

**ASSESSING PARENTAL INVOLVEMENT AND ITS EFFECT ON PUPILS'  
ACADEMIC PERFORMANCE IN PRIMARY SCHOOL  
IN MATAMBA WARD, MAKETE DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENT FOR THE DEGREE OF MASTER OF HUMAN  
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**2014**

**CERTIFICATION**

I, the undersigned, certify that the dissertation entitled “Assessing Parental involvement and its effect on Pupils’ academic performance in primary school in Matamba Ward: Makete District”, and found to be in a form acceptable for examination.

.....

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Supervisor

Date.....

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**DECLARATION**

I, Anthony Alfonsi Mpiluka, certify that this dissertation is my own original work, and that it has not been submitted for a similar degree in any other University.

**DEDICATION**

This dissertation is dedicated to late my Father and my Mother, Alfonsi and Anna. May our GOD bless you to rest in peace. They each embodied integrity, hard work, and the value and joy of learning. They remain sources of inspiration and gratitude. I would also like to dedicate this to my family and to my children. May you embody the qualities of your great grandparents and help make the world a better place.

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Lastly, I would like to thank my entire family to whom I am indebted for being a strong tower of strength throughout the time that I carried on my research. They offered me moral support, financial backing and encouragement that kept me inspired throughout the study time.

**ABSTRACT**

This study surveys a sample of 198 pupils in Matamba Ward in Makete to assess the extent of Parental involvement to test whether that is related to their academic performance, using the Multiple Regression analysis technique. Analyses of Variance (ANOVA) technique was also used to find out whether there are significant differences in the mean score of both parental involvement and academic performance across various sample characteristics.

Study finds significant differences in academic performance across the age, education, school type (ownership) and class size categories. Moreover, significant differences were found in parental involvement across the living environment, education, occupation, school type and class size categories. Parental involvement alone significantly explains 13 percent of the variation in academic performance ( $F = 19.65; p < 0.001$ ) but when used together with the other variables, its significance disappears even though the model now explains 37% of the variation ( $F=8.362; p < 0.001$ ). School type remains the only significant variable.

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**LIST OF ABBREVIATIONS AND ACRONYMS**

ANOVA	Analysis of variance
DEO	District Education Officer
DCSF	Department of Children Schools and Families
MDE	Michigan Department of Education
MoEVT	Ministry of Education and Vocational Training
MRA	Multiple Regression Analysis
NEA	National Education Association
PTA	Parent Teachers Association
SPSS	Statistical Package for Social Sciences
TSUEN	Tai Solarin University of Education in Nigeria
UNESCO	United Nations Organization for Education, Science and Culture

## CHAPTER ONE

### 1.0 INTRODUCTION

#### 1.1. Background to the Research Problem

Training is essential to promoting human capital by enabling individuals to develop their knowledge and accomplishments throughout their lifetimes. Relatively high levels of education are often linked to higher earnings and productivity, better career progression, health, life satisfaction as well as to better investments in education and health of future generations.

Pupils' academic achievement and educational attainment have been studied within different theoretical explanations. Many of them have a focus on parents' education, occupation or home background (like; family income, language of the home, activities of the family and work methods), while other studies looked at it from the teachers' variables (such as teacher's age, experience, education, gender, etc), school variables (such as environment, structures, buildings, location, etc), pupils' variables (such as attitude, self-concept, self-esteem, study habit, interest etc) and parents' support (such as achievement motivation of wards, parental attitudes towards education, the aspiration of parents etc).

But still there is a need to have more look on this issue of pupils academic in different angles. Why do pupils differ in their academic performance as seen in the examination and other academic measurements? This study was designed to address one of the factors hypothesized to behind the differences in performance among pupils in primary school. This is parental involvement. Owen and Philip (2013) show

that parents have more contribution to pupil performance, but the participation level defers among rural area, boarding school and urban. Also Tableman (2004) pointed out that when parents are enabled to become effective partners in their child's education, performance in schools where kids are failing improves dramatically. This shows the importance of parental involvement in changing academic performance in pupils. Harrison and Hara (2010) also concluded in a research done in North Carolina that family and community involvement can have a powerful and positive impact on pupil outcomes. Those studies agreed to some extent that parents' participation has a positive impact to learners. Rowing from this study the question that this study seeks to answer is whether parental involvement has a similar effect on academic performance of pupils in Matamba Ward, Makete District.

The parent's financial status and education do have an important influence on the personality of the child. Educated parents can interpret the educational demands and their children's aptitude? They can assist their children in their early education which bears on their proficiency in their relative field of cognition. Belonging to strong financial background, parents can provide the latest technologies and facilities in a best possible way to enhance educational capability of their children.

Parental education and socioeconomic factors are of critical importance in effecting pupils' educational achievements as well. They are like backbone in providing financial and mental confidence to pupils can explicit differences can be noted between pupils who belong to different families with different financial status and different parental educational level? Key (1997) argued that education is a primary need in this era of globalization so is a very important tool in the day to day life.

Education not only gives insight, it also grooms the personality, inculcates moral values, add knowledge and gives skill. Education is necessary owing to the atmosphere of competition. In every field highly qualified people are needed. As (Azhar et al, 2013) cited in Battle and Lewis states that; “In this era of globalization and technological revolution, education is seen as a first step for every human activity. It plays a critical part in the evolution of human capital and is related to an individual’s well-being and opportunities for more honest living.” Recognising the contribution of other variables, some of which are highlighted in the preceding paragraphs, the study will also include the analysis as control variables.

## **1.2. Statement of the Research Problem**

The parent involvement in education differs from one country to another as shown by Owen and Philip (2013) and Carter (2002) who indicated that there is little information on how the parents enhance children’s school achievement as it was being expected for them to participate. The level of Tanzanian parents’ involvement in the pupils’ learning is a question which needs to be answered.

McCoach (2005) saw that the participation of parents in the academic performance in Tanzania is very high, parents provide assistance and make sure that the environment is safe, their child has basic needs, self-esteem needs, teach morals and values, develop child mutual respect and involve in the child's instruction. The research gives us the general look as created out by the majority of Tanzanian, but why are there differences in performance from one pupil to another. This, the study is eager to designed to assess the relationship between parent’s involvement and academic performance in Tanzania using Primary school in Matamba ward in Makete District.

