volunteer programmes, and eradicating negative cultural values among the Maasai were suggested to be some of the measures to improve parents’ participation in education in Arusha district.

Joseph recommended that the Ministry of Education and Vocational Training (MoEVT) to formulate policies which include parents and the Government to review curriculum to reflect peoples’ actual environment context like that of Maasai tribe. Joseph’s study is important in my study because it managed to highlight the ways to improve parental involvement in education activities. However, this study goes beyond Joseph’s to look on parents’ views on how they are attracted to involve in their children learning.

Furthermore, Lubuva (2013) did a study on parental involvement in students’ achievement: a case of PEDP in Temeke, Dar es Salaam. The study used semi-structured interviews and focused group discussion to collect data from 48 participants as well as documentary review method. The study found that parents were involved in various activities such as planning, mobilization of financial resources, building classrooms, buying teaching and learning materials, furniture and fund raising. However, the findings show that, parents do not get involved in monitoring and follow up the learning process due to lack of cooperation with teachers, lack understanding and unclear identification of activities of parents involved.

It is therefore, the study found that, parent involvement was not effective. Lubuva recommended that, the central government should transfer authorities and power to parents, to make clear identification of activities in which parents are needed to be involved, and schools to create cooperative environment for parent’s participation. Nevertheless, this study goes beyond Lubuva’s study to explore on the parents’ views on how parents engage or do not engage in their children’s learning or education activities.

Another study was conducted by Compton (2016) on strategies for increasing parental involvement for elementary school students in Minnesota. The study used questionnaire and interview methods to collect data from 87 participants. The study results showed that schools should plan more effectively to help parents understand how to aid their children at home and to communicate more effectively for purposes of improving student achievement. Professional development will result in positive social change by causing school staff to improve upon the practices they use to engage parents in schools. The improved family engagement will benefit students’ academic abilities and social skills. The researcher recommended that schools should clearly define their expectations of parents as it relates to being involved with their children’s education. This study will surpass Compton’s to present parents and teachers views on how to involve parents in their children education.

## 2.5 Research Gap

Parental involvement is important to students learning in education and this have been shown in different literatures addressing factors for parent’s involvement in their children’s education, teachers’/parents’ perceptions on the importance of parental involvement in education activities and ways to improve parental involvement in education activities. Most of the literature revealed that the majority of parents wants their children to do or perform well in school, reading at home, and partnership between parents and teachers (communication), and parental involvement in homework is suitable to increase students' learning. Other findings also indicate that parents sometimes do not engage in their children education because of their expectation from their children (poor or low expectation).

The study used Hoover Dempsey and Sandler Model questionnaire which integrated with Epstein typology of parental involvement levels to explore the factors affecting parental involvement in Bariadi Town Council. The study is convinced that understanding why parents engage and not engage in their children’s education activities, teachers’/parents’ perceptions on the importance of parental involvement in education activities and ways to improve parental involvement in education activities is the step to encourage and motivate parental involvement in primary schools to succeed in learning.

2.6 The Conceptual Framework

The conceptual framework that guided this study based on three elements that construct students’ learning. The elements based on variables which are parental involvement (when involved and not involved in students’ learning), school roles in involving parents and not involving parents in pupils’ learning and students’ learning itself which involves the end results of learning which is academic performance.

**Students’ Learning**

* High academic performance

**Parental Involvement (PI)**

* Personal motivators
* Parental role construction involvement.
* Parental efficacy for helping students
* Parents' perceptions of invitations
* General school invitations
* Specific invitations from teacher(s)
* Specific requests or invitations from student(s)
* Life context variables
* Parental knowledge and skills
* Parental time and energy
* Family culture

**School Role**

* Inviting parents’ support in school and at home.
* Utilizing well parents’ support to build trust.

**Independent Variable**

**Dependent Variable**

Figure 2.: The conceptual Framework

**Source**: Researcher (2021)

Through the figure above, the researcher frames the concept of parental involvement in children's learning. It is clear that the independent variables which is a fundamental aspect in achieving the dependent variable is vividly shown as parental involvement which is independent variable interacting with the intervening variable which is the school roles to achieve students' learning which is independent variable. Parental involvement entails parents' personal motivation to involve him/herself in child educational activities, and effectiveness of the parent to help a student/child. It also involves parents' perceptions of invitations which include school invitation, teacher’s invitations and students/their children invitations. It also includes a life context variable which depends on parents' knowledge and skills of involvement, time and energy of the parent and the family culture. All these are the driving forces of parental involvement to students' learning.

## 2.7 Chapter Summary

This chapter presented the critical literature review on the factors affecting parental involvement in students’ learning. The first part of the chapter presented a theoretical framework that focuses on two theories: Hoover-Dempsey and Sandler model of parental involvement in 1995 which proposed about five levels of parental involvement. The second part presented the empirical literature that revolves around the three objectives developed in chapter one.

The empirical literature review consists of three parts, which include empirical study on why do parents engage and parents do not engage in their children’s education activities, teachers’ perceptions on the importance of parental involvement in education activities and ways to improve parental involvement in education activities. Although there has been considerable research on how parents influence children’s development, less is known about the specific ways in which parents socialize their children in terms of school-related activities.

# CHAPTER THREE

# RESEARCH METHODOLOGY

## 3.1 Introduction

This section contains the methodology part which was employed to explore factors affecting parental involvement in students’ learning in primary schools at Bariadi Town Council in Simiyu Region. This section includes the research design, sample and sampling procedures and data analysis procedures.

## 3.2 Research Approach

The researcher used a mixed research approach which is the combination of qualitative and quantitative research approaches. The mixed approach used was explanatory sequential where quantitative data is collected and analysed first, followed by qualitative data, the qualitative data helped to explain and contextualize the quantitative findings. The researcher used mixed approach because the research questions of the topic under study suggests that quantitative or qualitative data alone cannot sufficiently answer the current research questions. Also, mixed approach was very important to this study because qualitative research usually has a smaller sample size and thus not generalizable.

In mixed methods research, this comparative weakness is mitigated by the comparative strength of large sample. Mixing the methods allowed the researcher to put findings in context and add richer detail to the conclusions. Using qualitative data to illustrate quantitative findings helped to explain the data from the analysis. Also, the reason to use mixed method during collection of data was to seek for credibility of the findings involves combining or integration of qualitative and quantitative research and data in a research study (Creswell, 2012). Qualitative data tends to be open-ended without predetermined responses while quantitative data usually includes closed-ended responses such as found on questionnaires or psychological instruments (Creswell, 2012). Therefore, this study integrated its findings between quantitative and qualitative approaches so as to obtain a fully understanding of the research problem.

## 3.3 Research Design

In this study the researcher used a cross-sectional design that allows the collection of data on more than one case at one point at a time. In other words, cross sectional survey design involves many participants within a short period of time and it gives a wide chance to the respondent to express their idea or knowledge on the problem. The data are then analysed, and the information used to build into a second, quantitative phase. The qualitative phase was used to build an instrument that best fits the sample under study such as interviews in order to identify appropriate instruments to use in the follow-up of quantitative phase, the quantitative techniques were applied, these includes the formulation of questionnaires and statistical packages which were used to make analysis.

Quantitative approach targeted the objective measurements and statistical or numerical analysis of the data collected through questionnaires and making conclusion on the general population while qualitative approach was used to collect and analyse non-numerical data to understand opinions, concepts, or experience concerning parental involvement in education of their children.

## 3.4 Area of the Study

This study was conducted in Bariadi district. Bariadi district is among five districts found in the northern part of Tanzania in Simiyu region; the other districts are Maswa, Meatu, Itilima and Busega. Bariadi Town Council is approximately 144 kilometres (89 mi) east of [Mwanza](https://en.wikipedia.org/wiki/Mwanza), the nearest large city. (Wikipedia, 2021). [Musoma](https://en.wikipedia.org/wiki/Musoma), another large city, is located approximately 166 kilometres (103 mi) north of Bariadi the geographical coordinates of Bariadi are: 02°47'31.0"S, 33°59'22.0"E (Latitude 2.791944; Longitude: 33.989444). The town sits at an average elevation of 1,272 metres (4,173ft) above mean sea level. (Wikipedia, 2021).

Bariadi was elevated to Town Council Status in 2012. Bariadi Town Council covers an area measuring 876.71 square kilometres (338.50 sq mi). It comprises ten wards; Bariadi, Somanda, Sima, Malambo, Nyangokolwa, Guduwi, Nyakabindi and Bunahmala. According to the satellite map of the town, Bariadi as several primary and secondary schools, several churches of various religious denominations, a number of restaurants and branches of two of Tanzania's largest banks; CRDB Bank and National Microfinance Bank. The population of Bariadi Town Council, as constituted in 2012, comprising 10 wards, was 155,620 of whom 81,772 (52.55 percent) were female and 73,848 (47.45 percent) were male, with an annual population growth rate of 2.048 percent. The average family size was 6.4 people, according to the 2012 national population census.

