

**PARENTAL INVOLVEMENT IN ACADEMIC ACHIEVEMENT OF PRIMARY
SCHOOL PUPILS IN TANZANIA: A CASE OF UBUNGO DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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2020

CERTIFICATION

The undersigned certifies she has read and recommends for acceptance by the Open University of Tanzania, a dissertation entitled, **“Parental Involvement in Academic Achievement of Primary Pupils in Tanzania” The Case of Ubungo District**. In partial fulfillment of the requirement of the Degree of Masters in Education Administration, Planning and Policy Studies of the Open University of Tanzania.

Signature

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Date.....

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DECLARATION

I Ssendege Musa, do hereby declare that this dissertation is my original work and that it has not been presented to any other college, institution or university other than Open University of Tanzania.

Signature.....

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Date.....

DEDICATION

This dissertation is dedicated to my lovely parents; Ssendege Erias-my father, Nakyeyune Madina-my mother, my lovely wife Nakalema Fahima, my lovely children Muhsin Musa, Rahma Musa and Abdurahman Musa, for their support and tolerance especially when sometimes I could fail to avail myself to them when needed during my course of study.

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ABSTRACT

The study concentrated on parental involvement in academic achievement of primary pupils in Ubungo district. The general objective of this study was to investigate the effect of parental involvement in academic achievement of primary pupils. The specific objective of the study therefore was to assess the parental roles that influence academic achievement of primary pupils, to assess home environment on the academic achievement of primary pupils, to assess the influence of parents' interest in education on pupils' academic achievement, to assess the parents' engagement in school activities. The study was conducted in Ubungo district with 188 respondents. The respondents included one district education officer; one ward education officer, six heads of schools, seventy two teachers, seventy two pupils and thirty six parents. Purposive and simple random samplings were employed to select participants by gender. The study employed interviews and questionnaire techniques to collect data. Data was collected through primary and secondary data. Data analysis was conducted using content analysis and descriptive statistics. The study revealed that there is minimal parental involvement in academic achievement of primary pupils leading to poor performance among pupils. The findings showed that parents who had low levels of education have less interest in pupils' learning activities. It was also realized that some parents do not play parental roles as expected which may have affected the academic achievement of pupils. The findings also revealed that low income parents were unable to provide reading materials and conducive home environment to their children hence affecting their performance. The finding also showed that many parents were not engaging themselves in school activities. Therefore basing on the findings

from different respondents there was minimal parental involvement and this must be resolved to promote pupils' academic achievement. The recommendations are; The ministry of education should educate or civilize parents about the value of education for their children and the need for active participation in all school activities that can promote the academic achievement of their children, parents should always monitor their children and discourage absenteeism, parents should be sensitized on the need to create a conducive home environment to ease the learning of their children. Heads of schools should always conduct regular school meetings, class meetings and create a platform for parents and teachers to share experiences and challenges to improve the academic achievement of pupils.

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LIST OF ABBREVIATION AND ACRONYMS

UNICEF-	United Nations International Children Emergency Fund
PTA -	Parent Teacher Association
USA -	United States of America
EFA -	Education For All
URT -	United Republic of Tanzania
ZPD -	Zone of Proximal Development
NCLB -	No Child Left Behind
UK -	United Kingdom
KCPE -	Kenya Certificate of Primary Education
ZANU PF-	Zimbabwe African National Union Patriotic Front
TLM -	Total Quality Management
ETP -	Education and Training Policy
DEO -	District Education Officer
SPSS -	Statistical Package for Social Sciences
OUT -	Open University of Tanzania
WEO -	Ward Education Officer.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

Parental involvement refers to the circumstances whereby parents or guardians may be directly engaged in the education of their children. They can engage themselves in school in school activities or be involved by the school itself in the learning process of their children, and they fulfill their duties as parents in making sure that the learner is assisted in the process of learning. It does not just refer to parents inquiring about the progress of a child in schools, but taking a role in communicating with their children with the aim of having a healthy relationship with them, so that the process of encouraging, mentoring, leading and inspiring may be genuine. It's this kind of participation that forms a parent-pupil-teacher web of the learning process.

1.2 Background of the Problem

Education is vital in the socio- economic development of any society. According to UNICEF (2007) educated people are very important to the progress of any state. The foundation of an educated population starts from pre- primary and the primary results facilitate academic transition of any pupil to another level. However, the academic achievement of any pupil is majorly influenced by parental involvement in school activities. It is the role of parents to prepare children before joining pre- primary and primary schools. Parents and guardians play a big part on the degree of child's performance at school. Literate and interested parents in education introduce their children to alphabets, counting, and readings and are more likely to teach their

children how to write their first names before school. It is a duty of a parent to support a child right from home so that he or she performs well at school. It is the role of parents to avoid irresponsible behaviours like divorce and excess drinking of alcohol which create stress to pupils. Aremu (2000) observed that, the nature of parental discipline affects academic output of children. Parents are required to provide healthy information of pupils to teachers. However most of the parents in Tanzania resist disclosing the information concerning their children especially medical details to teachers.

Parents should make sure that children attend schools regularly. Parents must make sure that children are not overworked with domestic work at the expense of school work. Parents should participate in school activities (ie Parent Teacher Associations PTA). Some parents in Tanzania do not participate in school activities like meetings. It seems to be a problem all over the World. According to Garton (1976) parents in USA are indifferent about schools unless when a controversial issue occurs. Parents need to discuss with their children the acceptable and non-acceptable behaviours to prevent indiscipline cases at school. This may be done by few parents in Ubungo district. According to UNICEF (2007) children will do perform well at school if they are well nourished at home.

Parental involvement in pupils' academic achievement has attracted many scholars in the field of education worldwide. For example Epstein, Mostart, Davis, Henderson, Garton, Levis and Keith to mention but a few, compose a list of many scholars who have justified the significance of parental involvement in pupils' academic

achievement. For example Epstein (2002) emphasized that, no academic success can be achieved without engaging parents.

The Jomtien conference on education for all (EFA) of 1990 asserted that many countries in the world have to ensure efficient management of education by involving local community including parents. Educationist therefore should make sure that parents get engaged in school programmes to enhance pupils' academic achievement. Parents can also be involved by means of follow ups with their children's subject teachers in order to identify areas where the children are facing challenges (Clinton and HaHie, 2013). Where children fail parents go to the extent of contacting their teacher, hence building and strengthening the teacher – parent relationship which may result into effective pupils' academic achievement.

According to Hornby and Lafaele (2011) parental involvement is a significant element in education and can also be obtained through home-based parental involvement like listening to the children as they read, help them in completing their homework as well as school based activities like attending parents' meeting and education workshops. According to Labahn (1995), parents should also get involved in children's sports activities, as this may improve and support the academic achievements, but at the same time serve as a motivation.

In the United States of America, the education system has undergone a systematic perceptual evolution, as a result of parents and community dissatisfaction with individual learners' achievement in the education arena. In education most systematic transformation efforts involve stake holders that are critical to obtaining critical and desired changes.(watson & Reigeluth 2008). The most important thing is that, districts

across America, community schools are improving pupils' learning, strengthening families, schools and building communities, so that they collectively function together in contributing to pupils' academic achievements (Blank, Melville & Shah, 2003; Watson & Reigeluth, 2008).

The Evidence from developed countries such as USA and Canada confirms the fact that, parents' participation in improving education has a positive effect on student academic achievement (Yoder, & Grandvoux, 2002). In Finland, parents and other educational stakeholders at large they contribute in their pupils' education by providing daily meals for children, health services, guidance and psychological counseling and access to a broader array of mental health and other services for their students. Their availability to learners reflects a deep commitment to the wellbeing of all children (PISA, 2010; Gamerman, 2008).

In Africa, public schools are characterized by low levels of community participation whereby parents are not effectively involved in creating, constructing, recruiting, managing and financing schools, (Tietjen, 1999). In South Africa, learning of mathematics is a national problem (Howie, 2001). A number of approaches have been taken to solve the problem, including. In-service training conducted by higher education institutions and education departments. Included in the list of multiple factors that influence the students success in mathematics is parental involvement (Jeynes, 2010). This little research on the impact of parental involvement in primary pupils' academic achievement thus vital.

In Zimbabwe, the huge task of placing education within the fundamental rights of individual citizens, made the Zimbabwean government adopt a new paradigm shift in

the management arena (Zvobgo 2004). Community participation was seen as a prescription to the financial challenges public schools were facing by then. The major reason advanced for this kind of engagement was that parents either by accident or design are involved in the child's learning process such as paying fees, fundraising activities, infrastructural devolvement, purchasing uniforms and assisting pupils in homework.(the education Act 1987). All these contribute to the pupils' academic achievement.

In Kenya, Nakuru North district, academic performance has been low probably due to the failure of parents to discipline their children from home. According to UNICEF (2007), children will do well at school if only they are well nourished at home and provided with the necessary learning resources. Most children from developed countries are therefore advantageous compared to most pupils in Kenya. According to Ayot and Brigg (1992), many parents find it economical when their children work in their farms at the expense of formal education. According to Carl and Christine (2009), a child needs to be provided with all the basic needs at home in order to do well at school. A hungry pupil cannot concentrate in class leading to academic under achievement.

Evidence and experience from different primary schools reflect that, parents are doing less to fulfill their responsibilities like attending parents' meetings, paying school fees, providing learning materials to their children and making follow ups about pupils' academic progress which are contrary to the aims of the policy. Galabawa (2001), parents and students are clamoring for quality education for all, especially in

democratic education system that requires parents to be informed, participate and influence decisions affecting their children.

Unfortunately the role of parents in primary schools is limited to some extent. It is much based and focused on paying school fees, construction of school buildings and attending school ceremonies. On the other hand the parents' commitment in the process of pupils' academic achievement is very low; some parents do not have time of monitoring their children when doing their homework instead such responsibilities are decentralized to the house maids, or to their siblings. Generally, some parents little have time to monitor the academic achievement of their children.

In Tanzania there has been poor performance in public primary schools over years, the performance is fluctuating year after a year. Among the factors that are associated with pupils' poor performance is the shortage of teachers, unfavorable home environment, inadequacy of learning facilities in schools and little parental involvement Mihayo (2004). Issues like low levels of parents' education and poor engagement of parents in school activities may affect pupils' academic achievement. It is also observed that in Ubungo district although there are many factors affecting pupils' academic progress, parental involvement related factors need to be considered for investigation. Therefore there is need to conduct an empirical investigation to arbitrate the impact of parental engagement in academic achievement of primary schools-Ubungo district.

1.3 Statement of the Problem

Ubungo district was observed to have fluctuating performance in primary schools over years and this has been associated with shortage of teachers, unfavorable home environment, inadequacy of learning facilities in schools ,lack of supplementary

textbooks, little parental involvement in school activities and the long school-home distance. Efforts have been always undertaken to address the problem. Although a section of some stake holders do not play their roles to the required level to solve the problem.

Despite the government effort and commitment, the pupils' academic achievement records do not reflect the long struggle and effort done by the government and other stakeholders in primary schools. Schools can close the pupils' academic performance gap by placing high demand on parents. It's therefore upon this background that this study was conducted to assess the effect of parental involvement in academic achievement of primary pupils in Ubungo district.

1.4 Objectives

This study sought to achieve the following objectives

1.4.1 General Objectives:

To investigate the impact of parental involvement in academic achievement of primary pupils in Ubungo district.

1.4.2 Specific Objectives:

- i. To assess the parental roles that influence academic achievement of primary pupils.
- ii. To assess home environment on the academic achievement of primary pupils.
- iii. To assess the parents' interest in education.
- iv. To assess the parents' engagement in school activities.

1.5 Research Questions

The study sought to answer the following questions

- i. To what extent does the parents' role performance affect primary pupils' academic achievement?
- ii. To what extent does the home environment affect pupils' academic achievement?
- iii. To what extent does the parents' interest in education affect pupils' academic achievement?
- iv. To what extent does the parents' engagement in school activities affect pupils' academic achievement?

1.6 Significance of the Study

The findings of the study would be useful to the stake holders as it could help the ministry of education and vocational training to come up with seminars to educate the parents on their roles in promoting academic achievement of pupils in primary schools. The findings could enable the school administration to identify the challenges facing pupils and parents in the process of pupils academic achievement and would be advised accordingly. The findings could enable the parents to realize the need of meeting the basic needs of their children and develop positive attitude towards education. It would also form the basis of enhancing knowledge of educational researchers and other interested educationists for improving education quality

1.7 Scope of the Study

This study was conducted in Ubungo district, Saranga ward in six primary schools, three private and three public primary schools. The study focused on exploration of parental involvement in improving the academic achievement of primary pupils.

1.8 Limitation

The researcher faced a number of limitations. There was a challenge of poor record keeping especially on the parents' attendance to various school activities, some respondents like some teachers demanded for incentives in order to participate, some teachers requested for payment to respond to the questionnaires, some respondents delayed to return the questionnaires and others completely failed to return them. The researcher kindly requested and convinced such respondents to provide the information. For those who completely failed to return the questionnaires the researcher immediately replaced them with other respondents of the same gender and roles to avoid affecting the intended number and required information. In such cases the researcher gave a chance to the respondents to choose their convenient time and place.

1.9 Definition of Key Terms

Parent:

Parent is the child's biological mother or father as well as other family members like uncles, aunties, grandmothers, grandfathers, older individuals who take special interest and help the child to develop and understand life values and to build self-confidence.

For the purpose of this study, this definition will be adopted.

Parental Involvement

In this study, parental involvement had been used to reflect the way parents are engaged in education activities of their children. This involves the way parents communicate with teachers on academic issues, good parenting at home, attending school functions, monitoring homework and the general attitude and interest in education of their children.

Academic Achievement

In this study academic achievement has been used to refer to the level of academic success which is measured through primary leaving examinations' results. It is usually attained by primary school pupils when they complete seven years of primary schooling in Tanzania.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed the literature related to the study. The literature review focused on theoretical review, parents' role performance, parents' interest in education, home environment and the parents' engagement in school activities that affect the academic achievement of pupils in many parts of the world, Ubungo district inclusive. Other subsections such as empirical literature review, research gap, plus Conceptual framework was also included in this chapter.

2.2 Theoretical literature

Parental involvement in pupils' education has many aspects. Parents are considered to be the most significant primary role models in the academic success of their children. Assuring their children's academic achievement and success in schools is one of the most important responsibilities of every parent. This understanding requires analysis of different literature and theories in relation to parental involvement in primary schools.

Gonzalez-DeHass et al.(2005) argued that, when parents are involved in their children's schools, academic motivation and achievement increase. Parents should make sure that children attend schools regularly. Parents should participate in school activities such as Parent Teacher Associations. Parents need to discuss with their

children the acceptable and non-acceptable manners to avoid indiscipline cases at school.

According to Garton (1976) some parents in USA are indifferent about schools unless a controversial issue occurs. Parents need to involve themselves in school activities to make the learning process of children easier. It is the role of parents' role to avoid irresponsible behaviours like divorce and excess drinking of alcohol which create stress to pupils. Aremu (2000) observed that the nature of parental discipline affects academic output of children. Parents' behaviours at home have much effect on pupils' academic success. It is also significant for parents to communicate children's behaviour, likes and dislikes, healthy conditions to teachers. This information is very important to teachers as it helps them in proper planning of teaching and learning process. Parents should engage themselves in school programmes which support academic achievement of pupils. Academic achievement may be obtained through parental involvement and help to both teachers and pupils.

Different scholars have realized that one of the major components of pupils' academic achievement is the parental involvement (Hara and Burke, 1998), Researchers emphasize that parents' involvement is a key to successful pupils' academic progress. In Finland, USA and Canada, parents' participation in improving education have a positive effect on pupils' outcome (Yoder & Grandvoux, 2002). In Finland, parents and other education stake holders contribute to their pupils' education in providing daily meals for every child, they provide health services, and they offer guidance and counseling and access to a broader arrangement of mental health and other services on their children. Their availability to all shows a strong commitment to the well-being of all children (PISA, 2010; Gamerman, 2008).

2.3 Parental roles and pupils' academic achievement

Parents play a big role in facilitating the academic achievement of pupils in primary schools. It has been realized that parents who fail to support their children with basic needs compel them to take parental roles which they cannot afford, and such pupils cannot perform well at school. It is the role of the parent to make sure that children are taken to school at the right time. According to Kibera and Kimokoti (2007), responsible parents take their children to school at a right age. Parents should also involve themselves in school activities to promote the academic achievement of their children. It is the role of parents to ensure that children attend school regularly. It is the parents' responsibility to create conducive learning environment at home for children to learn easily. Parents are supposed to provide reading rooms and light to their children at home, monitor and motivate their children.

Parents need to show positive attitude towards learning of their children which may promote children's academic achievement. It is the role of parents to provide learning materials like text books and other school requirements like uniforms to their children. It is the duty of parents to discourage absenteeism and disciplining their children. Mwoma (2010) argued that responsible parents with average education level support the academic achievement of their children.

However some parents do not involve themselves in the structure of the academic achievement of their children. Some parents totally abandon their children which affects their academic progress. This kind of behaviour is common to parents who abuse alcohol.(Dennis 2011). It is the duty of parents to attend school meetings, some parents do not attend school meeting and even do not follow up their children at school

due to irresponsible behaviours like abuse of alcohol and having multiple sexual relationships. Children from such families decline in their performances. Some parents delegate their responsibilities to house maids and other relatives which may result to poor academic progress of children. Many parents in Tanzania particularly Ubungo lack time for their children resulting to poor academic progress.