Nye et al (2006) finds that there is higher performance where parent participation is higher and specifically where this starts start from a lower point of training.

### **1.3. Research Objectives**

The aim of the survey is to assess the parental involvement and its effect on pupils' academic performance in primary schools in Matamba ward in Makete District, Tanzania.

### **1.4. Specific Research Objectives**

- 1.4.1. To analyse annual examination score of standard six annual examinations of pupils in all schools in Matamba Ward.
- 1.4.2. To assess the extent of paternal involvement for learning received by primary school pupils.
- 1.4.3. To determine whether there is a relationship between the pupils score in the examination and the degree of parental participation.

### **1.5. Research Questions**

- 1.5.1. How do pupils in Matamba ward schools performed in their standard six annual examinations?
- 1.5.2. To what extend are parents/ guardians are involved in the children learning?
- 1.5.3. Is there relationship between the pupils score in the examination and the degree of parental involvement?

### **1.6. Significance of the study**

The study is important, especially to parents because the findings will shade more light on the need for parents to be more involved in children's learning. It is expected

that good academic performance increases the number of pupils join secondary education, completion rate, enrolment and control the dropout rate at primary stage. 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.

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

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

The study focused on assessing parental involvement and its effect on pupils' academic performance in primary schools. The study delimited itself to Makete district in Matamba ward both to public and private primary schools, involving pupils. The study employed quantitative approach. In this respect, the study findings and conclusions are delimited to the subject area. The result and conclusion are limited to situation in Matamba ward.

### **1.8. Limitations of the Study**

During the operation of data collection, the researcher experienced difficulties in getting pupils as respondents. Some pupils were not presented at the time of data collection and others had been moved to other wards. \it is important to note that the study involved standard seven pupils who had done standard six examination results of which could be obtained from DEO's office.

### **1.9. Organization of the Dissertation**

This dissertation organized in five chapters. Chapter One introduced the research problem. Chapter Two presents the review of literature, focusing on what other researchers have done on the topic. Chapter Three describes the research methodology used to understand satisfy the specific objective of the study. Chapter Four presents findings and their discussion. Lastly, Chapter Five provides a summary of the conclusions, implication and recommendations of the study.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Overview**

This chapter presents a review of literature related to the study. It is organized as follows. Section 2.2 provides general definitions of the underlying concepts. Section 2.3 presents a review of theoretical literature section 2.4 presents a review of empirical literature. Section 2.5

#### **2.2 Conceptual Definitions**

##### **2.2.1 Parental involvement**

According to Desforges and Abouchaar (2003), the parental interest is a catchall term for many different actions, including ‘at home’ good parenting, helping with homework, talking to teachers, and attending school functions governance. The parents’ involvement in the inner and outside activities is true child motivation in training. The attitude of parents taking efforts to encourage the pupils to undergo the learning for better results by supplying the needed support which motivates them to put high efforts.

The term “parents’ involvement” also refers to all the objects, forces and conditions in the dwelling house, which lure the child physically, intellectually and emotionally. Baker (2003) points out that different home environments vary in many aspects such as the parents’ degree of education, economic status, occupational status, spiritual background, attitudes, values, interests, parents’ expectation for their baby birds, and family size among others. Parents’ involvements differ from one family to another, and so is affects to pupils academic performance. Where things like gifts, prizes and

course of their favourite/desirable places provided make positive reinforcement children and generate higher performance. Parental involvement is also seen as one component of learning institution for the children. DCSF Publications (2008), puts it the following way said that,

*“Most children receive two main educators in their spirits – their parents and their instructors. Parents are the prime educators of the youngsters before they start school and then parents remain a major influence on children’s learning throughout the school age and after it. From that point of view the parents and teachers have the crucial role of developing the child’s life. In that respect is no general understanding on what parental involvement is, it can take many shapes, from involvement at the school (as a governor, helping in the classroom on or during lunch breaks) through to reading to the children at home, teaching them songs or nursery rhymes and assisting with homework”.*

Likewise the term parental involvement is termed by Adelman and Taylor (2007) as parental collaboration, “Schools are located in communities, but are often “islands” with no bridges to the “mainland.” Families live in neighbourhoods, frequently with short association with each other or to the schools their children go to. Nevertheless, the gap among parents, community, teachers and schools society has the effect to each other, for the good or ill outcome. Referable to the mutual interest of society, all have goals to share, which relate to instruction and socialization of the young, schools, families, and communities must join forces with each other if they are to minimize problems and maximize outcomes. And then the parent involvements lead

to the better achievement in field by solving some problems and making encouragement. Parental involvement can be measured through the questionnaire which provided to schoolchildren. This method was being applied by Chowa et al (2012) with the following variable Volunteer at school, attend school events, Speak to teachers/counsellors and attend PTA meetings. Other researchers who practice this method were Erlendsdóttir (2010) in the study of “Effects of Parental Involvement in Education” Parental involve said to be all activities which done by parent to assure the safe environment of pupils' learning. Lall, et al (2004) the mentioned the activity like Parents choosing school, home school Links, Governing Bodies, Teacher-Parent Communications. Support for Children’s Education, Parents as Learners, Parents as Volunteers and Support for pupils and NEA Education Policy and Practice Department (2008) agreed with that area and added Parenting, Communicating with families about school, Volunteering, Learning at Home, Decision Collaborating with the Community and Coordinate resources and services for families, pupils, and the school with community groups, including business.

### **2.2.2 Academic Performance**

Academic performance is the advancement of pupils going from one phase to another or obtains a score of issues which are in middle position to higher. Henderson and Mapp (2002) argue that pupil achievement is most usually limited by report cards and grades, grade point averages, enrolment in advanced years, attendance and staying in school, been advanced to the next stage, and improved behaviour. In this study academic performance refers to score in school examinations.

### **2.3 Theoretical Literature Review**

The importance of parents' involvement was also seconded by Grace et al (2012) that the impact is real gamey. They said that the most precise prediction of a pupil's achievement in school is not income or social status, but the extent to which that pupil's parent is able to produce a home environment that encourage learning and to express high expectations for their children's achievement and future careers. They point out that involvement, including at 'home,' good parenting, helping with homework, talking to teachers, attending school functions, through taking part in school organization. By answering all this last solution is really high in public demonstration where the events are real gamey.