The rationale behind the choice of Bariadi district as the study area was based on the fact that the existed literature showed that there had been no study conducted to find out the role played by students’ councils on discipline management in public secondary schools. The other reason was based on the principle of familiarization that the researcher is familiar with the area but avoided personal subjectivity towards the information given by the respondents. This is based on Creswell (2012) that the problem can be efficiently studied if the researcher understands both the respondents and the research area.

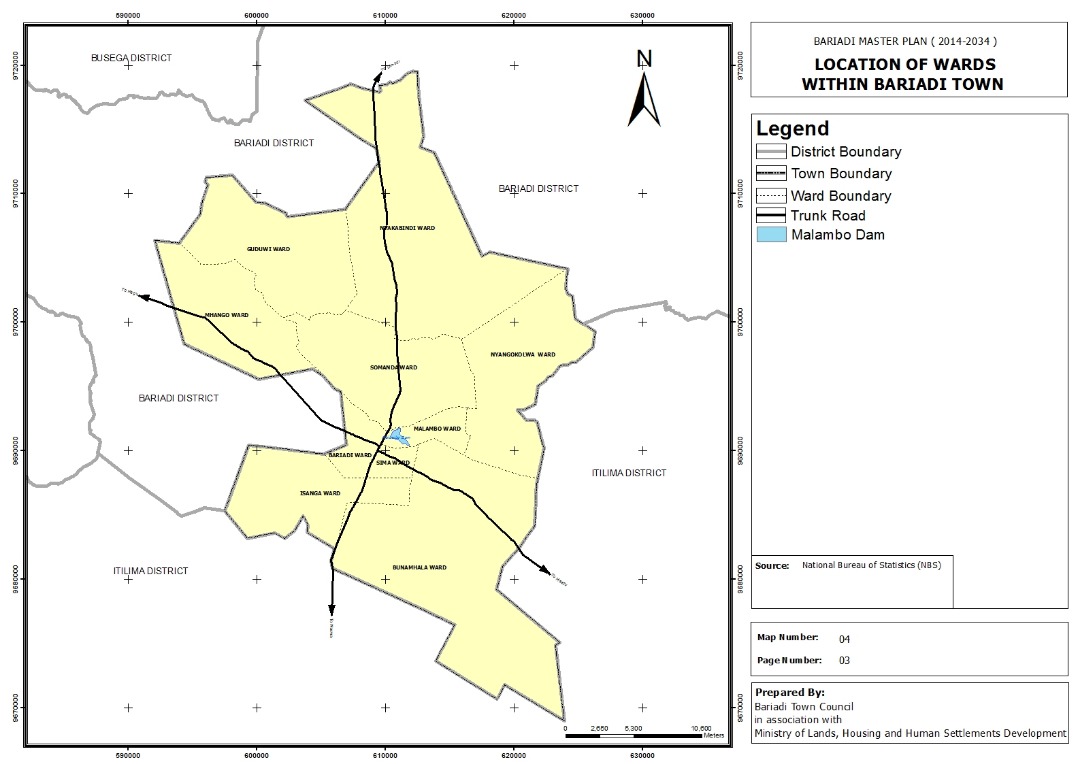


Figure 3.: Map of the study area

## 3.5 Population and Sample

### 3.5.1 Population

The population used in this study included the number of parents of the pupils selected in 13 primary schools at Bariadi town council.

### 3.5.2 Sample

The researcher obtained a sample size from 4543 parents (the population) from 4 wards (Nyakabindi, Mhango, Malambo and Bariadi wards) of Bariadi Town Council. The following is the formula which was used to calculate the sample size from the population: The sample size was derived from Yamane (1967)

formula: n = whereby



n =sample size

N=total population

(e) 2 =marginal error

1= constant

n =?

e = 0.05

The researcher calculated the sample of parents to be involved in this study. The total number of parents is 4543.

N = 4543 therefore:

n =



n =



n =



n =



n = 367

The researcher used a sample of 252 instead of 367 parents from four wards, this was a convenient number of respondents which the researcher could reach to collect information successfully. The sample of 252 respondents were divided into two groups, 10 respondents out of 252 were for both interview and questionnaires while 242 respondents were given questionnaires only. For the interview purpose, the researcher used 10 respondents for research because it is the convenient number of respondents to be interviewed so as to achieve qualitative data which was used to explain the quantitative data. 252 were all given questionnaires to help the researcher collects quantitative data and some of qualitative data by using open ended and close ended questions.

## 3.6 Sampling Techniques

This study applied probability sampling technique to get participants for this study. The participants for this study included parents having pupils in primary schools at Bariadi town council. With probability sampling technique, the units of study and the individuals were selected on the basis of obtaining a representative sample of the study population (Creswell, 2012). The researcher firstly selected wards through lottery method by writing the names of each ward in the District in identical pieces of papers. The papers was folded and put into the container or box. The researcher selected the required pieces of papers correspond to the required number of wards as the sample wards. Basing on Morgan’s table for sample size, the researcher selected a sample of 252 parents from the total population of 4543.

### 3.6.1 Simple Random Sampling Technique

Kombo and Tromp (2013) define random sampling as a process of selecting sample in such a way that all individuals in the defined population have equal and independent chance of being included in the sample. Simple random sampling intends to avoid any kind of bias in selecting a sample. The researcher selected 4 wards through lottery method by writing the names of each ward in the District in identical pieces of papers. The papers were folded and put into the container or box. The researcher selected the required pieces of papers correspond to the required number of wards as the sample wards. Basing on Morgan’s table for sample size, the researcher selected a sample of 252 parents from the total population of 4543.

## 3.7 Data Collection Methods and Instruments

This section presents tools/instruments as well as methods which were employed to collect data from the respondents of the study. The study used both primary data collection instruments and the secondary data instruments.

### 3.7.1 Primary Data Collection Instruments

### 3.7.1.1 Close-Ended Questionnaire

This study used close-ended questionnaires to collect data from 252 parents. The content of the questionnaire was based on the first level of Hoover Dempsey and Sandler Model of Parental Involvement with 7 measures which assessed factors which motivate parental involvement in student learning in Bariadi. The study assessed parental personal attributes for involvement such as (role construction and parent self-efficacy), parents’ perception of the invitation for involvement from (school, teacher and child) and perceived life contextual variables such as (time and energy, skills, knowledge). *Parents’ role construction* was assessed with 9 items describing beliefs that are parent, school and partnership focused (Walker et al., 2005). Parents rated their role beliefs on a 6-point Likert-type scale ranging from 1 (disagree very strongly) to 6 (agree very strongly). Item examples are: “I believe it is my responsibility to (a) volunteer at the school (b) communicate with my child’s teacher regularly”.

Higher scores indicated that parent’s belief more strongly that it is their responsibility to be involved. *Parental efficacy for helping children succeed at school* was a construct which 6 items referring to parental beliefs on whether or not their involvement is likely to have a positive influence on their children’s learning (Walker et al., 2005). Parents rated their self-efficacy beliefs on a 6-point Likert-type scale ranging from 1 (disagree very strongly) to 6 (agree very strongly). Item examples are: (a) “I make a significant difference in my child’s school performance”, and (b) “I feel successful about my efforts to help my child to learn”. Higher scores indicated that parents have a higher sense of efficacy.

*Parents’ perceptions of specific invitations for involvement from the child* included 7 items referring to parents’ feelings on the specific invitations from their child (Walker et al. 2005). Parents rated their perceptions on a 6-point Likert-type scale ranging from 1 (never) to 6 (daily). Item examples are: (a) “My child asked me to supervise his or her homework”, and (b) “My child asked me to talk with his or her teacher”. *Parents’ perceptions of specific invitations for involvement from teachers* consisted out of 6 items examining how often the child’s teachers contact or make any communication with a parent (Walker et al., 2005).

Parents rated their perceptions on a 6-point Likert-type scale ranging from 1 (never) to 6 (daily). Item examples are: (a) “My child’s teacher asked me or expected me to help my child with homework”, and (b) “My child’s teacher asked me to attend a special event at school”. *Parents’ perceptions of general invitations from school****.*** We measured parents’ perceptions on general invitations using 6 items developed by Walker et al. (2005). Parents rated their perceptions on a 6-point Likert-type scale ranging from 1 (disagree very strong) to 6 (agree very strong). Item examples are: (a) “I feel welcome at this school”, and (b) “This school lets me know about meetings and special school events”. *Parents’ perceptions of the time and energy* was measured with 6 items referring to how parents perceived time and energy in their decision about involvement (Walker et al., 2005).

