

**THE ROLE OF PARENTAL INVOLVEMENT ON STUDENTS' ACADEMIC  
PERFORMANCE IN SECONDARY SCHOOLS IN TANGA CITY. A CASE OF  
TANGA DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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ADMINISTRATION  
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**2023**

**CERTIFICATION**

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: “*The Role of Parental Involvement on Students Academic Performance in Secondary Schools in Tanga City, A Case of Tanga District*” in partial fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policies Studies (MED-APPS) of The Open University of Tanzania.

.....

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.....

**Date**

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.....  
**Signature**

.....  
**Date**

## **DEDICATION**

This dissertation is dedicated to my family for their cooperation, without them, I would have never been the way I am today leave alone to accomplish what I have gained from their experience and hence to finally complete this work.

## ACKNOWLEDGEMENT

I thank God for keeping me alive and healthy to complete this study. The success of this study is a result of teamwork involving a large group of individuals and as such it is not possible to mention in person all of them. However, I would like to express special appreciation to the following: My heart - felt gratitude goes to my supervisor Dr Winfrida S. Malingumu of the Open University of Tanzania whose incessant support from identifying the topic to writing the final draft which has led to the production of this work. His guidance, devotion, commitment and constructive criticisms have been inspiring giving me positive encouragement to forge along to the end.

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## ABSTRACT

This study was about The Role of Parental Involvement on Students Academic Performance in Secondary Schools. The study was carried out in Tanga city. The researcher used a general objective examining the role of parental involvement on students' academic performance in secondary schools in Tanga city, which was broken into two specific objectives namely, to examine Parental involvement in the implementation of school programs based on six types of involvement, to examine challenges facing parents in involvement in implementation of school program and to find out suggestions for improving the level of parental involvement for better performance. A case study design was adopted whereas a sample of eighty-eight (88) respondents was selected through stratified random sampling and purposive sampling. Questionnaires, interview and documentary review were employed for literature review and data collection. Quantitative data were analysed through the use of Statistical Package for Social Sciences (SPSS) 16<sup>th</sup> version computer software tool, and then data were presented in tables, frequency and percentage, while qualitative data were analyzed through content analysis. The findings of the study reveal that, the respondents seem to disagree towards existence of Parental inclusion of Parental involvement in the implementation of school programs based on six types of involvement, namely in terms of parenting skills, communication, voluntary aid, learning at home, decision-making and cooperation with the community. The researcher concluded that, Parents involvement in the implementation of school programs based on six types of involvement in provision of education in secondary schools in Tanga City needs not only the efforts of the school management but also the leaders at community levels and the general public.

**Key words:** *Role, Parenting, Students, Performance, Engagement, School.*

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**LIST OF ABBREVIATIONS**

APTT	Academic Parent Teacher Teams model
CSEE	Certificate of Secondary Education Examination.
HDS	Epstein and Hoover-Dempsey Sandler model
PEDP	Primary School Education Development Programme
SEPD	Secondary School Education Development Programme
URT	United Republic of Tanzania
WC-EFA	World Conference on Education for All
WD-EFA	World Declaration of Education for All
OUT	Open University of Tanzania



## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE PROBLEM**

#### **1.1 Introduction**

This chapter covers the background to the problem, statement of the problem, general and specific objectives, research questions and hypothesis, conceptual frame work, significance of the study and scope of the study.

#### **1.2 Background to the Problem**

The purpose of the school is to educate, train, create good citizen and equip the rising generation with skills, knowledge and desirable social behavior that will be of benefit to the individual himself and the society at large. The success of schooling depends on the large extent on the value that communities attach to education. It has been argued that when education is highly valued and actively sought, the mission and goals of the school are shared and supported by the community (Hussein & Samantar, 2018).

It is argued that there are many academic, personal, and social benefits attached to families' active participation in their children's education, (Henderson & Mapp, 2002; Jeynes, 2005; Serpell & Mashburn, 2012). Such kind of benefits include better attendance, improved higher school graduation rates, fewer grade retentions, increased levels of satisfaction with school, more accurate placement in classes, reduced numbers of negative behaviour reports, and higher scores on reading and mathematics tests (Henderson & Mapp, 2002). When parents support teachers on pupils' academic studies, children tend to do better in their academic activities. However, little is known about the parental involvement and extent to which it has influenced the academic achievement of

the pre-primary children in Tanzania (Kayombo, 2017). The adopted definition of Parental involvement in improving students' performance in education industry, is where, Parental involvement is defined as the totality of strategies, actions and resources which the parents use during the tuition of their children in order to improve their chances to become successful from an educational and social point of view (Hatos, 2004). Epstein *et al* (2002) introduced six types of parent involvement: - whereby in each type affects many different practices and the implementation of the partnership will also vary.

These types range from Parenting skills, communication, Voluntary aid, learning at home, Decision Making and Work with people. It has been recommended that, if all these six types are implemented, they will bring about a positive impact on students' performance, teachers' accomplishment of goals and parents' satisfaction as far as investment in education is concerned. This supports the truth of a phrase that "It takes a village to raise a child", which is a popular proverb with a clear message, that the whole community has an essential role to play in the growth and development of its young people (Belfield & Levin, 2007).

Family and community involvement in schools is linked strongly to improvements in the academic achievement of students, better school attendance, and improved school programs and quality (Michael, Dittus & Epstein, 2007). Educators at all school levels know that successful students at all ability levels have families who stay informed and involved in their children's education (Epstein, 2007). In addition to the vital role that parents and family members play in a child's education, the broader community too has a responsibility to assure high-quality education for all students (Belfield and Levin,

2007). School-community partnership enables the school and the community to share the responsibility of running the schools and helping the child to achieve the aim of education without which neither the school nor the community can benefit (Tondeur, 2013).

Furthermore, International Communities and the world at large, recognizes and value parent, family, community involvement in education. Article 7 of the World Declaration on Education for All (WD-EFA) adopted in the World Conference on Education for All (WC – EFA), held in Jomtien Thailand in 1990 called for strengthening partnerships between governments and communities in the provision of education for all. The report of the meeting held in Amman Jordan 1996 on the same matter of strengthening partnerships between governments and communities in the provision of education, observed that as governments seek ways to decentralize responsibility for education, equalize educational opportunities, and raise more funds, they need strong and innovative allies (Bray, 2000). This is in line with the assumptions which advocate for decentralization policy that decisions made using broad community participation would receive more responses, diverse interests and needs of the respective community than those crafted only by national level decision– makers (Bray & Mukundan, 2003).

The Government of Tanzania realizes and recognizes Education as a joint venture between itself, communities, civil- society, the private sector and parents (stakeholders). In the recognition of the importance of decentralizing powers, the government in its Education and Training Policy, (URT 1995) observed the Powers and decision in management and administration of education and training have remained heavily concentrated at ministerial level. It has also observed attempts to involve regions,

districts and Communities in the management and administration of educational institutions in their areas of jurisdiction were wanting and that, effective management of education and training necessitates community involvement in the policy exercise. The government, therefore advised that, ministries responsible for education and training shall devolve their responsibilities of management and administration of education and training to lower organs and communities (URT, 1995).

The Government of Tanzania has put in place measures and incentives designed to encourage the active involvement of these families, communities and generally stakeholders in the provision of educational services. In Tanga district in particular, out of 44 Secondary Schools, 26 are government owned schools, 18 are private owned schools. Furthermore, out of 26 government schools, 21 schools have been built within the wards by the community in collaboration with communities and other stake holders who were involved during the construction stage whereby the work relied heavily on government arrangements at both wards and village levels. Only 5 old schools were built by the government those days when the campaign of community participation and involvement in education sector was minimal.

A report on the success of the implementation of CCM Election Manifesto of 2005 on primary education, reads that, standard seven pass rate had increased from 304,938 (61.7 percent) in 2005 to 4,068,187 (70.5 percent) in the year, 2006. It was ordered by the Prime Minister of that time Mr. Edward Lowassa, that, the regional administrators to ensure that at least 70 percent of all students who had passed the Primary School leaving Examination (PSLE) to join government secondary schools by January 2007. He emphasized the need for building more classrooms to absorb all those students who

had passed Standard Seven examinations but did not get chance to enter secondary schools (Mwananchi newspaper, 12/12/2006).

Experience on school community relationships has shown that some strategies for parent and community involvement in the educational process substantially improved the quality of student's educational experiences and their achievement in elementary and secondary schools (Ballen et al 2013). The task now confronting educational reformers and researchers is to refine the understanding of the characteristics of effective parent and community involvement and the related conditions in educational systems and communities under which such involvement has the most beneficial impact (Campbell, 2012).

Despite government policies and procedures involving communities in constructing and establishing schools, together with improving enrollment of pupils in schools, empirical evidence shows that the level of involvement of the communities in managing schools is still marginal.

The 1972 Decentralization Programme, the 1978 Education and Training Policy, Secondary School Education Development Programme (SEPD, 2004 – 2009) and other reform programs seem to have done little to ensure community involvement in the management of community secondary schools (Otieno 2000; Mulengeki 2004). Reasons behind this scenario could be attributed to firstly, the roles of communities in the management of these schools were not stipulated clearly and secondly, the roles were limited to certain functions and for a certain period only. This research, therefore, explores the role of parental involvement in schools, based on the six types of parent involvement, for the provision of new hopes of improving students' completion grades

and ultimately the social capital of students and the community in general. These six types of parent involvement namely, parenting skills, communication, voluntary aid, learning at home, decision-making and cooperation with the community.

### **1.3 Statement of the Research Problem**

The importance of active parental involvement in the education of children is undeniable. In line with the articles of World Declaration on Education for All, the provision of education intends to strengthen partnership and recognize the special role of teachers and parents in planning, communicating and decision making pertaining to education provision. Meanwhile the established partnership enhances academic performance among students within the broad education sector.

Many Studies in Education Sector in Tanzania had often focused on the effects, successes and failures of parental involvement in various areas of school financing in the primary area. These studies focusing on devolution of educational management powers to local government (Dachi, (1994); Luyagila, (2002); Balwetegile, (1991); Mulengeki, (2004); Koma, (2003); Lweja, (1993) and Mosha, (2004)). On the other hand most studies carried out in Tanzania focused on the role of parent participation in local project focused on raising academic performance in community secondary schools (Mlaki, (2005), Millanzi, (2005) and Lyimo, (2001). However, However, all of these studies left some areas unstudied and uncommented. This includes the area of the modality of roles of parental participation on improving and maintaining students' academic performance in secondary schools. This has led to a situation that there is shortage of information of ways on how families, parents and communities are involved

in promoting the social emotional and academic achievement of boys and girls in secondary education in general (Mlaki, 2005, Millanzi, 2005, Lyimo, 2001).

Therefore, this study may, help to bridge the knowledge gap in terms of which planned activities and outreach should be adopted in order to increase the involvement of families, parents and the community in secondary education industry. In particular the study will be looking in depth the level of awareness that parent possess about their roles and obligations in provision of secondary education to their young boys and girls, based on six types of parental involvement, namely, parenting skills, communication, voluntary aid, learning at home, decision-making and cooperation with the community.

#### **1.4 General Objectives**

The general objective of this study is to examine the role of parental involvement on students' academic performance in secondary schools in Tanga city.

##### **1.4.1 Specific Objectives**

The study is seeking to:

- i) To examine Parental involvement in the implementation of school programs based on six types of involvement.
- ii) To assess challenges parent face in implementation of school programs
- iii) To evaluate the suggestions for improving the level of parental involvement for better performance.

#### **1.5 Research Questions and or Hypotheses**

##### **1.5.1 General Research Question**

What is the role of parental involvement on students' academic performance in secondary schools in Tanga city?

### **1.5.2 Specific Research Question**

- i) Is there a Parental involvement in the implementation of school programs based on six types of involvement, namely in terms of parenting skills, communication, voluntary aid, learning at home, decision-making and cooperation with the community?
- ii) What challenges parent face in implementation of school programs?
- iii) What should be done to improve the level of parental involvement for better students' academic performance?

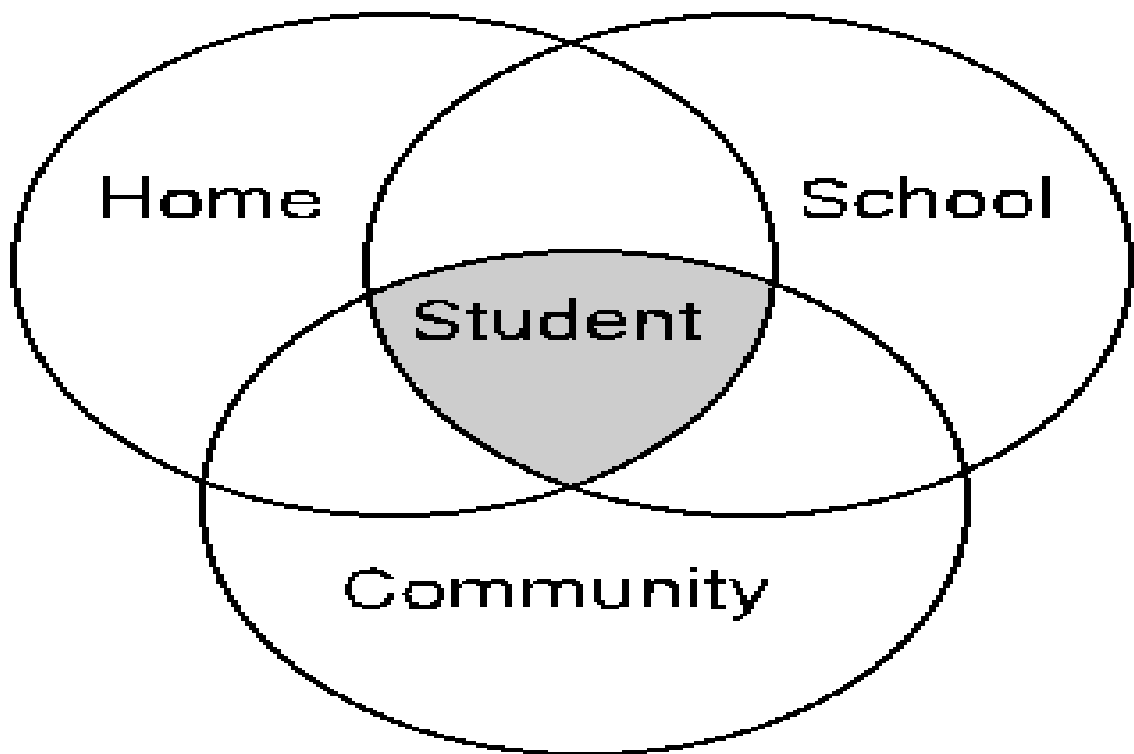
### **1.6 Conceptual Framework**

In developing a conceptual frame work for this study, six types of Parental involvement in the implementation of school programs, namely in terms of parenting skills, communication, voluntary aid, learning at home, decision-making and cooperation with the community were considered as the key to the study. This is reflected from the Epstein's (1987, 1992) theory of overlapping spheres of influence which combines psychological, educational, and sociological perspectives on social institutions to describe and explain the relations among parents, schools, and local environments.