It is noted that, the roles of parental encouragement and participation in their child's academic motivate pupils and enhance their public presentation. The parental encouragements have significant impacts on their children behaviours' relating to school achievement as defined by different scholars like (Epstein (1995); Finn and Rock (1997); Moss and St. Laurent (2001). The family is, manifestly, a major socializing agent and therefore important in determining the child's motivation to achieve success in various areas. Sandven (1975) indicates the family as a key motive for pupil to excel in academic work as an activating force, a cause or an urge to achieve sound effects and recognition which to some degree accounts to lead on in school. Parents provide as many resources as they can, but this can also be negative to the child's education. Parents typically do not get involved with their children unless difficulties arise, which then can contribute to frustration from the parents (Pomerantz and Wang 2005). This is where parents call at school only if summoned to answer some misbehaviour of his/her child.

Parents' involvement yield higher potential for the child learning and mathematical process as explained by Pape (1999) and Kreider (2002). That research also indicates that parents who are involved in their child's academic life have a profound effect on the child's ability to learn and help instil in them an appreciation for learning that can last a lifetime. Fager and Brewster (1999) discuss the benefits associated with paternal involvement as involving improved academic performance, improved school behaviour, greater academic motivation, and lower dropout rates.

From their point of view, parents' involvement motivates their children through the discussion about education benefits, family context and school related events. A parent can offer many of these benefits, extrinsic, and motivational factors, but one important factor is the context and manner in which the motivation is applied /received which motivates pupils (Pintrich, 2004).

Furthermore the study concluded that most of the parents are not well aware of their role in their children's training. In addition, their attitude toward helping their pupils is irresponsible type, they do not take interest in their children's education, even they do not help small fries with their homework or making agreements for their tutelage and as well as child's participation is not promoted in co-curricular activities. Or else of positive reinforcements and the negative reinforcements are applied to motivate children towards education. It is recommended that proper care should be applied to children and they should also be aided with their homework and as easily as they should similarly be promoted for participation in co-curricular activities in the school.

## **2.4 Empirical Literature Review**

### **2.4.1 International Studies**

Dennis et al (2005) looking at this topic find out that parents assistance drive learner to go hard and being prouder where they perform higher. The parent's proper involvement raises the motivation of pupils which is the tool for achievement in their scholarship. Baker (2003) writes that parent participation is a central component of learning success while Fulton and Turner (2008) find out that most scholars who receive funding from parents have better achievement than others who do not been added.

According to those papers, parents' involvement in education is a tool for motivating pupil to achieve higher. Bansal et al (2006) working in India, asserted that parents who deliver better economy their involvement in school is more lofty than those with a depressed economy in the society, from this point it was better to link the researcher and the parents' business to see which group has more contribution to their pupils. Parent involvement in a child's education is consistently found to be positively connected with a child's academic performance (Topor, et al, 2010).

Also Fan and Wasiams (2010), in their study of the effects of parental involvement on pupils' academic self-efficacy, engagement and intrinsic motivation which was done in America, analysed the various dimensions on parental participation and the outcomes. They report proved that both parents' educational aspiration for their youngsters and school-initiated contact with parents on benign school issues had strong positive effects for motivational outcomes and functioning. The task of this research was to demonstrate the importance of parent involvement to the pupils'

academic performance/skills. When the parents put more efforts on their child's academic the result the expected to be better. Marphatia et al (2010) reports of a collaborative research done in 2008 by ActionAid in Burundi, Malawi, Senegal and Uganda, to explore the part of parents in education. Analysis of data from a questionnaire that was administered on pupils shows that few parents understand the importance of aiding their children in learning and need by participating in school activities. In some country like Senegal parents are really participating in school activities make special efforts to reduce domestic chores for their children. Muola (2010) looks at the relation between home environment and parent involvements and its impact on academic performance. The study used questionnaire on standard eight pupils in Machakos district in Kenya and its results show that parental encouragement has low significant correlation with academic achievement motivation while the home environment shows higher correlation. The report urges that parents need to be aware of the importance of their role in their children's academic achievement motivation so that they can supply the necessary facilities at home.

#### **2.4.2 The Level of Parental Involvement in Africa**

The researcher wants to find out the place of maternal participation in other country in Africa. Looking the situation in Namibia, Hamukwaya (2009) said that, the San parents in Namibia are uneducated and do not value the importance and quality of education, children find it difficult to learn because of the lack of academic support at home. But in general, he averred that after the abolition of fees parents now have to pay and to participate in other bodily functions. The work of Kimu (2012) investigated the parental involvement in Kenya and report that, parental

involvement in education in Kenya is mainly limited to financial contributions and teacher-parent meetings. Passed on the high monetary value of training and the need to improve quality of education, parental participation is significant. The effectiveness of educational restructuring initiatives therefore would depend on more comprehensive parental involvement in schools.

The status of parents in level of education and occupation was another ingredient which was a contributor of parent in helping their pupils to achieve better in school. The parents who had better position financially were happy to choose a school for their kid comparing to those who make less. In the same school, parent differs on their level of donations. Also the issue of parental level of education was seen to be another contributor for assisting pupils, Akinsanya and Salomi (2011) working in TSUEN, in their employment, the pointed out that the education level of parents is one of most contribute rod pupil achievement in school, besides the mentioned occupation and economic condition of the parents that have input to the learning. In those two states, the issue of contribution was taking a major level of maternal participation in schools. The relation of parents and teachers was another area where parents involve encouraging their pupils to learn.