Parents rated their perceptions on a 6-point Likert-type scale ranging from 1 (disagree very strong) to 6 (agree very strong). Item examples are: “I have enough time and energy to (a) communicate with my child about the school day (b) attend special events at school”. *Parents’ understanding of their own skills and knowledge* included 6 items examining parents’ understanding of their own skills and knowledge (Walker et al., 2005). Parents rated their perceptions on a 6-point Likert-type scale ranging from 1 (disagree very strong) to 6 (agree very strong).

Item examples are: “(a) I know effective ways to contact my child’s teacher (b) I know how to supervise my child’s homework”. *Parents’ expectations* on their children’s future education success were assessed with 3 items (Geyer & Feng, 1993). Parents rated their perceptions on a 6-point Likert-type scale ranging from 1 (never) to 6 (daily). Item examples are: (a) “I have high educational expectations for my child”, and (b) “I want to be informed if my child is having difficulties in reading”.

### 3.7.2 Data Collection Methods

### 3.7.2.1 Interview

Kothari (2004) defines interview as a structured conversation where one participant asks questions, and the other provides answers. In this study, the interview was done so that to help the researcher to explain, better understand, and explore research subjects’ opinions, behaviour, experience and phenomenon. The questions for interview were open-ended so that to ensure the collection of in-depth information. Questions were formulated basing on the study objectives and questions.

## 3.8 Data Analysis

Both qualitative and quantitative analyses were used by a researcher depending on the data collected from documents and respondents.

### 3.8.1 Quantitative Data Analysis Method

Quantitative data analysis was used for numerical data. Through quantitative data analysis method, data were interpreted and presented by numbers, for instance, statistical information such as frequency, percentage or mean and standard deviation. The researcher used Statistical Package for Social Sciences (SPSS) version 25.0 (IBM 2020) to perform data analysis as well as present numerical values.

### 3.8.2 Qualitative Data Analysis Method

The researcher used the proposed six steps of thematic analysis by Braun and Clarke’s (2006) to analyse data from interviews and come up with short quotations or themes from the conversation. The researcher first familiarized himself with the collected data through transcribing, reading, re-reading and takes notes. Secondly, the researcher coded interesting features across the entire data set of data. Thirdly, the researcher searched for themes by collecting codes into potential themes, gathering all data relevant to each potential theme. Fourthly, the researcher reviewed themes by generating a thematic “map” of the analysis and check the themes relevance in relation to coded extracts. Fifthly, the researcher defined and named themes by ongoing analysis to refine the specifics of each theme, and the overall data the analysis tells, generating clear meanings for each theme. The final stage was to present the analysed data.

## 3.9 Ethical Issues

Ethical consideration is an essential aspect of the research study. The research observed the following so as to ensure ethical considerations. The researcher sought permission from Simiyu Region and Bariadi Town Council administrations to conduct the research in their areas through data collection. The researcher also asked for consent or permission of collecting required information from the individual research respondents or participants. The researcher asked for permission from all respondents who will respond to this study.

Again, the researcher observed confidentiality of the data given by the respondents. This is the respect for the dignity and privacy of information of the respondents by the researcher in order to protect the participants identify from any harm. The researcher was responsible to maintain the confidentiality of the respondents by not including their names in this study in order to avoid any harm of the respondent. The research also was able to be sure to acknowledge and cite or reference all the works which have been used in this study so as to avoid academic plagiarism.

## 3.10 Validity of the Study

This study used face and content validity in which the judgment that an instrument is measuring what it is supposed to measure was primarily based upon the logical link between the questions and the objectives of the study. Hence, this type of validity was easy applicable because each question or items on the research instrument were expected to have a logical link with an objective. The researcher also was carefully to select the required sample from the valid target population to ensure validity is being achieved well.

## 3.11 Reliability of the Study

According to Omari (2011) argues that reliability refers to the consistency of research instrument to produce the repeatable results. The method is reliable when it produces the same results when it is repeated. This appeared in the correlation between the information given by the same people but with differences in time. In this study, the reliability was assured by piloting the research tools of the study through test-re-test method where questionnaires were administered to the parents in Bariadi. The same procedures were repeated after one week to check if the piloted results were correlating before the final administration.

To compute for instrument reliability, the inter-item correlation analysis was conducted using the Cronbach’s coefficient alpha (α). This coefficient alpha is used when items are not scored dichotomously. The coefficient alpha is an estimate of the reliability of the total test when each item is employed as a test in the generation of this estimate.

It is computer as follows:

**rtt= k 1 - Σθt2**

**k – 1θT2**

In this scale, if the coefficient alpha proved to be 0.80 or higher, then a reliable (internal consistence) scale would have been developed. For this study, the coefficient alpha obtained was 0.8244 and this was considered a good one to work with.

# CHAPTER FOUR

# FINDINGS, ANALYSIS AND DISCUSSION

## 4.1 Introduction

This chapter deals with data analysis of data which were obtained from the study area through different research tools including questionnaires and interviews. The aim of this study was to explore thefactors affecting parental involvement in pupils’ learning in primary schools at Bariadi Town Council in Simiyu region. The data were discussed according to the objectives of this study. The use of tables showing frequencies and percentages was dominantly used to present quantitative data while the qualitative data were organized and being coded through thematic method for making it ease of explanation and discussion.

## 4.2 Questionnaire Return Rate

This study targeted to collect data from Parents from Bariadi Town Council. 252 questionnaires were distributed to the respondents. The total number of questionnaires that were duly filled in and collected was 252. Thus, the questionnaire return was 100%. This was found to be good to work with in this research study.

### 4.2.1 Statistical Analysis

Statistical analysis was conducted in SPSS Statistics software 25.0 (IBM, 2016). We first checked for the correlation among study variables to assess the relationship between all study variables. Pearson and Spearman correlations, means and standard deviations of the variables are presented in Tables.

## 4.3 Demographic Characteristics of Respondents

In this part, the researcher provides some information on the characteristics of the sample or respondents who were interviewed, and questionnaires being distributed to them for the purpose of data collection. Specifically, the researcher provides the information on their gender, age, and occupations.

Table 4.: Respondents’ distribution by gender

|  |  |  |  |
| --- | --- | --- | --- |
|  | Variable | Description | Number |
| 1 | Gender | Female | 162 |
| Male | 91 |
| Missing | 02 |
| Total | 255 |
| 2 | Marital status | Married living with spouse | 214 |
| Married not living with spouse | 09 |
| Single parents | 29 |
| Missing | 02 |
| Total | 255 |
| 3 | Employment status | Unemployed | 52 |
| Public servant | 55 |
| Private servant | 28 |
| Self-employed | 09 |
| Farmer | 70 |
| Retired | 05 |
| Missing | 02 |
| Total | 255 |
| 4 | Education status | Never went to school | 22 |
| Primary education | 98 |
| Secondary education | 82 |
| Certificates and diploma | 29 |
| Bachelor and higher degrees | 22 |
| Missing | 02 |
| Total | 255 |
| 5 | Number of children under 12 years | One child | 40 |
| Two children | 69 |
| Three children | 80 |
| Four children | 40 |

**Source**: Researcher data, (2022).

## 4.4 Factors Which Influence Parental Involvement in Pupils’ Learning in Primary Schools

The first objective of the current research study was to assess the factors which influence parental involvement in Pupils’ Learning in Primary Schools. At first the correlation between variables was conducted, to assess the relationship between variables see table 4.2 and then the hierarchical regression analysis was conducted. At first three controlled variables was entered in the model, parents’ level of education, parents’ gender and age. In the second model, parent’s personal related variables were entered parent’s role construction and parent’s self-efficacy. In model three two variables was added I the model, parent’s energy and time and parents’ skills and knowledge. In model four two variables was added, parent’s perception of teacher’s invitation and parent’s perception of school invitation.

Results show that all 4 models were significance, in the second model with two parents personal related variables an additional of 7% variance was added in the model with *Fchange*(3,245) = 5.85 (*p* < .05), in model three with the additional of two life contextual variables parents skills and knowledge and parents time and energy an additional of 14% of variance was added in the model with with *Fchange*(7,243) = 6.98 (*p* < .001) and in the fourth model with additional of school and teacher invitation an additional of 21% of variance was added in the model with with *Fchange*(9,241) = 8.23 (*p* < .001).