2.3.1 Home Environment and pupils' academic achievement

There is a big relationship between home environment and academic achievement of children. Parents with a positive attitude in education will support their children by creating conducive learning environment at home, such parents assist their children in doing homework, providing them with reading materials, providing lights and space. All these promote pupils' academic achievement. Parents interested in education will ensure that children attend schools regularly, introduce their children to counting, alphabets and readings even before joining schools. Parents need to prepare their children before going to schools. Interested parents are more likely to teach their children how to write their first names before starting school. Parents should motivate their children at home, provide leaning materials at home like story books, magazine that help improve pupils language and reading skills.

Families with high literacy level may register more pupils and better performances than those who are uneducated. Educated parents guide their children when doing home works and may interpret some difficult words for their children or teach them new vocabularies. Therefore home environment may have a great impact on pupils' academic achievement in primary schools. Such environment is supposed to be created by parents or guardians.

(Onzima 2010), in his findings proved that mothers' education level has a significant effect on pupils' core, though the father has stronger influence than the mother according to him.

2.3.2 Parents' interest in education and pupils' academic achievement

The parents' interest in education is a stronger independent variable in motivating their children to learn.(Gonzelez-DeHass, 2005; Williams & Holbein, 2005). Parents have a big part to play in influencing the academic achievement of pupils in primary school. It has been realized that parents with no interest in education abandon their children at school age level compelling them to have parental roles at early stages. Such parents do not want to facilitate their children with school facilities. Such parents also do not take their children to school and they may decide to take them to school at a later stage due to public shame, pressure and influence, children who seem to be old compared to others in classes tend to be uncomfortable and this may affect their academic achievement.

According to Potall (2008), 95% of pupils did better in school when they received help from parents with homework. Studies have established remarkable improvement in pupils academic progress when their parents are involved with their homework (Keith 1993).Readiness for school learning especially performance in primary school depends much on home set up, innovation, parents availing reading materials, guidance and counseling at home. But all these can happen if the parents are interested in education. It is recommended that parents should come to their senses, realize significance of education and play their role in order to boost the academic achievement of pupils.

Academic achievement is derived through potential support from parents. Children will work hard as long as their parents show interest and support to their children. It is the role of the parent to show interest in education and ensure that home environment supports pupils' academic achievement. Parents should be positive towards the learning of their children, this will directly motivate children to learn easily. Parents are accountable to their children's absenteeism from school, providing reading materials and provision of reading rooms plus lights at home. Availability of reading materials promotes learning. Uninterested parents do not devote their time to children in matters concerning learning, this leads to low academic achievement of their children (Coroline clauss, 2006).

2.3.3 Parents' engagement in school activities and pupils' academic achievement

Parents should make sure that children attend schools regularly. Parents need to discuss with their children the acceptable and non-acceptable manners to avoid indiscipline cases at school.

According to Garton (1976) some parents in USA are indifferent about schools unless a controversial issue occurs. Parents need to engage themselves in school activities to make sure the academic progress of their children is easier. It is the duty of parents to avoid irresponsible behaviours like divorce and excess drinking of alcohol which creates stress to pupils. Aremu (2000) observed that the nature of parental discipline affects academic output of children. Parents' behaviours at home have much effect on children's academic success. It is also significant for parents to communicate children's behaviour, like and dislikes, health conditions, to teachers. This information is very important to teachers as it helps them in proper planning of teaching and

learning process. Parents should engage themselves in school programmes that enhance the learning of their children. According to (UNICEF 2007) learning extends beyond the classroom and it includes both home and community encouragement.

Parental involvement in school may be observed in different ways such as engagements like parent teacher conference, extracurricular activities, monitoring home works, improving parental values. Schools need parents' involvement and engagement in school activities. According to (Epstein,1995) parental involvement in children's academic achievement takes on in various ways such as parents volunteering in different activities at school, participation in guidance and counseling, providing information to teachers concerning their children's academic progress and discipline issues.

According to Hoover and Sandler (1995), parents agree that they have significant role to play in home based activities such as monitoring their child's school homework and children's academic progress, and discussing school related issues with their children. Generally pupils feel proud when helped to perform well at school by their parents.

2.4 Empirical Review

Many empirical studies justified that parental involvement in the academic achievement of their children is very important. Parental involvement is viewed as one of the most successful educational strategies in attaining pupils' academic success and reducing education imbalances. (catsambis, 1998) parents involvement in their children's education is linked to success (Yan & Lin 2005). According to Hornby and Lafaele (2011) parental involvement is a significant element in education and can also be achieved through home-based parental involvement like listening to children as

they read, helping them to complete their homework as well as social based activities, which include attending parents meetings and education workshops. According to Labahn (1995) parents should also be involved in children's sports activities, as this would improve academic achievement and serve as a motivation strategy.

According to Patall, Cooper and Robinson, it is observed that 95% of the pupils did better in school after being helped by their parents in doing home works. Studies have reported remarkable academic progress of pupils when their parents are involved in completing home works. (Keith 1993). Different studies conducted by various scholars emphasize the importance of parental involvement in school activities as it is more advantageous to the pupils' academic achievement.

Ukwayi, Ambeken, Joseph & Ogodo (2012) carried out a study on parental socioeconomic background as a determinant of pupils' academic achievement. The study explained that pupils whose parents had better jobs and higher level of education were exposed to more education, social and cultural resources at home and tend to perform better than their counterparts lacking such opportunities. The study recommended that increase in parental salaries in line with a current economic situation as well as the provision of adequate books and facilities in schools to bridge the gap between the rich and the poor are recommended in order to improve the academic achievement of pupils.

2.5 Global Perspective and Parental Involvement

Extensive studies conducted in USA have revealed that parents of higher achievers do not want to be involved in the education of their children (Berger, 2007). Working class parents are less likely to attend school events as compared to their middle class

counterparts. In both instances, parents claim that they are so busy (Gu, 2008). Although some scholars agree with the time constraints which lead to disengagement of some working class parents. They also criticize the cultural set up in schools which they assume favours the high socio-economic parents as compared to lower ones.

Some parents may not participate in school functions and parental programmes because of their past experiences with the school set up. According to Long (2007), uncertainty and insecurity of subject matter and lack of educational materials in the home could be one of the determinants to them reinforcing school instruction at home ,while others could be discouraged by their bad experiences at school with their teachers. For example, if their past school experience were pleasant and successful, they are likely to enjoy visiting the school again, but if their experiences were filled with failures and disappointment, whether real or imagined, the thought of parents will feel intimidated and uncomfortable due to their limited educational background (Long, 2007).

Such parents will even remain silent and alienated when it comes to parental programmes as they think at any conference will not be considered (Berger 2007). They are also the same parents who will go further and complain that they are being sidelined and never consulted when important issues regarding their children's academic achievement are discussed. Parents of this nature need a supportive environment and should be provided with assistance in order to navigate the intricacies of a school (Glanz, 2006). Otherwise if such attitude continues it may affect children's academic achievement.

The no child left behind (NCLB) Act of 2001 (U.S Department of education), explains that a parent plays a big part in promoting academic achievement of pupils. Therefore schools are encouraged to lay strategies of creating suitable ways to involve parents in their children's academic success.

Lai and Vadebonceur (2012) asserted that the role of a school to influence parental involvement is now a passive policy. Some schools blame parents for the failure of pupils to perform well. Despite such situation different studies continue to credit the act of involving parents in school programmes which seem to uplift the performance of pupils in schools. Different findings justifies that parental involvement is a credible independent variable in motivating their children to learn (Gonzalez-DeHass, 2005; Williams & Holbein, 2005).

Gonzalez – DeHass el al (2005) emphasized that when parents are involved in their children's learning process, motivation and academic success is easier, learning interest of pupils increase, competence and understanding of subject concepts improves and this supports pupils' academic achievement in school. Parents must get involved in school programmes such as parent- teachers meetings. In order pupils to perform well they need parental involvement, motivation and influence.

2.6 Theories that guide the study

This section described two major theories related to parental involvement such as Piaget's cognitive development theory and Vygotsky's socio-cultural theory. These theories had a great impact on the research field and thus were discussed with respect to parental involvement.

2.6.1 Cognitive Development Theory

Having been called constructivist as well as an interactionist, Jean Piaget proposed a theory of cognitive development in children and emphasized the constructive role of experience with peers and family members. The basic assumption of his theory was that young children are active learners with a constant drive to match their internal constructions (their own view of the real world) and external constructions (the external realities they face with their surroundings) (Piaget 1981). Children, as agents in his term continually rework and revise – assimilate and accommodate their internal constructions with each new experience (Prior and Gerard, 2007). Other people and the social milieu are important elements influencing the social environment. With this environment social interaction and context are “in dissociable” from their cognitive development.

Children adopt new learning and accommodate their own incorrect views of the world more quickly if they are more actively involved with people and things in their surroundings. In this regard children learn best when they have chances to interact with their environments, particularly their parents who are the major part of children’s environment. (Athey, 2007). For instance parental involvement in activities such as practicing interactive homework creates chances for children to interact freely and meaningfully with their parents, which helps them to come up with their own knowledge with in both social physical environment through this process (Bailey, silvern, Brabham and Ross, 2004). As a result Piaget’s social development theory supports the idea that parental involvement is an important factor in children’s development and academic achievement.

2.6.2 Socio-Cultural Theory

Affected particularly by Piaget's views, Lev Vygotsky emphasized the relationship between beings and their environment, both physical and social, in his socio-cultural theory. To him, the impacts of social and cultural factors on development and learning are abundant (Vygotsky, 1978). Human beings are surrounded by family members and are impacted by the culture in which they live (Rieber & Robinson, 2004). Children's interaction with their family members is so important for their learning and development since their first teacher is the family and their first learning takes place in the community. Basing on this reason it is true that children gain knowledge about the world through interaction.

Vygotsky focused on the internalization of knowledge by addressing the zone of proximal development (ZPD) as a concept to argue that children have levels of problem solving ability (Prior & Gerard, 2007). He defined ZPD as "the distance between the actual developmental level as determined by the independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978 p.86). He claimed that children can learn and achieve by themselves at one level. However he introduced another level that refers to the child's abilities when working under the guidance of an adult or a more able peer (Vygotsky, 1978). For example riding a bicycle is a tool of society and beyond the child that is why it can be learned through working with a more capable peer or an adult. Basing on interrelatedness and interdependence in learning and development, his theory supports the idea that a child's home life is of importance (Prior & Gerard, 2007) and parents contribute greatly to the development and academic achievement of a child.

2.7 Empirical Literature

The issue of parental involvement in schools especially in their children's academic achievement is not something new. Parents started involving themselves in school activities at the beginning of the 20th century in the United States of America. The cooperative unions of nursery schools flourished from 1920s to the 1960s. Colleges and schools welcomed stay-at-home mothers who served as paraprofessionals in the classrooms, assisting teachers and taking physical care of the facility (Gestwicki; 2007). The main idea of parental involvement was that parents know their children very well, they understand their likes and dislikes, strength and weaknesses. Parents know what they want for their children, making it vital to be directly involved in school activities.

After the World War II (1945 - 1950), parental involvement in Chicago involved participation in meetings, making of report cards, supervision of homework, attending parent Teachers Association (PTA) meeting, and fundraising events in Los Angeles. In 1960s educators and policymakers focused on parental involvement as a way of improving educational achievement for the poor and understanding pupils. This led to the development of different models, theories and strategies of promoting such parental involvement (Mibrey and Shields, 1987).

In Zimbabwe parental involvement has been a priority by the post-independence government. The post-independence expansion of education delivery in Zimbabwean schools was pronounced in its election manifesto of 1980 (Zimbabwe African National Union) (patriotic front) (ZANU PF) 1980 was unsustainable. The ballooning of the participation of segregation policies (The education Act 1987). The escalating costs

incurred in the provision of education which was brought about by the massive consumption of education by the disadvantaged black majority were outstretching the fiscal purse to reduce the financial burden which Zimbabwe was facing by then, a total quality management (TQM) framework was adopted by management to enhance engagement philosophy. The major purpose of this paradigm shift in the provision of education was to tap the potential, skills, resources and expertise parents were endowed with for the purpose of accomplishing educational goals. Schools in this respect were being called upon to recognize parents as the first teachers in pursuit of educational goals (Gaetano 2007).

In Kenya, Nakuru North district, academic performance has been low properly due to failure of parents to discipline their children from home. According to UNICEF (2007), children can do well at school if only they are well nourished at home and provided with necessary learning resources. Most children from developed countries are therefore advantageous compared to most pupils in Kenya. According to Ayot and Bigg (1992), many parents find it economical when their children work in farms at the expense of formal education. According to Carl and Christine (2009), a child needs to be provided at home with all necessary basic needs in order to perform better at school. The hungry pupil cannot concentrate in class leading to academic under achievement.

2.8 Theoretical Literature

The historical development of parental involvement in Tanzania follows the same trend like other countries. The Education and training policy (ETP) of 1995 and education Act of 1978 (as amended in 1995) stipulated a number of aspects concerning

the management of education by involving parents and communities through school committees. School committees are meant to represent parents in all school activities. In Tanzania various programmes, education policies have portrayed great concern on the significant roles played by various education stakeholders including parents. For example education and training policy in Tanzania (1995) emphasizes the roles of parents in education through decentralization, whereby parents are greatly involved in school and education programmes by financing through cost sharing and puts emphasis on providing education through partnership with community (URT 1995).

2.9 Research Gap

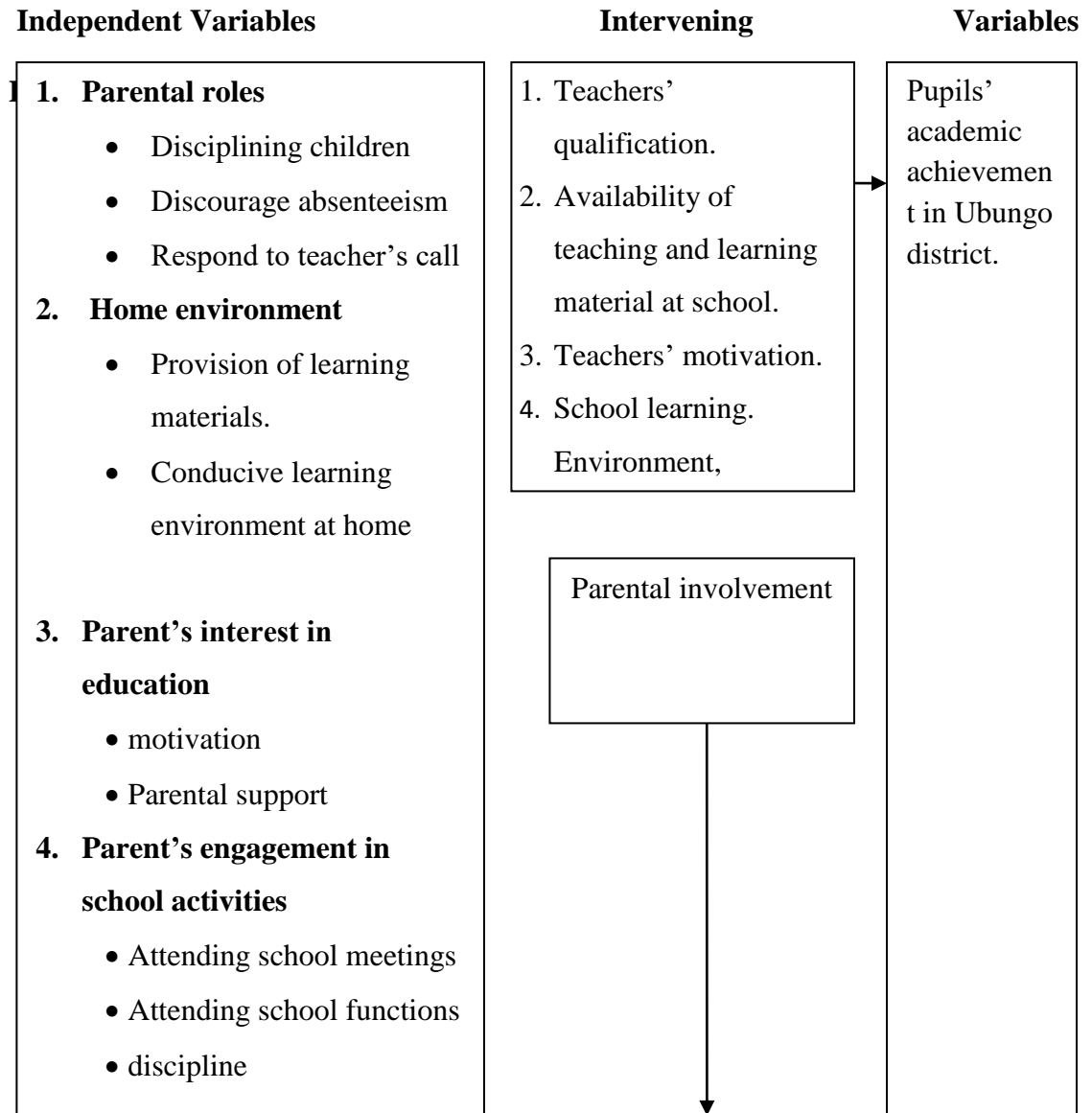
Studies from Africa and outside Africa by different scholars such as Onzima, 2010; Dennis, 2011; Hara and Burke, 1998; Gonzelez-DeHass, Williams & Holbein, 2005; Epstein, 2002 have portrayed that, the pupils' academic achievement is influenced by parental involvement. However of all studies, no study has been conducted specifically for parental involvement in primary schools particularly in Ubungo district. This study therefore is an attempt to investigate the impact of parental involvement in primary pupils' academic achievement in Ubungo district.