### **2.4.3 The level of Parental Involvement in Tanzania**

Tornblad and Widell (2013) shows, parental involvement can generally be divided into two categories, school-based involvement and home-based involvement. School-based involvement is activities that occur in the contact/meeting between the parent and the school. Examples of school-based involvement is school meetings, talking with teachers, attending school events and volunteering at

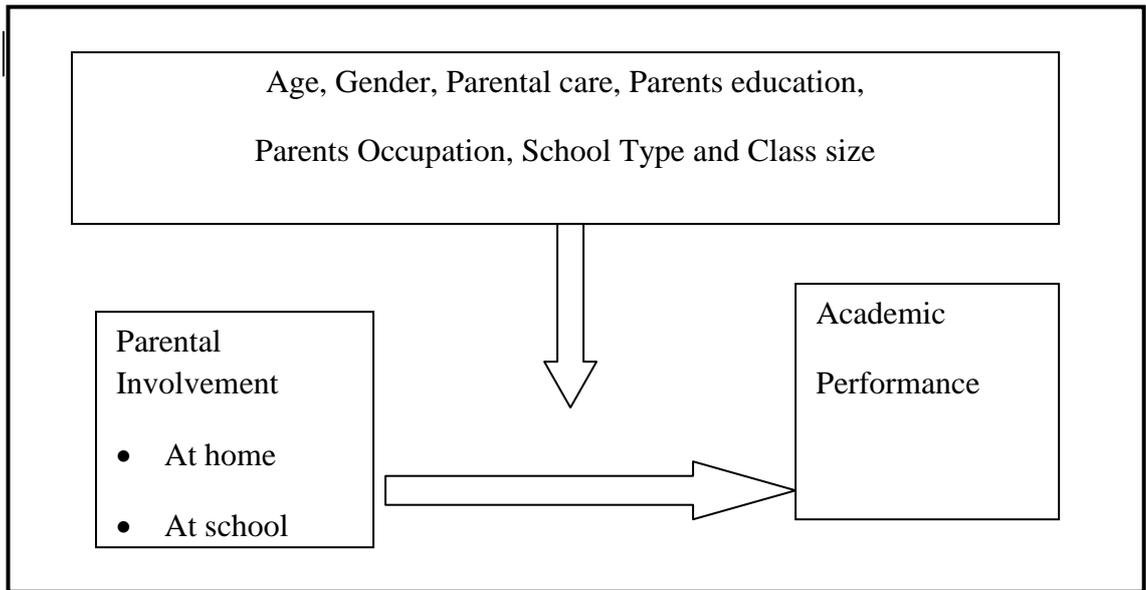
school. Home-based involvement, on the other hand, is activities that occur outside the school, for instance, discussing with the child how well he/she is doing at school and/or helping the youngster with his/her homework.

## **2.5 Research Gap**

The research on parents' involvement was done by different scholars and nearly all agree that parents have great contribution of pupil's performance. It can be that despite the many researchers done on the subject little is known about the effects of parental involvement of pupils in a rural setting. It is in this context that this research was designed to establish whether parental involvement has an effect on academic performance of pupils in Matamba ward – a rural setting in Makete District in Tanzania.

## **2.6 Conceptual Framework**

The conceptual framework in Figure 2.1 shows how the variables are interrelated. Parental involvement takes over at home and during the school term. The involvement has an effect on pupils' academic performance. However, there are variables which may intervene in the achievement of pupils like age, gender, parental care (living with whom), parents' educational background, school types and even the size of a class where a pupil attend.



**Figure 2.1: Conceptual Framework**

Source: Researcher's Conceptualization

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Overview**

This chapter presents the methodology that was employed in this study section 3.2 covers research and design. Section 3.3 area of study and section 3.4 populations. Section 3.5 covers sample and sampling procedures. Section 3.6 variables and their measurements. Section 3.7 data collection.

#### **3.2 Research Design**

A quantitative paradigm was used in this study. Quantitative approach is the mathematical method of measuring and describing the observation of materials or characteristics (Best and Kahn 1993). The quantitative research approach was taken over because the researcher was able to gather numerical data from the DEO office and the data collected from respondents was done in a way that they could be quantitatively recorded.

According to Kothari (2004), quantitative approach is based on the measurement of quantity and amount so the researcher worked on the questionnaire scores given by pupils and on the other hand the examination score results were obtained from DEO office. As suggested by Burney (2008) the deductive approach was employed because the population was to identify which factors can explain the variations in pupil's academic performance. Also survey was applied because the participants came from different school, which were spread over the ward. Since the data was collected across pupils almost at the same time, the design of this study could be described as quantitative descriptive cross-sectional descriptive survey.

### **3.3 Area of the Research**

The survey was conducted in all primary schools in Matamba ward, in Makete District, which has eight schools, one of them is a privately owned. The study area was considered appropriate because is the only area in the district, which has private school and also the ward has more schools than other wards in the district. The study also wanted to benefit from the presence of a private school so that comparisons could be made between private and public schools.

### **3.4 The Target Population**

The targeted population of the study was pupils of the primary schools. Their participation in this study was established to provide data on parental involvement as well as their personal data like age and gender. Pupils were targeted because it was thought that they are good people to evaluate the level of their parents' involvement compared to parents themselves. The survey population was made of standard seven pupils in 2014. These are the ones who had sat for standard six examinations in the preceding year and records of their scores in that examination were available in the DEO's office. Columns 3-5 in Table 3.1 show the distribution of such pupils per school and in gender. St. Monica is the only private school.

### **3.5 Sample Size and Sampling Procedures**

#### **3.5.1 Sampling Size**

Although the population was known to be 291 of the pupils in the ward it was finally considered inappropriate to sample from fear of falling final sample. Thus the study targeted all pupils.

**Table 3.1: Population and Sample Distribution**

No	School Name	Standard Six Pupils			69% Of Standard Six Pupils		
		Boy	Girls	Total	Boy	Girls	Total
1	Matamba	29	31	60	20	21	41
2	Mahanji	15	24	39	10	16	26
3	Iwale	9	15	24	6	10	16
4	Kinyika	25	23	48	17	16	33
5	Mpangala	20	13	33	14	9	23
6	Nhungu	16	12	28	11	8	19
7	Ngoje	10	9	19	7	6	13
8	St. Monica	16	24	40	11	16	27
<b>TOTAL</b>		<b>140</b>	<b>151</b>	<b>291</b>	<b>96</b>	<b>102</b>	<b>198</b>

Source: Field Data, 2014

### 3.6 Sample

#### 3.6.1 Sample Procedures

In this study, convenient sampling technique was used to obtain pupils to respond to the questionnaire. This approach allowed the researcher to reach every who was available and willing to take part in the study. Implementing this study, the final survey covered 198 standard six pupils from 8 Matamba ward primary schools. These schools are Matamba, Mahanji, Iwale, Kinyika, Mpangala, Nhungu, Ngoje and St Monica. The results are shown in Table 3.1 columns 6 – 7. A total of 198 was given the questionnaires while 96 boys and 102 girls.