The variables (The three spheres are home, school, and local community) which bear an inter connection (the overlapping spheres) which represent the partnership between these three entities (with the child at the centre as the focal point) in improving students' academic performance in Tanga City secondary schools. In that way, interactivity is implied to see how issues work together leading to the future students' performances. All these are community issues which fall under, political, socio-cultural, economic and individual factors affecting students' performances. Since it is a process, independent



variables are interrelated to affect a dependent variable of the study which is students' academic performance.



**Figure 1.1: Overlapping sphere of influence of family school and community on children's learning**

**Source: Epstein, (1987, 1992)**

### **1.7 Scope of the Study**

The study generally was confined on the investigation of the role of parental involvement on students' academic performance in secondary schools in Tanga City. Specifically the study examine parental involvement in the implementation of school programs based on six types of involvement, assess the challenges parent face in implementation of school programs and evaluate suggestions for improving the level of parental involvement for better academic performance.

### **1.8 Significance of the Study**

From this study, parents may directly benefit because the findings may shade more light on the need for them to be more involved in their children's learning. It is expected that good academic performance can increase the number of students joining different colleges for different career opportunities, ensure the accomplishment of the future goals set by family. The findings might also be useful in encouraging parents to become more involved in their children's work in order to enhance their performance in primary schools.

Schools may benefit from the study as there would be a recommendation for the Family and community involvement plans and programs that result in more parents' involvement from all socioeconomic, racial, cultural, and linguistic backgrounds becoming involved with their teens in discussions and decisions about school and making plans for postsecondary education and training.

The findings are useful to the government at large to develop effective teaching and learning resources, school designs for example class size and encouraging and supporting private sectors involvement in primary school sector development.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter describes theoretical literature review related to community involvement on education service provision to local population level globally and locally and the effect it has on student's academic performance, specifically at secondary level as well as empirical literature review.

#### **2.2 Theoretical Literature Review**

This section describes theories and concept related to the study

##### **2.2.1 Conceptualization of terms**

**Community Engagement:** Community engagement is a two-way street where the school, families, and the community actively work together, creating networks of shared responsibility for student success (Berg et al, 2006).It creates an open and friendly school in which parents feel comfortable, establish an open-door policy and be available to hear concerns, be visible in the hallways, ensure that parents feel valued, and schedule regular special events at the school and involve students (Rygus, 2017). Using community secondary schools as a core of this study, community school offer a personalized curriculum that emphasizes real-world learning and community problem-solving. Community schools play a significant role in establishing partnership between school and other community resource.

**Academic Performance:** Academic performance is a multidimensional construct composed of the skills, attitudes, and behaviors of a learner that contribute to academic

success in the classroom (Hijazi & Naqvi, 2006). It is frequently defined in terms of examination performance (Cambridge University Reporter, 2003). Students' academic performance has always been a subject of interest to every educational institution in which schools play a major role in the whole process. It is typically assessed by the use of teacher ratings, tests, and exams. Darling-Hammond (2000) argued that heads of educational institution, teachers and parents are primarily responsible for students' academic performance. Parents care about their child's academic performance as they believe that good academic results will provide more career choices and job security. Thus, schools should efficiently and effectively organize themselves towards this task.

### **2.3 Parental Involvement in the Implementation of School Programs**

Parental involvement refers to a situation where parents are directly involved in the education of their children, they involve themselves and are involved by the school and teachers 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 as much as they possibly can (Ntekane, 2018). Their involvement helps to improve student performance, reduce absenteeism and restore parents' confidence in their children's education. Learners with parents or caregivers, who are involved in learners' education, earn higher grades and test scores, have better social skills and show improved behavior (Ibid). Parents involved in implementation school programs in a number of ways including: follow-ups their children's subject teachers in order to identify areas where the children are facing challenges showing commitment in their children's learning during parents' meetings so as to gain better performance of their children (Clinton & Hattie, 2013).

Thus, taking responsibility becomes a part of the nature of such children as they plan ahead and are able to do their work according to their schedule, which is the quality of being organized (Sapungan & Sapungan, 2014). Learners become more focused in their school work (Kwatubana & Makhalemele, 2015). Cheeks (2012) argued that parental involvement in education, either in school or at home, creates partnerships among schools, parents, and communities. The resulting partnerships among students, parents, and teachers develop effective communication from home to school and school to home.

Despite the notable advantages of parent involvement, the following are the challenges. According to Singh, Mbokodi and Msila (2004), one of the challenges that hampers effective parental involvement is low income that some receive per month, which leads them to working more jobs and not to spend enough time at home helping their children with their school work. This imposes a burden to teachers a burden to the teachers because they are expected to produce good results yet they are no receiving any support from parents (Singh, Mbokodi & Msila, 2004).

Another challenge is that schools sometimes fail to create strong links between homes and schools or an environment where parents do not feel welcomed in schools more especially low-income earners. This situation is made worse by the fact that some parents are unable to read and write and they can only communicate in their mother tongue, which makes it difficult for them to assist their children with their homework (Lemmer, 2007). Study by Eyiuche (2014) on parental Involvement in Curriculum Implementation as Perceived by Nigeria Secondary School Principals in Nigeria revealed that there is no parents' involvement in decision-making related to curriculum,

because most parents are not professionals in the field and would not know what to contribute. They also point out that parents cannot contribute to the curriculum delivery because the curriculum and its implementation guidelines are centrally developed without specifications on how parents should be involved.

#### **2.4 Strategies for Improving the Level of Parental Involvement for Better Performance**

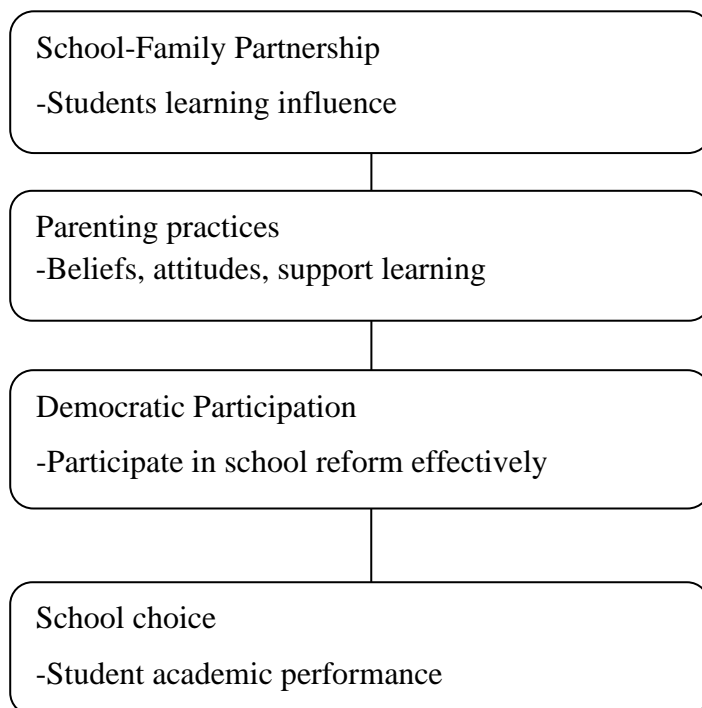
Parental involvement provides an important opportunity for schools to enrich current school programmes by bringing parents into the educational process (Masa and Mila, 2017). Parent involvement result into increased student success, enhanced parent and teacher satisfaction, and improved school climate. To ensure effective parental involvement, schools may have partnership programmes in place that continually develop, implement, evaluate, and improve plans and practices encouraging family and community involvement (Ibid).

Another strategy is reaching families their home language is not English by sending them information about their learners in their own home language in order to break the language barrier (Lemmer, 2007). School need to provide a welcoming climate where the school staff is respectful and responsive to parents (Wherry, 2009). It is critical that administrators and teachers encourage respectful two-way communication between the school and home (Ibid). This implies the school need to stop treating parents like clients and start treating them like partners in helping children learn.

## 2.5 Model for Parent Involvement in Education Related to the Study

### 2.5.1 Model for Parental Involvement in Education

A model of parental involvement explored is the Epstein model, which provides a framework of information on defining the ways in which parents show their involvement and what motivates it. A team approach would give districts and schools opportunities and strategies that adhere to national policies of engaging schools, families and the community. For the sake of this study, Joyce Epstein's Model provide a detailed description on how parent involved in education impacted into academic performance: The complex relationships between families, students, and schools can be conceptualized through four main models: the school-family partnership model, the parenting practices model, the democratic participation model, and the school choice model, which are depicted in Figure 2.1.



**Figure 2.1: Four Models of Family Engagement**

Source: Harvard Family Research Project with modification

### **2.5.2 The School-Family Partnership Model (Joyce Epstein Model)**

The school-family partnership model in particular is highly visible in the literature and in standards surrounding family engagement and involvement (Davis, 2000). The Joyce Epstein (Epstein) Model was developed by Joyce Epstein in 1980 to inform school administrators on how parents can be involved with their child's learning at home, within the school and community (Bower & Griffin, 2011; Epstein et al., 2011; Galindo & Sheldon, 2012; Oostdam & Hooge, 2013). These six components, which are foundational for parental involvement, are; parenting, communicating, volunteering, learning at home, decision making, and community collaborations (Bower & Griffin, 2011; Epstein et al., 2011; Oostdam&Hooge, 2013). Based on this reason, this model has been adopted as The Framework for Community Involvement and its going to be utilized as Foundational base for the whole work. The details of The Joyce Epstein (Epstein) Mode are in table 2.1 below;



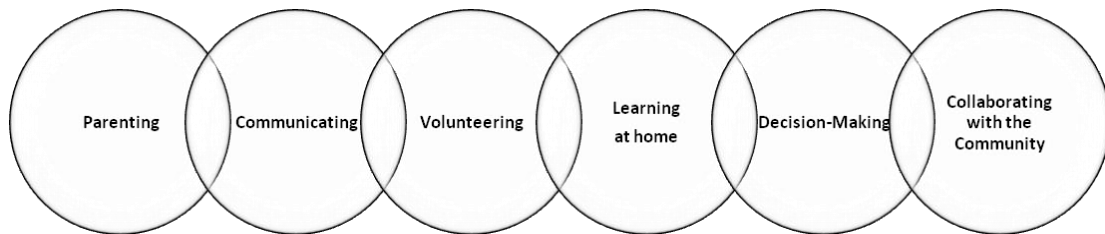
**Table 2.1: The school-family partnership model (Joyce Epstein)**

TYPE	DEFINITION	UNDERSTANDING
Parenting	Help all families establish home environments to support children as students.	<i>"Workshop"</i> to mean more than a meeting about a topic held at the school building at a particular time. It may also mean making information about a topic available in a variety of forms that can be viewed, heard, or read anywhere, anytime, in varied forms.
Communicating	Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.	<i>"Communications about school programs and student progress"</i> to mean two-way, three-way, and many-way channels of communication that connect schools, families, students, and the Community.
Volunteering	Recruit and organize parent help and support.	<i>"Volunteer"</i> to mean anyone who supports school goals and children's learning or development in any way, at any place, and at any time -- not just during the school day and at the school building.
Learning at Home	Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.	<i>"Homework"</i> to mean not only work done alone, but also interactive activities shared with others at home or in the community, linking schoolwork to real life. <i>"Help"</i> at home to mean encouraging, listening, reacting, praising, guiding, monitoring, and discussing -- not "teaching" school subjects.
Decision-making	Include parents in school decisions, developing parent leaders and representatives.	<i>"Decision making"</i> to mean a process of partnership, of shared views and actions toward shared goals, not just a power struggle between conflicting ideas. <i>Parent "leader"</i> to mean a real representative, with opportunities and support to hear from and communicate with other families.
Collaborating with Community	Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.	<i>"Community"</i> to mean not only the neighborhoods where students' homes and schools are located but also any neighborhoods that influence their learning and development. <i>"Community"</i> rated not only by low or high social or economic qualities, but by strengths and talents to support students, families, and schools. <i>"Community"</i> means all who are interested in and affected by the quality of education, not just those with children in the schools.

**Source:** Joyce Epstein

Popularized by Joyce Epstein's Framework of Six Types of Involvement, this model presents engagement as an activity that occurs in six interactive spheres: parenting, communicating, volunteering, learning at home, decision making, and collaborating with community. These spheres are outlined in table 2.1 above. According to Epstein,

implementing activities in all spheres “can help parents become involved at school and at home in various ways that meet student needs and family schedules.



**Figure 2.2: Epstein Model**

Source: Epstein, (2010).

## **2.6 Empirical Literature Review.**

The study reviewed literature based on the influence of family, and community connections on academic performance of students, in the World, Africa, East Africa and Tanzania. Areas reviewed included parent or community involvement and family background.