2.10 Conceptual framework

The conceptual framework adopted in this research was based on the assumption that there are certain influences from parents that determine pupils' academic achievement in primary schools.

Figure 2:1 Parental involvement in primary pupils’ academic achievement

Ubungo district



Source: The Conceptual Framework Adapted from Nahyba, Mcewam & Older-Aguilar (1999)

Figure 1:2:1Is a conceptual framework that showed the correlations of factors that may contribute to the primary pupils’ academic achievement in Ubungo district. The independent variables are parental roles, home environment, and parents’ interest in education and parents’ engagement in school activities. The dependent variable was

the primary pupils' academic achievement. The pupils' academic achievement majorly depends on parental influence.

Parental role; Low income earners or unemployed parents, encourage child labour denying children time to study. Parents need to meet the economic needs of their children such as buying school uniforms, fare to and from school and stationeries. Most children from poor families do not attend classes they get into the business of selling water on streets; some engage themselves in harvesting and carrying sand in construction areas which make them lose time to attend classes, which affect their academic achievement.

Home environment, parents with a positive attitude in education will support their children by providing conducive learning environment at home, such parents assist children in doing homework, providing them with reading materials, providing lights and space. All these support promote pupils' academic achievement. Parents interested in education will ensure that their children attend schools regularly, introduce their children to counting, alphabets and readings even before school, pay school fees and school tours. Parents' engagement, parents need to be role models, learning will not be effective if parents quarrel among themselves and parents should avoid irresponsible behaviours like excess drinking of alcohol and divorce. Parents must participate in school activities like meetings such as parent teacher Association (PTA). Failure to do these will automatically affect pupil's academic achievement. For children to perform well at school they need parental involvement and influence.

CHAPTER THREE

RESEARCH METHODOLOGY

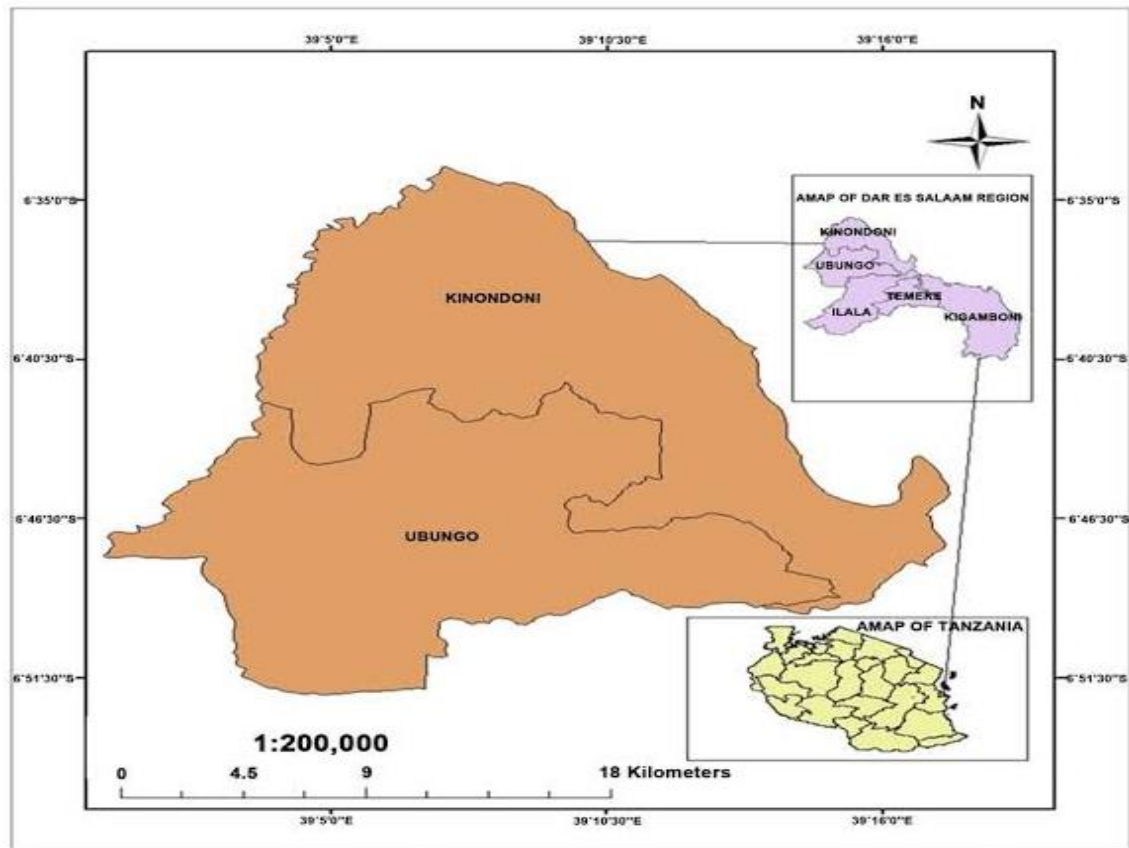
3.1 Introduction

This chapter presents Area of the study, research approach, research design, geographical Area of the study, the target population, sample and sampling techniques, methods of data collection and data analysis, validity and reliability of the study and ethical considerations.

3.2 Area of the Study

The study was carried out in Ubungo district. Ubungo is a district north west of Dar es Salaam central business district of Tanzania. It is located in the western part of province. Ubungo was formerly a ward in Kinondoni district of Dar es salaam. Its latitude is - 6.7833 and its longitude is 39. The area was considered appropriate for the study because being a business district, most of the residents are busy engaged in different activities that can support their earnings, but majority with no regular income. Most pupils in Ubungo district attend day primary schools. Ubungo was therefore chosen because of being among the busiest districts in Dar es salaam – Tanzania, whereby parents are busy most of the time, hence a need to investigate the extent of parental involvement in academic achievement of primary pupils. Not forgetting its proximity to the researcher as a way of reducing the cost of carrying out the study.

Figure 1.3.1 The map showing the location of Ubungo district.



3.3 Research Approaches

Research approach is the plan that enables the researcher to come up with solution to problem under study, (Best and khan, 1998). The research approach opted in this study is qualitative approach. The qualitative approach was preferred because it seeks to understand the research problem through process, values, context and interpretation in the construction of meaning and concepts.(Bauer and Gaskel, 2000; Punch, 2009). It allows the researcher to report findings in the narrative form (Godwin & Godwin, 1996). Qualitative approach allows the researcher to attain deeper and real information of the respondents concerning knowledge, experience and feelings regarding the study

3.4 Research Design

According to Kothari (2004), a research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to research. The research design opted in this study is descriptive survey. The researcher found this design suitable as it helps to obtain information connected to parental involvement in primary pupils' academic achievement in Ubungo district.

Descriptive survey design attempts to describe systematically a situation, problem, service or program. It provides information about the living conditions of people in a community (Kumar, 2005). Under this design the researcher is able to collect data from many respondents (Leedy and Omvod, 2001). The descriptive survey design was adopted to produce statistical information about parental involvement in academic achievement of primary pupils which could be useful to the policy makers, teachers, parents and other stakeholders.

3.5 Population, Sample and Sampling Technique

3.5.1 The Target Population

Target population is a group of people with characteristics the researcher is interested in. According to Borg and Gall (1989), target population is defined as all members of the real set of people, events or objects to which a researcher wishes to organize the results of the study. The study targeted six primary schools in Ubungo district, mixed day primary schools. The target population of the study comprised of one education officer, one ward education officer, six heads of schools, seventy two teachers, seventy two pupils and thirty six parents. A total of 188 respondents.

Teachers were chosen because of their role in pupils' academic achievement, teachers have great and close interaction with parents, therefore any information concerning parents can easily be shared through teachers especially the class teachers. Headteachers were chosen due their administrative positions, they have information about pupils' performance and parents' engagement in school activities. Pupils are key figures in the learning process and they benefit directly from all stakeholders. Other education officers like the district education officers had information concerning the statistics of all primary schools in the district. Pupils were used in this study because they seemed to provide valuable information and experience on how their home settings was important on their academic achievement. Parents were considered in this study due to their important role in raising children. Parents were expected to provide information concerning their participation towards improving academic performance.

3.5.2 Sample Size

A sample is a small group of people that represent characteristic of the target population. There is no fixed number or percentage of subject that determines the size of an adequate sample, instead it may depend upon the nature of population of interest and the data to be gathered and analysed (Best and Khan, 2006). A sample of 188 informants from six primary schools (three public private and three public primary schools) from Ubungo district were selected. The sample size involved one district education officer (DEO), one ward education officer, six heads of schools one from each school, seventy two teachers, twelve from each school, seventy two pupils twelve from each school and thirty six parents, six from each school. The respondents for this study were selected according to the principles of both simple random and purposeful sampling, with the aim of selecting informants who are likely to be rich of information

in respect to the purpose and objective of the study. The sample size was clearly stipulated in table 3.1 below.

Table 3.1: Category Composition of the Population and Sample Size

S/N	Category	Number of respondents			% of Response
		M	F	T	
01	District education officer	-	01	01	100
02	Ward education officer		01	01	100
03	Heads of schools	04	02	06	100
04	Teachers	25	47	72	100
05	Pupils	39	33	72	100
06	Parents	18	18	36	100
	TOTAL	86	102	188	100

3.5.3 Sampling Techniques

Sampling is the process of selecting a number of individuals in such a way that they represent the large group of which they were selected (Mc Millan and Schumacher, 2010). In this study, both the probability and non probability techniques of sampling were applied. The non probability technique applied was the purposive sampling especially in selecting the number of schools, and a sample of teachers. The probability technique used was proportionate random sampling to select pupils from the selected schools. Once in the schools pupils were selected to participate in the study so that they can provide adequate information about parental involvement in their academic achievement.

3.6 Data Collection Methods and Instruments

In this research the researcher intended to administer various research methods such as interview and questionnaire in gathering relevant data. The employment of various methods was done due to the fact that there is no single research technique or instrument which is adequate in itself in collecting valid and reliable data on a particular research problem Punch 2009; Cohen, Manion & Marison (2000) asserts that the use of a single technique may lead to bias and so multiplicity of methods would ensure authenticity of the data.

3.7 Sources of Data

3.7.1 Primary data

In this study primary data was collected through interviews with heads of schools, district education officer, ward education officer, and parents. This is the first hand information that is directly gathered by the researcher from the original source (Krishnaswami & Ranganatham, 2007)

3.7.2 Secondary data

Secondary data, secondary sources were useful in this study as they enabled the researcher to get knowledge information from other sources that supplement primary sources on parental involvement towards pupils' academic achievement. In this study secondary sources included parents' meeting attendance records and the parents invitation/call records.

3.8 Data Collection Methods

In this study, the researcher intended to collect data using interviews and questionnaire.

3.8.1 Interviews

An interview is a two way conversation between an investigator and informant that initiated purposely to get information relevant to specific study 2000; Krishnaswami & Ranganathan, 2007. It involves gathering of data through direct verbal interaction between individuals (Cohen et al, 2000; Krishnaswami & Ranganathan, 2007) In this study the researcher intended to use structured and unstructured interview. Unstructured interview or in – depth interview was designed to elicit a vivid picture of the participants about the research topic (Mack, 2005). In unstructured interview, questions are neither standardized nor ordered in a particular order. Unstructured interview can be inform of face to face with an individual informant, face to face with more than one informant or phone conversation interview.

Mack et al, (2005) asserts that, unstructured interviews usually conducted face -to-face, which involve interviewer and one informant. This study intended to employ an individualized face-to-face interview with the district education officer, ward education officer and the heads of each selected school, because as the education administrators had information concerning parental involvement in academic achievement of primary pupils. Interview helped the researcher to use time effectively with every interviewee. It also helped the researcher to understand deeper the interviewer's experience, perspective and feelings. The researcher opted interview because it is simple, in such a way that the interviewer is free to change some questions according to the reaction of the interviewee (Patton, 2004). Therefore the researcher intended to use face-to-face interview to collect information from district education officer, ward education officer, heads of schools, parents and guardians. All

these respondents were interviewed in their homes and offices during the researcher's visit as per the appointment.

Gay (2009) holds that interviews must be carefully recorded during interview to avoid distortion of information which would affect the results. The researcher therefore intended to use both field note taking and phone device to record the interviews. Both methods of recording data were checked and compared to prove which information was misrecorded. Application of more than one method in data recording seemed to have reduced the errors that would have happened in the data recording using one recording device.

3.8.2 Interview Questions

The questionnaires were suitable to be used in this study because the respondents were literate (Headteachers, teachers and pupils), they can easily fill in the answers as required.

Questionnaires offer a considerable advantage in the administration. This is because they offer time for the entire administration to give correct answers. Questionnaires are presented in an even stimulus potentially to large numbers of people simultaneously and provide the investigation with an easy accumulation of data. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinions and also to make suggestions.

Questionnaires are also anonymous. It is possible to observe anonymity (Orodho, 2009). Anonymity helps to provide more straightforward answers than it is possible in an interview. The Questionnaires were used to collect data from teachers and pupils to explore their experience, views and suggestions on parents' initiatives towards

improving on the pupils' academic achievement in Ubungo district. Items in the questionnaires were developed in away that addressed a specific reseach question.

i) Teachers' Questionnaire

The questionnaire contained two sections. Section A sought demographic information of the teacher while section B sought information on parental factors which influence pupils' academic achievement in primary schools. Both closed and open ended questions were included.

ii) Pupils' Questionnaire

The pupils' questionnaire also contained two sections. Section A sought for demographic information of the the pupils while section B sought for information about parental factors that influence pupils academic achievement in Ubungo primary schools. Both closed and open – ended questions were included.

3.9 Documentary Review Procedure

3.9.1 Data Analysis

In this study, the researcher employed content and data analysis techniques. Data analysis involved qualitative method. The qualitative data was drawn from interviews and questionnaire. Then data was edited to improve its quality for coding. After the data collection. The data was coded and generated through the use of statistical package for social sciences (SPSS) version 25 software. The analysis of the data was done through descriptive statistics which helped the researcher to tabulate data and present it in table fomats, and graphs. The findings were later presented in tables and graphs .

3.10 Validity and Reliability of Instruments

The researcher employed different strategies to ensure validity and reliability. Data was collected from different categories of people. The researcher ensured that the process of data collection, analysis of findings plus the instruments used were valid and reliable.

Validity

An instrument must measure what it intends to measure. Validity is the meaningful and useful inferences one can draw from the scores on a particular instruments (Creswell, 2009). The researcher ensured that the instruments measured to his expectation. And the validity of the instrument may be decided by a panel of judges competent in the area of study. The supervisor made assessment on the instruments and provided feedback to be included in the final instruments used in the actual research. The researcher ensured that instruments measured with accuracy.

Pilot study

Piloting was done before interviews and questionnaires of the actual research were administered to the respondents. A small portion (two schools) were used in piloting. The schools used in piloting were not used in the actual study. Piloting was important to confirm that the researcher's instruments were reliable and valid. According to Kombo and Dolno (2006), pilot study assists in the feasibility of the study.

Reliability

According to Orodho (2009), reliability of an instrument is its consistency in producing reliable results. It focuses on the degree to which empirical indicators are

consistent across two or more attempts to measure the theoretical concept. In this study the test and retest method was used to ensure reliability of results. The questionnaires were administered to the respondents of two different primary schools two times with an interval of two weeks, and two tests were coded manually.

3.11 Ethical Consideration

Gray (2009), insists on the need of the researcher is to observe the principle of ethics when conducting research. This is because there could be some dangers the respondents may experience if their views are known by their superiors. In this study, the researcher adhered to the following principles;

3.11.1 Research Clearance Letters.

The researcher sought permission to conduct the study from the relevant authorities. The researcher received research clearance letter from the director of post Graduate studies from the Open university of Tanzania (OUT). This letter enabled the researcher to consult different education officers and consultants without any obstacles.

3.11.2 Confidentiality and Anonymity

Before the exercise of collecting data, the respondents were assured that the information produced will remain confidential and will only be used for research purpose not for any other use. Names of respondents were hidden and schools were represented by letters (i.e A,B,C,D,E and F).

3.11.3 Informed Consent

In this study, the issue of informed consent was considered. Informed consent is the process of ensuring that respondents understand the purpose and significance of participating in this research . Therefore their decision to participate should be

free,conscious and delibarate. Moreover,it is achieved by making respondents aware of the purpose of the study, how the information will be used and the implications for them as participants in the study (Ryan el al, 2007).

CHAPTER FOUR

PRESENTATION, DISCUSSION AND ANALYSIS OF DATA

4.1 Introduction

Chapter four presents the findings from the study that were attained using the methodology described in chapter three. The findings are presented and interpreted in connection with the parental involvement in pupils' academic achievement of primary schools in Ubungo District, both public and private primary schools. The findings are presented in sections as per the research questions. The study sought information from the district education officer, ward education officer, head teachers, teachers, pupils and the parents. The research findings are discussed in light of reviewed literature related to parental involvement in academic achievement of primary pupils.