In the first model, parent’s education was positive associated with parent’s actual involvement ((β = -.150, *p* = .05). After adding two parents personal related variables in model 2 (Parents role construction and parents’ sense of self-efficacy) all three control variables were no longer significances related to parental actual involvement but role construction was very strong predictor of parental actual involvement in education activities (β = -.26, *p* = .001). After adding parent’s knowledge and skills and parent’s energy and time in model three all control variables (age, gender and education of parents) and both two parents personal related variables (role construction and self-efficacy) was no longer significance predictors of parental actual involvement but parents time and energy significantly predicted parent’s actual involvement activities (β = -.21, *p* = .01). In model four parents time and energy (β = -.25, *p* = .001), teachers’ invitation (β = .09, *p* = .01), and school invitation (β = .11, *p* = .01), significantly predicted parental actual involvement in education activities.

Table 4.: Educational background of the respondents

*Correlations, Means, Standard Deviations of all Study Variables*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SN. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1. Gender |  |  |  |  |  |  |  |  |  |  |  |
| 2. Level of Education | -.042 |  |  |  |  |  |  |  |  |  |  |
| 3. Number of children | -.035 | -.252\*\*\* |  |  |  |  |  |  |  |  |  |
| 4. Family income | -.031 | .438\*\*\* | -.017 |  |  |  |  |  |  |  |  |
| 5. Parent self-efficacy | .098 | .035 | -.027 | .042 |  |  |  |  |  |  |  |
| 6.Parental role construction | .031 | .242\*\*\* | -.103 | .291\*\*\* | .056 |  |  |  |  |  |  |
| 7. School invitation | -.065 | -.024 | .040 | -.147\* | -.177\*\* | -.114 |  |  |  |  |  |
| 8. Teacher invitation | .050 | -.039 | .135\* | .030 | -.124\* | .113 | .240\*\*\* |  |  |  |  |
| 9. Parent skills and knowledge | .022 | -.018 | -.063 | .128\* | -.006 | .573\*\* | -.005 | .243\*\*\* |  |  |  |
| 10. Parents energy and time | .113 | .232\*\*\* | -.109 | .235\*\*\* | -.011 | .564\*\*\* | .017 | .251\*\*\* | .639\*\*\* |  |  |
| 11. Actual involvement | .068 | .187\*\* | -.026 | .195\*\* | -.049 | .572\*\*\* | .072 | .488\*\*\* | .580\*\*\* | .653\*\*\* |  |
| *M* | 1.35 | 2.43 | 2.75 | 2.25 | 4.05 | 4.82 | 2.73 | 4.06 | 4.59 | 4.62 | 4.14 |
| *SD* | .048 | 1.33 | 1.18 | 1.19 | 1.45 | .81 | 1.25 | 1.03 | 1.01 | .81 | .97 |
| *Cronbach’s alpha* |  |  |  |  | .72 | .89 | .86 | .75 | .72 | .78 | .84 |

Note. \* *p* < .05 \*\* *p* < .01 \*\*\* *p* < .001. Spearman non-parametric correlations were calculated between school type and other variables; Pearson correlations were calculated between all other variables.

**4.5 Parents' Perceptions on the Importance of Parental Involvement in Pupils’ Learning in Primary Schools**

The second objective of the current research study examined the parents’ perceptions on the importance of parental involvement in pupils’ learning in primary education. *Table 4.4.* Presents the summary of the respondents’ perceptions on the perceptions on the importance of parental involvement in pupils’ learning in primary school.

Table 4.: Respondents’ Perceptions on the Importance of Parental Involvement in Pupils’ Learning in Primary School. (n=252)

|  |  |  |
| --- | --- | --- |
| **Perception** | **Frequency** | **Percentage (%)** |
| PI helps children achieve more academically | 42 | 16.67 |
| Strong PI improves pupils’ school and classroom attendance | 32 | 12.69 |
| PI helps pupils consistently complete their homework | 50 | 19.84 |
| PI helps pupils develop self-discipline and motivation towards school | 40 | 15.87 |
| PI helps the school and parents to curb drop out of school | 27 | 10.72 |
| PI motivates parents to increase interaction and discussion with their children concerning their learning | 43 | 17.07 |
| PI helps parents gain more understanding of teacher’s job and school curriculum | 18 | 7.14 |
| **Total** | **252** | **100** |

**Source**: Survey Data, 2021

Table 4.4 shows the perception of parents concerning the importance of parental involvement in pupils’ learning in primary schools. The findings show that 42 (16.67%) respondents perceived that parental involvement is important and it helps children to achieve more academically, 32 (12.69%) respondents perceived that parental involvement in pupils’ learning at school improves pupils’ school attendance, this was followed by 50 (19.84%) respondents who perceived that parental involvement in education matters helps pupils to complete their homework at a required time.

Some of the respondents also perceived that pupils develop self-discipline and motivation towards school, this was perceived by 40 (15.87%) respondents. 27 (10.72%) respondents said that parental involvement helps in curbing drop out of school since parental involvement enhances cooperation between teachers or school management and parents. On the side of 43 (17.07%) respondents said that parental involvement motivates parents to increase interaction and discussion with their children concerning their learning. In connection to enhanced interaction and discussion are parents gaining more understanding of teacher’s job and school curriculum.

The comment from, one respondent said that;

*“Parents want to support the school so that to be good example to their children. The parents feel that the child wants the parents to know their abilities in different matters particularly in sports. Without parents being involved in learning activities, parents will never know the talents of their children”*

Another comment from respondent:

*“It is true that there is a positive relationship between parental involvement and academic achievement of students but the problem is this, it is difficult for parents to get involved in education matters of their children because of number of reasons; first is poverty, bad perception from teachers concerning illiterate parents and students’ negative behaviour which can bring shame to parents when being needed at school”*

Respondents from the study area declared themselves that Parents are not fully involved in pupils’ learning in primary school due to many reasons including poverty, poor School welcoming environment and illiteracy among parents. During an interview, there was an issue of demanding parents to be informed when and how to get involved. The school managements are lamented on the ground that they are not supportive to the parents when it comes to the issue of being required to attend academic meetings. Basing on the findings from the field, involvement gives the parent a feeling of satisfaction. Parents can be in the back ground as well. Parents want to create an environment in which the children can reach their full potential.

On the contrary, parents perceived that there must be a balance in the involvement. The parental involvement must not impinge with school management. There must be gap which separates the responsibilities of the school management or a teacher and that of the parents being involved on pupils’ learning.

The findings on the advantages of strong parental involvement on children’s education are in line with the reality that parents are the most inner part of the child’s good behaviour building, and the most powerful tool of improving the academic development of a child. Evidence indicates that, parental involvement continues to have a significant effect on achievement into adolescence and even adulthood.

Mauka (2015) continues stating that no school improvement has been created without parental involvement which strengthened parents, administrators, teachers and students’ partnership which end into benefiting students, improving schools, assisting teachers and strengthening families. Many parents don’t know that sometimes a child can be a liar, claiming that he or she was at school, while not, this report is of high advantages to teachers on how to coordinate with parents, and address to what it means by socialization of education.

## 4.6 Ways to Improve Parental Involvement in Pupils’ Learning in Primary Schools

Objectives one has shown clearly that there are so many factors that influence or affect the parents to involve or not to involve themselves in the learning of the pupils’ learning in primary schools including level of income, level of education, teacher invitation, school invitation, and others as stipulated in the analysis of objective one. The third objective of the current research study explored ways that can improve parental involvement in pupils’ learning in primary schools. The finding for this objective was explored by using questionnaires and interviews. The findings were collected from 252 respondents. Table 4.5 shows the summary of the responses from the respondents.

Table 4.: Ways to improve pi in pupils’ learning in primary schools

|  |  |  |
| --- | --- | --- |
| **Ways to Improve Parental Involvement (PI)** | **Frequency** | **Percentage (%)** |
| Establishment of School interaction policies | 33 | 13.09 |
| Removal of negative perception concerning illiterate parents | 28 | 11.11 |
| Addressing the importance of parental involvement during teachers’-parents’ meeting | 58 | 23.02 |
| Subsidizing poor parents | 49 | 19.44 |
| Academic performance report to be taken by parents and not students | 67 | 26.59 |
| Establishment of Parents-Teachers Association (PTA) | 17 | 6.75 |
| **Total** | **252** | **100** |

**Source**: Survey Data (2021)

Table 4.5 shows the ways to improve parental involvement in pupils’ learning in primary schools. The findings show that 33 (13.09%) respondents said that with the presence of partially involvement of parents in educational matters of their children, there is a need of establishing School interaction policies which will articulate clearly how and when parents should be involved in education of their pupils. 28(11.11%) respondents said that in order to encourage the involvement of the parents in the education of their children, school management and teachers must learn how to remove negative perception concerning illiterate parents.