#### 3.7 Variables and Measurement Procedures

There are three types of variables which can be conducted by a researcher; these are independent variable, dependent variable and controllable variables. Dependent variables were academic examination scores. The Independent variables were parental involvement while the control variables included pupils' age, gender and living environment, parent education and occupation, school type and class size.

To measure the parental involvement an attitudinal scale measure was constructed. Different research articles were scanned for relevant. Up to 70 statements were collected and the list was sent to academicians in the DEO's office, Inspectorate and teachers who sorted, modified, added or dropped statements according to own assessment. This process finally resulted into 29 statements covering various aspects. Two statements were dropped fro they assessed pupils' perception on distance to and from the school. Which were believed to be outside of the direct control of parents' or guardians? This resulted in 27 items scale for parental involvement. The independent variable is the results from the questionnaire, was shown how parents motivate their children though involvements to have higher performance. The dependent variable was academic performance as capitulated by an annual examination (2013) of standard six pupils which taken in November 2013. The data were obtained from the DEO's office. Controllable variable like age and gender of pupils, pupils living environment, parents' education and the parents' occupation also measured. School types and the class size information were also obtained from the school.

### **3.8 Methods of Data Collection**

#### **3.8.1 Questionnaire**

Questionnaires were used to gather information from the pupils. The questionnaire had two main sections. Section one was designed to collect information on pupils and school characteristic. Pupils characteristics include age – boy/girl and their living environment (where a pupils lives with parents or guardians). For parents/guardians characteristics, it collected information about their education and occupation on school characteristic. Questionnaire also collected information about school

Ownership type (public or private). The questionnaires used in this study comprised of both the open-ended and closed ended questions. The closed ended questions were utilized in this survey because of their inclination to keep the respondents to the subject of fear and their objectivity. Part two contained 29 items scale designed to capture pupil's perception on parental involvement. For each item pupils were asked to rate on a five – point Likert scale the extent to which they agree with such statement/item. The ranking range from 1 = strongly disagree to 5 = strongly agree with 3 = being neither nor agree. Questionnaires are used when factual information is desired (Creswell 1994).

Personally administered questionnaires have advantages of establishing rapport, explaining the purpose of the study and explaining the meaning of the items that can be not clear. The researcher administered questionnaires personally in order to establish rapport and avoid ambiguities when data collected to assure robustness and reliability of the information received. During the data collection each respondent was given his/her copy of the questionnaire to fill-in and the researcher helped him/her with clarifying ambiguities if any. After filling in the questionnaire, the respondents submitted questionnaires back to the researcher.

Data on examination score were collected from official records maintained in the DEO's office. To facilitate matching of the score of a pupil to his/her evaluation in the questionnaire, the questionnaires were pre-numbered in a way that a give questionnaire corresponded to the pupils work on the examination records.

### **3.8.2 Reliability**

The questionnaire was subjected to a scale test and reliability was assessed based on the Cronach's alpha from the test. Various authors like Fiel (2008) and Pallant (2011) recommends an alpha coefficient of 0.7 and above to infer sufficient internal consistency (reliability). A scale test based on the final list of 27 items of the parental involvement scale returned an alpha coefficient of 0.87. This was considered to be reasonably reliable.

### **3.9 Validity**

Key (1997) as well as Twycross and Shields (2004) agreed that validity can be defined as the point to which a test measures what it is supposed to measure. Thus the items of the scale were maintained after they were vetted by DEO staff, inspectorates and school teachers. Out of the 70 items originally developed; only 29 were refined. Even so before the analysis two more items were removed from the scale. These two items were related to distance to and from the school and how it affects the pupils learning at school and at home respectively. These were considered to be outside of the control of parents.

### **3.10 Data Analysis**

Data from questionnaire were entered into SPSS and merged with data from DEO office to generate a complete data sheet. Questionnaire with missing data on some of the items were kept as SPSS has a way of excluding such cases from the analysis. Before subsequent analysis, examination score were tested for normality using histogram. The results presented in chapter 4 figures 4.1. This figure shows that the scores are normally distributed with mean of 98.77 and S.D of 28.93.

## CHAPTER FOUR

### 4.0 FINDINGS AND DISCUSSION

#### 4.1 Overview

This chapter presents and discusses the results of the study. The chapter is organized as follows: Section 4.2 presents descriptive statistics for the sample of the 172 respondents. Section 4.3 presents results of the analysis of pupils' academic performance measured by total scores in their standard VI examinations. Section 4.3 presents results of the analysis of the total score of the scale used to measure parental involvement. Section 4.4 shows the results of the analysis of relationship between pupils' academic performance scores and parental involvement scores.

#### 4.2 Description of the Sample

Table 4.1 presents the results of the analysis of the sample based on a number of characteristics, namely, age, gender, care of pupils, education and occupation of the parents or guardians, school type whether it is public or a private school, and finally by class size.

This study analyses 172 pupils; 78 boys (45.3%) and 94 girls (54.7%). One did not disclose age. Their age ranged from 12 to 18 years with a mean age of 13.75 years (S.D. = 0.91). Pupils under the care of parents were 149 (86.6% of the total sample) and 23 (13.4%) pupils were under the care of guardians. The parents/guardians level of education was divided into three categories (N=168): the first was pupils from families in which both parents/guardian with the highest level of education is standard seven or below and these were 92 pupils (54.8%).