Data analysis, presentation of the findings was guided by the research question below.

- i. To what extent does parents' role performance affect primary pupils' academic achievement?
- ii. To what extent does home environment affect pupils' academic achievement?
- iii. To what extent does the parents' interest in education affect pupils' academic achievement?
- iv. To what extent does the Parents' engagement in school activities affect pupils' academic achievement?

4.2 Questionnaires Response Rate

The response rate was one hundred percent (100%), out of the sample population of 188 respondents. There were a series of separate interviews with six head teachers and

two education officers; DEO and ward education officer, 72 questionnaires were issued to teachers. 72 questionnaires issued to primary pupils and different interviews conducted with parents /guardians. The information is presented in table 4.1

Table 4.1: Response Rate

Respondent	Issued/Interviewed	Responded to	Percent (%)
District Education Officer	1	1	100
Ward education officer	1	1	100
Head teachers	6	6	100
Teachers	72	72	100
Pupils	72	72	100
Parents/guardians	36	36	100
Total	188	188	100

The response from each of the six groups of respondents was encouraging. Education officer, ward education officer and Head teachers responded positively to the questions during the interview. All respondents including teachers, Pupils and parent /guardians registered a response rate of 100% each. This implies that they were ready to give information asked in the questionnaires and interview. The research felt that the respondents had responded to the questions correctly. The highest number of respondents were teachers and pupils (72), followed by .parents/guardians (36). The head teachers were six (6) and education officers were the least, DEO (1) and ward education officer (1). Therefore the response rate shown in Table 4.1 was high and the researcher felt justified proceeding with the data analysis and presentation.

4.3 Demographic Characteristics of Respondents.

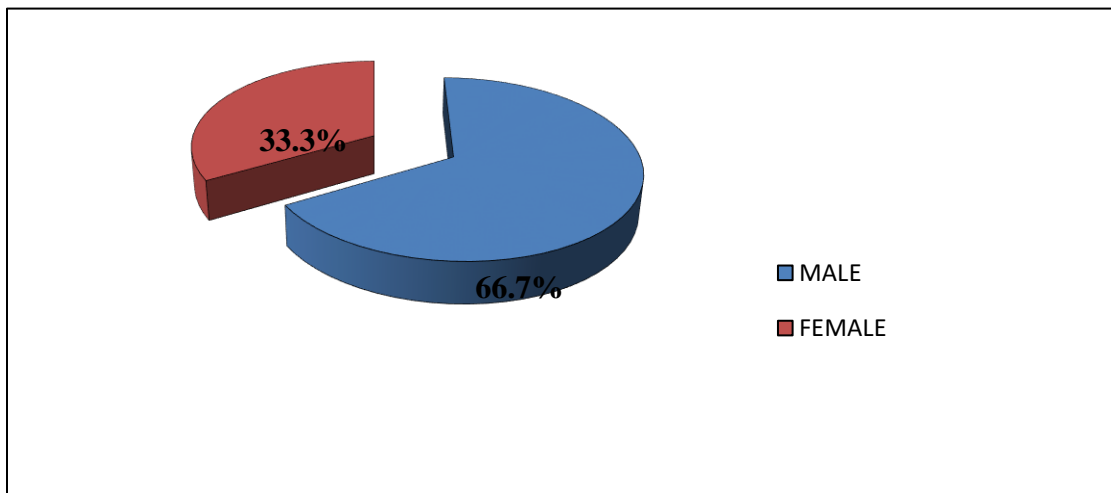
The demographic characteristics of the respondents seemed to be necessary because the researcher would know the background of respondents which would help him to know the nature of the respondents. This would also assist him to know their strengths and weaknesses in responding to questions.

The demographic characteristics of each group of respondents are as follows;

4.3.1 Demographic Information of Head Teachers

There was a need to know the demographic information of Head teachers. This would help the researcher to know whether head teachers had enough experience in teaching and in leadership .It would also help to know whether there is gender balance in the distribution of authority or gender equality in administration. The demographic information of Head teachers was analyzed in tables and charts. The researcher was interested in gender, age distribution, teaching and leadership experience plus the length of stay in schools in terms of years

Figure 4.1: Head Teacher's Gender Distribution



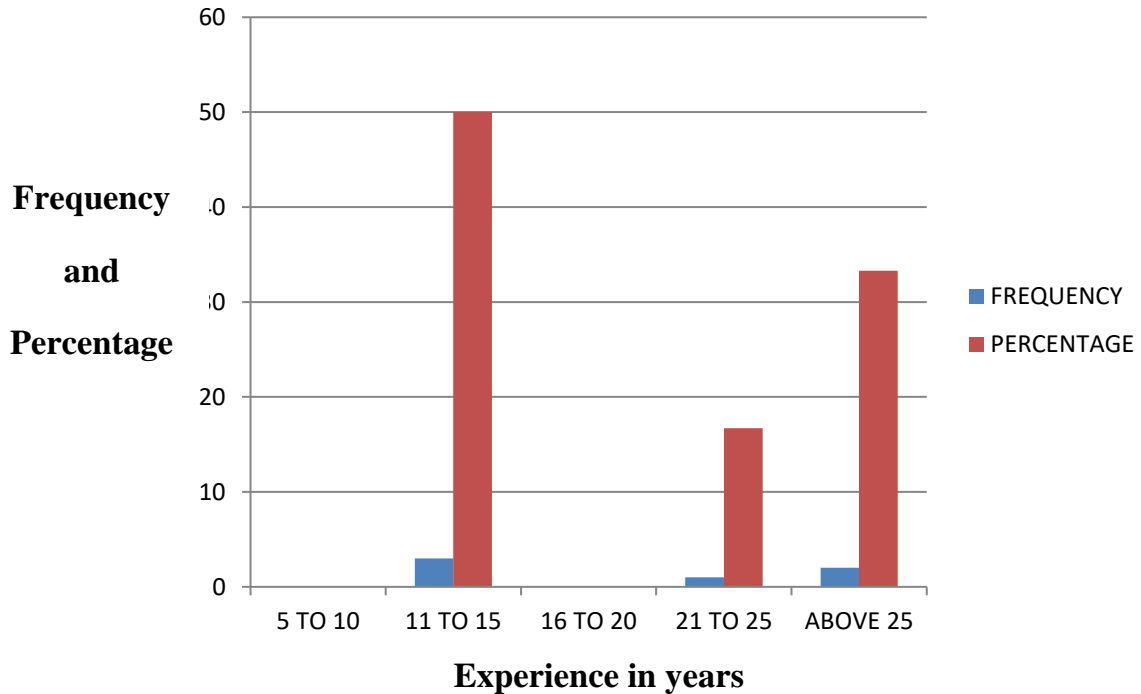
The researcher was interested in knowing whether there is gender balance in Primary School leadership. This would enable the researcher to realize wherever female representation in school administration had been observed.

It was a disappointment from figure 4.1 that majority 4(66.7%) of the Head teachers in the sampled primary schools were males. From this prospective female Head teachers were not well represented. Female head teachers were only 2(33.3 %). Male head teachers were more represented. This means that the belief which existed that male provide better administration than female still exist. Basing on this analysis, there is still a need to balance gender in primary school administration.

Table 4.2: Head Teachers' Age Distribution

Age (years)	Frequency	
Percentage%		
Below 30	0	0
31 – 35	0	0
36 – 40	2	33.3
40 – 45	1	16.7
Above 46	3	50
Total	6	100

Table 4.2 shows that all the Head teachers in Sampled schools were aged 36 years and above, between 41 and 45 there was only 1(16.7%) and 3(50%) were above 46 years. Most of these Head teachers were strong and aged, so if these Head teachers were supported and given cooperation by the parents the Head teachers would use their experience and strength to raise and improve on the academic achievement of primary pupils.

Figure 4.2: Head Teacher's teaching Experience

It was proved from figure 4.2 that 3 (50%) of the head teacher had teaching experience of 11 to 15 years while 1(16.7%) had an experience of 21 to 25 years and 2(33%) had taught for more than 25 years .This shows that 3(50%) of the head teachers in the sampled primary schools had experience of 21 years and above ,which is a signal that most of the head teachers are experienced therefore they can run schools and other administrative issues without any problem or supported by the parents.

Since the remaining 3(50%) of the head teachers are also above 10 years of teaching experience. It seemed that for a teacher to be recruited as a head teacher he/she had to be with enough experience of not less than ten years in the field of teaching. Such teachers are assets to primary schools and could improve on the pupil's academic achievement if given cooperation and support.

Table 4.3: Headship Experience

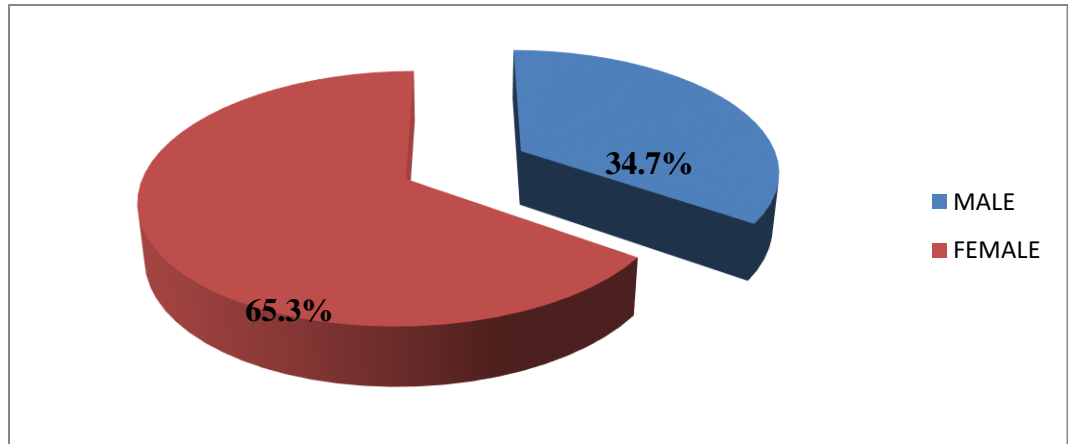
Experience (years)	frequency	Percentage%
Below 5	1	16.7
5 – 10	3	50
11 – 15	0	0
16 – 20	0	0
Above 21	2	33.3
Total	6	100

The analysis of head teachers' headship experience in table 4.3 indicates that majority of the head teachers 5 (83.3%) had each had a leadership experience of at least 5 years to 10 years. However some had a leadership experience of below 5 years 1(16.7%) of the head teacher were below 5 years. But the fact that those head teachers 100% had teaching experience of more than 10 years as seen in table 4.4 which was enough experience to administer primary schools properly if supported by the parents and would help to raise and improve on the academic achievement of primary pupils.

4.3.2 Teachers' Demographic Information

The researcher was eager to know age distribution; the research was interested to know age groups of teachers which could also determine the quality of services delivery. The researcher was interested in the teachers' length of stay in schools because it has got connection with performance.

Generally there was a need to know the demographic information of teachers since this would help the researcher to know whether teachers had enough knowledge on performance of the schools or not. The demographic information of teachers was analyzed in figure below.

Figure 4.3: Teachers Gender Distribution

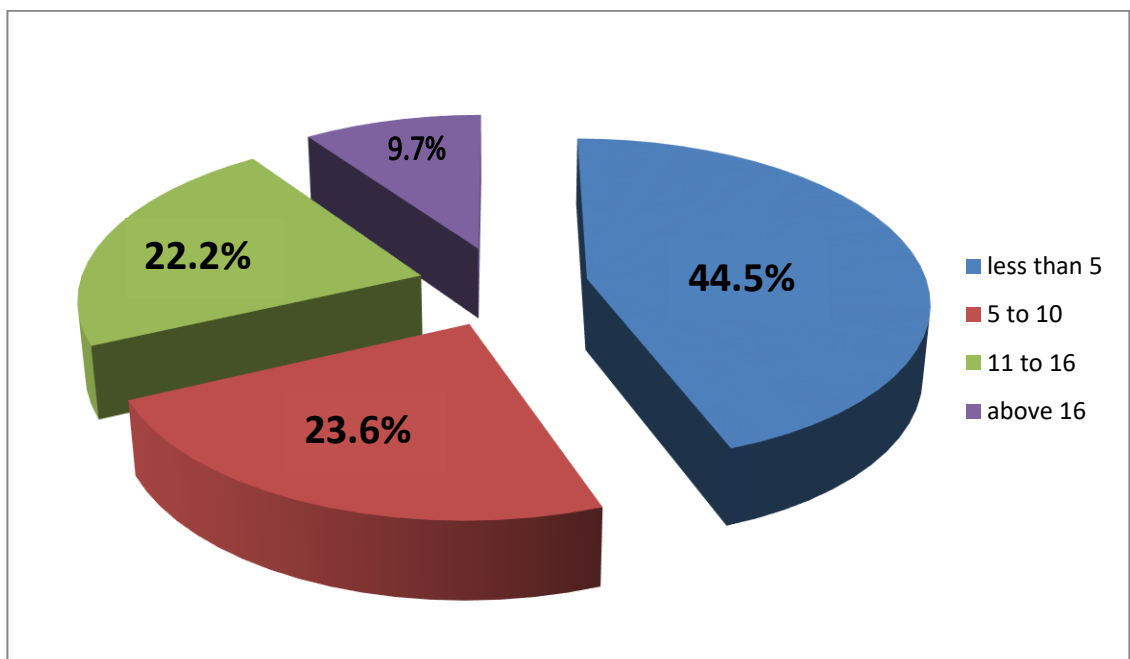
The researcher was interested in knowing whether female teachers were more than male teachers in primary schools. The analysis of the sampled schools in figure 4.3 implies that female teachers were more than male teachers in the sampled Primary schools. 47(65.3%) were female teachers and 25(34.7%) were male teachers. However much there was gender imbalance, but still the researcher considered it as an advantage on the side of children because primary children are young who need much care and parenting. So having more female teachers would improve on the pupils' care hence a raise on the academic achievement of primary pupils, if teachers are supported by the parents.

Table 4.4: Teacher's Age Distribution

Age (years)	Percentage%	frequency
Below 30		22
31 – 35		13
36 – 40		19
40 – 45		10
Above 46		8
Total		72
		100

From table 4.4, majority 22 (30.6%) are below 30 years. Those teachers aged 36 to 40 are 19 (26.4%) while these aged 31 to 35 are 13 (18.1%) , 10 (13.9%) are between 41 and 45 years while the rest were 8 (11%) who were above 46 years . From this analysis in table 4.4 majority (89%) of teachers are aged 45 years and below, this implies that most of the teachers were still young active and energetic in this profession. However the 22 (30%) teachers aged below 30 years had no enough experience therefore they need parental and administrative support. If this analysis is compared to that of head teachers' tables 4.3 whereby 50% of head teachers were above 46 years and non of head teachers was below 36 years. When critically analyzed, Head teachers would still help these young teachers using their teaching and leadership experience to promote pupils academic achievement if given support by the parents.

Figure 4.4: Teacher's Length of Stay in Schools



The analysis in figure 4.4 indicate that 32(44.5%) of teachers had stayed in their schools for less than 5 years, 17(23.6%) of the teachers stayed for a period of 5 to 10 ten years 16(22.2%) of the teachers stayed for period of 11 to 16 years while 7(9.7%) of the teachers stayed for more than 16 years. The fact that the biggest number of teachers 32(44.5%) almost half of the number of teachers did not stay for many years, indicates that there was lack of parent's cooperation and support. Therefore the parental involvement in pupils' academic achievement is needed; parents would motivate teachers in those sampled schools to stay for long time. so that they could get the knowledge of the school which could be used in influencing pupils academic achievement. However majority 55% of the teachers had been in their schools for more than 5 years. This meant that most teachers had knowledge on schools academic performance.

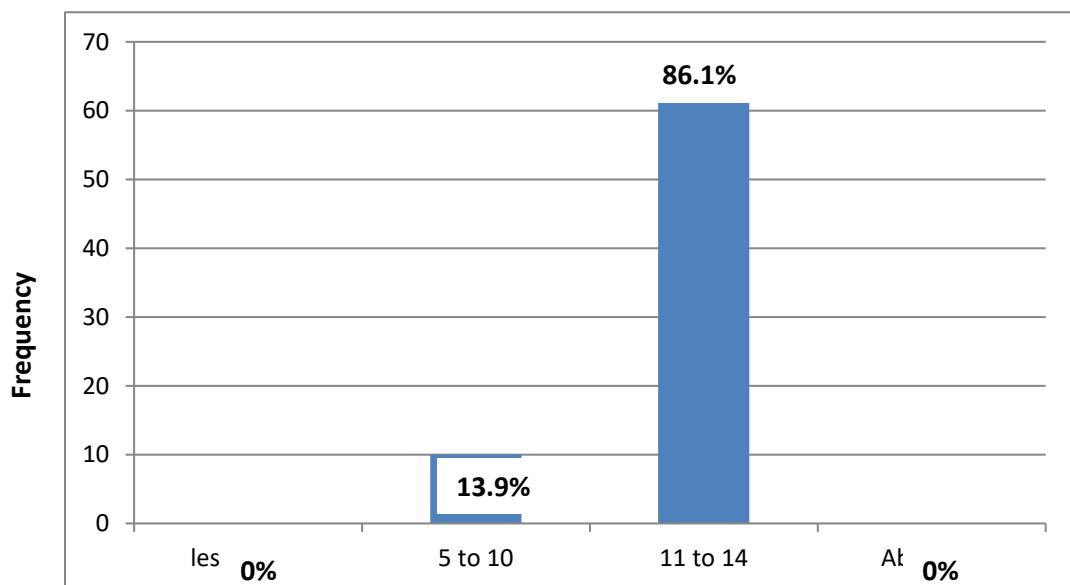
4.3.3 Demographic Information of Pupils

The researcher analyzed the demographic information of pupils in tables and diagrams. The researcher was interested in age distributions, Length of stay in schools and gender. The researcher realized that it was necessary to determine gender disparity to enable him know whether there was gender equality. The age distribution would assist the researcher to know whether pupils joined school at the right time /age. However the length of stay of pupils in school would enable the researcher to determine whether there was repetition of classes by pupils or transfer from other schools but more important was that a good length of stay would mean pupils could tell more on academic performance in the school.