Although some of the parents are illiterates, still they can do better on the issue of parental involvement in pupils’ learning in primary schools. 58 (23.02%) respondents said that addressing the importance of parental involvement during teachers’-parents’ meeting is of high advantage because will help to make parents aware of the importance of their involvement. 49(19.44%) respondents said that since low level of income makes it difficult for parents to be involved effectively, the government may subsidize the poor parents to make them able to meet the basic needs in their families rather than struggling every day in searching for money for buying food and other needs. This may be done to uplift them on the issue of capital to facilitate them in generation of their income.

In parallel to the subsidies, 67(26.59%) respondents said that academic performance report should be collected by parents and not students, this was suggested to be one of the motivating factors for parents to get involved in pupils’ learning in primary schools. 17(6.75%) respondents said that school managements in collaboration with parents and teachers can establish Parents-Teachers Association (PTA) to make parents so active in academic matters of their children. Respondents argued that power should be shared if the improvement in education is to be implemented.

These findings are in line with what Joseph (2014) recommended in his study that the Ministry of Education and Vocational Training (MoEVT) should formulate policies which include parents and the Government to review curriculum to reflect peoples’ actual environment context like that of Maasai tribe. Also, these findings relate with what Lubuva (2011) recommended in his study that the central government should transfer authorities and power to parents, to make clear identification of activities in which parents are needed to be involved, and schools to create cooperative environment for parent’s participation.

These findings relate with whatHorvatin (2011) stated about how poverty hinders parents to get involved in education of their children. Horvatin (2011) said that, parents living in poverty have multiple responsibilities at home, this prevent them from being involved in academic matters of their children at school. Parents of this kind tend to be at work during academic meeting hours to meet the demand of their families. Once the government subsidizes the poor families, then it will help to reduce the extent of poverty and therefore encouraging parental involvement in education matters. The comment from one respondent:

*“Some of the parents have negative perception concerning parental involvement when being invited to attend different meetings, some of them never attend the meetings because they feel that they are not valued by teachers and management in general.”*

From the observation made by the respondent in the quotation above, it can be concluded that it is very useful for teachers and management to ensure that they conduct seminars with parents to remove all negative perceptions concerning teachers and school management.

Hornby and Lafaele (2011) also found that, parents’ perceptions when being invited to attend different school meeting may also affect the parental involvement. Sometimes parents think that teachers or a school administration don’t value their involvement therefore they opt not to attend the meeting. This study of Hornby and Lafaele (2011) reveals that child’s age can stand as a barrier to strong parental involvement; the study reveals that parental involvement is partly because younger children are more positive about their parents going into school; the study also shows that older children are less keen about school involvement. Most of adolescents are waiting to become independent of their parents. In the study done by Humphrey-Taylor (2015) shows that perception of disabled parents was found to be the greatest barrier to parental involvement in their children’s education. Humphrey-Taylor argues that the disabled parents are often perceived that they are lacking parenting skills and often not consulted about their children’s education.

O’Donoghue (2014) argues that students’ negative behavior discourages their parents from becoming involved in their academics. His study shows that if parents are only informed when their children get involved in negative issue or problems, they tend to be discouraged and they don’t need even to be involved in academic matters of their children. No parent is ready to get involved in things which can bring shame to his or her family, so many parents fear and hence poor involvement on education of their children. Nyama (2018) while explaining in his study, he shows clearly that illiterate parents meet difficulties during involvement on their children’s education. Children’s learning materials are mostly in the language that illiterate parent cannot read and understand, not only on learning materials but also at school in academic meetings. Most of school meetings are done in second languages; illiterate parents fail to grasp what has been spoken in the meeting sometimes.

Other researchers such as Menon (2013) in her study about barriers to parental involvement in early childhood education classrooms in Mumbai Slums as perceived by parents found that responses of parents for no welcoming atmosphere at the school revealed that mothers (77.3%) and 44.9% fathers were very strongly dissatisfied and 0% mothers and 1.3% fathers were very strong satisfied. Menon’s study reminds the schools’ administration that even the welcoming atmosphere at school is not supportive for the parents to engage themselves on education of their children; this also stands as an obstacle in ensuring that parental involvement on education is stronger.

# CHAPTER FIVE

# SUMMARY, CONCLUSION AND RECOMMENDATIONS

## 5.1 Introduction

This chapter provides the last part of the research report; it covers conclusion and recommendations for actions and for further research.

## 5.2 Summary

The study on the Factors Affecting Parental Involvement in Pupils’ Learning in Primary Schools was conducted at Bariadi Town Council in Simiyu Region. The study involved a sample of 252 respondents; the aim of this study was to explore the factors affecting parental involvement in pupils’ learning in primary Schools. This current study was guided by the following objectives and questions:

To identify the factors which influence parental involvement in pupils’ learning in primary schools, to examine parents' perceptions on the importance of parental involvement in pupils’ learning in primary schools and to explore the ways to improve parental involvement in pupils’ learning in primary schools.

The study used cross-sectional or sequential mixed method design which involved quantitative and qualitative research to explore and understand thefactors affecting parental involvement in pupils’ learning in primary Schools at Bariadi town council in Simiyu Region. Data collection used both primary and secondary sources and instruments such as closed-ended questionnaires and structured-interview guides were used. Validity and reliability of these instruments were observed. The data obtained from the study area were analyzed by using SPSS program, Microsoft word, Microsoft excel and being presented in percentages.

The first objective aimed at exploring the factors influencing parental involvement on pupils’ learning in primary schools. The study revealed that parental involvement is influenced by many factors. Findings show that parents’ actual involvement correlates more with teacher’s invitation than school invitation, also parents’ role construction as well as parents’ time and energy in relation to pupils learning at schools.

The second objective aimed at exploring Parents' Perceptions on the Importance of Parental Involvement in Pupils’ Learning in Primary Schools. The findings have shown that 42 (16.67%) respondents perceived that parental involvement is important and it helps children to achieve more academically, 32 (12.69%) respondents perceived that parental involvement in pupils’ learning at school improves pupils’ school attendance, this was followed by 50 (19.84%) respondents who perceived that parental involvement in education matters helps pupils to complete their homework at a required time.

Some of the respondents also perceived that pupils develop self-discipline and motivation towards school, this was perceived by 40 (15.87%) respondents. 27 (10.72%) respondents said that parental involvement helps in curbing drop out of school since parental involvement enhances cooperation between teachers or school management and parents. On the side of 43 (17.07%) respondents, parental involvement motivates parents to increase interaction and discussion with their children concerning their learning. In connection to enhanced interaction and discussion are parents gaining more understanding of teacher’s job and school curriculum.

The third objective aimed at exploring ways to improve pi in pupils’ learning in primary schools. The findings show that 33 (13.09%) respondents said that with the presence of partially involvement of parents in educational matters of their children, there is a need of establishing School interaction policies which will articulate clearly how and when parents should be involved in education of their pupils. 28(11.11%) respondents said that in order to encourage the involvement of the parents in the education of their children, school management and teachers must learn how to remove negative perception concerning illiterate parents.

Although some of the parents are illiterates, still they can do better on the issue of parental involvement in pupils’ learning in primary schools. 58 (23.02%) respondents said that addressing the importance of parental involvement during teachers’-parents’ meeting is of high advantage because will help to make parents aware of the importance of their involvement. 49(19.44%) respondents said that since low level of income makes it difficult for parents to be involved effectively, the government may subsidize the poor parents to make them able to meet the basic needs in their families rather than struggling every day in searching for money for buying food and other needs. This may be done to uplift them on the issue of capital to facilitate them in generation of their income.

In parallel to the subsidies, 67(26.59%) respondents said that academic performance report should be collected by parents and not students, this was suggested to be one of the motivating factors for parents to get involved in pupils’ learning in primary schools. 17(6.75%) respondents said that school managements in collaboration with parents and teachers can establish Parents-Teachers Association (PTA) to make parents so active in academic matters of their children. Respondents argued that power should be shared if the improvement in education is to be implemented.

## 5.3 Conclusion

According to the results obtained from the study, the researcher concluded that parental involvement has positive contribution to the academic development of pupils in primary schools, parental involvement is still poor in primary schools because of many factors including illiteracy among parents, low family income which make it difficult for them to engage effectively in education matters for their children, school welcoming environment, parents’ self-efficacy and number of children in the family. The findings of the current study show that when the number of children in a family is large, it is very difficult for parents to engage effectively in education matters of their children because parents use most of their time to search for food and shelter for their children.

The current study concludes that parents in Bariadi town council perceive positively that parental involvement leads to improved academic performance of their pupils. Although this is the truth, parental involvement in Bariadi town council is not fully conducted because of number of reasons; the reasons include low family income, large number of children in a single family, illiteracy among parents, self-efficacy among parents concerning parental involvement.