### **2.6.1 Studies Word Wide**

Henderson and Mapp, (2002) conducted a study on the impact of school, family, and community connections on student achievement. The studies unveil that, there is a strong relationship between family involvement and improved academic performance, further more; the study reveal that the relationship between parent involvement and performance holds for families of all backgrounds; Parent involvement was associated with other key outcomes such as attendance and behavior, which are also related to achievement. Moreover, improved performance was mostly strong connected to involvement that is focused on learning, developing students’ skills in specific subjects, and steering students toward more challenging classes, close working relationships

between teachers and families are also related to improved performance. The study concluded that, although engaging parents can help improve student achievement, it is not enough to overcome the deficits of low-quality schools. Parent involvement programs need to be paired with high-quality initiatives to improve teaching and learning. Such initiatives will be more effective if they engage parents.

In United Kingdom, (Sylva et al., 2004) conducted a study on effective pre-school education. The study revealed that when parents are involved in education of their children, their children get higher grades, test score, and graduation rates. Likewise have better self-esteem, lower rates of suspension, decreased use of drugs, and alcohol as well as fewer instances of violent behaviour. Hence the study recommended that parents should constantly cooperate, communicate and share all duties for upbringing their children's academically.

The United States Department of Education (2000) discovered that the relationship between poverty and parents and students' performance is not simple direct. It confirmed that poverty is an important factor accounting for differences in performance and achievement across rural, sub-urban and urban districts.

Gutman and McLoyd (2000) carried out research with the aim of ascertaining the parental behavior of typical successful students and comparing them with students who were encountering behavioral and academic problems. Their findings suggest that parents of academically successful students used a more specific approach to assist their children with schoolwork. For instance, they had more supportive communication with their children than the parents of less academically successful students. In addition, they frequently checked their children's progress by contacting the school, and maintained

positive relationships with school staff. Whereas, the parents of the less achieving children seldom contacting the school. The study recommended that parents should play an active role in their children's education and to keep a strong and positive relationship with schools.

### **2.6.2 Studies in Africa**

It's commonly agreed in Africa that, the family is the first, the smallest and the most important unit of a child's social organization. Family is responsible for the development of the child's physical, mental and moral dispositions.

Asikhia (2010) argued that the family educational background and socio-economic status play pivotal roles in the learning process of the child. She stressed further that the child's performance whether in the positive or negative could be attributed to the type of family such a child comes from. Furthermore, Ushie, Owolabi and Emeka (2012) confirmed that family type, size, socioeconomic status and educational background play important role in children's educational attainment and social integration.

Ajila and Olutola (2000) posited that the home affects the individual since the parents are the first socializing agents in an individual life. Uwaifo (2008) affirmed that family background of a child affects his reaction to life situations and his level of performance. Ndem in Omirin and Adeyinka (2009) confirmed that parental support financially and morally have been found to be potent in improving students' performance. Ebenuwa-Okoh (2010) opined that if the finances of students are not adequate, the situation may affect their academic performance. Egbule in Ebenuwa-Okoh (2010) added that student's academic performance may be enhanced if their financial needs are adequately met.

### **2.6.3 Studies in East Africa**

Wanyonyi, (2019), did a research on the influence of family background on academic performance of the students, where 67% of the respondents agreed that family background influences academic performance. Parents may fail to pay school fees student is sent home hence not taught. Students from well nurtured and organized families carry themselves with good behaviors and traits that influence positive performance. Proper family background gives a student a stable emotional foundation and when study materials are not bought a student will not study well (Wanyonyi, 2019). Dermaquis Hayes (2012) investigated on Parental Involvement and Achievement Outcomes in African American Adolescents. Participants consisted of 145 African American parents/guardians of urban high school students. Results indicated that of the three involvement measures examined, home-based involvement was the only involvement behavior that predicted adolescents' grades and the number of days missed from school. None of the parental involvement measures were significant predictors of discipline referrals received.

In addition, parental involvement behaviors had the largest impact on the achievement outcomes of older adolescents. Specifically, older adolescents with greater home-based involvement missed fewer days of school and had fewer discipline referrals while older adolescents with greater school-based involvement had more discipline referrals. Finally, as for the family demographic variables, they had minimal impact on the achievement outcomes of the urban African American adolescents in the current study. The only significant relation found was between parents' employment status and adolescents' grades. Implications and directions for future research are discussed.

This study aimed at examining parental ratings of a multidimensional construct of parental involvement to determine the best involvement behavior (home-based, school-based, or achievement values) and the impact it has on the achievement outcomes of younger and older high school adolescents. The researcher did a very little work on the influence of specific family demographic variables (parent education, parent employment status, parent marital status, and family income on how parents' involvement behaviors predicted the achievement outcomes of indigenous African adolescents, the gap to be filled by this research.

#### **2.6.4 Studies in Tanzania**

In Tanzania, almost all studies indicated that parents are not fully involved and have less contribution for improving education quality due to various reasons, although all of them admit that the areas where parents knew their roles have very greater impacts to the children's learning. Komba (2007) who explored family's forms of social capital owned by parents who live in poverty account for children schooling in Bagamoyo found that, parents have been either doing nothing or playing a peripheral role in their children's schooling. On the basis of these findings, it was concluded that the role of ensuring that children have access to quality education is the joint responsibility of parents, community members and schools. Schools should become under control of both families and teachers. Hence, there is a need to develop a concrete home- school partnership that clearly specifies the roles of each partner.

Mlozi, et al (2013) investigated factors that influence academic performance of students in the community and government built secondary schools in Mbeya Municipality in Tanzania and found that there were not enough teaching and learning materials,

teaching and learning processes were poor especially in the community built secondary schools (ward secondary school) and poor involvement among parents. In the same vein, the study recommended on the need that, education stakeholders such as parents, NGOs and local communities in collaboration with the government should work together and build hostels and dormitories around the community built secondary schools for retention of students.

## **2.7 Research Gap**

Parental involvement plays a significant role in enhancing readiness for school, classroom behavior and attendance. This is linked with improvement of students' academic performance. Generally, literatures and empirical studies across the global and Tanzania specific concentrated on the factors for poor students' academic performance. None of the literature reviewed in this study focused on the role of Parental Involvement on students' academic performance in secondary schools. The question as to what extent Parents participate in improving students' academic performance in the Community secondary school and whether their participation conforms to the suitable frameworks ever suggested by researchers, has not yet been exhausted thoroughly so as to reach a place of giving solutions on what to be done. This is the gap to be filled. Therefore, this justifies the need of conducting this comprehensive study in Tanzania at large starting with Tanga City in particular.

## **2.8 Theoretical Framework**

There are the theoretical frameworks used to frame research on family–school partnerships. These range from Bio Ecological Theory, Overlapping Sphere of Influence Theory, Social Capital Theory, and Funds of Knowledge Theory. Overlapping

sphere of influence make it clear that shared accountability between schools and parents for high student academic performance and building parents' capacity for using effective practices to improve their own children's academic performance.

Parent involvement means children attend school more regularly, demonstrate more positive attitudes and behaviors, complete more homework, receive higher scores on standardized tests, graduate from high school at higher rates, and are more likely to enroll in higher education. The research confirms the value of parent involvement in improving student achievement, but the evidence also points to the important role that communities play in the education process.

The parent involvement must go deeper than attending one conference or one school play. It will go deeper if all six of the key involvement types are used – Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaboration with the Community. When parent groups, governing bodies, and action teams filter their goals and activities through these involvement types the quality of an informed community of caring adults rises as does mutual trust and social capital.

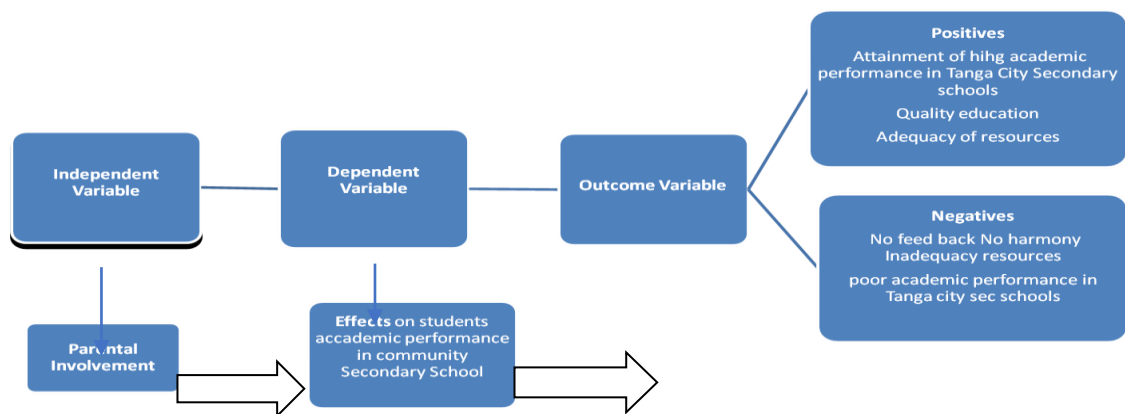
## **2.9 Conceptual Framework**

In this study, Epstein's (1987, 1995; Epstein & Sanders, 2000) types of family involvement is chosen because it is the most popular framework that researchers used to conceptualize family-school partnerships, as authors of some articles used it in the studies researcher reviewed. The six types community involvement activities are described in her model are parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. It is envisaged that, qualified and receptive teachers who co-operate with parents and provide a good environment for



community participation in school affairs, will bring about respect and motivation and therefore success in national examination, confident students who are enrolled and retained in schools and ultimately molded into disciplined and competent individuals with ability to face life challenges effectively.

The following conceptual framework on figure 5 represents an inter relationship between variables of parental involvement and its impact on students' performance in public secondary school.



**Figure 2.3: Proposed Conceptual Framework on Effects of Community Involvement on Students' Academic Performance on Community Secondary Schools in Tanga City**

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter comprises all methods and techniques used in the study to investigate the role of community engagement on student's academic performance in secondary schools in Tanga city. In this chapter, the Research paradigm or approach, Research design, the survey population /area of the research, sampling design, Sample size sampling techniques and procedures, Types and Methods of data collection, data collection instruments, Data Processing and analysis, Validity, Reliability and Ethical values are as follows:

#### **3.2 Research Paradigm or Approach**

The paradigm of this research is constructivism; where the researcher will construct her own reality and so far there will be multiple interpretations. With the help of this approach, the researcher intends to highlight the real facts and figures about the existing problem of student's failure apart from the claimed engagement of parent in running educational service delivery. In this research approach, the researcher uses a small sample of the population and evaluates it in detail to understand the views of the sample as representative of the larger population.

In this research, six types of parent involvement in the Epstein model, namely, parenting, communicating, volunteering, learning at home, decision making, and community collaborations a going have been considered. The type's consists of parenting skills, communication, voluntary aid, learning at home, decision-making and cooperation with the community. These allow the researcher to familiarize with the

problem of the decline in pass rates apart from Family and community involvement plans and programs ever organized.

### **3.3 Research Design**

This study has employed a correlation research design, because; it involves correlating on how parent involvement in school programs in Tanga district and Epstein's model being established if Parents and the community perfectly perform parenting, communicating, volunteering, supervise learning at home, participate in decision making, and collaborate with teachers and each other in the community to positively affected academic performance of students in secondary school.

Since this research is Descriptive, the researcher employs the use of correlation research design which involves both Descriptive and analytical Research Design so as to enable a thorough investigation of the subject matter. This is because the researcher is interested in describing the best practice in terms of the best Models of parental involvement as explored by Joyce Epstein, and it may also help to establish associations between variables that exist. Ever since the research has to find out the role of parent involvement in academic performance of secondary education students in Tanga District, and Tanzania at large, the use of the mixed designs is inevitable as it will serve to obtain an overall picture as it stands at the time of the study. This is simply because the two designs complemented one another. Also, the mixed study design is comparatively cheap to undertake as it requires little time, manpower and money. It may also provide useful data for simple statistic description and interpretation.

### **3.4 Area of the Research**

This study has been conducted in Tanga District, Tanzania. The researcher is close and familiar to the environment and area of research especially distribution of Secondary Schools in relation to distribution of normal human settlement in Tanga District, as she has been working with schools; hence ensured easy resource availability for successful completion of research within time. Tanga District lies at latitudes 5°04' South of the Equator and at longitudes 39°04' East of Greenwich and has a total surface area of 536 sq. Kms. It has the population of 273,332 and a population density of 510/km<sup>2</sup> as per 2012 population census (National Bureau of Statistics, 2012). The district has 44 Secondary schools whereby, 26 secondary schools are owned by the government and 18 secondary schools fall under private ownership category. Generally, there has been a poor performance of students especially in CSEE in Tanga. For example, in 2016, only 22.6% of candidates for CSEE scored divisions one, two and three leaving almost 77.4% scoring divisions four and zero which are poor grades. Although there seemed to be some improvement, the situation was similar in 2017, when only 29.4% of candidates for CSEE scored divisions one, two and three, leaving almost 70.6% scoring divisions four and zero which reflect poor grades.

However, the situation in 2018 was that, only 32% of candidates for CSEE scored divisions one, two and three, leaving almost 68% scoring divisions four and zero due to poor grades in examinations. In 2019, only 28.6% of candidates for CSEE scored divisions one, two and three, leaving almost 71.4% scoring divisions four and zero because of poor grades. In 2020, only 32.5% of candidates for CSEE scored divisions one, two and three, leaving almost 67.5% scoring divisions four and zero which reflects

poor grades. With this academic situation in Tanga district, having divisions four and zero as the majority scores averaging up to 71% in 5 years, the research ought to choose the district as a proper geographical location for her research on the role of parent engagement on students' academic performance in secondary schools.

### **3.5 Target Population**

The total populations for this study will 88 stakeholders. 8 Heads of school are chosen due to their high caliber of their administrative position. Therefore, they have an access to students' information on academic progress. 16 Teachers are chosen because of their role they perform. Discipline, academic or class teachers are chosen because they work very close with student, they assume friendship role with their students and they work very close with parents. Also, the teachers shared information on the parents' participation in place towards improving academic performance. 32 Students are chosen as the key figures in the teaching and learning process that benefit directly from all stakeholders. Students' shares information on the initiatives they have in place to insure their good academic performance. 32 Parents are chosen in this study due to their important role in raising children. Parents are expected to provide information concerning their participation towards improving academic performance.