Table 4.5: Pupils' Gender Distribution

Gender	Percentage%	frequency
M	54.1	39
F	45.9	33
Total	100	72

The analysis in table 4.5 implied that, there was gender imbalance whereby male pupils were represented by 39(54.1%) while female pupils were 33(45.9%) It showed that there is gender discrimination in education. Most parents seemed to value education for boy child. The representation of female pupils was contrary to that of female teachers in table 4.4 whose representation in teaching was 47(65.3%) compared to 25(34.7%) for male teachers . This calls for parental involvement in pupils' academic achievement for both girl child and boy child without any kind of discrimination.

Figure 4.5: Age Distribution

Age in years

From the analysis in figure 4.5, majority 62(86.1%) of grade six pupils were aged 11 to 14 years. The rest 10(13.9%) were between 5 and ten years. None of the pupils was less than 5 years and above 15 years. The lack of pupils above 15 years in grade six indicated that pupils joined school at the right age at least 6 years old and there was no repetition of classes by pupils.

Table 4.6: Pupils' Length of Stay in school

Length of stay (years)	frequency	Percentage%
Less than 4	21	29.1
5 – 7	40	55.6
8	09	12.5
Above 9	02	2.8
Total	72	100

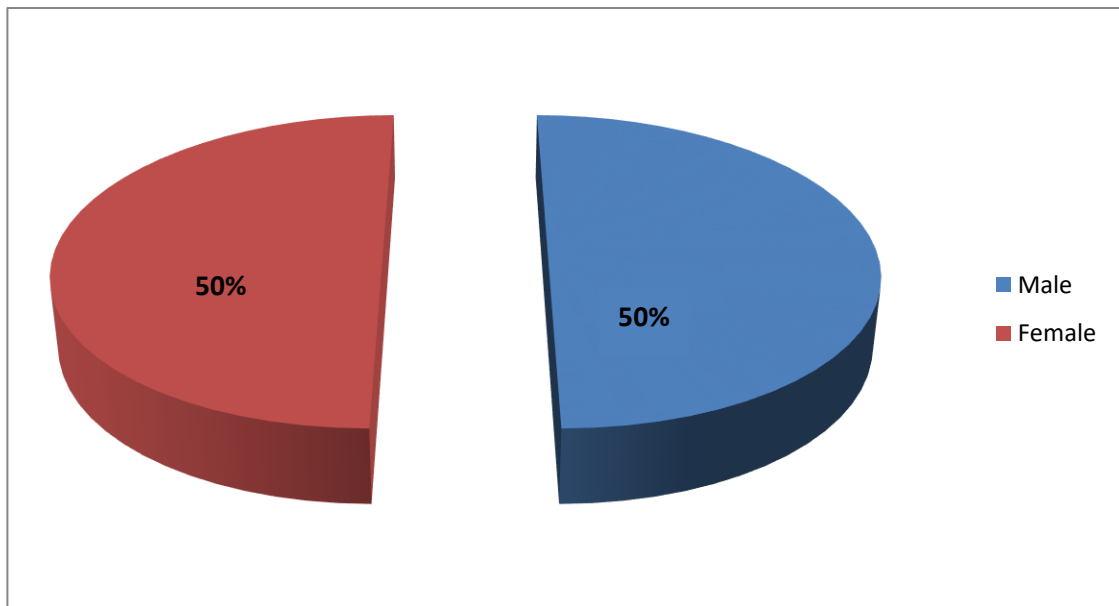
Table 4.6 shows that, majority 40(55.6%) of the pupils had stayed in school from 5 to 7 years. Those who stayed for less than 4years were 21(29.1%), 9(12.5%) pupils had stayed for more than 9 years. The pupils with less than five years in the schools could have shifted from other schools because the pupils to whom questionnaires were issued were in grade six meaning they were supposed to have stayed in school for five years. Frequent transfers of pupils affect their concentration on studies which automatically affects their performance; parents should avoid shifting children from school to school.

4.3.4 Parents Demographic Information

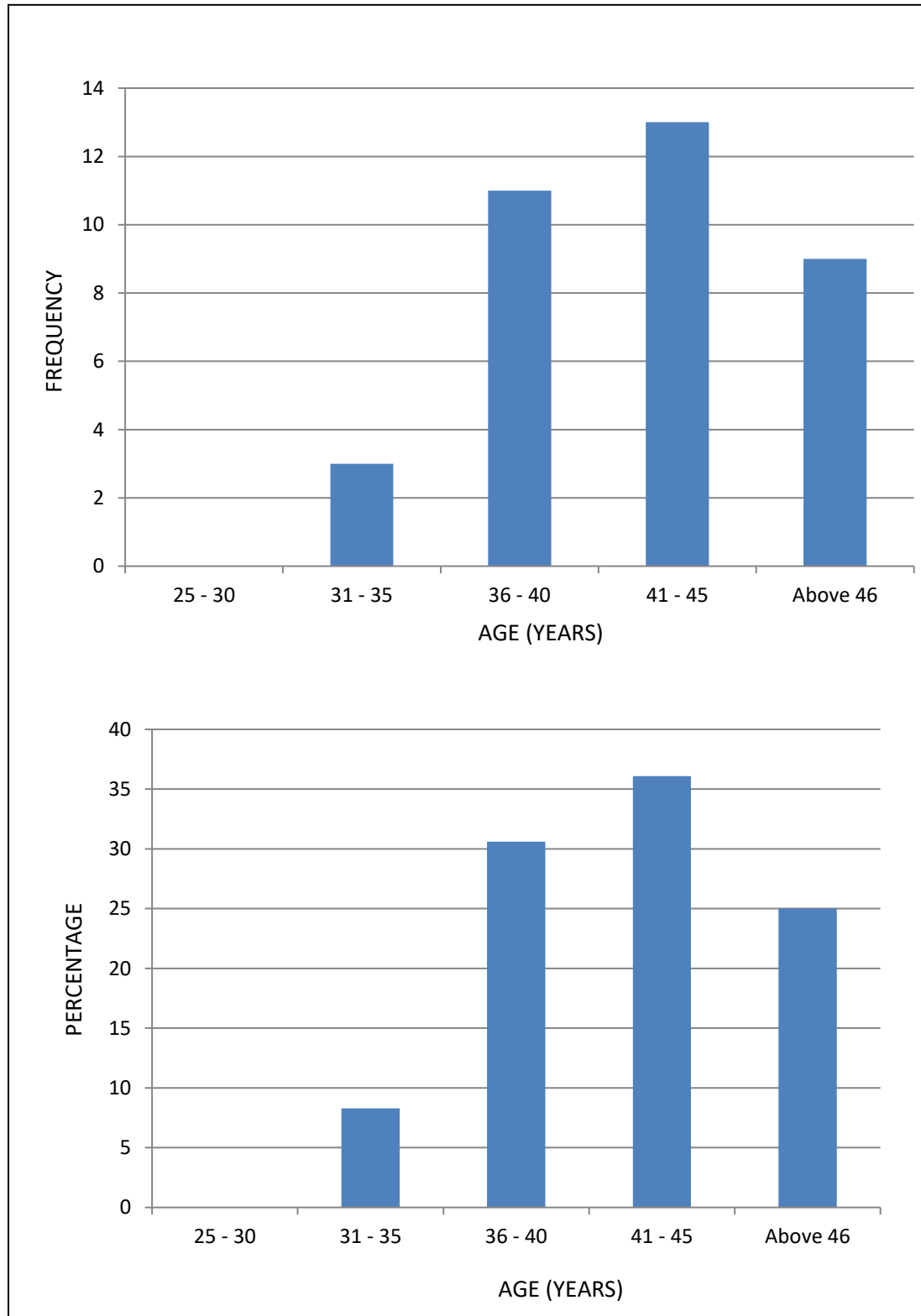
The researcher was interested in gender distribution, age distribution and length of stay in schools as parents. There was a need to know the demographic information of

parents because this would help the researcher to discover whether parents had enough knowledge and introduction about their schools. It would also enable the researcher to know whether parents had enough knowledge on the schools activities. The age group would also help the researcher to discover the quality of service to children concerning parenting issue and education. The demographic information of parents was analyzed in figures below.

Figure 4.6: Parent's Gender Distribution



The researcher was interested in knowing whether female parents were more interested in the education of their children than male parents in primary schools. The analysis of the sampled schools in table 4.9 indicated that both male and female parents were committed and interested in issues concerning their children's education. It was observed that 18(50%) of the parents were male and 18(50%) of the parents were female parents. This analysis reflected that both male and female parents were ready to be involved in pupil's academic achievement.

Figure 4.7; Parent's Age Distribution

From the figure 4.7, majority 13(36.1%) of the parents are 41 to 45 years, parents aged above 46 were 9(25%). Parents between 36 to 46 were 11(30.6%) and the rest were 3(8.3%) who were between 31 to 35 years. This analysis reflects that a big number of parents 24(66.7%) from the sampled schools were youths and still in active stage between 36 to 45 years. Being in such stage means that such parents are busy with office and business issues. So their involvement in the pupil's academic achievement would be minimal. However 9(25%) of the parents were above 46 years, such parents in most cases have enough time with their children as many of them would have approached the retirement age and others would be already retired parents, so if they cooperated with teachers they would raise pupils' academic achievement.

Table 4.7: Parents' Length of Stay in Schools

Length of stay (years)	frequency	
Percentage%		
Less than 4	6	16.7
5 – 7	23	63.9
8 – 9	6	16.7
Above 9	1	2.7
Total	36	100

The analysis in table 4.7 indicated that, 23(63.9%) of the parents stayed in sampled schools as parents for a period of 5 to 7 years. Those parents who stayed for a period of 8 to 9 years were 6(16.7%) and parents who stayed for less than 4 years were 6(16.7%) while 1(2.7%) stayed for more than 9 years. Parents with less than four years in the sampled schools would have shifted from other schools because majority of the

parents interviewed had their children in grade six. Frequent shift of pupils from school to school should be avoided because it affects pupil's academic achievement.

4.4. Parental Roles Influencing Academic Achievement of Pupils in Primary Schools

The researcher felt that there were parental roles that would influence the academic achievement of pupils in primary schools. There was therefore a need to identify and confirm those roles from the respondents. The researcher sought views from the head teachers, Teachers, grade six pupils and parents from different sampled schools on parental roles and involvement in the academic achievement of primary pupils. Head teachers were interviewed about parental roles and involvement while teachers were asked about their satisfaction with parental roles performance; views were also sought from pupils concerning parental roles in their education. It was also important to confirm the level of parental roles and involvement from parents themselves. The researcher felt necessary to confirm from respondents before arriving at a conclusion. The views of respondents have been presented in tables, interpreted and then discussed.

4.4.1: Head Teachers' Response on Parental Roles Performance.

The researcher sought head teachers' response on parental roles influencing academic achievement in primary schools. The finding is presented in table 4.8.

Table 4.8: Head Teacher's Response on Parental Roles and Involvement

Roles	Categories of roles performance									
	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Meeting and functions attendance	2	33.3	3	50	1	16.7	0	0	0	0
Disciplining Pupil's	1	16.7	1	16.7	3	50	1	16.7	0	0
Discouraging absenteeism	1	16.7	3	50	1	16.7	1	16.7	0	0
Response to teachers call	3	50	2	33.3	1	16.7	0	0	0	0

Key: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

This analysis enabled the researcher to find out how parents were involved in the academic achievement of their children in primary schools. In order to find out answers to the researcher's objectives, head teachers were interviewed to collect relevant data, in which head teachers were asked to indicate their level of agreement or disagreement as shown in the table 4.8. From the table 4.8 most head teachers agreed that majority of the parents attend school meetings and functions. The 2(33.3%) of the head teachers strongly agreed that parents attend meetings, while 3(33.3%) of the head teachers also agreed that parents attend school meetings, while 3(50%) of the head teachers also agreed that parents attend school meetings, and the least 1(16.7%) were neutral. A little percentage 1(16.7%) strongly agreed that parents disciplined their

children. The same percentage 1(16.7%) also agreed to the idea that parents discipline their children. From this analysis the researcher realized that there was lack of parental involvement in disciplining children.

About the view of discouraging absenteeism, 3(50%) of the head teachers, Agreed that parents do very well in discouraging absenteeism, whereas the rest 1(16.7%) of the head teachers remained neutral, and 1(16.7%) of the head teacher disagreed with the views that parents discourage absenteeism. It was clear that 3(50%) of the head teachers strongly agreed that parents respond to teachers' call in case there is a need at school ,2(33.3%) also agreed and acknowledged that parents do respond to teachers invitation or call. However the 1(16.7%) of the head teachers remained neutral feeling that parents rarely respond to the call or invitation because they are very busy.

From the above analysis the researcher realized that parents do not involve themselves much in the children's rearing and parenting because most of them are busy with their office and business duties. Figure 4:7 (parents age distribution) indicates that majority 24(66.7%) are between 36 to 45 years which is a period of playing hard to get the survival of their families (active stage).

This indicates that parents do not give enough cooperation to teachers. This is a typical reality as it was reported from the field of study by one of the Head teachers.

“Most parents have advancements but they are so busy and arrive home late, they lack time to make follow up on their children's progress. Almost all parental responsibilities are implemented by the maids such as Monitoring them to do home works, preparing children for school, teaching children what is right and wrong and some parents reach an extent of sending their maids/relative to school in case parents are needed

at school. All these happen due to lack of time” [Interview/Head teacher school C/25.10.2019].

The study concurred with Mwoma (2010) who realized that responsible parents with average education levels promote education level of their children. Such parents involve themselves in school activities like meetings and other matters related to education. Such parents discourage absenteeism, discipline their children and encourage them to respect teachers and respond to teachers calls or invitation to schools in case there is a need.

4.4.2 Teachers’ Response on Satisfaction with the Parental Roles Performance

The researcher sought teachers’ responses on their satisfaction with the parental roles and involvement in influencing the academic achievement of pupils in primary schools. The observations were presented in table 4.16

Table 4.9: Teachers' Response on Satisfaction with Parental Role Performance

Parental interest		Response	Frequency
Percent (%)			
Parental support	YES	24	33.3
To promote pupils			
Academic achievement	NO	48	66.7
Total		72	100

The analysis in the table 4.9 reflects that only 24 (33.3%) of the teachers were satisfied with the parents role performance and involvement. The rest 48 (66.7%) of the teachers from sampled schools were not satisfied with the way parents played their roles and involved themselves in the pupils academic achievements. From these findings the researcher realized through teachers that most parents do not play their

role which was a sign of lack of interest in pupil's education. This may affect pupil's academic achievement.

The findings concurred with the findings of Dennis (2011) who observed that parents do not take their roles/responsibilities enhance the academic achievement of their children. The parent's failure to satisfy teachers with their role performance and involvement in pupils' academic issues preparation inclusive, demoralized teachers. Teachers therefore felt missing or lacking parental support.

4.4.3 Pupils' Response on Parental Roles Performance

The researcher felt necessary to get response from pupils on whether parents played their roles to the academic achievement of their children. It was also necessary for the pupils to confirm whether parents were providing all the school/ educational needs.

Table 4.10: Pupils Response on Parental Roles Performance

Role (%)	Response	Frequency	Percent
Roles in academic achievement	YES	29	40.3
	NO	43	59.7
Total		72	100

From the analysis in table 4.10, 43 (59.7%) of the pupils were of the view that parents were not playing their roles effectively in their academic achievement as expected. It was only 29(40.3%) of the pupils that accepted to be satisfied with the way their parents are performing their roles to their (pupils) academic achievement. Some parents according to table 4.10 fail to support their children's education. Some parents emotionally abandon their children as a result of multiple sexual relationships. Some

parents totally abandon their families' children inclusive after getting new sexual relationships. The researcher observed this situation as one of the pupils stated it clearly in the questionnaire when responding to challenges facing parents that;

“ my mother has no job, has no money to buy food, clothes, books and paying house rent because our father ran away with another woman” [questionnaire pupil school A/ challenges/18.10].

This is really disappointing for parents deciding to abandon their families because of other sexual relations. Basing on this analysis the findings concurred with Dennis (2011) who had observed that parents do not play their roles or responsibilities to enhance pupil's academic achievement.