## 5.4 Recommendations

Basing on the results of the current study, the researcher recommends the following;

In order for parental involvement to be effectively conducted in Bariadi town council, there must be parents- teachers association. This associationwill involve bringing parents and teachers very close to discuss academic issues which target to achieve effective academic journey of pupils. Parents with poor living standard must be subsidized by the government. This will be done with the aim of giving them financial ability that will help them even attending academic meeting which aims to discuss the academic progress of their children.

Basing on the findings of this study, parents participate much in agricultural production and other economic activities for their children, they lack time of participating in academic issues of their children, so in order to uproot it, it is the responsibility of the government to identify parents with poor financial ability and help them even to establish small businesses which will help them to get even ability to attend academic meetings.

Teachers must use academic meetings to address the importance of parental involvement on their children’s education. This is the only place where teachers and parents meet together to discuss many issues concerning education, it is a golden chance for teachers to convince parents about how parental involvement work in academic matters. Some of the parents don’t know the importance of their involvement; they attend the academic meetings without knowing what they are really doing.

Interaction policies must be formulated to guide education institutions. These policies will be centred on compulsory attendance of parents in school meetings and allowing parents to attend at school any time and meet with educators to discuss the behaviour of their children. There is no need of waiting for the academic meeting; the interaction must be conducted at any time without any limitation.

Teachers and school administration must remove negative perceptions concerning parents. Some of the parents are termed to be notorious and hooligans. So, when they come at school teachers never attend them just because they are so harsh during conversions. The situation tends to occur in previous days when a teacher served a parent with harsh statements, and therefore the teacher decides to make conclusion that all parents are not good people when they come at school. These negative minds must stop at school; the parent is your customer, save him or her effectively.

Students also must be trained about the importance of showing homework to their parents at home. By teaching students, the importance of showing their homework, and if students will do that at their home place, then it will be a motive to the parents and hence parental involvement will be high, a particular school and students will enjoy the fruits of high parental involvement.

## 5.5 Area for Further studies

Further studies are required to investigate if teachers influence on parental involvement in primary schools and secondary schools as well as the influence of school management on parental involvement in primary school is effective enough in pupils’ learning improvement. Moreover, this research study has been conducted in one district where the researcher was familiar with, leaving other parts of Tanzania; therefore, further studies are required to be conducted in the other parts of Tanzania.

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# APPENDICES

**APPENDIX I:** **Questionnaire for Parents**

**Objective: -**

The questionnaire intends to collect information on the Factors Affecting Parental Involvement in Pupils’ Learning in Primary Schools. This is purely an academic work conducted in partial fulfilment of Master’s Degree in Education, Administration, Planning and Policy Studies (MEDAPPS).

**CHUO KIKUU HURIA CHA TANZANIA NA**

**DODOSO LA WAZAZI**

Wazazi wapendwa,

Kwa heshima, nawaalika kushiriki katika utafiti ambao unakusudia kubaini ushiriki wa wazazi katika ujifunzaji wa watoto ambao ni wanafunzi wa shule za msingi kwa lengo la kuwasaidia watoto hao kitaaluma.Napenda kuwauliza baadhi ya maswali kuhusu (1) mambo yanayowawezesha au kuwakwamisha ushiriki wenu, (2) mitazamo yenu juu ya umuhimu wa ushiriki wa wazazi, na (3) maoni yenu juu ya namna ya kuboresha ushiriki wa wazazi. Nawaomba mshiriki kujibu dodoso ambalo litachukua muda wa dakika kumi na tano kujibu.

**SEHEMU YA KWANZA: TAARIFA BINAFSI**

1. Jinsia yako?
2. Me
3. Ke
4. **Mambo yanayowawezesha au kuwakwamisha wazazi kushiriki ujifunzaji wa watoto wanafunzi wa shule za msingi katika Wilaya ya Bariadi**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Wazazi wapendwa, tafadhali onesha kwa kuzungushia duara kwenye namba iliyoko katika kila kisanduku kwenye kila mstari hapa chini, kwa kiasi gani UNAKUBALIANA au HUKUBALIANI na kila kauli hapa chini miongoni mwa kauli zifuatazo. Tafadahali zingatia juu ya mwaka huu wa masomo kila unapotafakari kila kauli.** | | | | | | | | | | | |
|  |  | **Sikubali kabisa** | | **Sikubali** | | **Sikubali kidogo tu** | | **Ninakubali kidogo tu** | | **Ninakubali** | **Ninakubali kabisa** |
| **1** | Ninafahamu jinsi ya kumsaidia mtoto wangu kuelewa stadi za kusoma | 1 | | 2 | | 3 | | 4 | | 5 | 6 |
| **2** | Sifahamu kama ninaelewa juu ya maendeleo ya usomaji wa mtoto wangu | 1 | | 2 | | 3 | | 4 | | 5 | 6 |
| **3** | Sifahamu jinsi ya kumsaidia mtoto wangu kufanya vema katika maendeleo yake katika stadi za kusoma. | 1 | | 2 | | 3 | | 4 | | 5 | 6 |
| **4** | Ninajihisi kufaulu kuhusu juhudi zangu za kumsaidia mtoto wangu kuelewa stadi za kusoma | 1 | | 2 | | 3 | | 4 | | 5 | 6 |
|  | | | | | | | | | | | |
| **Wazazi wapendwa, tafadhali onesha kwa kuzungushia duara kwenye namba iliyoko katika kila mstari kwa kiasi gani UNAKUBALIANA au HUKUBALIANI na kila kauli hapa chini miongoni mwa kauli zifuatazo. Tafadhali zingatia juu ya mwaka huu wa masomo kila unapotafakari kila kauli.** | | | | | | | | | | | |
|  |  | **Sikubali kabisa** | **Sikubali** | | **Sikubali kidogo tu** | | **Ninakubali kidogo tu** | | **Ninakubali** | | **Ninakubali kabisa** |
| **5** | Walimu wa shule hii wanapenda na wanonesha ushiriarikano wanapojadili maendeleo ya ujifunzaji wa mtoto wangu. | 1 | 2 | | 3 | | 4 | | 5 | | 6 |
| **6** | Ninahisi kukabishwa katika shule hii. | 1 | 2 | | 3 | | 4 | | 5 | | 6 |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Wazazi wapendwa, tafadhali onesha kwa kuzungushia duara kwenye namba iliyoko katika kila kisanduku kwenye kila mstari hapa chini , MARA NYINGI KIASI GANI yafuatayo yamepata kutokea TANGU MWANZO WA MWAKA HUU WA MASOMO** | | | | | | | | | | | | | | |
|  |  | | **Hata mara moja** | | **Mara 1 au 2 mwaka huu** | | **Mara 4 au 5 mwaka huu** | | **Mara moja kwa juma** | | **Mara chache kwa juma** | | | **Kila siku** |
| **7** | Mwalimu wa mtoto wangu aliniomba au alinitegemea nimsaidie mtoto wangu Kuelewa kusoma | | 1 | | 2 | | 3 | | 4 | | 5 | | | 6 |
| **8** | Mwalimu wa mtoto wangu aliniomba niongee na mtoto wangu kuhusu shule | | 1 | | 2 | | 3 | | 4 | | 5 | | | 6 |
| **9** | Mwalimu wa mtoto wangu aliniomba nihudhurie katika shughuli maalum shuleni. | | 1 | | 2 | | 3 | | 4 | | 5 | | | 6 |
| **10** | Mwalimu wa mtoto wangu aliniomba kutoa msaada shuleni. | | 1 | | 2 | | 3 | | 4 | | 5 | | | 6 |
| **11** | Mwalimu wa mtoto wangu aliwasiliana nami (kwa mfano , kupeleka ujumbe, kupiga simu, kupeleka barua pepe ) | | 1 | | 2 | | 3 | | 4 | | 5 | | | 6 |
|  | | | | | | | | | | | | | | |
| **Wazazi wapendwa, tafadhali onesha kwa kuzungushia duara kwenye namba iliyoko katika kila kisanduku iliyoko katika kila mstari, kwa kiasi gani UNAKUBALIANA au HUKUBALIANI na kila kauli hapa chini miongoni mwa kauli zifuatazo. Tafadhali zingatia juu ya mwaka huu wa masomo kila unapotafakari kila kauli.** | | | | | | | | | | | | | | |
|  |  | | | **Sikubali kabisa** | | **Sikubali** | | **Sikubali kidogo tu** | | **Ninakubali kidogo tu** | | **Ninakubali** | **Ninakubali kabisa** | |
| **12** | Ninaelewa kuhusu shughuli maalum shuleni. | | | 1 | | 2 | | 3 | | 4 | | 5 | 6 | |
| **13** | Nina muda na nguvu za kutosha kusaidia shule ya mtoto wangu. | | | 1 | | 2 | | 3 | | 4 | | 5 | 6 | |
| **14** | Nina uelewa wa kutosha juu ya mada za mzoezi ya nyumbani ya mtoto wangu ili kumsaidia . | | | 1 | | 2 | | 3 | | 4 | | 5 | 6 | |
| **15** | Nina muda na nguvu za kutosha za kuwasiliana kwa ufanisi na mwalimu wa mtoto wangu juu ya mafanikio yake (mtoto wangu) ya kusoma . | | | 1 | | 2 | | 3 | | 4 | | 5 | 6 | |
| **16** | Nina muda na nguvu za kutosha za kuhudhuria katika shughuli maalum shuleni. | | | 1 | | 2 | | 3 | | 4 | | 5 | 6 | |
| **17** | Ninaelewa jinsi ya kusimamia kazi ya nyumbani ya mtoto wangu. | | | 1 | | 2 | | 3 | | 4 | | 5 | 6 | |
| **18** | Ninaelewa juu ya fursa za kujitolea katika shule ya mtoto wangu. | | | 1 | | 2 | | 3 | | 4 | | 5 | 6 | |
| **19** | Ninaelewa jinsi ya kumwelezea mtoto wangu mambo kuhusu kazi yake ya nyumbani. | | | 1 | | 2 | | 3 | | 4 | | 5 | 6 | |
| **20** | Ninazo stadi za kusaidia kwenye shule ya mtoto wangu . | | | 1 | | 2 | | 3 | | 4 | | 5 | 6 | |
| **21** | Nina muda na nguvu za kutosha za kusimamia kazi ya nyumbani ya mtoto wangu. | | | 1 | | 2 | | 3 | | 4 | | 5 | 6 | |
|  | | | | | | | | | | | | | | |
| **Tunafahamu kuwa taarifa zifuatazo huenda zikawa nyeti. Tunaomba taarifa hizi kwa sababu zinatusaidia kuelezea namna hali ya mzazi na familia inaweza kuwa inawasaidia au kuwakwamisha wazazi katika kushiriki ujifunzaji wa watoto wao ambao ni wanafunzi wa shule ya msingi katika Wilaya ya Bariadi. Tafadhalia onesha mwitikio wako kwa kila kipengele ambacho kinakuelezea vizuri zaidi wewe na familia yako kwa kuweka tiki kwenye mabano mbele ya taarifa.** | | | | | | | | | | | | | | |
| **22.Jinsi yako**   1. Mwanamke( ) 2. Mwanamme( ) | | **23.Taarifa za Familia**   1. Una mme/mke na mnaishi kaya moja na watoto ( ) 2. Una mme/mke/mzazi mwenzio lakini hamuishi kaya moja na watoto ( ) 3. Wewe ni familia ya mzazi mmoja na watoto( ) | | | | | | | | | | | | |
| **24.Tafadhali chagua kazi inayoelezea vema kazi yako.**   1. Siyo mwajiriwa ( ) 2. Mtumishi wa umma ( ) 3. Kujiajiri ( ) 4. Mwajiriwa Sekta Binafsi ( ) 5. Mkulima ( ) 6. Mstaafu ( ) | | **25.Tafadahli chagua kazi inayoelezea vema kazi** ya mwenza wako au mshirika wako.  i Siyo mwajiriwa ( )  ii.Mtumishi wa umma ( )  iii. Kujiajiri ( )  iv.Mwajiriwa Binafsi ( )  v.Mkulima ( )  vi.Mstaafu ( ) | | | | | | | | | | | | |
| **26.Kiwango chako cha elimu.**  (Tafadhali hakiki kiwango cha juu ulichohitimu.)   1. Elimu ya Msingi ( ) 2. Hukusoma ( ) 3. Elimu ya sekondari ( ) 4. Astashahada/cheti au stashahada/diploma ( ) 5. Shahada ya kwanza ( ) | | **27. Kiwango cha elimu cha mke/mume/mzazi mwenzio.**  (Tafadhali hakiki kiwango cha juu alichohitimu.)   1. Elimu ya Msingi ( ) 2. Hukusoma ( ) 3. Elimu ya sekondari ( ) 4. Astashahada/cheti au stashahada/diploma ( ) 5. Shahada ya kwanza ( ) 6. Shada za juu ( ) | | | | | | | | | | | | |
| **28. Watoto wangapi (chini ya umri wa miaka 12) wanaishi nyumbani kwako.**   1. 1 ( ) 2. 2 ( ) 3. 3 ( ) 4. 4 ( ) 5. 5 au zaidi ( ) | | **29.Pato la familia kwa siku(Thibisha moja kati ya haya):**   1. Chini ya Sh. 2,000/=. ( ) 2. Kati ya Sh. 2,000/= na Sh.5,000/= ( ) 3. Kati ya Sh. 5,000/= na Sh.10,000/=( ) 4. Kati ya Sh. 10,000/= na Sh.15,000/= () 5. Kati ya Sh.15,000/=na Sh.20,000/=./=.( ) 6. Zaidi ya Sh.20,000/=./=. ( ) | | | | | | | | | | | | |