### **3.6 Sampling Design**

In this research, a stratified sampling design was used such that the target population divided into strata for Head of Schools, Teachers, Parents and Students and then a given number of participants were selected from each stratum.

### **3.7 Sampling Techniques and Procedures**

The sample of this study is being selected from 27 wards of Tanga City especially those with government secondary schools. There is four strata such that: the first Stratum consists of 2 pre-existing old Secondary School, the second Stratum consists of 2 recently built Community Secondary Schools located around the city centre, the third Stratum consists of 2 Secondary Schools built in various periphery wards and the last Stratum consists of 2 Private Secondary Schools in the district.

In each stratum, the two (2) secondary School has been randomly selected. Random selection of two (2) schools from each stratum means random selection of two (2) heads of school from each stratum and hence random selection of eight (8) heads of schools in this study. Both Probability and non-probability sampling techniques further being used in this study as follows:

#### **3.7.1 Probability Sampling**

Selection of the respondent parents, students and teachers being done through simple random technique in each school. This technique is preferred because ensures that, each one (in the groups of parents, students and teachers) in every sampled school has an equal chance of being selected. The researcher used numbering technique so as to ensure gender balance in the study.

#### **3.7.2 Non-Probability Sampling**

For convenience, and my judgment in this research, I cannot randomly select headmasters in the whole district for the aim of providing them with equal chance of being selected. The study bounded by stratified random sampling technique to directly include headmasters of the schools that have been sampled in strata.

### **3.8 Variables and Measurement Procedures**

In this study, the dependent variable is student's academic performance and the independent variable is the community engagement in school management and in running school activities in general. The parent involvement as the independent variable has a number of attributes to be measured as they form part of the construction of data collection tools such as questionnaires.

### **3.9 Methods and Instruments for Data Collection**

#### **3.9.1 Data Collection Methods**

The stud makes the use of interview, observation and survey method in collecting primary data. While documentary review method used to obtain secondary data.

#### **Interviews**

Interview as data collection method used during the study. Interview refers as a two-person conversation initiated by the interviewer with a clear list of issues to be addressed and questions to be answered (Denscombe, 1998). The method was used in collecting qualitative data pertaining to the challenges parent face in implementation of school related programs. The method also used to supplement information that could not be captured through the use of questionnaire instrument. It enables the researcher to establish rapport with potential participants thereby gaining their cooperation.

#### **Observation**

Under this method, the information has been obtained by the way of researchers own direct observation without asking from respondents. It has been done practically by observing community members and teachers in and out of the schools, what and how they are doing, what are their life styles of parents and members of community, what is

their economic and social condition in relation to the student's school life. An observation method used in data collection, it was helpful in gathering knowledge of the role of parent engagement on student's academic performance through making observations of what activities are done by each group of stakeholders, and when those stakeholders are responsible. I have focused my observations on behaviour of head of Schools, teachers, parents and students, the use of their engagement and their interactions related to the student's academic performance.

### **Documentary Review**

Documentary review involves the process of going through different types of documents so as to get useful information for the study. Denscombe (1998) asserts that documentary review is cost effective with the advantage of providing a vast amount of permanent and cross-checkable information. The method is used in investigating and categorizing physical sources, most commonly written documents, whether in the private or public domain (Payne and Payne 2004). The study reviewed secondary sources on perception on parent involvement in implementation of school programs based on six types of involvement, challenges parent face in implementation of school programs and suggestions for improving the level of parental involvement for better performance. Documents like dissertations, published and unpublished thesis, books, reports, journal articles, brochures and resources retrieved from the internet were consulted and used to build up discussion of the entire document.

### **3.9.2 Data collection Instruments**

The following were data collection instruments used to collect data.

#### **Questionnaire**



Questionnaire is a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions (Brown, 2001). They are widely used to obtain information about current conditions and practices and to make inquiries concerning attitudes and opinions quickly in the precise form (Kombo, 2006). The questionnaire containing 48 items with five options using 5 - point Likert scale of 1 (Strongly Disagree), 2 (Disagree), 3 (Not Sure), 4 (agree) and 5 (Strongly Agree) used in data collection. The items are set to represent each of the six types of parent involvement in the Epstein model, namely parenting skills, communication, voluntary aid, learning at home, decision-making and cooperation with the community. Each theme of participation being represented by eight items. Questionnaires help to obtain large amounts of information from a large sample of people in a relatively cheap, quick and efficient manner. The use of both open and closed questions to collect data benefits this research as means of collecting both quantitative and qualitative data.

### **Interview Questions**

Interview questions are an instrument consisting of a series of questions that gives an idea about parent involvement in school related programs, challenges encountered in engaging parent in school programs targeting students' academic performance. The instrument was administered to Head of schools as they provided researcher with detailed information related to parental involvement in academic performance.

### **Observation Schedule**

Stenhouse (1975) describes quantitative observation instruments within the context of observational research as a systematic inquiry method for publicly recording behaviors involving more than watching and listening

Observation schedule is a tool used to collect data during structured observation. It is an analytical form or coding sheet that specifies beforehand the categories of behaviors or events under scrutiny and under what circumstances they should be assigned to those categories. The instrument was used to collect data pertaining to the number of parent involved in discussing nature of homework provision, the mode of feedback delivering, the manner of communicating students academic and moral behavior progress and how often parents involved in handling discipline cases

### **3.10 Data Processing and Analysis Procedure**

The Nature of this study, suggests the anticipation of collecting qualitative data and quantitative data.

#### **3.10.1 Qualitative Data Processing and Analysis:**

Content analysis method has been used to analyze qualitative data expected to be collected and this has been done simply by manually classifying, categorizing and organizing them according to units of meaning each response generates. The following are the procedures to follow:

Firstly, I select the content so as to analyze by choosing the texts to analyze Based on the research question. Secondly is Defining the units and categories of analysis by determining the level at which I will analyze your chosen texts. This means defining the unit(s) of meaning that has to be coded and the set of categories used for coding. The third step is developing a set of rules for coding and this involves, organizing the units

of meaning into the previously defined categories. The fourth step is Coding the text according to the rules just by going through each text and record all relevant data in the appropriate categories. The fifth step is the Analysis of the results and drawing conclusions. This is done once coding is complete, when the collected data is examined to find patterns and draw conclusions in response to the research question. Thereafter, the data were discussed before drawing conclusions.

### **3.10.2 Quantitative Data Processing and Analysis:**

Quantitative data analyzed and presented in tables showing both numbers and percentages. Generally, up to this stage the research focus on examining Parental involvement in the implementation of school programs based on six types of involvement and suggestions for improving the level of parental involvement for better performance. Then, Statistical Package for Social Sciences (SPSS) 16<sup>th</sup> Version computer software tool used in analyzing data captured through questionnaire. A step for defining questions and objectives is done and it's clear. The following tables clarify on what data were collect and from which source:

**Table 3.1: Data collection and the sources**

No.	Demographic Group	Number	Information needed	Tool
	Heads of Schools	08	information for families on changing report cards;	Questionnaire/Interview
			Presence of Forums like, School community meeting, Graduation Ceremonies, School Newsletter	Questionnaire/Interview
			Sessions on for parents' questions and answers in those forums;	Questionnaire/Interview
			Heads of Schools remarks on key topics, such as students and School requirements, School and career planning.	Questionnaire/Interview
			Government standards tests and directives that affect secondary school programs and students' progress.	Questionnaire/Interview
			Volunteering and Volunteerism. Activities such scheduling time for parents to talk to students about their careers, hobbies, and talents; training parents and other volunteers as mentors, tutors, and coaches; guiding volunteers to assist in specific school locations and with special activities and affairs; and identifying parents to serve as neighbourhood representatives, translators, and interpreters.	Questionnaire/Interview
			Inclusion of parent representatives on the school's action team for partnerships; an active parent organization; parent and student Representatives on school improvement committees	
	Teachers	16	Teacher-to-parent forums for easing students' learning at school and home	Questionnaire/Interview
			interactive homework designed by teachers that helps students to discuss their work and ideas with family members, academic and personal goal setting for report cards each marking period with input from families on strategies for reaching goals, student-led home conferences using portfolios of their work, and guidelines for parents for providing home support for students who need extra help to pass courses.	Questionnaire/Interview  Questionnaire/Interview
	Students.	32	student-led parent-teacher-student conferences	Questionnaire
			interactive homework designed by teachers that helps students to discuss their work and ideas with family members, academic and personal goal setting for report cards each marking period with input from families on strategies for reaching goals, student-led home conferences using portfolios of their work, and guidelines for parents for providing home support for	Questionnaire

			students who need extra help to pass courses.	
	Parents	32	Families 'occupation, cultures, backgrounds, and goals for their children.	Questionnaire
			If ever attended workshops for parents on age-appropriate topics of health, nutrition, peer pressure, drug use, and premature sexual behaviour.	Questionnaire
			Parent-to-parent forums for helping families' easier students' transitions from middle level to high school.	Questionnaire
			interactive homework designed by teachers that helps students to discuss their work and ideas with family members, academic and personal goal setting for report cards each marking period with input from families on strategies for reaching goals, student-led home conferences using portfolios of their work, and guidelines for parents for providing home support for students who need extra help to pass courses.	Questionnaire
	Total	88		

Then next step of data collection been executed with appropriate tools. Then data coded and manipulated in number of ways accordingly.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents, analyzes and discusses the findings of the study on Role of Parental Involvement on Students' Academic Performance in Secondary Schools. Questionnaire and interviews methods were used in data collection. The presentation follows three objectives and research questions that guided the study. The chapter is organized into three sections, namely demographic characteristics of the study areas, parent involvement in the implementation of school programs based on six types of involvement, namely parenting skills, communication, voluntary aid, learning at home, decision-making and cooperation with the community, challenges parent face in implementation of school program as well as suggested measures to improve the level of parent engagement for better students' academic performance. The discussion was made on the reflection of the Epstein's model of parenting involvement and empirical point of view as presented in chapter two.

#### **4.2 Demographic Characteristics of the Respondents**

A number of demographic characteristics of respondents which had contributions to this study were significantly given the impression and their findings presented. Respondents' occupation and level of education were among the characteristics involved. The study findings were obtained from 32 (36.3%) parents, 32 (36.3%) students, 8 (9%) heads of schools, and 16 (18.1%) teachers from 8 sampled secondary schools out 27 schools of that category in Tanga City. Data were collected from questionnaires and interviews.

#### 4.2.1 Respondents' Level of Education

The respondents were requested to indicate their level of education they had. The findings presented in Table 4.1 below.

**Table 4.1: Respondents level of education (n=32)**

Variable	Frequency	Percent
Bachelor Degree	9	28.1
Standard seven	12	37.5
Form four	6	18.7
Certificate	4	12.5
Master's degree	1	3.1

**Sources: Field data, 2022**

The findings from table 4.2 shows that 12 (37.5%) respondents are standard seven, 9 (28.1%) had bachelor degree, 6 (18.8%) were form four, 4 (12.5%) had certificate and 1 (3.1%) had master degree.

Findings of the study cover three objectives. The : first, parents' involvement in implementation of school program based on six types of involvement, second, challenges parent face in implementation of school programs and the third, Measure to improve parent involvement in school program for better academic performance. Therefore, the first objective is Parent involvement in implementation of school program based on six types of involvement.

#### 4.2.2 Parents Involvement in Implementation of School Program Based on Six Types of Involvement

In examining the way in which parents are involved in the education of their children and its contribution to the improvement of academic performance respondents were asked to indicate their level of agreement or disagreement in five likert scale. The researcher was interested in collecting information on parent engagement based on six levels including parenting skills, communicating, volunteering, learning at home,

decision making and collaborating with the community as suggested by Joyce Epstein's Model. Thus respondents' responses were given in five likert scale levels as indicated hereafter:

### 4.2.3 Parenting Skills

Parenting skills in implementation of school programs considered to be important since the academic success of schools influenced by the way parent work with their children academic and emotional learning at home. In response to this, respondents were asked to rate the involvement of parenting skills in implementation of school programs in a likert scale. The result thus outlined in four levels of teachers provide suggestion for home conditions that support learning at each level, involvement of parent in education, support program to assist families with health problem in five likert scale that is Strongly agree and strongly disagree as outlined in tables 4.2 to 4.4 below.

**Table 4.2: Teachers do provide suggestion for home conditions that support learning at each level**

Variable	Frequency	Percent
Strongly Disagree	1	3
Disagree	16	50
Neither agree nor disagree	3	9.4
Agree	9	28.1
Strongly agree	3	9.4
<b>Total</b>	<b>32</b>	<b>100</b>

**Sources: Field data, 2022**

In responses to parents' involvement in school based program aimed at raising school academic performance respondents were asked to indicate their level of agreement or disagreement if teachers do provide suggestion for home work conditions that support learning at each level in five likert scale. Table 4.3 indicates that 16 (50%) of parents disagreed with the assertion that teachers do not provide suggestion for home conditions



that support learning at each level, 9 (28.1%) were in agreement with the statement, 3 (9.4%) strongly agree, 3 (9.%) neither agree nor disagree with the statement while 1 (3%) strongly disagree. The findings imply that many 17 (53%) asserted that teachers do not provide suggestion for home conditions that support learning at each level in school. This can be linked to insufficient time and poor communication between teachers and parents.

**Table 4.3: Involvement of parent in education and other course for training such as college credit and family literacy**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
Neither agree nor disagree	24	75
Agree	8	25
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

Table 4.3 above provides more information on parent involvement in education and other course for training such as college credit and family literacy. The study findings showed that 24 (75%) of parents were neither agree nor disagree while 8 (25%) agreed with the assertion. The findings signifies that majority of parents were neither involved or not. This could be the result from being not involved in education program and other training courses aimed at improving academic performance.