**Table 4.1: Characteristics of Respondents**

<b>Parameter</b>	<b>N</b>	<b>%age</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>S.D.</b>
<i>Age (N=171)</i>						
All	171		12	18	13.75	0.91
Average and below	63	36.8	12	13	12.81	0.39
Above average Age	108	63.2	14	18	14.31	0.62
<i>Gender of respondents (N=172)</i>						
Boys	78	45.3				
Girls	94	54.7				
<i>Living environment (N=172)</i>						
With Parents	149	86.8				
With Guardians	23	13.4				
<i>Education (N=168)</i>						
Highest education in family is Std7	92	54.8				
Highest education in family is Secondary	52	31.0				
Highest education in family is post-secondary	24	14.3				
<i>Occupation (N=170)</i>						
Both farmers	87	51.2				
At most one is in Business	59	34.7				
At least one is employed	24	14.1				
<i>School type (N=172)</i>						
Public	151	87.8				
Private	21	12.2				
<i>Class size (N=172)</i>						
Schools	8		12	59	32.75	13.27
From equal and below average class	81	47.1				
From above average class	91	52.9				

Source: Field data (2014)

The second category is a group of pupils from families in which both parents/guardians have the secondary level of education, 52 (31.0%) Last category was made up of pupils from families in which at least one of the parent/guardian has post secondary education as the highest education level 24 (14.3%).

The occupation of the parents or guardians of the pupils in the sample was also analysed and divided into three groups as follows: Both farmers 87 (51.2%); at most one is a businessperson 59 (34.7%) ; and at least one is employed in the government or by other employers 24 (14.1%). . The sample came from 8 different schools in Matamba Ward; and these are made of 7 public schools and 1 private school. Therefore, the pupils are split such that those from public schools are 151 (87.8%) and those from private school are 21 (12.2%). These schools have different class sizes for class VI ranging from 18 to 59 pupils with mean class size of 32.75 pupils (SD = 13.27). The mean class is then used to split the sample into pupils from classes with up to mean class size of 81 (47.1%) pupils and pupils from classes with above mean class size 91 (52.9%). The class pupil's teacher ratio in Tanzania is 40:1, where one teacher should have 40 pupils to teacher (URT, 2001).

### **4.3 Analysis of Pupils Academic Performance**

The analysis of this study was based on standard six annual examination results of Matamba ward which was done in November, 2013. The scores were first checked for normal distributions. Figure 4.1 presents the distribution and it shows that the distribution is fairly normal. The scores were then analyses first in total ranging from 25 on a maximum score of 192 with mean score of 98.77 (S.D. = 28.93). Table 4.2 presents both these results as well as results split according to sample characteristics and compares using either independent sample test of ANOVA test statistics.