4.4.4 Parents' Response on Parental Role Performance

The researcher found it necessary and important to get response from parents to confirm whether they play their roles / responsibilities in the academic achievement of their children or not. The findings were analyzed in the table 4.11.

Table 4.11: Parents' Response on Parental Performance

Role	Response	Frequency	Percent (%)
Roles in academic achievement	YES	26	72.2
	NO	10	27.8
Total		36	100

From the analysis in table 4.11, 26 (72.2%) of the parents responded to the questions of parental roles performance in a way that was contrary to the pupil's response, majority 26 (72.8%) of the parents accepted to have been playing their roles as parents in the academic achievement of their children. However 10 (27.8%) of the parents,

their response concurred with 43(59.7%) of the pupils in table 4.10 that they were not playing their roles as expected. According to the findings those parents gave reasons as to why they were not playing their roles as expected.

Some of the parents were witnessed by the researcher during the interview claiming that;

Parent 1;

“I don’t fulfill some of my responsibilities as a parent for my children because of different factors; first lack of time with my children, I am always busy, I find it difficult to arrive home before my kids are asleep because of traffic jam, I have many dependants of which my income cannot support everybody to higher expectation, he ended by saying those are just few among other factors. “[Interview / parent school B/18.10.2019].

Parent 2;

“I am a single parent my children are orphans, I can only afford providing my children with food, shelter, pencils and exercise books other requirements of school I can’t afford them. Teachers call me every day about the torn uniforms and shoes of my children but I can’t even attend to them because I have no solution to their requests, I am a poor lady and my children are used to this style of life though complaining all the time when it comes to school requirements” (Interview school ES.11.2019).

These findings imply that some parents do not perform their responsibilities as parents due to different factors; however this kind of life leaves children in a difficult situation which may affect their academic achievement. The finding concurred with Kim (2002) whereby research findings reflect that parental involvement makes a complete positive contribution to children’s educational achievement. Parental involvement is much likely to influence pupil’s academic achievement.

The finding also concurred with Thomas (2011) when he asserted that parent's from low income households face difficulties in improvising their children with the necessary learning materials which affects their academic achievement.

4.5 Home Environment Affecting Academic Achievement of Primary Pupils.

The researcher felt it was necessary to assess and confirm whether home environment would affect the academic achievement of primary pupils. It was important and necessary to seek views and opinions of Head teachers, teachers, pupils and parents.

4.5.1: Head Teachers' Responses on Home Environment

The researcher hoped that home environment may affect pupil's academic achievement with such attitude therefore the researcher opted to seek opinion of the head teachers on home environment. The head teachers gave views and opinions concerning motivation to learning and provision of lighting and reading rooms/ space by parents.

Table 4.12: Head Teachers' Response on Provision of Lighting and Space

Home Environment	Category of Performance							
	SA		A		D		SD	
	F	%	F	%	F	%	F	%
Provision of lighting and space	4	66.7	2	33.3	0	0	0	0

From the findings of table 4.12, 4(66.7%) of the head teachers strongly agreed that parents provided light and space to facilitate the pupils private studies at home while 2 (33.3%) of the head teachers also agreed that parents provided lights and space for the pupils home revision. The researcher observed that, those head teachers who did not strongly agree about the idea of parents providing lights and space based their view on

the fact that some parents were not economically well-off, therefore there was a possibility of having electricity in house but some parents would fail to pay the electricity bills. With this situation there was possibility of lights being on and off for some days. One of the head teachers was heard by the researcher saying;

“If some pupils fail to attend school for some days due to lack of money for transport or fare, to and from school, there is a high possibility of having electricity at home but parents may fail to afford electricity bills on a daily basis”. [Interview/head teacher school f. 12.11.2019].

He also added that;

“Some families are living in rental houses whereby you may find some family members are sharing rooms/ a room, so where does special room or space come from for the children to conduct private studies at home?” [Interview/head teacher school f. 12.11.2019].

From these finding therefore the researcher realized that some parents would put little effort to maintain the lighting service at home on a daily basis which would affect the academic achievement of their children. The finding concurred with that of Onzima (2010) who had observed that the academic success depends on the amount and type of the parental background and environment of the family.

4.5.2 Teachers’ Response on Home Environment

The researcher felt necessary to collect data on the views of the teachers concerning home environment which included conducive home environment for learning of pupils.

Table 4.13: Teachers' Response on Conducive Home Environment for Learning

Home Environment	Category of Performance									
	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Provision of conducive home environment	7	9.7	17	23.6	16	22.2	19	26.4	13	18.1

It is observed from table 4.13 that, 19(26.4%) of the teachers disagreed to the idea that parents created conducive learning environment for the children at home. 17(23.6%) Agreed that parents created conducive learning environment at home for children to learn.7(9.7%) of the teachers strongly agreed that parents created conducive environment, but 13 (18.1%) strongly Disagreed with the view of parents having created conducive home environment for their children to conduct private studies. However 16 (22.2%) of teachers remained neutral.

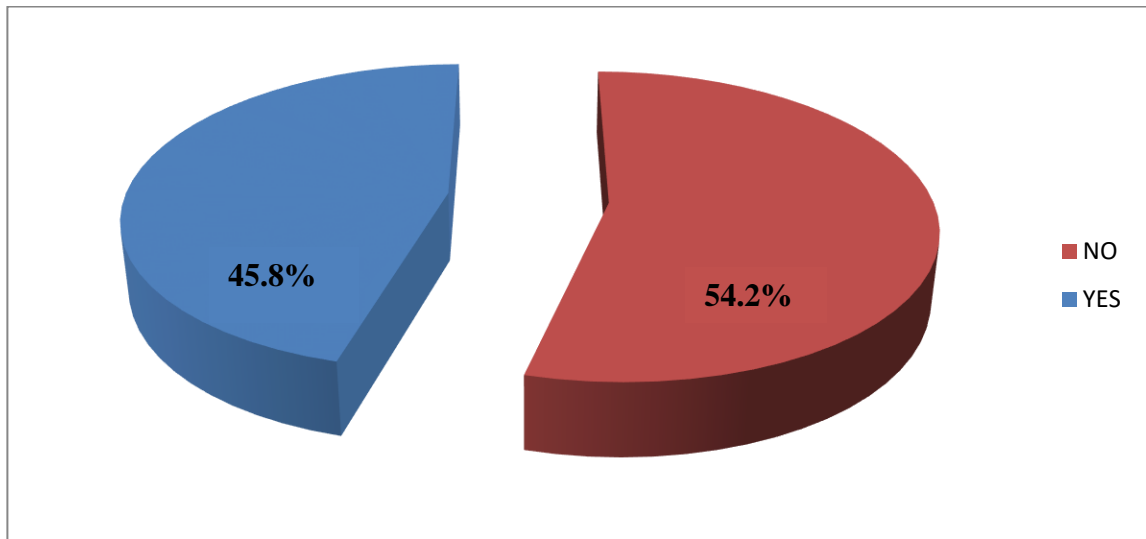
If 16 (22.2%) of the teachers remained neutral but 32 (44.5%) a total of teachers strongly disagreed and agreed the opinion then it implied that parents did not have conducive home environment for their children to learn. This would affect the academic achievement of pupils in primary schools. The finding was in agreement with that of Dennis (2011) who had observed the children whose home environment is not conducive cannot perform well at school.

4.5.3 Pupils' Response on Home Environment

The researcher considered it important to collect data on the views at primary pupils concerning the influencing of home environment on the academic achievement of primary pupils. The pupils aired out their views on the provision of conducive home

environment and encouragement to learn by parents. The findings are presented in figure below..

Figure 4.8: Pupils' Response on Conducive Home Environment



The analysis in figure 4.8 showed that 39 (54.2%) of the pupils acknowledged that parents rarely provide conducive home environment for learning while 33 (45.8%) of the pupils acknowledged that their parents do create conducive home environment for their leaning. Those pupils who confirmed that parents do not provide conducive home environment, would be among the pupils performing poorly at schools. From this analysis, there is a need of informing parents to support their children with conducive home environment which could help their children to raise their academic achievement. This finding was in agreement with prior and Gerard (2007) when he says children adopt new learning and accommodate their own incorrect views of the world more quickly if they are more actively involved with people and things in their surroundings. This indicates that home environment must be conducive for their children's learning.

Table 4.14: Pupils' Response on Encouragement to Learn

Home Environment (%)	Response	Frequency	Percent
Encouragement to	YES	61	84.7
Learn	NO	11	15.3
Total		72	100

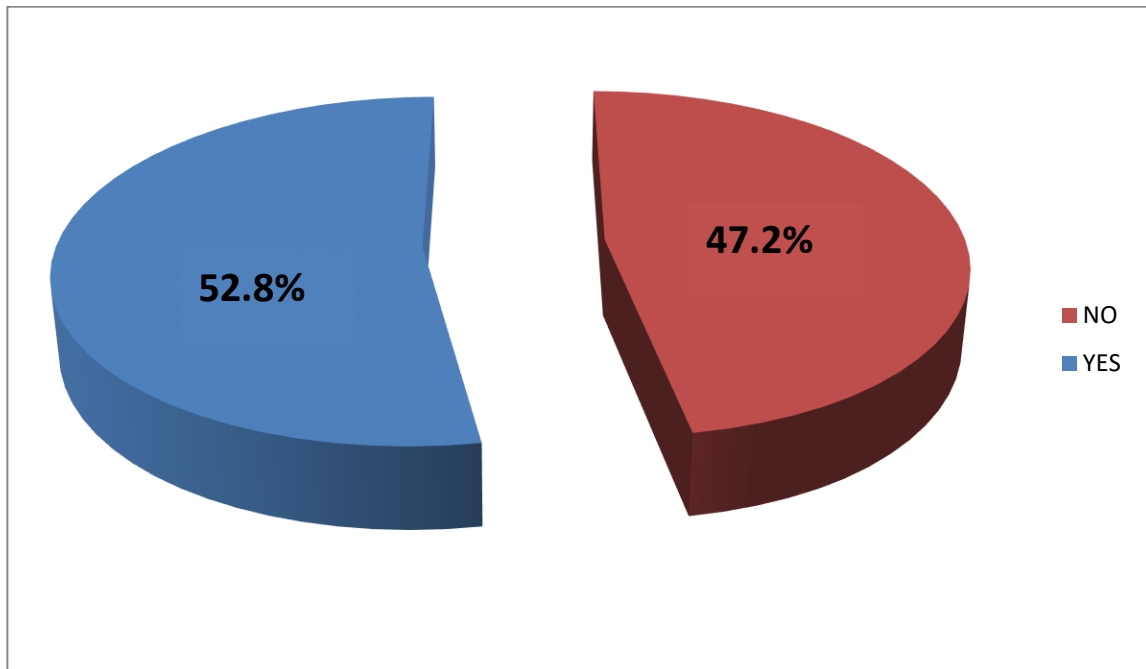
From this analysis in table 4.14, 61 (84.7%) of the pupils acknowledge that their parents encouraged them to learn, this implies that parents would encouraged them to learn, this implies that parents would encouraged and support their children to revise or learn while at home. This is very important and could be done by each and every parent because it would raise the academic achievement of pupils in primary schools. Out of 72 pupils from sampled schools, 11 (15.3%) declared that their parents would not encourage them to read or revise at home. Those pupils rarely do any kind of revision or learning at home. Such situation is very dangerous on the academic achievement of pupils. However in most cases such parents who do not involve themselves or encourage their children to learn at home are the illiterate parents.

This finding concurred with Onzima (2010) who observed that parents with a good education background support and encourage their children to learn better than illiterate parents.

4.5.4 Parents' Response on Home Environment

The researcher sought the views of parents on home environment for their children to learn or conduct private studies and parents' engagement in the learning of their children at home.

Figure 4.9: Parent's Response on Provision of Conducive Home Environment



The analysis in table 4.9 indicates that, 19 (52.8%) of the parents acknowledged that, they do provide conducive home environment for their children's learning while 17 (47.2%) of the parents declared publically for not having managed to provide conducive home environment to their children. Those parents who confessed for not having provided conducive home environment to their children sighted some reasons and one among those respondents was heard saying;

“I really admire my children to have all the necessary requirements of the school, including a reading room at home, computers, charts on the walls plus some other reading materials but the problem is finance, up to now with four children I am still renting in slums”. Whereby in the evening when people come back from their jobs they switch on radios and televisions, so my children instead of revising they end up concentrating on music played on high volumes by the neighbors. [Interview / parent school F.14.11.2019]

From this finding, the researcher realized that pupils from such families cannot perform well at school because they have no conducive environment at home that can make them revise or have private study. Though majority of the parents 19(52.8%) have managed to provide conducive home environment to their children but it should not be ignored that 17(47.2%) of the parents that could not provide conducive home environment is not a less number, they are still many who should also try their level best to provide good learning environment for their children to raise their academic achievement.

This finding concurred with Dennis (2011) when observed that pupils whose home environment is not conducive for learning fail to perform better at school.

Table 4.15: Parents' Parents' Response on Engagement to Learning

Home Environment	Response	Frequency	Percent (%)
Engagement to	YES	28	77.8
Learning	NO	8	22.2
Total		36	100

The analysis in table 4.15 indicates that, 28(77.8%) engage themselves in pupils learning at home .Some parents 8(22.2%) have not engaged themselves in the learning of their children at home. The researcher observed that some parents failed to engage themselves in pupils learning due to lack of time and others claimed that their children come back home very late when they are already tired especially those pupils using school buses. They wake up early and come back late. One parent said that;

“We have a problem of unreliable transport for pupils, those who use school buses come back late because they have evening classes at school. But for

those who do not use school buses, They also have a challenge of transport for public means whereby in the evening its always rush hours where people are returning to their homes from work so there is traffic jam, but also pupils are not favored by conductors, they always avoid them to board buses in the evening so pupils have to wait until such congestion reduces and that means arriving home at night". [Interview/Parent school C.27.10.2019].

Basing on such opinions or views from parents, it means that transport is a big challenge to both parents and pupils and would affect the academic achievement of pupils in primary school. The means of transport and limited time were observed as major obstacles to parents' engagement. However parental engagement to pupils learning is very important. This finding is in agreement with Reiber & Robinson (2004) who asserted that children's interaction with their family members is so important for their learning and development since their first teacher is the family and learning takes place in the community.

4.6 Parents' Interest in Education Affecting Academic Achievement of Primary Pupils.

The researcher felt necessary to collect data on the influence of parent's interest in education to the academic achievement of primary pupils. The researcher believed that parents interest in education has an impact on the pupils academic achievement .It was therefore necessary to seek information from Head teachers ,teachers, pupils and parents .The views and opinions of respondents have been presented in tables.

4.6.1 Head Teachers' Response on the Influence of parent's Interest in Education.

The researcher sought the opinions from head teachers on the influence of parents' interest in education to the academic achievement of primary pupils. The Head

teachers gave their opinions on parents' interest in relation to parents' attitude towards education, provision of reading materials and checking of home works.

Table 4.16: Head Teachers' Response on Parent's Attitude towards Education

Parents' Interest Performance	Category of Practice									
	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
Positive attitude towards education	0	02	3	33.3	0	0	3	50	1	16.7

From the analysis in table 4.16, The 3(50%) of the Head teachers felt that majority of the parents do not put much effort in promoting a positive attitude toward education. The 2(33.3%) of the head teachers agreed to the opinion parents have interest in education and were putting more effort to promote positive attitude towards education in the children. Developing a positive attitude towards education would promote pupils academic achievement. The rest of the head teachers 1(16.7%) had a feeling that parents rarely do anything to promote a positive attitude towards education. This finding to large extent is in agreement with Mariara (2006) who had observed that parents have negative towards girls' education.

Table 4.17: Head Teachers' Response on Provision of Reading Materials

Parents' Interest	Response	Frequency	Percent (%)
Provision of reading	YES	2	33.3
Materials	NO	4	66.7
Total		6	100

The analysis in table 4.17 indicate that 4(66.7%) of the head teachers acknowledged that parents do not provide supplementary books to their children. Children depend on teachers notes, whereas 2(33.3%) of the head teachers agreed that some parents do provide reading material like story books to their children. Primary pupils need supplementary books to promote their understanding which could result into the raise of their academic achievement.

Table 4.18: Head Teachers' Response on Checking Books

Parents' Interest (%)	Response	Frequency	Percent
Checking of home works on a daily basis	YES	1	16.7
	NO	5	83.3
Total		6	100

The analysis in table 4.18 indicates that, 5(83.3%) of the head teachers believed that parents do not check their children's home works on a daily basis. The researcher observed that some parents are totally not interested in checking pupils home works, whereas 1(16.7%) of the head teachers believed that parents are interested in checking their children's homework. This could have a negative impact on the pupils' academic achievement. From this finding the researcher realized that there is a need for parents to involve themselves in helping their children when at home. This would help to raise academic achievement of pupils.

This finding concurred with the report UNICEF (2007) which states that learning extends beyond the classroom and it includes both home environment and community environment.

4.6.2 Teachers' Response on Parents' Interest in Education

The researcher sought opinions from teacher on the parents' interest in education. Teacher gave their views and opinions concerning parents' interest. The teacher based their opinions on the parents' preparation of children before coming to school, provision of reading materials and training their first name and counting before joining school. The views from teachers have been analyzed in tables.