**Table 4.4: There is existence of family support programs on school food contribution**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
Strongly disagree	9	28.1
Disagree	6	18.8
Neither agree nor disagree	5	15.6
Strongly agree	8	25
Agree	4	12.5
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data 2022**

Table 4.4 above present information about parent involvement in school program targeting students' academic performance. Respondents requested to indicate their level of agreement or disagreement if there is existence of family support programs related to food contribution.

The study findings revealed that 9 (28.1%) strongly disagree with the statement that family support programs related to food contribution in nonexistence. 8 (25%) strongly agree with the statement, 6 (18.8%) disagree, 5 (15.6%) of the respondents were neither agree nor disagree while 4 (12.5%) agreed (Table 4.4). Cumulatively 15 (46.9%) of parents strongly disagree that there is no existence of family program for food contribution in community schools. Implication here is that in setting school program meals or food contribution program was given little attention compared to other program including school progress academically. On the other hand 12 (37.5%) strongly agree that the family support program to assist families with health nutrition exists. Probably in some school the program is applied unlike other school because what could work in one situation is not necessarily to be in other situation because of cultural diversity.

**Table 4.5: Teachers and other intellectual plan for home visits and transition point to elementary school**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
Strongly disagree	11	34.4
Disagree	2	6.2
Neither agree nor disagree	8	25
Agree	10	31.2
Strongly agree	1	3.1
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

Results indicated that 11 (34.4%) strongly disagree that teachers and other intellectual do not plan for home visit and transition point to elementary schools. 10 (31.2%) agreed with the statement, 2 (6.2%) disagree while 1 (3.1%) of the respondents strongly agree to the statement. Cumulatively many 13 (40.4%) strongly disagree that plan for home visits and transition point to elementary school not yet made by teachers and other intellectual. Probably the situation may be caused by time schedule challenges among teachers and parents as well as formal curriculum which lack such planned activities as well as school curriculum and working hours.

On the other hand 11 (34.3%) agreed that teachers and other intellectuals do plan for home visit and transition point to elementary school. This is likely to contribute to the rise of academic performance in secondary schools. Correlation analysis used to measure the relationship between parent engagements in implementation of school program and academic performance.

**Table 4.6: Correlation analysis between parenting involvement and academic performance**

		1	2
Academic Performance	Pearson Correlation	1	.296**
	Sig. (2-tailed)		.003
Parent involvement in Implementation of school program	Pearson Correlation	.296**	1
	Sig. (2-tailed)	.003	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The findings indicated that there is positive correlation between parent involvement in implementation of school program and academic performance  $r(1)$  which is equivalent to .296,  $p > .001$  is significantly correlated at 1 significant levels. It signifies that positively

academic performance among student depends on parent involvement as they are most important actors in supervision of school related programs.

#### **4.2.4 Communication**

Communication plays a significant role in implementation of school programs related to students' academic achievement along with other skills. School and parents are equally responsible for student failure or success, so to avoid poor communication school and parent should schedule meeting and other related matter for students' success. In examining the way in which parent involved in implementation of school programs the respondents were requested to indicate their level of agreement or disagreement in five likert scale. Respondents' responses on parent involvement in implementation of school programs presented in Table 4.7 to 4.12 here below;

Table 4.8 presents information about the school initiative to involve parent in implementation of school programs through conference with every parents' held at least once year. The findings revealed that 11 (34.4%) strongly disagree with the statement that school do not conduct conference with every parent once a year. 9 (28.1%) disagree with the assertion, 7 (21.9%) strongly agree whereas 5 (15.6%) neither agree nor disagree. This finding implies that majority 20 (62.5%) of parents strongly disagree with the statement as these secondary schools do not conduct conference with every parent at least once a year. Probably this influenced by the nature of parent and school administration as some public servant hesitate to conduct parent meeting regularly discussing about school academic progress and the challenges they encountered in fulfilling their responsibility.

**Table 4.7: School conduct conference with every parent at least once year**

Variable	Frequency	Percent
Strongly disagree	11	34.4
Disagree	9	28.1
Neither agree nor disagree	5	15.6
Strongly agree	7	21.9
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

Results in Table 4.8 indicated that many 10 (31.2%) agree that there is language translators to assist families as needed. 8 (25%) neither agree nor disagree, 7 (21.9%) disagree with the statement, 6 (18.8%) of the parents strongly agree while few 1 (3.1%) strongly agree with the statement. Cumulatively 16 (50%) of the respondents agree that language translators exist from the sampled secondary schools since parents need to be involved in what their children learn in school settings and facilitate effective communication between teachers and parents. Contrary to this 25% of the parents were neither agree nor disagree with the assertion. This can be linked to ineffective communication among parents and school administration on what parents ought to do to facilitate academic progress of their children.

**Table 4.8: In School there are language translators to assist families as needed**

Variable	Frequency	Percent
Strongly disagree	1	3.1
Disagree	7	21.9
Neither agree nor disagree	8	25
Agree	10	31.2
Strongly agree	6	18.8
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

The same information captured through the use of interview. During interview session with head of secondary school stated that they do communicate with parent through ward or village leader and the strategy is more useful rather communicating with each parent. In exemplifying this one of the interviewees had this to say:

*'I personally used school management and school board members to communicate school related programs with community through ward or village leaders and positively parent partnership in supervision of homework task and monitoring their children academic progress is so encouraged'. So I am proud on that.*

The study findings indicated that 21 (65.5%) disagree and strong disagree with the statement, 5(15.6%) were neither agree nor disagree while 6 (18.7%) agree and strongly agree that Schools have regular schedules of useful notices, memos, phone call and other communication. Generally it is found that schools haven't regular schedules of useful notices, memos, phones calls and other communication to community.

**Table 4.9: Schools have regular schedules of useful notices, memos, phone call and other communication**

Variable	Frequency	Percent
Strongly disagree	12	37.5
Disagree	9	28.1
Neither agree nor disagree	5	15.6
Agree	4	12.5
Strongly agree	2	6.2
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

Table 4.10 below present's information about weekly or monthly folders of student work sent at home for review and comments. Apparently, the study findings indicated that 11 (34.4%) agree with the statement, 8 (25%) were neither agree nor disagree while 6 (18.8%) strongly agree that they receive weekly or monthly folders of their children at home. Apparently, the study findings indicated that 17 (53.2%) agreed that they receive weekly or monthly folders of their children work review and comments. This attributed to positive learning outcome and enhances academic progress as the mode provides two ways of sharing the ideas related to weakness and strength of their children in

academically and moral development. However, few 7 (21.8%) respondents who disagreed with the assertion do not have clear link with teachers and school administration on their children progress. The situation can be linked with school culture and parent reluctant to make follow up of their children progress.

**Table 4.10: Receiving weekly or monthly folders of student work sent at home for review and comments**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
Strongly disagree	2	6.2
Disagree	5	15.6
Neither agree nor disagree	8	25.0
Agree	11	34.4
Strongly agree	6	18.8
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

Result from Table 4.11 showed that 15(46.9%) of the respondent agree with the statement that there is no parent room or family center for volunteer work, meeting and resources for families. 7(21.9%) strongly disagree with the assertion, 6(18.8%) were neither agree nor disagree while 3(9.8%) agree with the statement and 1(3.1%) strongly agree that there is the parent room for volunteer work .Cumulative the results indicated that the majority 22(68.8%) of parents strongly agree with the statement. This linked to absence of communication and less involvement of parents coupled with absence of awareness of what to do when implementing school program targeting on students' academic progress and moral development. Correlation analysis performed to measure statistical significance between regular schedules of notes memos and receiving weekly or monthly folders of students work sent at home for review and academic performance.

**Table 4.11: Parent room or family center for volunteer work, meeting and resources for families**

Variable	Frequency	Percent
Strongly disagree	7	21.9
Disagree	15	46.9
Neither agree nor disagree	6	18.8
Agree	3	9.4
Strongly agree	1	3.1
<b>Total</b>	<b>32</b>	<b>100</b>

Source: Field data, 2022

**Table 4.12 Correlation analysis summary of Communicating and academic performance**

	1	2	3
1. Academic Performance	1	.014	.078
		.940	.673
	32	32	32
2. Schools regular schedules of useful notices, memos, phone call and other communication	.014	1	.285
	.940		.114
	32	32	32
3. Receiving weekly or monthly folders of student work sent at home for review and comments	.078	.285	1
	.673	.114	
	32	32	32

Correlation is significant at the 0.01 level (2-tailed).

Correlation analysis findings indicated that schools regular schedules of useful notice, memos, phone call and other communication, weekly or monthly folders of students sent at home for review and comments are statistical significant related to academic performance at 0.01 level ( $r=1$ ). The finding implies that if parents are being involved in implementation of school program the level of student academic performance would have been improved.



#### 4.2.5 Volunteering

Parent volunteering in implementation of school programs may contribute to better grades and performance of their children in test and exam. They will also portray a good behavior and their attendance is likely to be much better unlike children whose parent does not involved in implementation of school programs. In respect to this respondent were requested to rate the level of parent volunteering in implementation of education program from the sampled community secondary schools in likert scale. The respondent's responses were presented in table 4.13 to 4.16 below.

The study findings indicated that 13 (40.6%) of the respondents disagree with the statement that parents do not volunteer in annual postcard survey to identify all available talents, time and vocational volunteer rather school itself. 8 (25%) were neither agree nor disagree, 5 (15.6%) strongly disagree with the assertion, while 4 (12.5%) of parents strongly agree with the statement and 2 (6.2%) agree. It has been observed that majority 18 (56.2%) strongly disagree with the declaration. Probably they were not involved in identifying talents including drawing, dramatizing as well as intellectual among students, time and vocational volunteer in school program.

**Table 4.13: Annual Postcard survey to identify all available talents, time and vocational volunteers**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
Strongly disagree	5	15.6
Disagree	13	40.6
Neither agree nor disagree	8	25
Agree	2	6.2
Strongly agree	4	12.5
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

Result further indicated that almost all respondents 32 (100%) were neither agree nor disagree with the statement that parents were neither participating in patrols or other activities to aid safety (Table 4.14). This can be associated with perceived benefit of protecting school age children against an interrupted event that could affect their studies while at school and home environment. But the situation is not promising as the sampled community school had either the tendency of involving parent in such activities or not as all parents were not sure if the school acknowledge their contribution or not.

**Table 4.14: Participating in parent patrols or other activities to aid safety**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
Neither agree nor disagree	32	100
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

Table 4.15 provides data related to school/ classroom volunteer program to help teachers, administrator and other parent to improve academic performance. The findings showed that 11 (34.4%) of respondents agree with the statement, 9 (28%) disagree, 6 (18.8%) were neither agree nor disagree, 4 (12.5%) strongly disagree while 2 (6.2%) strongly agree that classroom volunteer program had a contribution to teachers, administrators and parents. Apparently the study findings revealed that many 13 (40.6%) agreed that parent volunteering in school or classroom related program including photocopies of take home assignments, handouts and worksheet focusing in rising academic performance of their children. However, 13 (40.5%) of the respondents disagree that parents do not volunteer in classroom related activities to help teachers and administrators to boost academic performance and moral development among students

while at schools. Probably most parents are less involved in school or classroom activities that demand their assistance and maintain academic excellence.

**Table 4.15: School/classroom volunteer program to help teachers, administrator and another parent**

Variable	Frequency	Percent
Strongly disagree	4	12.5
Disagree	9	28.
Neither agree nor disagree	6	18.8
Agree	11	34.4
Strong agree	2	6.2
<b>TOTAL</b>	<b>32</b>	<b>100</b>

The study findings indicated that 10 (31, 2%) of the respondents strongly agree that school provides information for families on skills required for students in all subject at each level (Table 4.16). However, 9 (28.1%) strongly disagree with the assertion, 7 (21.9%) neither agree nor disagree, 4 (12.5%) disagree while few 2 (6.2%) agreed. Cumulatively 13 (40.6%) of the respondents strongly disagree that school do not provide information for families on skills required for students in all subject at each level. This can be related to less involvement of parent in school program intended to improve teaching and learning activities as most teachers and school administrators do not value parent contribution in school development. On the other hand, 12 (37.4%) strongly agree with the assertion. This is because teachers and school administration acknowledged parent's contribution in school progress and manage to establish working partnership in education provision.

**Table 4.16: School provide information for families on skills required for students in all subject at each level**

Variable	Frequency	Percent
Strongly disagree	9	28.1
Disagree	4	12.5
Neither agree nor disagree	7	21.9
Agree	2	6.2
Strongly agree	10	31.2
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

Equally interview informed that parent involved in provision of information for families on skills required for student as they participate in implementation and evaluation of school-based objective. In this aspect one of the interviewees made a statement reflecting the way they do involve parent.

*‘It is often that the school management involves ward or village representative in the implementation and evaluation of school plans focused on talent requires for their children’*

#### **4.2.6 Learning at Home**

Learning at home is an important factor in examining the how best parents are so active in assisting their children with homework and curricular related decision activities. In most cases learning start at home where a child provided with moral and social skills to be applied in daily activities. In examining parent involvement in implementation school program related to improvement of student academic performance the respondents were asked to rate the level in which learning at home contributes to education development programs. In this regard the respondents’ responses shown in table 4.17 to 4.18 here below.

Table 4.17 provides information pertaining to provision of information in home work policies and how to monitor and discuss school work at home. It has been observed that many 9 (28.1%) of parents were neither agree nor disagree with the affirmation, 8 (25%) agreed, 6 (18.8%) strongly agree, 5 (15.6%) disagree and 4 (12.5%) strongly disagree with statement. Cumulatively 14 (43.8%) agreed that school provide information in homework policies and how to monitor and discuss school work at home. The implication here is that parents are highly involved in setting out school program and policies on how home work related task will be prepared and how are they

going to be monitored at home and how to provide feedback to all activities that their children will be assigned.