1. **Mitazamo ya wazazi juu ya umuhimu wa ushiriki wao katika ujifunzaji wa watoto wanafunzi wa shule za msingi katika Wilaya ya Bariadi**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Wazazi wanamitazamo mbalimbali juu ya umuhimu wa ushiriki wao kuhusu maendeleo ya ujifunzaji wa watoto wao ambao ni wanafunzi wa shule za msingi. Tafadhali toa mtazamo yako kwa kuonehsa kiwango cha kukubaliana au kutokubaliana na kauli zifuatazo** | | | | | | | | | | | | | | |
|  | **Ninaamini ni muhimu kwa ujifunzaji wa mtoto wangu mimi kufanya yafuatayo;** | | **Sikubali kabisa** | | **Sikubali** | **Sikubali kidogo tu** | | **Ninakubali kidogo tu** | | | **Ninakubali** | | **Ninakubali kabisa** | |
| **30** | Kujitolea shuleni | | 1 | | 2 | 3 | | 4 | | | 5 | | 6 | |
| **31** | Kuwasiliana na mwalimu wa mtoto wangu mara kwa mara kuhusu mafanikio ya mtoto wangu juu ya kujifunza kwake. | | 1 | | 2 | 3 | | 4 | | | 5 | | 6 | |
| **32** | Kumsaidia mtoto wngu kuhususiana na kazi za shuleni anazopaswa kuzifanyia nyumbani | | 1 | | 2 | 3 | | 4 | | | 5 | | 6 | |
| **33** | Kuhakikisha kuwa shule inavyo vitu inavyohitaji katika kumsaidia mtoto wangu katika mafanikio yake ya kusoma. | | 1 | | 2 | 3 | | 4 | | | 5 | | 6 | |
| **34** | Kuunga mkono maamuzi yanayofanywa na mwalimu kwa ajili ya mafanikio ya usomaji wa mtoto wangu. | | 1 | | 2 | 3 | | 4 | | | 5 | | 6 | |
| **35** | Kuelezea mazoezi magumu kwa mtoto wangu | | 1 | | 2 | 3 | | 4 | | | 5 | | 6 | |
| **36** | Kuongea na wazazi wengine kutoka katika shule ya mtoto wangujuu ya mafanikio ya mtoto wangu kuhusu kusoma. | | 1 | | 2 | 3 | | 4 | | | 5 | | 6 | |
| **37** | Kuifanya shule ya mtoto wangu kuwa bora. | | 1 | | 2 | 3 | | 4 | | | 5 | | 6 | |
|  | Kuongea na mtoto wangu kuhusu siku ya shule. | | 1 | | 2 | 3 | | 4 | | | 5 | | 6 | |
| **30.** | | | | | | | | | | | | | | |
| **Wazazi na familia hufanya mambo mbalimbali mengi wakihusishwa katika elimu ya watoto wao. Tungependa kufahamu mara nyingi kiasi gani umepata kufanya yafuatayo TANGU MWANZO WA MWAKA HUU WA MASOMO.** | | | | | | | | | | | | | | |
|  | **Mtu Fulani katika familia hii…..** | **Hata mara moja** | | **Mara 1 au 2 mwaka huu** | | **Mara 4 au 5 mwaka huu** | | | **Mara moja kwa juma** | **Mara chache kwa juma** | | | | **Kila siku** |
| **38** | Huzungumza na mtoto huyu kuhusu siku ya shule. | 1 | | 2 | | 3 | | | 4 | 5 | | | | 6 |
| **39** | Husimamia kazi za shule akiwa nyumbanimtoto huyu. | 1 | | 2 | | 3 | | | 4 | 5 | | | | 6 |
| **40** | Husaidia katika ujifunzaji wa mtoto huyu akiwa shuleni. | 1 | | 2 | | 3 | | | 4 | 5 | | | | 6 |
| **41** | Huhudhuria shughuli maalum shuleni . | 1 | | 2 | | 3 | | | 4 | 5 | | | | 6 |
| **42** | Humsaidia huyu mtoto kujisomea kwa ajili ya majaribio. | 1 | | 2 | | 3 | | | 4 | 5 | | | | 6 |
| **43** | Hujitolea kwenda katika ziara ya darasa ya kujifunza. | 1 | | 2 | | 3 | | | 4 | 5 | | | | 6 |
| **44** | Huhudhuria miikutano ya mwalimu na wazazi. | 1 | | 2 | | 3 | | | 4 | 5 | | | | 6 |
| **45** | Hufanya mazoezi mbalimbali ya masomo mtoto huyu. | 1 | | 2 | | 3 | | | 4 | 5 | | | | 6 |
| **46** | Husoma pamoja na mtoto huyu. | 1 | | 2 | | 3 | | | 4 | 5 | | | | 6 |
| **47** | Huhudhria siku ya ufunguzi wa shule. | 1 | | 2 | | 3 | | | 4 | 5 | | | | 6 |
|  | | | | | | | | | | | | | | |
| **Wazazi na familia hufanya mambo mbalimbali na watoto wao nyumbani. Tungependa kufahamu kwa kiasi gani mambo yafuatayo yanakuhusu na familia yako katika kusaidia maendeleo ya ujifunzaji wa watoto wako. Tafadhali zingatia juu YA MWAKA HUU WA MASOMO kwa kadiri unavyosoma na kujibu kila kipengele .** | | | | | | | | | | | | | | |
|  |  | | | | | **Mara zote** | **Mara nyingi** | | | | | **Si mara zote** | **Mara chache** | |
| **48** | Kila siku nilifundisha mtoto wangu akiwa nyumbani. | | | | | 1 | 2 | | | | | 3 | 4 | |
| **51** | Nilimnunulia mtoto wangu vitabu vya kujifunzia nyumbani. | | | | |  |  | | | | |  |  | |
| **52** | Mimi na Mtoto wangu tulienda makataba kujisomea. | | | | |  |  | | | | |  |  | |
| **53** | Mimi na Mtoto wangu tulisoma vitabu nyumbani. | | | | |  |  | | | | |  |  | |
| **54** | Kalamu, vichoreo, na karatasi vilikuwepo nyumbani. | | | | |  |  | | | | |  |  | |
| **57** | Nilimwelekeza mtoto wangu akiwa nyumbani kupitia kazi za darasani na kujisomea. | | | | |  |  | | | | |  |  | |
| **58** | Mimi humpatia mtoto wangu usikivu wangu kwa umakini walau kwa dakika 15 kwa siku. | | | | |  |  | | | | |  |  | |