Table 4.19: Teachers' Response on the Preparation of Pupils before Coming to School

Parents' Interest (%)	Response	Frequency	Percent
Preparation of pupils before coming to School	YES	34	47.2
	NO	38	52.8
Total		72	100

From the analysis in table 4.19, 38(52.8%) of the teachers declared that parents do not prepare their children properly before coming to school, while 34(47.2%) of the teachers acknowledged that parents do not care about their children, there is a need for parents rear their children in a way that is satisfactory to teachers because if pupils are not properly catered for, it may affect their academic achievement. This finding has a strong connection with Govizelez-Dehasis Luiniam and Hoibein (2005) who asserted that parents have a big role to play in influencing their academic achievement of their children; parents with no interest in education abandon their children at school age level.

Table 4.20: Teachers' Response on Provision of Reading Materials at Home

Parents Interest (%)	Response	Frequency	Percent
Provision of reading materials	YES	26	36.1
	NO	46	63.9
Total		72	100

The above analysis in table 4.20 shows that, majority 46(63.9%) of the teachers disagreed with the idea that parents provide reading materials, while 26(36.2%) of the teachers from the sampled schools agreed with the idea that parents are interested in education to the extent of providing reading materials like supplementary text books and story books to their children.

However according to this finding ,The researcher realized that there is still a great need for the parents to provide reading materials to their children as this may lead to the raise of pupils academic achievement. The researcher realized that some parents were not providing reading materials due to lack of interest in Education whereas others never provided because of low income. This finding concurred with Thomas (2011) when he emphasized those parents with low income face difficulties in providing their children with the necessary learning materials which automatically affects their academic achievement.

Table 4.21: Teachers' Response on Parent Training Children to Write their First Name and Count before Joining School

Parents Interest (%)	Response	Frequency	Percent
Parents training Children to write First names and count	YES	66	91.7
	NO	6	8.3
Total		72	100

The analysis in table 4.21 portrays that, 66 (91.7%) of the teachers disagreed with the idea of parents training their children to write their first names and count before joining school. The 6(8.3%) of the teachers agreed that some parents train their children to read and write before joining their first school. The researcher observed that many parents are busy so it's not easy to have time of training their children to write and to count, so all responsibilities are left to teachers. If Parents would support teachers, it would have lifted the academic achievement of primary pupils. The researcher also realized that some parents do not train their children to read and write before joining school due to their illiteracy level. This finding concurred with clock (2007) who says that the parental level of education is one of the vital and significant factors influencing children reading level and other academic achievement.

4.6.3: Pupils' Response on Parent's Interest in Education

The researcher sought opinions from pupils on the parents' interest in education. Pupils provided their views concerning parent's interest in education. Pupils based their arguments on parents checking pupils' books, supplementing of reading materials and payment of school fees, for example uniforms and tours. The opinions from pupils have been presented in the table 4.22 below.

Table 4.22: Pupils' Responses on the Statements Concerning Parent's Interest in Education

Item	SA		A		N		D	
	F	%	F	%	F	%	F	%
Most parents check pupils books	14	19.4	24	33.3.	4	5.6	30	41.7
Parents supplement reading materials	5	7	13	18.1	10	13.9	44	61
Parents pay school fees uniforms and academic tours	43	59.7	20	27.8	05	6.9	04	5.6

KEY: SA= Strongly Agree, A= Agree,, N= Neutral, D=Disagree.

The analysis in table 4.22 shows that, 30(41.7%) of the pupils disagreed to the idea that most parents check pupils books, 24(33.3%) of the pupils agreed that parents do check their books, 14(19.4%) strongly agreed that the parents check their books regularly but the rest 4(5.6%) of the pupils remained neutral which means their parents do not also check regularly otherwise they would have agreed. The researchers observed from this analysis that, many parents almost 34(47.3%) were not checking their children's books .This would affect the academic achievement of pupils in primary schools. From table 4.31, 44(61%) of the pupils disagreed with the idea that parents supplement their reading materials, 13(18.1%) of pupils agreed with the idea while 5(7%) remained neutral. The researcher realized that parents had little interest in supplementing pupils' books.

Concerning payment of school dues in table 4.27, 43(59.7%) of the pupils strongly agreed that parents pay school fees plus other payments, 20(27.8%) of the pupils also agreed with idea of parents paying school fees,4(5.6%) pupils disagreed with the idea of parents paying school fees and other payments. However 5(6.9%) of the pupils remained neutral. Basing on the above analysis, the researcher realized that parents had little interest in education. The only area where their concern is seen is on the payment of school fees, and this is only for the pupils in private schools. Parents therefore need to change their attitude so that they support their children to raise their academic achievement.

From this finding the researcher observed that most parents fail to support their children because of the low economic status. This finding is in agreement with Kibira and Kimokoti (2007) who asserts that people of high socio-economic status improvise learning Materials to their children and good home learning environment hence enhancing the academic achievement of their children.

4.6.4 Parents' Response on Parental Interest in Education.

The researcher sought views from parents about the parent's interest in education. The researcher interviewed parents on different occasions and they aired out their views. The arguments of parents concerning interest in education rotated around provision of other learning programs at home, provision of supplementary books and motivation of children. The views from parents have been analyzed in tables.

Table 4.23: Parents' Response on Provision of the Learning Programmes at Home

Parents Interest (%)	Response	Frequency	Percent
Availability of Other learning Programmes at home	YES	4	11.1
	NO	32	88.9
Total		36	100

The analysis in table 4.23 shows that, 32(88.9%) of the parents declared that there were no any other learning programmes at their homes apart from what their children learnt at school. Also 4(11.1%) of the parents acknowledged to the researcher that they had other learning programs at home with their children. The 4(11.1%) showed interest in education while the 32(88.9%) did not prove to have positive attitude and interest in adding new knowledge to their children. The researcher observed that such parents who do not initiate other learning programs for the children at home, .their children had a high possibility of not performing well at school. While parents who support their children at home, Stand high chances of performing better at school. Therefore parents need to support their children at home.

Table 4.24: Parents' Response on Provision of Supplementary Books

Parents' Interest (%)	Response	Frequency	Percent
Provision of supplementary Text books	YES	2	5.6
	NO	34	94.4
Total		36	100

The analysis in table 4.24 shows that, 34(94.4%) of the parents were not able to provide supplementary books for their children, while 2(5.6%) of the parents acknowledged to have been in position to add supplementary books for their children including story books. One of the parents interviewed told the researcher that;

“I want my children to speak good English. So I always watch international television with them and I have bought them many text books and story books which they read during their free time and sometimes. I instruct them to read for me those stories to improve on their reading skills”[interview/parent schoolE15.November 2019].

From that statement the researcher realized that some parents were having much interest in education. Such parents support their children to raise their academic achievement at school. However the parents who could not provide supplementary books accused their low economic status this finding has connection with Kimokoti (2007) who urges that people at high economic status provide learning materials to their children hence fostering their academic achievement.

Table 4.25: Parents' Response on Motivation of their Children

Parents' Interest (%)	Response	Frequency	Percent
Provision of	YES	16	44.4
Supplementary text Books	NO	20	55.6
Total		36	100

From the table 4.25, 20(55.6%) of the parents, declared to have motivated their children on different occasions. The 16(44.4%) of the parents did not acknowledge to the researcher that they motivated their children. Therefore they were not motivating

their children, one of them disclosed the way she motivates her children when they perform well. The respondent told the researcher that;

“ I rear chicken at my home, when my children perform well at school especially in their exams I slaughter a chicken for them, the best performer is the one who is served with the largest share and they are competing favorably”.[interview/parent school A. 18.10.2019]

The respondent explained to the researcher that she had no money to buy gifts like bicycles to her children but she would motivate them in that way. Such parents are interested in education and such motivation would support children to raise their academic achievement. From this finding the researcher observed that motivation of pupils need some money. Some respondents informed the researcher that they motivated their children including taking them to good school (private schools).

This finding concurred with Thomas (2011) when he assert that parents social economic status has impact on pupils academic achievement, Families with high social economic status support their children’s learning by providing all the necessary materials and they send their children to good schools.

4.7 Parents’ Engagement in School Activities Affecting Academic Achievement of Primary Pupils

The researcher though it was necessary to collect data on the influence of parents’ engagement in school activities to the academic achievement in school activities has a great impact on the pupils’ academic achievement. The researcher therefore decided to seek information from Head teacher, teachers, pupils and parents. The views from all respondents have been presented in tables and diagrams.

4.7.1 Head teachers' Response on the Parents' Engagement in School Activities.

The researcher sought the opinions from head teachers about the parents' engagement in school activities. The researcher was interested in knowing the extent to which parents engage themselves in school activities in primary schools. The head teachers from the sampled schools gave their response to the parent's engagement. The analysis of head teachers' views is presented in table 4.26.

Table 4.26: Head Teachers' Response on Parents' Engagement in School Activities

Parents engagement (%)	Response	Frequency	Percent
Parents' engagement	YES	4	66.7
In school activities	NO	2	33.3
Total		6	100

From the table 4.26, 4(66.7%) of the head teachers acknowledged that parents engage themselves in school activities. The researcher observed from the respondents that parents engage themselves in school activities such as parents meeting, school function plus provision of financial support to schools. The head teacher from school B informed the researcher that in that school it's a parent who supplies the school with water. Also 2 (33.3%) of the head teachers rejected the idea of full participation of parents. The Head teachers 2(33.3%) explained that majority of the parents are busy with their jobs and business issues therefore they rarely attend school meetings and functions.

The researcher also observed from the head teachers' expressions that educated/employed or parents with high economic status do not attend school meetings and functions one of the head teachers was quoted saying;

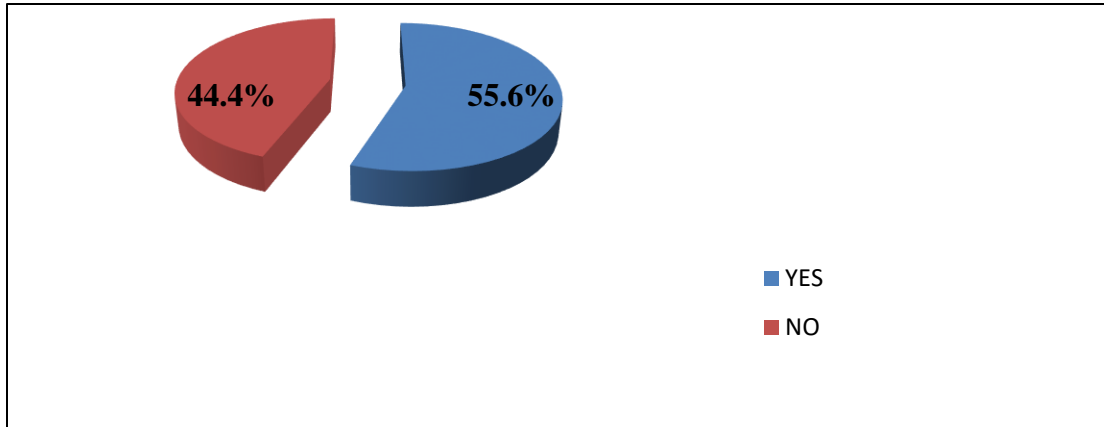
“We have some children here in this school who are sons and daughters of ministers, members of parliament and some other high profiled people but their parents have never attended even a single meeting, even the academic reports of their children are collected by representatives. [Interview/Head teachers F. 13.11.2019].

This quotation justifies that parents with high social economics status do not engage themselves in school activities; parents' failure to engage in school activities would have a great impact on the pupils' academic achievement. Teachers need support from parents to perform their duties effectively. This finding Concurred with Berger (2007) who assets that working class parents are less likely to attend school events as compared to their middle class counter parts.

4.7.2 Teachers' Response on Parent's Engagement in School Activities

The researcher sought opinions and views from teachers about parent's engagement in school activities. Teachers responded well to the questionnaires and their opinions were observed by the researcher. The teachers based their views on parents' response to teachers' call and parents' attendance to school meetings and functions. The opinions of teacher response have been analyzed in the figure 4.10.

Figure 4.10: Teachers' Response on Parents' Engagement in School Activities



The analysis in figure 4.10, indicates that 40(55.6%) of the teachers acknowledged that parents /guardians were responding to teachers' call or invitation to school in case of anything at school, while 32(44.4%) of the teachers declared that parents were not responding to teachers' calls or invitation until their children are stopped from attending schools. The researcher observed from the respondents that majority of the parents are busy with their business and office duties hence reflecting their responsibility of making a follow up on their children's academic progress.

The researcher realized from teachers that there is a great need for the parents to communicate healthy information about their children, attend to school regularly to improve their academic achievement. This finding concurred with start and Kasamda (2006) who argued that to promote academic success of children in school; parents need to communicate valuable information about their children to teachers.

4.7.3 Pupils' Response on Parent's Engagement in School Activities

The researcher sought opinions from pupils concerning parents' engagement in school activities. Pupils portrayed their views and opinions about the parental engagement in

school activities. Pupils based their views on parent-teacher's call or invitation at school. The analysis of pupil's response has been presented in the table 4.27 below.

Table 4.27: Response on Parents' Engagement in School Activities

Parents engagement (%)	Response	Frequency	Percent
Attending school	YES	17	23.6
Meetings and functions	NO	55	76.4
Total		72	100

From table 4.27, 55(76.4%) of the pupils acknowledged that their parents attended school meetings and functions, while 17(23.6%) of the pupils refused to accept that their parents attended the school meeting. The above analysis in table 4.27 implies that majority of the parents attend school meetings, this is a great support to teachers and would raise the academic achievement of primary pupils.

However the researcher observed that the small number of the parents who do not attend school meetings according to table 4.27 above would be the literate and busy parents, while some parents may not participate in school functions and activities as they may be discouraged by their bad relationship with teachers or school. This finding is in agreement with Long (2007) who emphasize that some parents could be discouraged by their past experience at school. For example if their past experience were pleasant they are likely to visit the school again but if their past experience is filled with failures and disappointment, their thoughts will feel intimidated.

Table 4.28: Pupils' Response on the Statements Concerning Parental Engagement in School Activities

Item	Categories of performance							
	SA		A		N		D	
	F	%	F	%	F	%	F	%
Parents' response to teachers invitation or call at school	48	66.7	12	16.7	04	5.6	08	11

The analysis in table 4.28 indicates that 48(66,7%) of the pupils strongly agreed with the statement that parents respond to teachers call or invitation ,12(16.7%) disagreed with the statement that parents respond to teachers' call or invitation, while 4(5.6%) of the pupils remained neutral, remaining neutral means that also their parents do not attend to teachers' call regularly. The majority 60(83.4%) of the pupils agreed that parents do attend to teachers call or invitation. This would raise the academic achievement of primary pupils. This finding reflects that parents engage themselves in school activities if the school involves them, therefore schools should involve parents in the school activities by inviting them where necessary. This may facilitate the raise in academic achievement of primary pupils.

4.7.4: Parents' Response on Parental Engagement in School Activities

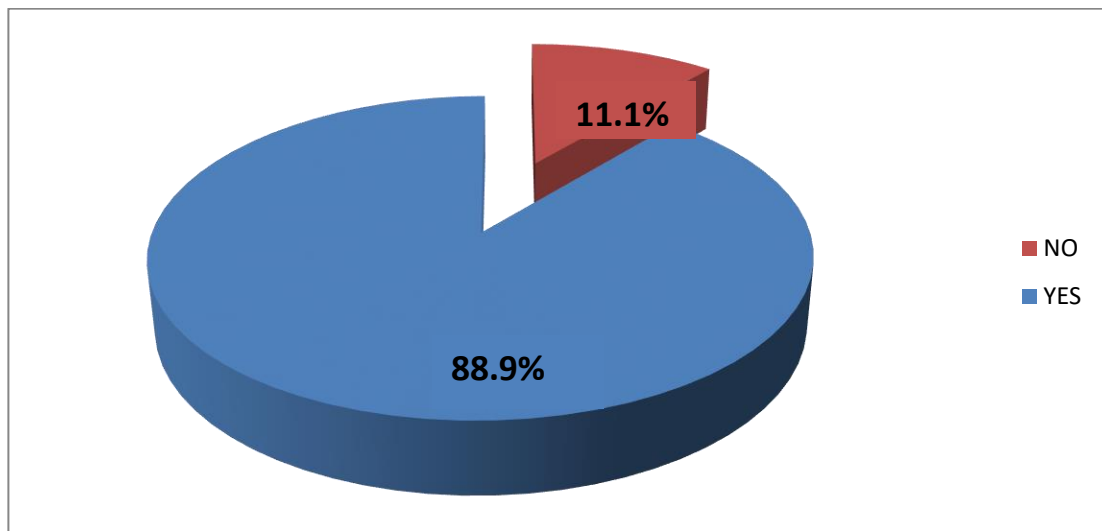
The researcher sought opinions from parents through interviews .The researcher was more interested in getting information or data concerning parental engagement in school activities from the parents.

The interview was based on parents' response to teachers' call or invitation and the parents' attendance to school meetings, plus the financial support to school programmes. The analysis of parents' response is presented in the table 4.29.