**Table 4.17: School provide information in home work policies and how to monitor and discuss school work at home**

Variable	Frequency	Percent
Strongly disagree	4	12.5
Disagree	5	15.6
Neither agree nor disagree	9	28.1
Agree	8	25
Strongly agree	6	18.8
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

The study findings indicated that many 10 (31.2%) of the respondents were not sure if family participate in setting students' goals or not. 8 (25%) agreed, 7 (21%) strongly agree with the statement while 4 (12.5%) disagree and 3 (9.4%) strongly disagree (Table 4.18). The study findings clearly indicated that many 15 (46%) of the respondents agreed that parents are engaged in setting students' goals. That means involvement of parent in setting school goal provide a means of determine a clear pathway to success and provide their children with what they intend them to achieve. Involving parent in goal setting will enable them to do better in monitoring progress of their children while at school and when attending to assigned home work.

**Table 4.18: Family participation in setting students' goal**

Variable	Frequency	Percent
Strongly disagree	3	9.4
Disagree	4	12.5
Neither agree nor disagree	10	31.2
Agree	8	25
Strongly agree	7	21
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

The study findings from Table 4.19 indicated that many 10 (31.25) of the respondent disagree with the statement that the parents were not provided with school calendars that describe activities to be carried out throughout a year, 9 (28.1%) agreed to the statement, 7 (21.9%) were neither agree nor disagree while few 1 (3.1%) strongly agree to the statement. Significantly the study findings revealed that many 15 (47.7%) of the respondents disagree with the statement. The implications here is that parent's involvement in implementation of school programs targeting their children in academic progress given less priority in school level as teachers and school administrator do not see important of providing parent with school calendar that provide detailed activities of the school program annually. On the other hand, 10 (31.1%) agreed that school provides parent with calendar to enhance academic performance among their children.

**Table 4.19: Provision of school calendars for parents**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
Strongly disagree	5	15.6
Disagree	10	31.2
Neither agree nor disagree	7	21.9
Agree	9	28.1
Strongly agree	1	3.1
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

Table 4.20 presents information about active parent organization, advisory council of committee of parent leadership. Results shows that 17 (53.1%) of the respondents were not sure if schools involve parents in implementation of school related programs or no. Probably in some cases parents form their organization and set out strategies on how they can be connected with school administrators and teachers to maintain better grades and improve academic performance. Nevertheless few 8 (25%) of the respondents agreed that there is active parent organization, advisory council of committee of parent

leadership. This signifies that parent organization participate in formulating school related academic programs including remedial classes, school hostel and school regulation to be adhered by students. This and other factors contribute to the improvement of academic performance.

**Table 4.20: Active parent organization, advisory council of committee of parent leadership**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
Strongly disagree	3	9.4
Disagree	4	12.5
Neither agree nor disagree	17	53.1
Agree	5	15.6
Strongly agree	3	9.4
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

#### **4.2.7 Decision Making**

Parent involvements in implementation of school program play a significant role toward improvement of school academic performance and spiritual development of children. Parent need to be involved in decision making including; school rules and regulations, fund raising contribution for school infrastructures, indiscipline cases, school budget, school safety and other program related to academic progress. In attesting this respondent were requested to indicate the magnitude in which decision making contribute to the improvement of student academic performance. Respondents' responses presented in table 4.21 to 4.25 here below;

The findings indicated that 8 (25%) of the respondents disagree with the statement that there is no independent advocacy groups to lobby for school reform and improvements. 7 (21.9%) strongly disagree, 7 (21.9%) agreed, 6 (18.8%) strongly disagree whereas few 4 (12.5%) strongly agree with the statement (Table 4.21). Cumulatively, the study

findings indicated that many 15 (46.9%) of the respondents strongly disagree with the statement. The implication here is that parents were not engaged in decision making related to school programmed and non-programmed school activities. The situation may hamper school development program and academic performance as there is no connection between parent and school in administrative and academic prosperity of their children. Correspondingly study by Eyiuche (2014) on Parental Involvement in Curriculum Implementation as Perceived by Nigeria Secondary School Principal revealed that there is a low extent of parental involvement in decisions making on student placement and course and textbook selections, attending parent-teacher meetings and asking specific questions on school curriculum, participating in informal opportunities to talk with and get to know about subject syllabuses as well as making appointments as needed to discuss students' academic progress or concerns.

**Table 4.21: Independent advocacy groups to lobby for school reform and improvements**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
Strongly disagree	7	21.9
Disagree	8	25
Neither agree nor disagree	6	18.8
Agree	7	21.9
Strongly agree	4	12.5
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

Table 4.22: below revealed that 14 (43.8%) of the respondents disagree with the statement that there is no network available to link all families with parent representatives. 5 (15.6%) strongly agree and strongly disagree to the statement respectively while 6 (18.8%) were neither agree nor disagree (Table 4.22). It has been observed that 19 (59.4%) of the respondent claimed that these school do not have network linking all families with parent representatives. This can be associated with



poor and weak involvement of parent in school related program and weaken their children academic performance as well as ethical value.

**Table 4.22: Network available to link all families with parent representatives**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
Strongly disagree	5	15.6
Disagree	14	43.8
Neither agree nor disagree	6	18.8
Agree	2	6.2
Strongly agree	5	15.6
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

Table 4.23 below showed that 14 (43.8%) of the respondents disagree with the statement that they did not provided with enough information on school or local elections for school representative. 8 (25%) of the respondents were neither agree nor disagree, 6 (18.8%) strongly disagree with the statement, while 3 (9.4%) agreed with the statement. Apparently, the study findings indicated that majority of parent 20 (62.6%) proclaimed that their participation in implementation of school program is so weak as they were not provided with adequate information for school representative election. This is likely to contribute to poor engagement of parent in decision making related to school programs.

**Table 4. 23: There is enough information on school or local elections for school representative**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
Strongly disagree	6	18.8
Disagree	14	43.8
Neither agree nor disagree	8	25
Agree	3	9.4
Strongly agree	1	3.1
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

The results further showed that 14 (43.8%) of the respondents strongly disagree with the statement that there is no program to provide information for students and families. 6 (18.8%) disagree and strongly agree with the assertion respectively. 4 (12.5%) of the respondents agreed and few 2 (6.2%) were neither agree nor disagree (Table 4.24). Cumulatively the results showed that majority 20 (62.6%) of parents strongly disagreed that the existing program failed to provide information for students and families engagement in decision making in school program restructuring.

**Table 4.24: Program to provide information for students and families**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
Strongly disagree	14	43.8.
Disagree	6	18.8
Neither agree nor disagree	2	6.2
Agree	4	12.5
Strongly agree	6	18.8
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: field data, 2022**

#### **4.2.8 Collaborating with the Community**

Parent and school collaboration play a significant role in identifying services and resources to support and strengthen schools, students, and their families. information for students and families on community health, cultural, recreational, social support, and other programs/services, information on community activities that link to learning skills and talent considered to be important factors when examining the way on how parent engagement in school program affect students' academic performance. Epstein (2001; 2009) argued that it is so important for each school to choose what factors are believed to be most likely to assist the school in reaching its goals for academic success, and to develop an association between homes and the school. In examining the role of collaboration with community in rising academic performance in secondary school the

respondents were asked to indicate their level of agreement or disagreement in five likert scale and their responses were presented in table 4.25 to 4.26 here below; In response to information available in community activities that link learning skills the study findings indicated that 20 (62.5%) of the respondents strongly disagree with the statement compared to 8 (25%) who agreed. 4 (12.5%) agree with the assertion (Table 4.25). It is clearly observed that majority 28 (87.5%) of the respondents strongly that their information available in community activities that link learning skills.

The implication here is that the sampled communities' secondary schools do not involve parents in discuss matter pertaining to learning skills including active listening, extra curricula that may enable their children to accommodate school learning environment. Nevertheless, few respondents who agreed are likely to develop positive feeling toward school administration, teachers and able to help their children at home and perform much better in academic.

**Table 4.25: Information available in community activities that link learning skills**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
Strongly disagree	20	62.5
Agree	8	25
Strongly agree	4	12.5
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

Table 4.26 provides information pertaining to school and facilities services integration through partnership involving civic and counseling. Results indicated that many 14 (43.8%) of the respondents were neither agree nor disagree with the statement, 6 (18.8%) strongly agree, 5 (15.6%) disagree with the assertion while 4 (12.5%) agreed. The study observed that parents were not sure if school and facilities services integration through partnership involve civic and counseling. Probably they were partly

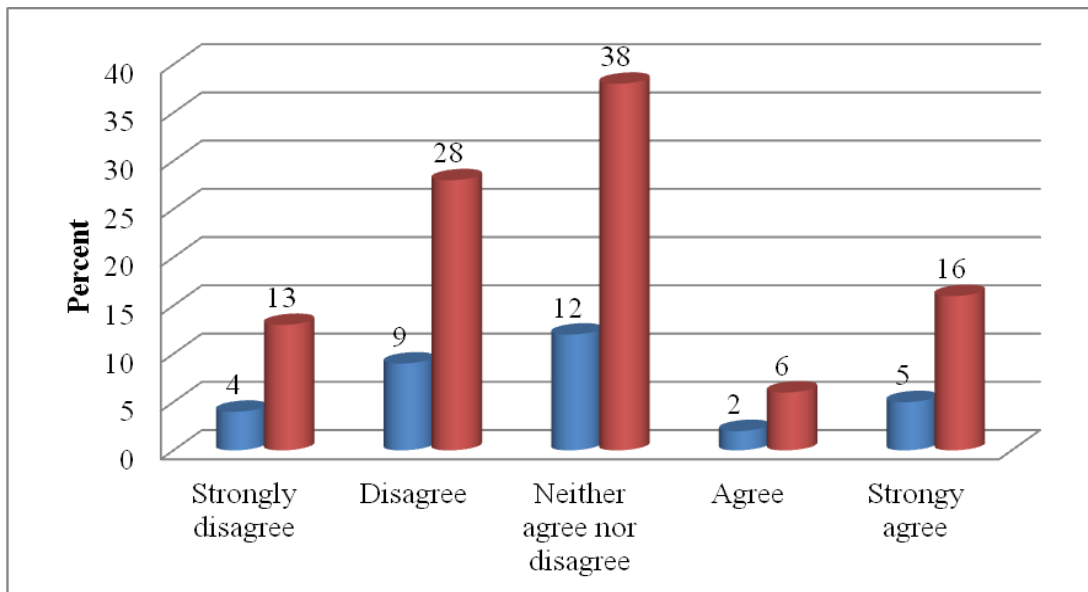
or not fully engaged in school related activities like voting for parent representatives, materials and supplies, equipment and information technology and participation in school counseling session. To add 8 (25%) disagree that there is no partnership between parent and schools in matter pertaining to school facilities and services as most decision made by school administration with no parent involvement.

**Table 4.26: School and facilities services integration through partnership involving civic, counseling**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
Strongly disagree	3	9.4
Disagree	5	15.6
Neither agree nor disagree	14	43.8
Agree	4	12.5
Strongly agree	6	18.8
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

Figure 4.1 below provides information on participation of Alumni in school programs for students. The study findings indicated that many 12 (38%) of the respondents were neither agree nor disagree, 9 (28%) disagree with the assertion, 5 (16%) strongly agree with the statement, 4 (13%) strongly disagree while 2 (6%) agreed. Cumulatively 41% of the parents claimed that there is no active participation or involvement of parent in school programs for students including graduation. On the other hand parents are partly and fully engaged in school related matters like graduation ceremonies. This can be associated with negative attitude toward parents that they are not important when planning for school graduation than being invited.



**Figure 4.1: Participation of Alumni in school programs for students**

**Source: Field data, 2022**

#### **4.3 Challenges parent face in implementation of school program**

The second objective of the study focused on the challenges parents face in implementation of school programs. The result categorized into eleven response of: parent ignorance toward education, economic difference among families, cultural practice among families, lack of community engagement from teachers, negative response of community, language barriers, nor regular schedule, no classroom volunteer program to help teachers, poor staff attitude toward parents, poor environment for private studies at home and poor community empowerment on school program activities.

#### **4.4 Challenges on parent participation in school programs**

Table 4.28 below present information about Parent ignorance about education. The result indicated that 25 (76.6%) of the respondents agree and strongly agree respectively that parent ignorance toward education affect students' academic performance in

community secondary schools. While 5 (15.6%) of respondents were neither agree nor disagree. Parent ignorance associated with inability to read and write. Lemmer, (2007) opined that parent ignorance is made worse by the fact that some parents are unable to read and write and they can only communicate in their mother tongue, which makes it difficult for them to assist their children with their homework.

**Table 4.27: Parent ignorance about education**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
Strongly disagree	1	3.1
Disagree	1	3.1
Neither agree nor disagree	5	15.6
Agree	15	46.5
Strongly agree	10	30.1
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

In response to economic difference among families (Table4.28) the study revealed that many 28 (87.5%) of respondents agree and strongly agree with the statement correspondingly. While 2 (6.2%) of respondents disagree and strongly disagree with the assertion. 2 (6.2%) were neither agree nor disagree. The findings imply that the level of parent participation is school program associated with students' academic performance influenced by economic disparity. Meaning that, families with high economic status are likely to participate more in supervising their children academically. Chavkin& William, (1989) argued that one of the challenges that hamper effective parental involvement is low income that some receive per month, which leads them to working more jobs and not to spend enough time at home helping their children with their school work. On the other hand Farooq (2011) in his study reported that socio-economic status and parents education has a significant on student overall academic performance.

**Table 4.28 Economic difference among families**

Variable	Frequency	Percent
Strongly disagree	1	3.1
Disagree	1	3.1
Neither agree nor disagree	2	6.2
Agree	7	21.9
Strongly agree	21	65.6
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

The study further revealed that cultural practice among families as most parents were not provided with an opportunity to participate in school related program (Table 4.29). The results indicate that 23 (71.9%) of respondents agree and strongly agree that participation of parent in school program affected by cultural practice among families. 7 (21.9%) were neither agree nor disagree, 2 (6.2%) disagree with the statement. The finding implies that community schools do not have activities that involve parents including classroom or outside classroom activities.