1. **Maoni ya wazazi juu ya maeneo yanayohitaji kuboresha ili kuwawezesha wazazi kushiriki kikamilifu katika ujifunzaji wa watoto wao ambao ni wanafunzi wa shule za msingi katika Wilaya ya Bariadi**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Tafadhali onesha kwa kuzungushia duara kwenye namba iliyoko katika kila kisanduku kwenye mstari kwa kiasi gani UNAKUBALIANA au HUKUBALIANI na kila kauli inayofuata hapa chini. Tafadhali zingatia juu ya mwaka huu wa masomo kila unapotafakari kila kauli** | | | | | | | | | | | | | | |
|  |  | **Sikubali kabisa** | | **Sikubali** | | **Sikubali kidogo tu** | | | **Ninakubali kidogo tu** | | | **Ninakubali** | | **Ninakubali kabisa** |
| **59.** | Shughuli za wazazi katika shule hii hazijapangwa vizuri kuniwezesha kuhudhuria. Zinahitaji kupangwa vizuri. | 1 | | 2 | | 3 | | | 4 | | | 5 | | 6 |
| **60.** | Shule hii hainiwezeshi kufahamu juu ya mikutano na shughuli maalum za shule. nikijulisha kikamilifu kuhusu tatizo lolote, nitashiriki kumsaidia mwanangu kimasomo. | 1 | | 2 | | 3 | | | 4 | | | 5 | | 6 |
| **61.** | Huwa sipewi taarifa inayohusisha changamoto za usomaji wa mtoto wangu. Nikiwa nahusishwa nitashiriki kumsaidia. | 1 | | 2 | | 3 | | | 4 | | | 5 | | 6 |
| **62.** | Walimu wa shule hii huwanijulishi kuhusu mafanikio ya usomaji wa mtoto wangu shuleni. Nikijulishwa nitashiriki kumsaidia zaidi. | 1 | | 2 | | 3 | | | 4 | | | 5 | | 6 |
|  | | | | | | | | | | | | | | |
| **Wazazi wapendwa, tafadhali onesha kwa kiwango gani UNAKUBALIANA au HUKUBALIANI na kauli zifuatazo katika kipindi cha MWAKA HUU WA MASOMO?** | | | | | | | | | | | | | | |
|  |  | | **Sikubali kabisa** | | **Sikubali** | | | **Sikubali kidogo tu** | | | **Ninakubali kidogo tu** | | **Ninakubali** | **Ninakubali kabisa** |
| **63.** | Nina uwezo (muda/nguvu/uelewa) wa kumsaidia mtoto wangu kuelezea jambo fulani juu ya kazi yake ya shule anayoifanyia nyumbani. | | 1 | | 2 | | | 3 | | | 4 | | 5 | 6 |
| **64.** | Nina uwezo (muda/nguvu) ya kuhudhuria shughuli maalum shuleni. | | 1 | | 2 | | | 3 | | | 4 | | 5 | 6 |
| **65.** | Nina (muda/nguvu/uelewa) ya kumsaidia mtoto wangu jambo shuleni . | | 1 | | 2 | | | 3 | | | 4 | | 5 | 6 |
| **66.** | Nina uwezo (muda/nguvu) ya kwenda shuleni kuongea na mwalimu wa mtoto wangu juu ya mafanikio yake ya ujifunzaji. | | 1 | | 2 | | | 3 | | | 4 | | 5 | 6 |
|  | | | | | | | | | | | | | | |
|  |  | | 1 | | 2 | | | 3 | | | 4 | | 5 | 6 |
| **Wazazi wapendwa, tafadhali onesha mara nyingi kiasi gani yafuatayo yametokea katika shule hii TANGU MWANZO WA MWAKA HUU WA MASOMO?** | | | | | | | | | | | | | | |
|  |  | **Hata mara moja** | | **Mara 1 au 2 mwaka huu** | | | **Mara 4 au 5 mwaka huu** | | | **Mara moja kwa juma** | | **Mara chache kwa juma** | | **Kila siku/nilipohitajika** |
| **67.** | Nimemsaidia mtoto wangu kuelezea jambo fulani juu ya kazi yake ya shule anayoifanyia nyumbani. | 1 | | 2 | | | 3 | | | 4 | | 5 | | 6 |
| **68.** | Nimehudhuria shughuli maalum shuleni. | 1 | | 2 | | | 3 | | | 4 | | 5 | | 6 |
| **69.** | Nimemsaidia mtoto wangu jambo shuleni | 1 | | 2 | | | 3 | | | 4 | | 5 | | 6 |
| **70.** | Nimekwenda shuleni kuongea na mwalimu wa mtoto wangu juu ya mafanikio yake ya ujifunzaji. | 1 | | 2 | | | 3 | | | 4 | | 5 | | 6 |

**Maoni au mrejesho mwingine**

…………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**Asante sana kwa kushiriki katika utafiti huu.**

**APPENDIX II: Usaili**

1. Je, huwa una watoto wanaosoma shule ya msingi?
2. Kama unao wanafunzi wanaosoma shule ya msingi, je umewahi kuhudhuria vikao vya shule na wazazi wengine?
3. Huwa unakagua madftari ya watoto wako wanapotoka shuleni?
4. Umewahi hata mara moja kwenda shuleni kufuatilia kama mtoto wako amefika shuleni siku hiyo?
5. Je, umewahi kwenda shuleni ukakuta mtoto wako hakufika na aliaga kuwa anakwenda shuleni? Je, ulichukua hatua gani?
6. Unadhani wewe kama mzazi kushiriki katika kufuatilia maendeleo ya mwanao shuleni kunaongeza tija katika taaluma yake?
7. Undani usiposhiriki katika kufuatilia maendeleo ya mwanao ni kitu gani kitatokea?

**APPENDIX III: Letter for Research Clearance and Permission Letter for Data Collection**