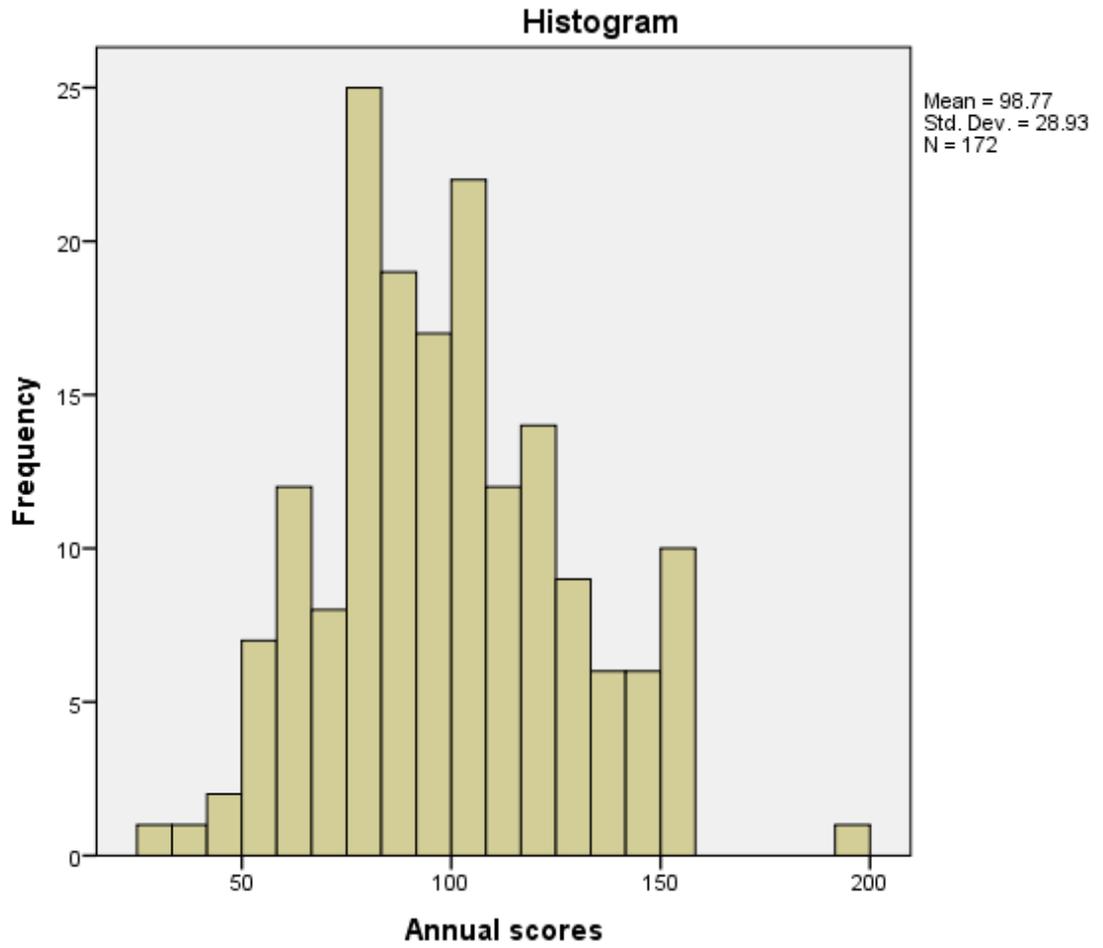


Figure 4.1 Normality Test for Academic scores

**Table 4.2 Analysis of Examination Performance Scores**

<b>Parameter</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>S.D.</b>	<b>t/F stat</b>	<b>p- value</b>
<i>All</i>	172	25	192	98.77	28.93		
<i>Age (N=171)</i>							
Average and below	63	37	192	104.27	31.22	1.824	0.07
Above average Age	108	25	157	96.0	26.96		
<i>Gender of respondents (N=172)</i>							
Boys	78	25	192	97.78	31.76	-0.408	0.684
Girls	94	45	157	99.60	26.50		
<i>Living environment (N=172)</i>							
With Parents	149	25	192	99.38	29.81	0.702	0.484
With Guardians	23	53	142	94.83	22.54		
<i>Education (N=168)</i>							
Highest education in family is Std7	92	45	157	97.23	27.33	6.736	0.002
Highest education in family is Secondary	52	25	158	95.37	26.83		
Highest education in family is post-secondary	24	25	192	118.71	29.76		
<i>Occupation (N=170)</i>							
Both farmers	87	25	157	94.40	25.37	2.127	0.122
At most one is in Business	59	37	192	102.17	33.15		
At least one is employed	24	62	158	105.88	29.81		
<i>School type (N=172)</i>							
Public	151	25	157	92.62	24.21	82.58	0.000
Private	21	90	192	143.0	20.52		
<i>Class size (N=172)</i>							
Schools	8	18	59	32.75	13.22		
From equal and below average class	81	25	192	109.22	34.21	22.481	0.000
From above average class	91	45	142	89.47	19.09		

Source: Field data (2014)

The turn of pupils analyzed in this study was 172; the lowest total score on the exam was 25 while the highest total score was 192 having a mean of 98.77 and standard deviation of 28.93. The pupils with average age and below were 63 and they scored 104.27 on average with a standard deviation of 31.22. Those who were over the average age were 108 having the mean of 96.0 and standard deviation of 26.96. The difference in mean scores was not statistically significant at 0.05 levels. These results have an implication for the schooling age which is 7 by policy in Tanzania a bit higher than elsewhere in the world. For example, Europe and most other countries in the world favour a school starting age of six (Ball, 1994; Bertram and Pascal, 2002 ;) where compulsory school starting age in the UK is five. With an average age of 13.75 years (see Table 4.1) it implies that the average student in the sample must have began standard one at the age of about 7 years.

Based on gender, boys were 78 having the mean of 97.78 and standard deviation is 31.76 where the girls were 94 having a mean of 99.60 and standard deviation was 26.50. The difference in the mean scores was not statistically significant at 0.05 levels. The pupils who live with their parents were 149 got a mean of 99.38 and the standard deviation 29.81, those living with guardians were 23 and attained a mean score of 94.83 with the standard deviation of 22.54. The difference between the mean scores of the two groups was not statistically significant at 0.05 levels.

This result is contrary to those reported by Haist et al., (2000) from which he found that male pupils had higher average scores than their female counterparts. It is, nonetheless important to point out that gender differences do exist depending on subject matter. UNESCO Institute for Statistics, (2010) indicated that gender

disparities in developing nations are much more pronounced in secondary, technical and vocational than in primary teaching. Basing on parents or guardians education, pupils from family where highest education of any parent/guardian is standard seven were 92 and attained a mean of 97.23 with standard deviation 27.33, those from family whose highest education in the family is secondary were 52, their mean was 95.37 and standard deviation was 26.83 and the group of pupils from the family with highest education is post-secondary were 24, they achieved a mean of 118.71 and a standard deviation is 29.76. The differences in the mean scores across the three groups were statistically significant at 0.001.

These results are consistent with the contention by Furstenberg, Cook, Eccles, Elders and Sameroff (1999) that parents with higher education make sure their kids are exposed to dozens of educational opportunities in their residential areas. Also according to Davis-Kean (2005) the link between parent's education and their child's academic achievement relies on the premise that parents learn something during schooling that influences the ways in which they interact with their children around learning activities in the house. This indicates that pupils who live with parents of post secondary education performed better than the rest. The households were also divided into three groups based on occupation of the parent/guardians. Pupils coming from families where both farmers were 87 and had a mean of 94.40 and standard deviation was 25.37. Pupils from business family were 59 and attained a mean score of 102.17 with a standard deviation 33.15. The pupils from families where at least one is employed in government or other employers were 24 and achieved a mean score of 105.88 and a standard deviation of 29.81. The differences

in mean scores were not statistically significant. Children's academic achievement was found to be affected by varying family processes. Campbell and Wu (1994) alleged that the home environment and family processes provide a network of physical, social and intellectual strengths and factors which affect the pupils' scholarship. According to them, the family's story of encouragement, expectations, and educational activities in the family are connected to socio - economic position, while Song and Hattie (2004) agreed that folks from different socioeconomic groups create different learning environments that move the child's academic achievement.

Based on school type, private school recorded a mean score of 143.00 and the standard deviation is 20.52 compared to a mean of 92.62 and the standard deviation of 24.21 of pupils from public schools. The outcome of the test indicated that pupils from private school do better than pupils from public schools as the differences in mean scores is statistically significant at 0.01 levels. Pupils from schools with class size equal to average size or lower achieved a mean score of 109.22 with standard deviation of 34.21 compare with the mean score of pupils from schools with above average class size with mean score of 89.47 with standard deviation of 19.09. The difference in the means scores between the two groups was significant at 0.001 levels. These results are consistent with those reported in previous studies. For example, according to Krueger and Whitmore, (2001) smaller classes increase pupil achievement, even after controlling for school fixed effects and teacher characteristics. Keil and Partell (2010) also found that increasing class size has a negative effect on pupil achievement.

#### **4.4 Analysis of Parental Involvement**

Parental involvement was measured using an attitudinal scale with 31 items covering various aspects. A total score was computed for the whole scale after reverse coding some of the items as subjecting it to scale test to check for internal consistency – a reliability test based on Cronbach's alpha. The results which reported earlier in section 3.7.2 were also disaggregated according to sample characteristics and compared using ANOVA technique. Table 4.3 presents the results.