**Table 4.29: Cultural practice among families**

Variables	Frequency	Percent
Disagree	2	6.2
Neither agree nor disagree	7	21.9
Agree	12	37.5
Strongly agree	11	34.4
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

In Table 4.30 the study revealed that lack of community engagement from teachers deters effectiveness of parent participation in school related activities. Result shows that 23 (71.9%) of respondents agree and strongly agree with the statement respectively. While 4 (12.5%) disagree and strongly disagree that students' academic performance in community secondary school cannot be affected by absence of community engagement from teachers. 5 (9.4%) were neither agree nor disagree with the statement. Probably it could be affected by other factors

**Table 4.30: Lack of community engagement from teachers**

Variable	Frequency	Percent
Strongly disagree	1	3.1
Disagree	3	9.4
Neither agree nor disagree	5	15.6
Agree	11	34.4
Strongly agree	12	37.5
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

In response to negative response of community to school meeting (Table 4.31). The study finding indicates that almost 19 (19.4%) of the respondents were in agreement and strongly agree that parent involvement in school program aimed at improving students' academic performance affected by negative response of community to school meeting. However, 10 (31.2%) of respondents disagree and strongly disagree to the statement respectively.

**Table 4.31: Negative response of community to school meeting**

Variable	Frequency	Percent
Strongly disagree	2	6.2
Disagree	8	25
Neither agree nor disagree	3	9.4
Agree	4	12.5
Strongly agree	15	46.5
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

The study further revealed that most parent face language barriers in supporting students' home work as 19 (59.4%) respondents were respectively agree and strongly agree with the statement. 8 (25%) were neither agree nor disagree, 5 (15.6%) disagree and strongly disagree with the statement (Table 4.32). It is clearly revealed that parent participation in school program weakened by language barriers as most parents face challenges on the language used in homework assignment given to their children, and they find difficult to provide feedback on the given task.



**Table 4.32 Language barrier in supporting students' home work**

Variable	Frequency	Percent
Strongly disagree	2	6.2
Disagree	3	9.4
Neither agree nor disagree	8	25
Agree	14	43.5
Strongly agree	5	15.6
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

It has also revealed that parent participation in school program is negatively affected by regular schedule including memos and notes presence at school (Table 4.33). In this aspect nearly all respondents 18(56.3%) respectively agree and strongly agree. While 8 (25%) are neither agree nor disagree, 6 (18.7%) of the respondents disagree and strongly disagree with the statement respectively

**Table 4.33 School have no regular schedule of useful notes and memos**

Variable	Frequency	Percent
Strongly disagree	1	3.1
Disagree	5	15.6
Neither agree nor disagree	8	25
Agree	11	34.4
Strongly agree	7	21.9
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

The study reveals that there is no classroom volunteer program to help teachers (Table 4.34). The result indicate that 21(65.6%) of respondents agree and strongly agree that parent face challenges in participating in school program aimed at improving their children academic performance since the school do not have classroom activities targeting parent. 9 (28.1%) are neither agree nor disagree. While 2 (6.2%) disagree and strongly disagree that parent participation in school program does not associated with absence of classroom volunteer program. It signifies that these schools have no academic program that encourages parent participation. This is likely to prohibit parent

participation in school related activities including classroom and non-classroom activities.

**Table 4.34 No classroom volunteer programs to help teachers**

Variable	Frequency	Percent
Strongly disagree	1	3.1
Disagree	1	3.1
Neither agree nor disagree	9	28.1
Agree	11	34.4
Strongly agree	10	31.2
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

Parent participation also affected by poor staff attitude toward parent (Table 4.35). Cumulatively result shows 26 (81.3%) of the respondents agree and strongly agree with the assertion respectively. 4 (12.5%) disagree and strongly disagree that poor staff attitudes toward parent cannot contribute to ineffective parent participation in school related program. 2 (6.2%) are neither agree nor disagree.

**Table 4.35: Poor staff attitudes towards parent**

Variable	Frequency	Percent
Strongly disagree	3	9.4
Disagree	1	3.1
Neither agree nor disagree	2	6.2
Agree	11	34.4
Strongly agree	15	46.9
Total	32	100

**Source: Field data, 2022**

It signifies that effectiveness of parent participation in school program targeting student academic progress discouraged by the attitude impacted to the parent that they cannot contribute positively on school program since these community schools do not consider parent participation as significant. Result shows 23 (71.9%) of the respondents agree and strongly agree with the assertion respectively. 5 (16.6%) disagree and strongly disagree that poor community empowerment on school programs activities can

contribute to ineffective of parent participation on school programs activities. 4 (12.5%) are neither agree nor disagree as it is shown in Table 4.36 below:

**Table 4.36: Poor community empowerment on school programs activities**

Items scale	frequency	Percent
Strongly disagree	1	3.1
Disagree	4	12.5
Neither agree nor disagree	4	12.5
Agree	14	43.8
Strongly agree	9	28.1
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

Moreover, the study revealed that, Poor environment for private studies at home (Table 4.37). Contrary to this Meece (2002) argued that parent who provide a well responsive, supportive home environment, encourage exploration, stimulate question and provide learning materials which accelerate their children's intellectual development. This affects students' academic performance in community secondary schools in Tanga city. Result shows that 24 (75%) of respondents agree and strongly agree with the statement respectively. While 8 (25%) disagree and strongly disagree that students' academic performance in community secondary school cannot be affected by Poor environment for private studies at home.

**Table 4.37: Poor environment for private studies at home**

Items scale	Frequency	Percent
Disagree	1	3.1
Neither agree nor disagree	7	21.9
Agree	8	25
Strongly agree	16	50
<b>Total</b>	<b>32</b>	<b>100</b>

**Source: Field data, 2022**

Farooq (2011) conducted a study concerning factors affecting students' quality of academic performance in Tanzania, and the results revealed that socio-economic

status and parents' education have a significant effect on students' overall academic achievement.

#### **4.5 Suggestions for improving the level of parental involvement for better performance**

The researcher was also interested to investigate measures that could be taken into consideration to improve the level of parent involvement in implementation of school program in improvement of academic performance. Respondents were asked to outline ways on how parent can be involved in implementation of school related programs and their responses outlined in Table 4. 38 here below;

**Table 4.38: Suggestions for improvement of parent level of involvement in school program for better performance**

<b>Variable</b>	<b>Frequency</b>	<b>Percent</b>
Teachers should provide suggestion for home condition that support learning at each level	16	8.2
There should be parent education and other courses	6	3
There should be family support programs	10	5.1
School should conduct conferences with every parent	29	14.9
School should have regular schedule of useful notice	6	3
There should be a parent room or family for volunteering	26	13.4
Schools should provide information on homework policies and how to monitor	3	1.5
There should family planning in setting goal at college	27	13.9
School should provide calendar	5	2.6
There should be active parent organization	25	12.9
There should be independent advocacy group	4	2
There should be program to provide information to parent	32	16.5
<b>Total</b>	<b>194</b>	<b>100</b>

**Source: Field data, 2022**

Table 4.38 above presents' information on how parent can be engaged in school program for better academic performance. The study findings indicated that 32 (16.5%) suggested that there should be program to provide information to parent so as to

increases parental engagement, student effort and leading to improvement in learning outcomes. 29 (14.9%) argued that school should conduct conferences with every parent at least once a year, 27 (13.9%) reported that there should be family planning in setting goal at school and college, 26 (13.4%) suggested that there should be parent room or family for volunteering. To add 25 (12.9%) of the respondents suggested that there should be active parent organization, 16 (8.2%) commented that teachers should be provide suggestion for home condition that support learning at each level, 10 (5.1%) reported that there should be family support programs, 6 (3%) suggested that parent education and other courses and regular schedule of useful notice targeting parent engagement ought to be emphasized. 5 (2.6%) of the respondents commented on the provision of school calendar to parents.

Equally study by Masa and Mila (2017) on Parental Involvement as an Important Factor for Successful Education found out that Schools need to attempt to involve numerous parents and community members in the education of students through effective partnership programmes in an effort to express the importance of education. Administrators and educators must provide a welcoming and inviting atmosphere to make the school less intimidating and more comfortable for those parents who have negative experiences in the school. The study further revealed that there is a need to establish positive interactions between the school and home requiring teachers to contact families throughout the year and not just when problems arise

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary, conclusion and recommendations with respect to the main findings of the study.

#### **5.2 Summary of the Study**

This study assesses the role of Parental involvement on Students Academic Performance in Secondary Schools. Based on the main objectives of the study, three research questions were used in data collection and analysis. These focused on parent involvement in implementation of school Program reflecting six levels of: parenting skills, communicating, volunteering, learning at home, decision making and collaborating with the community as suggested by Joyce Epstein's Model and suggestions for improving the level of parental involvement for better school performance. The theoretical framework that underpinned the study was Epstein's Theory of Overlapping Spheres of Influence combining psychological, educational, and sociological.

The study was conducted in Tanga City district and successfully used both qualitative and quantitative research approaches applying a case study design. The respondents for the study were 88 including 32 parents, 32 students, 8 head of schools and 16 teachers from 8 sampled secondary schools. Questionnaire and interview methods were used in data collection. Data were analyzed through quantitative and qualitative. The quantitative data were analyzed with the aid of Statistical Package for Social Science (SPSS) computer software tool 16<sup>th</sup> version and presented through tables and charts of

frequencies and percentages. Content analysis was used in analyzing qualitative data in which respondents direct quotation presented.

### **5.3 Summary of the main findings**

The following were the summary of the key findings in three objectives as follows:

#### **5.3.1 Parent involvement in implementation of school Program focused on six levels of: parenting skills, communicating, volunteering, learning at home, decision making and collaborating.**

##### **5.3.1.1 Parenting involvement**

The study revealed that there is no help to enable families establish home environments to support children as teachers don't provide Suggestions to parents for home conditions that support learning at each level and partly parent involved in education and other courses or training for parents such as school credit and family literacy. The study further revealed non-Existence of a Family support programs to assist families with health nutrition. To add teachers or other intellectual do not have plan for home visits at transition points to elementary, primary, and secondary school level.

##### **5.3.1.2 On communicating**

The research findings revealed that Schools have neither designed effective forms for school-to-home and home-to-school communication nor regular schedule of useful notices, memos, phone calls, newsletters, and other coupled with school conference with every parent at least one year. However, many 63.2% of the respondents agreed on the existence of weekly or monthly folders of student work sent at home for review and comments as well as the existence of language translator to assist families in need and

conveying messages from Schools to families and maintain effective communication between teachers and parents.

#### **5.3.1.3 Volunteering**

Data from this study showed that there is no School/classroom volunteer programs to help teachers, administrators, students, and neither there is participation of parents patrols or other school related activities to aid safety and operation of school programs. School also do not provide information for families on skills required for students in all subject at each level, so far there are no Annual post card survey to identify all available talents, times, and locations of volunteers. Due to the absence of this culture of Volunteerism, Parent doesn't participate in schools related program become weak.

#### **5.3.1.4 Learning at home**

The findings in this research revealed that Schools does not involve parents in setting goals each year coupled with information in home work policies and how to monitor and discuss school work at home. Majority of the respondents were neither agree nor disagree on the existence of active parent organization, advisory, council of committee of parent leadership in schools. Yet there is no provision of Calendars with activities for parents and students to do at home or in the community.

#### **5.3.1.5 Decision making**

The study findings revealed that there are no independent advocacy groups to lobby for school reform and improvements, networks to link all families with parent representatives are not available in all schools. Furthermore there is no enough information on school or local elections for school representatives and program to



provide information for students and families were not sufficiently. This implies that there is weak participation of parent in decision making pertaining to the implementation of school programs for better academic performance.

#### **5.3.1.6 Collaborating with the community**

In respect to collaborating with community the study revealed that there are neither school and facilities services integration through partnership involving civic, counseling, cultural, health, recreation and other agencies, organization and business nor Information on community activities that link learning skills and talents including summer programs for students. The findings have further shown that there is of course no Participation of Alumni in school programs for students.

#### **5.3.2 The challenges parents face in implementation of school programs.**

The study findings revealed that, first, Parent ignorance associated with inability to read and write. Lemmer, (2007) opined that parent ignorance is worse by the fact that some parents are unable to read and write and they can only communicate in their mother tongue, which makes it difficult for them to assist their children with their homework.

Second, Families with high economic status are likely to participate more in supervising their children academically. Chavkin and William, (1989) argued that one of the challenges that hamper effective parental involvement is low income that some receive per month, which leads them to working more jobs and not to spend enough time at home helping their children with their school work. On the other hand Farooq (2011) in his study reported that socio-economic status and parents education has a significant on student overall academic performance.

Third, the finding implies that community schools do not have activities that involve parents including classroom or outside classroom activities, neither revealed that lack of community engagement from teachers deters effectiveness of parent participation in school related activities.

Fourth, the study further revealed that most parent face language barriers in supporting students' home work. It is clearly revealed that parent participation in school program weakened by language barriers as most parents face challenges on the language used in homework assignment given to their children, and they find difficult to provide feedback on the given task.

Fifth, it has also revealed that parent participation in school program is negatively affected by regular schedule including memos and notes presence at school, these schools have no academic program that encourages parent participation. This is likely to prohibit parent participation in school related activities including classroom and non-classroom activities. Parent participation also affected by poor staff attitude toward parent.

Moreover, the study revealed that, Poor environment for private studies at home affects students' academic performance in community secondary schools in Tanga city.

### **5.3.3 Suggestions for improving the level of parental involvement for better performance.**

First, the study findings indicated that most respondent suggested that there should be program to provide information to parent so as to increases parental engagement, and schools should conduct conferences.

Second, it reported that there should be family planning in setting goal at school and college, either there should be parent room or family for volunteering and active parent organization.