Table 4.29: Parents' Response on Parental Engagement in School Activities

Parents' engagement (%)	Response	Frequency	Percent
Attending school	NO	5	13.9
Meetings and functions	YES	31	86.1
Total		36	100

From table 4.29, 31(86.1%) of the parents acknowledged that they were attending school meetings and functions, while 5(13.9%) of the parents do not attend school meetings and functions. The research observed that parents who attend the school meetings and functions are the middle income earners while the parents with high social economic status do not attend school meetings. From the analysis in table 4.38 majority of the parents attend to school meetings and functions which may raise the academic achievement of the primary pupils. This finding concurred with Berger (2007) who emphasized that working class parents are less likely to attend school events as compared to their middle class counter parts.

Figure 4.11: Parents' Response on Teachers' Call or Invitation

From figure 4.11, 32(88.9%) of the parents acknowledged to have been responding to teachers call or invitations at school, while 04(11.1%) of the parents declared to have been not responding to teachers' call or invitation as expected. The majority 32(88.9%) of the parents have been responding to teachers' call. This would help to promote pupils academic achievement in primary schools. The research observed that parents seemed to be cooperative when called at school especially by teachers.

The analysis in table 4.39 reflects that parents when called, they do respond positively, they do respond to teachers' calls, therefore it is the role of teacher to involve parents in the academic achievement of their children because there is a sense of readiness from the parents, if parents are involved in school activities the academic achievement may increase. This finding concurred with Gonzales- Dettas el al (2005) who urged that when parents are involved in their children's school activities, academic motivation and achievement increase. Pupils' interest in learning and understanding of a subject improves and promotes pupils academic achievement.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter contains a summary, conclusion and recommendations drawn from the findings in connection with parental involvement in academic achievement. The summary is a abridgment of the purpose and the research questions, the conceptual framework that guided the research, the methodology used in study and the major research findings conclusions are then drawn from the study findings. The conclusion provides short answers to the research questions. Recommendations for action and further studies are then provided.

5.2 Summary of the Study

The main objective of this study was to investigate on the impact of parental involvement in academic achievement of primary pupils. Four research objectives and questions were formulated to guide the whole process of data collection. The study drew on the conceptual framework which included dependent variables, Independent variables and intervening variable on the academic achievement of pupils. The study used Piaget's cognitive theory and **vygotsky's** social- cultural theory as a theoretical framework with variables and facilitating factors that influence academic achievement of primary pupils. The literature review focused on general information related to research dimensions informed by the objectives of the study, empirical studies was undertaken in developed and developing countries and particularly in Tanzania.

The study involved six primary sample schools with the sample size of 188 respondents. The sample of the study comprises of one district education officer, one

ward education officer, six head teachers, seventy two teachers, seventy two pupils and thirty six parents. Data collection was done through interviews and questionnaire.

5.3 Main Findings of the Study

The findings in this study were presented to feature the set specific objectives and researcher questions.

5.3.1 Parental Roles Influencing Academic Achievement of Pupils.

The study revealed that there are parental roles that influence academic achievement of pupils in primary schools. It is the view of the most head teachers that parents attend school meetings and functions but play little role in disciplining their children. Head teachers also were of the view that majority 83.3% of the parent respond to teachers call or invitation. 66.7% the head teachers agreed that parents discourage absenteeism and only a few disagreed.

It was also evident that 66.7% of the teachers were not satisfied with the way parents played their roles in promoting pupils academic achievement, 59.7% of the pupils were of the view that parents were not playing their role effectively. However some few pupils agreed that their parents played their role in promoting their academic achievement some parents also accepted that they were not playing their roles effectively.

5.3.2 Home Environment Affecting Academic Achievement of Primary Pupils.

The findings also confirmed that home environment affect academic achievement .Most teachers felt that parents put a little effort to create conducive home environment to smoothen pupils learning at home. Majority 54.2% of the pupils acknowledged that parents rarely provide conducive home environment for their

children while others accepted to have failed to provide it due to economic factors. Most head teachers agreed that parents provided lights and space at home. 61(84.7%) of the pupils acknowledged that parents encouraged them to learn, while some pupils 11(15.3%) declared that their parents do not bother encouraging them to learn. 8(22.2%) of the parents proved to the researcher that they never involved themselves in their children's learning at home.

5.3.3 Parents' Interest in Education Affecting academic Achievement of Primary Pupils

The finding confirmed that parents' interest in education affect the education achievement of primary schools .most of head teachers 66.7% felt that most parents do not put much effort in promoting a positive attitude towards education. It's only few head teachers who felt that parents had interest in education. 83.3% of the head teachers declared that parents do not check pupil's home works.

Teachers also agreed that some parents do not prepare their children properly before coming to school.

The finding also revealed that majority 63.9% of the teachers disagreed with the idea that parents provide reading materials to their children, most teachers felt that parents do not train their children how to read and write their first names and some counting before joining school. Most pupils rejected the idea that parents supplement reading materials. Many pupils felt that their parents pay their school fees, buy school uniforms and pay for school tours. 88.9% of the parents declared that there were no any other learning programmes at home for their children. 94.4% of the parents were

not able to provide supplementary text books. Many parents (55.6%) were motivating their children.

5.3.4 Parents' Engagement in School Activities

The finding revealed that parent's engagement in school activities affects academic achievement of pupils. Most head teachers felt that many illiterate parents do not attend school meetings, school meetings are attended by middle class parents even parents with high social economic status do not attend school meetings and functions. Teachers acknowledged that some parents do not attend school meetings and functions. 32(44.4%) of the Teachers acknowledged that some parents do not attend school meetings and functions. Most head teachers agreed that some parents support school programmes financially. 76.4% of the pupils acknowledged that their parents attend school meetings and functions. Many parents attend school meetings and functions. Many parents also acknowledged that they were attending school meetings; however some declared that they were not attending due to limited time.

5.4 Conclusion

From the study findings, it was confirmed that there are some parental roles that affect academic achievement of pupils. The attendance of school meetings by parents, disciplining and discouraging absenteeism among pupils by the parents are some the roles. All the head teachers confirmed that parental roles affect the academic achievement of pupils. Also all teachers acknowledged that parental roles greatly affect pupil's academic achievement. However the findings revealed that most parents do not engage themselves in school activities, 4(66.7%) of the head teachers acknowledged that parents do not engage themselves in school activities, 55(76.4%) of

the pupils also concurred with head teachers, also 45(65.6%) of the teachers agreed that there is less parental engagement.

It was also revealed from the study that home environment influences the academic achievement of primary pupils. The ability of parents to provide lights and space at home as agreed by many head teachers promotes academic achievement of pupils. The parents' interest in education affects academic achievement among pupils. Checking pupil's home works, preparing children before going to school, training children how to read, count and write their first names before joining schools, are some of the indicators of parent's interest in education. Most head teachers 4(66.7%) and 46(66.7%) of teachers plus 54(74.3%) of pupils disagreed with the idea that parents prepare their children before leaving for school, parents put little effort in checking pupil's home works. Teachers confirmed that few parents train their children to read, count and write their names before joining school.

Also head teachers and teachers plus the pupils acknowledged that parents do not provide reading materials to their children. According to the head teachers many parents pay school fees, buy school uniforms and pay for the study tours. Pupil's motivation was done by many parents. Teachers also felt that parents play little to provide supplementary text books. Teachers 55.6% also felt that parents do not engage in school activities like school meetings and functions. Head teachers 66.7% confirmed that parents do not attend school meetings, also most head teachers 4(66.7%) felt that some parents were not supporting school programs financially.

With such findings the study revealed that there is minimal parental involvement in the academic achievement of pupils. Parents pay little attention to their children at home,

parents show less interest in their children's academic achievement and most of the parents do not engage themselves in school activities, all these affect the performance of pupils in schools.

5.5 Recommendations

In light of the study findings, analysis, discussion and the conclusion derived at the following recommendations are made to all education stakeholders.

5.5.1 Recommendations for Actions

- i. The ministry of education and vocational training through different organs all over the country from the national level to the school level should educate or civilize parents about the importance of education for their children and the need for active participation in all activities that can promote the academic achievement of their children.
- ii. Parents should always monitor their children and discourage absenteeism of their children from school. They should work hand in hand with the class teachers to solve such a situation
- iii. Parents should create a favorable environment at home to ease the learning of their children. The academic achievement of pupils is largely influenced by the home environment.
- iv. Head of schools should always conduct regular school meetings, class meetings and create a platform for parents and teachers to share experiences and challenges to improve the academic achievement of pupils.

5.5.2 Recommendations for Further Research

Due to the limited time and resources, this study couldn't be exhaustive, therefore in line with the findings and conclusion from this study, further studies can be carried out in the following areas-:

- i. A similar study should be carried out in the whole of Ubungo district in order to get more finding since it's still a new district little is known about it.
- ii. A study on the effect of parental conflicts on the academic achievement of primary pupils can be carried out.
- iii. A study on the effect of social- economic status of parents on pupils' academic performance may be carried out.
- iv. A study on the effect of parents' academic background on the academic performance of primary pupils can also be done.

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APPENDECIES

APPENDIX I: INTERVIEW GUIDES FOR THE HEADS OF SCHOO

Dear Head teacher,

My name is Ssendege Musa a Post Graduate Student at the Open University of Tanzania. I am conducting a study on Parental Involvement in Academic Achievement of Primary Pupils in Tanzania, A Case Study of Ubungo District. As an education stakeholder you are requested to respond the questions by providing genuine responses about each question. The information provided in this study will be treated with a lot of confidentiality and in a restricted manner possible.

A. BIODATA

1. Gender Male () Female ()
2. Age group
 - a. 25-30 () b. 31-35 () c. 36-40 () d. 41-45 ()
 - e. Above 46 years ()
3. For how long have you been in the teaching profession?

4. For how long have you been working as a head teacher?

B. GENERAL INFORMATION

1. For how long have you been in this post in this school? And for how long have you been in this school?
2. Do parents participate in promoting pupil's academic achievements in your school? If yes explain how and if no please explain why?
3. In which areas are parents readily available and committed to cooperate in improving their children's academic achievement in primary schools including your school?
4. Do parents attend school activities like meetings and school functions? If yes to what extent and if no why?
5. Are the parents committed in providing financial contributions and support the school programs? If yes explain how and if no please explain why?
6. What are the challenges parents faces in fulfilling their involvement to promote their children's academic achievement?
7. What do you suggest to be done for the parents to carry out initiatives towards their children's academic achievement?

Thank you for your cooperation

APPENDIX II: INTERVIEW GUIDE FOR THE PARENTS

Dear Parent,

My name is Ssendege Musa a Post Graduate Student at the Open University of Tanzania. I am conducting a study on Parental involvement in Academic Achievement of Primary Pupils in Tanzania A case study of Ubungo district. As an education stakeholder you are requested to respond to the questions by providing genuine responses about each question. The information provided in this study will be treated with a lot of confidentiality and in a restricted manner possible.

B. BIODATA

1. Gender Male () Female ()
2. Age group
 - b. 25-30 () b. 31-35 () c. 36-40 () d. 41-45 ()
 - e. Above 46 years ()

B: GENERAL INFORMATION

1. For how long have you been a parent in this school?
2. Do you participate in promoting pupils academic achievements? If yes please explain how and if not explain why?
3. Which strategies have you put in place to make sure that children improve on their academic achievements?
4. Do you have any other learning programmes at home organized to promote pupils academic achievement? If yes mention programmes and if no, explain why?

5. What challenges do you face in fulfilling your involvement to improve on the academic achievement of your children?
6. What do you suggest to be done in order to assist children improve on their academic performance?

Thank you for your cooperation.

**APPENDIX III: MWONGOZO WA MAJADILIANO KWA JAMII YA
WAZAZI**

1. Je umekaa kwa muda gani kwenye shule hii kama mzazi?
2. Je mnashiriki katika kuinua maendeleo ya kitaaluma katika shule yenu?
3. Je nijitihada gani mmefanya kama wazazi katika kufanikisha kuinua taaluma za watoto wenu katika shule yenu?
4. Je kuna mikakati mbadala inayofanyika nyumbani tofauti ya shule ili kuinua taaluma ya watoto wenu?
5. Je ni changamoto gani mnakumbana nazo kama wazazi katika kufanikisha jitihada za kuinua taaluma ya ufaulu wa watoto katika shule yenu?
6. Kwa maoni yako ni namna gani bora inaweza kufaa kwa wazazi kuonyesha kufanya jitihada katika kuwasaidia watoto wao wafanikiwe kitaaluma?

Asante kwa ushirikiano wenu / wako

APPENDIX IV: QUESTIONNAIRE FOR TEACHERS

Dear teacher,

My name is Ssendege Musa a Post Graduate Student at the Open University of Tanzania. I am conducting a study on parental involvement in academic achievement of primary pupils in Tanzania. The Case Study of Ubungo District. As an education stakeholder you are requested to complete the questionnaire by providing genuine responses about each question in the space provided. The information provided in this study will be treated with a lot of confidentiality and in a restricted manner possible.

Section A: Demographic Information

Indicate the correct answer by inserting a tick (\checkmark) in the blackest provided against appropriate option

1. What is your sex?

a. Male () b. Female ()

2. How old are you?

a. Below 30 years () b. 31-35 years () c. 36-40 years ()

d. 41-45 years () e. above 46 years ()

3. For how long have you been in this school?

A Less than 5 years () b. 5-10 years () c. 11-16 years ()

d. Above 16 years ()

**SECTION B: PARENTAL INVOLVEMENT IN ACADEMIC ACHIEVEMENT
OF PRIMARY PUPILS.**

1. Do you think most parents give schools the required support to promote pupil's academic achievement?
a. Yes () b. No ()
2. Do most parents/ guardians respond to the teachers call or invitation?
b. Yes () b. No ()
3. Are you satisfied with the way most parents / guardians play their role in preparing their children before coming to school?
a. Yes () b. No ()
4. Do most parents provide pupils with other reading materials apart from what they get at school?
b. Yes () b. No ()
5. Do some children show signs of child abuse from home in the school?
a. Yes () b. No ()
6. Do most parents/guardians train their children to write their first names and counting numbers before joining school?
a. Yes () b. No ()

Here you are provided with statements concerning parental involvement in academic achievement of primary pupils you are requested to rate them;

Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD) and Neutral (N). Please tick () for the appropriate scale cell for your answer.

S/N	ITEM	SA	A	N	D	SD
1	Educated parents take initiatives and participate in improving their children's academic achievement.					
2	Un educated parents take initiatives and participate in improving their children's academic achievement.					
3	Most parents supplement reading materials and provide basic needs to children..					
4	Most parents attend school meetings/ and functions and respond to teachers call / invitation at school.					
5	A good number of parents monitor and help their children in doing their home works.					
6	Parents motivate, discipline their children and discourage absenteeism..					

1. From your experience as a teacher and education stakeholder, what do you think are challenges faced by parents in involving themselves towards improving on the academic achievement of primary pupils?

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2. What do you suggest to be done for the parents to participate towards improving the academic achievement of primary pupils?

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APPENDIX V: QUESTIONNAIRE GUIDE FOR PUPILS

Dear pupil,

My name is Ssendege Musa a Post Graduate Student at the Open University of Tanzania. I am conducting a study on parental involvement in academic achievement of primary pupils in Tanzania. The Case Study of Ubungo District. As an education stakeholder you are requested to complete the questionnaire by providing genuine responses about each question in the space provided. The information provided in this study will be treated with a lot of confidentiality and in a restricted manner possible.

SECTION A: DEMOGRAPHIC INFORMATION

Indicate the correct answer by inserting a tick () against appropriate option in the box provided.

1. What is your sex?
 - a. Male ()
 - b. Female ()

2. How old are you?
 - a. Less than 5 years ()
 - b. 5-10 years ()
 - c. 11-14 years ()

3. For how long have you been in this school?
 - a. Less than 4 years ()
 - b. 5-7 years ()
 - c. 8 years ()
 - d. Above 9 years ()

**SECTION B: PARENTAL INVOLMENT IN ACADEMIC ACHIEVEMENT OF
PRIMARY PUPILS**

1. Are your parents/ guardian able to read and write?
 - a. Yes ()
 - b. No ()

2. Do your parents provide you with all basic needs to support your education ie paying school fees, examination fees, uniforms study tours etc?
 - a. Yes ()
 - b. No ()

3. Do your parents provide you with reading materials to read at home a part from what you get from school?
 - a. Yes ()
 - b. No ()

4. Is the home environment conducive for your learning?
 - a. No ()
 - b. Yes ()

5. Do your parents attend school meeting and functions?
 - a. No ()
 - b. Yes ()

Here you are provided with statements concerning parental involvement in academic achievement of primary pupils. You are requested to rate them;

Strongly Agree (SA), Agree (A) Disagree (DA), Strongly Disagree (SD), Neutral (N) and Disagree (D)

Please tick () for the appropriate scale cell for your answer.

S/N	ITEM	SA	A	N	D
1	Parents check books and inform pupils and teachers about the mistakes discovered.				
2	Parents supplement reading materials, provide basic needs and provide conducive home environment for learning.				
3	Parents pay school fees, uniforms, school tours, support the school programmes financially.				
4	Parents respond to school invitation/ call by teachers, attend school meeting and functions.				
5	Parents involve themselves in disciplining their children and discouraging absenteeism				

1. Out of your experience what do you think parents face as challenges in improving your academic achievement?

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2. What do you suggest to be done for the parents to participate towards improving on your academic achievement?

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Thank you for your cooperation