Third, the finding commented that, teachers should be provide suggestion for home condition that support learning at each level, family support programs, education and other courses and regular schedule of useful notice targeting parent engagement ought to be emphasized.

Fourth, respondents commented on the provision of school calendar to parents. Equally study by Masa and Mila (2017) on Parental Involvement as an Important Factor for Successful Education found out that Schools need to attempt to involve numerous parents and community members in the education of students through effective partnership programs in an effort to express the importance of education. Fifth, administrators and educators must provide a welcoming and inviting atmosphere to make the school less intimidating and more comfortable for those parents who have negative experiences in the school.

Sixth, the study further revealed that there is a need to establish positive interactions between the school and home requiring teachers to contact families throughout the year and not just when problems arise.

#### **5.4 Conclusions**

The findings reflected in the three research questions reveal that partly parent engaged in implementation of school related program however they are not engaged in family support programs focused on families with health nutrition coupled with involvement in plan for home visits at transition points to elementary, primary, and secondary school

level . In this perspective their role on students' academic performance in secondary school not considered as important. Hence it becomes difficult to make follow up to their children academic progress and moral development as the schools do not have comprehensive strategies focused on parent encourage in school related program settings. In effective participation of parent in setting school may result into poor academic performance among the students enrolled in these secondary schools. Therefore, there is a need to change the attitude of both the school management teams and the community as a whole so that they know more about what is to be done in the role of community engagement on students' academic performance in secondary schools in Tanga city.

### **5.5 Recommendations**

In the light of the research findings and conclusion of the study therefore the following is recommended for action and for further studies.

First, the survey on Parenting has revealed that, teachers and other intellectuals don't help all families establish home environments to support their children as students. The majority recommended that, teachers should provide Suggestion for home conditions that support learning at each level. It is recommended that the Parental involvement be extended to enabling parents through Workshops or meetings about a topic held at the school building at a particular time, and it aim at making information about a topic available in a variety of forms that can be viewed, heard, or read anywhere, anytime, in varied forms so as to help families establish home environments to support their children as students.

Second, in Communicating, this research has revealed that, there is no two-way, three-way, and many-way channels of communication about school programs and student progress" to mean that schools, families and students, are not connected. A recommendation by most students and which can be adopted in this report that, stakeholders should Design effective forms of school-to-home and home-to-school Communications about school programs and students' progress and schools should conduct Conferences with every parent at least once a year.

Third, in Volunteering, it was ascertained through the altitude of majority respondents that, Schools don not recruit and organize parent help and support to facilitate students learning at school and elsewhere. It is so far recommended on Recruitment and organization of parent help and support to volunteering in implementing school programs where most of them suggest that, there should be a Parent room or family centre for volunteer work, meetings, and resources for families.

Fourth, in learning at home, this study has revealed that schools haven't established and maintained the culture of Provision of information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions and planning. It's so far recommended for schools to established and maintained the culture of Provision of information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning, since the students were of the view that, There should be Family participation in setting student goals each year and in planning for college or work.

Fifth, in accessing inclusion of parents on Decision making, this study has revealed that, the altitude of parents indicates disagreement on the Likert Statement, which implies

non-inclusion of parents in school decisions, developing parent leaders and representatives. It is therefore recommended in this research to strengthen Active parent organizations, advisory councils, or committees for parent leadership and participation. Sixth, in Collaborating with the community, this study has revealed that, schools don't Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. It is therefore, recommended that schools should practice, identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development. Schools should have programs to provide Information for students and families on community health, cultural, recreational, social support, and other programs/services.

### **5.6 Recommendations for further studies.**

First, the study was conducted only in secondary school in city/urban setting, therefore, it is suggested that a study be conducted in rural setting to get a clear picture on the Parental involvement in the implementation of school programs based on six types of involvement, namely in terms of parenting skills, communication, voluntary aid, learning at home, decision-making and cooperation with the community in secondary school in Tanzania. Second, the study has been conducted based on A model of parental involvement explored is the Epstein model, which provides a framework of information on defining the ways in which parents show their involvement and what motivates it. It is therefore suggested that study be conducted on other models for Parental Involvement in Education.

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## APPENDICES

### Appendix I: Questionnaire for Parents

School ..... dates..... Sex

Male	Female

Dear Parent.

May I involve you in a study that investigates on the influence of community engagement on students' academic performance in secondary schools in Tanga city. The findings of this study will help the society to improve education provision in community based secondary schools in Tanzania. The information you provide will strictly be confidential and will be used for this research only.

1. your occupation

Employed in Formal public Sector	Employed in Informal Private Sector	Self Employed

2. Tribe.....

3. Place of Residence.....

4. Level of Education

Belloow Std VII.	Std VII	Form IV	Form VI	Certificate	Bachelor's Degree	Master's Degree	Phd	Professor

5. Your family has planned and chosen a career for your child.

YES	NO

6. Your family has planned and chosen a career for your child. That  
Is.....

Please respond to the following questions by ticking (v) accordingly: 1=Strongly Disagree; 2=Disagree; 3=Neither Agree Nor Disagree; 4=Agree; 5=Strongly Agree

No.	Question	Response				
		5	4	3	2	1
A	<b>Parenting:</b> Help all families establish home environments to support children as students.					
	Teachers do provide Suggestion for home conditions that support learning at each level.					
	You are involved in Parent education and other courses or training for parents such as college credit and family literacy					
	There is existence of Family support programs to assist families with health, nutrition, and other services.					
	Teachers or other intellectual do plan for Home visits at transition points to elementary, middle, and high school.					
B	<b>Communicating:</b> Design effective forms of school-to-home <i>and</i> home-to-school Communications about school programs and children's progress.					
	School do conduct Conferences with every parent at least once a year.					
	In Schools there are Language translators to assist families as needed.					
	Schools have Regular schedule of useful notices, memos, phone calls, newsletters, and other Communications.					
	You do receive Weekly or monthly folders of student work sent at home for review and comments					
C	<b>Volunteering:</b> Recruit and organize parent help and support.					

	There are School/classroom volunteer programs to help teachers, administrators, students, and other parents.				
	There is a Parent room or family center for volunteer work, meetings, and resources for families.				
	There are Annual postcard survey to identify all available talents, times, and locations of volunteers				
	You participate in Parent patrols or other activities to aid safety and operation of school programs.				
<b>D</b>	<b>Learning at home:</b> Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.				
	Schools do provide Information for families on skills required for students in all subjects at each grade.				
	Schools do provide Information on homework policies and how to monitor and discuss schoolwork at home.				
	There is Family participation in setting student goals each year and in planning for college or work				
	Schools do provide Calendars with activities for parents and students to do at home or in the community.				
<b>E</b>	<b>Decision making:</b> Include parents in school decisions, developing parent leaders and representatives.				
	There are Active parent organizations, advisory councils, or committees for parent leadership and participation.				

	There are Independent advocacy groups to lobby for school reform and improvements.				
	There are Networks available to link all families with parent representatives.				
	There is enough Information on school or local elections for school representatives				
F	Collaborating with the community: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.				
	There are programs to provide Information for students and families on community health, cultural, recreational, social support, and other programs/services.				
	There is an Information available on community activities that link learning skills and talents including summer programs for students				
	Schools insist and facilitate Services integration through partnership involving school: civic, counseling, cultural, health, recreation, and other agencies and organization: and business				
	There is of course a Participation of Alumni in school programs for students.				

**THANK YOU FOR YOUR RESPONSE**





6. Your mother's Level of Education

Bellow Std VII.	Std VII	Form IV	Form VI	Certificate	Bachelor's Degree	Master's Degree	Phd	Professor

7. Your family has planned and chosen a career for you.

<b>YES</b>	<b>NO</b>

8. Your family has planned and chosen a career for you. That Is

.....

Here is table listing what you can suggest on Parental involvement in the implementation of school programs based on six types of involvement, namely in terms of parenting skills, communication, voluntary aid, learning at home, decision-making and cooperation with the community.

Please select one favourite suggestion on each component by ticking (v) accordingly.


Epstein Model Component	Suggestion	Selection -Put a ticking(v)
<b>Parenting:</b> Help all families establish home environments to support children as students.	Teachers should provide Suggestion for home conditions that support learning at each level.	
	There should be Parent education and other courses or training for parents such as college credit and family literacy	
	There should be Family support programs to assist families with health, nutrition, and other services.	
	Teachers or other intellectual should plan for Home visits at transition points to elementary, middle, and high school	
	Please provide any other suggestion you have	
<b>Communicating:</b> Design effective forms of school-to-home <i>and</i> home-to-school Communications about school programs and children's progress.	School should conduct Conferences with every parent at least once a year.	
	In Schools there should be Language translators to assist families as needed.	
	Schools should have Regular schedule of useful notices, memories, phone calls, newsletters, and other Communications.	
	Parents should be given Weekly or monthly folders of student work sent at home for review and comments	
	Please provide any other suggestion you have .....	

<b>Volunteering:</b> Recruit and organize parent help and support	There should be School/classroom volunteer programs to help teachers, administrators, students, and other parents.	
	There should be a Parent room or family center for volunteer work, meetings, and resources for families.	
	There should be Annual postcard survey to identify all available talents, times, and locations of Volunteers	
	Parent should participate in patrols or other activities to aid safety and operation of school programs.	
	Please provide any other suggestion you have .....	
Learning at Home	There should be Family participation in setting student goals each year and in planning for college <b>or work</b>	
	Schools should provide Information on homework policies and how to monitor and discuss schoolwork at home.	
	There is Family participation in setting student goals each year and in planning for college <b>or work</b>	
	Schools should provide Calendars with activities for parents and students to do at home or in the community.	
	Please provide any other suggestion you have .....	
<b>Decision making:</b> Include parents in school decisions, developing parent leaders and representatives	There should be Active parent organizations, advisory councils, or committees for parent leadership and participation.	
	There should be Independent advocacy groups to lobby for school reform and improvements.	
	There should be Networks available to link all families with parent representatives.	
	There is enough Information on school or local elections for school representatives	
	Please provide any other suggestion you have .....	
<b>Collaborating with the community:</b> Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development	There should be programs to provide Information for students and families on community health, cultural, recreational, social support, and other programs/services.	
	There should be an Information available on community activities that link learning skills and talents including summer programs for students	
	Schools should insist and facilitate Services integration through partnership involving school: civic, counseling, cultural, health, recreation, and other agencies and organization: and business	
	There should be of course a Participation of Alumni in school programs for students.	
	<b>Please provide any other suggestion you have</b>	

### Appendix III: Research Clearance letter

<b>THE OPEN UNIVERSITY OF TANZANIA</b>		
<b>DIRECTORATE OF POSTGRADUATE STUDIES</b>		
P.O. Box 23409 Dar es Salaam, Tanzania <a href="http://www.out.ac.tz">http://www.out.ac.tz</a>		Tel: 255-22-2668993/2668445 ext. 2101 Fax: 255-22-2668750 E-mail: <a href="mailto:dpgs@out.ac.tz">dpgs@out.ac.tz</a>
<b>Our Ref: PG2017997240</b>		<b>27<sup>th</sup> September 2021</b>
City Director, Tanga City Council, P.O.Box 178, <b>TANGA.</b>		
<b>RE: RESEARCH CLEARANCE</b> The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1 <sup>st</sup> March 1993 by public notice No 55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1 <sup>st</sup> January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.		
To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you Ms. <b>JULIUS, Dora, Reg No: PG2017997240</b> pursuing <b>Master of Education in Administration Planning and Policy Studies (MEDAPPS)</b> . We here by grant this clearance to conduct a research titled <b>"The Role of Community Engagement on Students Academic Performance in Secondary Schools in Tanga City. A Case Study of Tanga District"</b> . She will collect her data at your office from 28 <sup>th</sup> September 2021 to 29 <sup>th</sup> October 2021.		
In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam Tel: 022-2-2668820. We lastly thank you in advance for your assured cooperation and facilitation of this research academic activity.		
Yours, <b>THE OPEN UNIVERSITY OF TANZANIA</b>		
 Prof. Magreth S. Bushesha <b>DIRECTOR OF POSTGRADUATE STUDIES.</b>		

## Appendix IV: Research permit letter

<p>The Open University of Tanzania          Directorate of Regional Centre          P. O. Box 5467          Tanga          Tel: (+255)-27-2644348</p>		<p>Chuo Kikuu Huria cha Tanzania          Mkurugenzi wa Kituo cha Mkoa          S. L. P. 5467          Tanga          Simu: (+255)-27-2644348</p>
<hr style="border: 0.5px solid black;"/> <h3 style="margin: 0;">TANGA REGIONAL CENTRE</h3> <hr style="border: 0.5px solid black;"/>		
<p>HEAD OF SCHOOL,          TANGA CITY COUNCIL          P.O. BOX 178          TANGA</p>	<p>13<sup>th</sup> September 2021</p>	
<p><b>RE: DATA COLLECTION</b></p>		
<p><b>Ms. Dora Julius Masangula</b> is a 3<sup>rd</sup> year student at the Open University of Tanzania, Tanga regional centre with Reg. No. pg2017997240. She is pursuing Master of Education (Administration Planning and policy studies). She is currently required to conduct a research as a fulfillment for award of her degree.</p>		
<p>The purpose of this letter is to introduce to you Ms. Masangula, Dora J. who has been granted clearance to conduct research in the country. The title of her research is <i>"The role of community engagement on students academic performance in secondary schools in Tanga city"</i>. The research will be conducted in <b>Tanga district</b>.</p>		
<p>The period which this permission has been granted is from the 20<sup>th</sup> September to 30<sup>th</sup> October, 2021.</p>		
<p>We thank you in advance for your cooperation and facilitation of this research activity</p>		
<p>Yours sincerely,</p>		
<p>  <b>Hafidha A. Khatibu</b>          REGIONAL DIRECTOR</p>		
<p><b>OUT-TANGA CENTRE</b>          P.O. BOX 5467, TEL: 2644348</p>		