**Table 4.3 Analysis of Parental involvement**

<b>Parameter</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>S.D.</b>	<b>t/F stat</b>	<b>p- value</b>
<i>All items</i>	126	67	140	108.79	17.602		
<i>Age (N=125)</i>							
Average and below	45	74	140	112.73	16.58	3.281	0.073
Above average Age	80	67	138	106.86	17.83		
<i>Gender of respondents (N=126)</i>							
Boys	58	67	140	108.62	18.63	0.010	0.919
Girls	68	67	138	108.94	16.82		
<i>Living environment (N=126)</i>							
With Parents	111	67	140	110.53	17.26	9.724	0.002
With Guardians	15	67	120	95.93	14.945		
<i>Education (N=124)</i>							
Highest education in family is Std7	69	67	134	107.36	15.334	14.812	0.000
Highest education in family is Secondary	36	67	138	102.78	17.884		
Highest education in family is post-secondary	19	80	140	126.68	14.016		
<i>Occupation (N=124)</i>							
Both farmers	63	67	138	106.08	16.023	5.014	0.008
At most one is in Business	48	67	138	109.29	17.631		
At least one is employed	13	76	140	122.54	19.894		
<i>School type (N=126)</i>							
Public	107	67	136	105.19	16.045	38.805	0.00
Private	19	92	140	129.11	11.075		
<i>Class size (N=172)</i>							
From equal and below average class	59	69	140	112.41	18.264	4.818	0.030
From above average class	67	67	136	105.61	16.482		

Source: Field data

Overall the scale results into a total score that ranges from 67 to a score of 140 with mean of 108.79 and standard deviation of 17.602. The mean is inclined towards the maximum score showing that parental involvement is reasonably high. Pupils with average and below average age recorded a score of 112.73 with standard deviation of 16.58 on the parental involvement scale compares to those above average age with mean of 106.86 with standard deviation of 17.83. The difference in the mean scores is not statistically significant at 0.05 levels. . According to Slavin (2006), motivation is what gets one going, keeps one going, and decides where one is to perish. Motivation is one of the elements that lead to academic success. It is significant for both parents and educators understand why promoting and encouraging academic motivation from an early age is very significant. Boys scored about the same mean as girl on the parental involvement scale.

Pupils who cared by parents seem to indicate higher parental involvement scores than those cared by guardians. The score show that pupils from parent family has a mean of 110.53 against of 95.93 which scored by pupils whose care was under guardians. The standard deviation was 17.30 for pupils from parental family and 15.00 from the guardians' family. The difference in the mean scores between the two groups is statistically significant at 0.01 levels. Parental involvement takes many forms, including good parenting in the home, including the provision of a safe and stable environment, intellectual stimulation, parent-child discussion, good examples of constructive social and educational values and high aspirations relating to personal fulfilment and good citizenship; contact with schools to share information; participation in school events; participation in the study of the school; and participation in school administration. Atkinson and Feather (1966) as cited by

Muola (2010) observe that the achievement motivation of children whose fathers have attained high educational level and are in high income occupations tend to be high. Heckhausen (1967) mentions several studies which have indicated that achievement motivation increases with socioeconomic status. Achievement motivation has been demonstrated to be higher in the middle class than in the working class (Atkinson and Feather, 1966). The score of pupils' parents' education shows that the pupil whose member of family had a post secondary education have a mean score on the total parental involvement score of 126.68 with the standard deviation of 14.01, the group of pupils from family where highest education is standard seven and below have a mean of 107.36 and the standard deviation is 15.33 and those pupils from the family with a secondary education scored a mean of 102.78 and standard deviation of 14.02. The difference in the mean score across the groups is statistically significant at 0.01 levels.

The pupils from the family with both parents/guardians as farmers, recorded a total score of 106 with a standard deviation of 16.02 compared with a total score of 109.29 and 122.54 with standard deviations of 17.63 and 19.89 for pupils coming from families in which at most one is a businessman and at least one is employed respectively. The differences in the mean scores across the groups are statistically significant at 0.001 levels. Pupils from private schools also reported higher mean total score on the parental involvement scale of 129.11 with a standard deviation of 11.075 compared with the score of pupils from public schools with a mean score of 105.19 and standard deviation of 16.045. The difference in the mean score between the two groups is statistically significant at 0.01 levels. Looking at the pupils score

on the parental involvement scale, the pupils from equal and below average of class size have higher score; they have 112.41 of mean while those from the above size of classes have a mean of 105.61. Their standard deviations were 18.30 and 16.50. The difference in the mean scores is statistically significant at 0.05 levels.

#### **4.5 Relationship between Academic Performance and Parental Involvement**

Objective three of this study was to test whether there is a relationship between pupils' academic performance scores and parental involvement. A multiple regression analysis (MRA) technique was applied to achieve this objective with examination scores as dependent variable and parental involvement as an independent variable. In addition, pupils' and schools' characteristics variables were added as control variables. Table 4.4 presents the results of the analysis.

To test for the relationship between academic performance and parental involvement, the examination scores were regressed on the total scores of the parental involvement scale using a standard regression analysis with one variable. The results show that the one variable model is able to predict variation in the dependent variable significantly up to 13.7 percent at 0.001 levels. The coefficient for parental involvement variable is 0.608 and is statistically significant at 0.001 levels. Table 4.4 presents these results.

**Table 4.4 Relationship Between Academic Performance Scores And Parental Involvement**

Variable	Parameter estimates		
	B	t	p-values
Parental involvement			
Constant	32.638	2.160	0.003
Parental Involvement	0.608	4.433	0.000
F	19.651		0.000
R-square	0.137		
Adjusted R-square	0.130		
Control variables included			
Constant	46.512	1.138	0.258
Parental Involvement	0.238	1.617	0.109
Age	-1.751	-0.701	0.485
Gender	1,117	0.252	0.802
Living environment	9.166	1.503	0.195
Education	-0.405	-0.113	0.910
Occupation	-1.638	-0.451	0.653
School type	41.107	4.731	0.000
Class size	-8.474	-1.683	0.095
F-statistics	8.362		0.000
R-squared	0.368		
Adjusted R-square	0.368		

Source: Field data (2014)

Table 4.4 also shows that when the control variables – age, gender, living environment, parents/guardians education and occupation, school type and class size are input into the multiple regression analysis model together with the parental involvement, the model still is significant in explaining the variations in the dependent variable – examination scores as a proxy for academic performance. The model statistic (F) is now 8.363 significant at the 0.01 level and the proportion of variation jointly explained by all the variables increased from 13.7 percent to 36.8 percent. However, in this case the power of the parental involvement score is no longer observed. Only school type is now statistically significant in explaining the variation in academic scores.

Harb and El-shaarawai (2006) stated that the relation of parent's education to their children's academic performances rests upon quite specific beliefs & behaviours. Parent's educational qualification is linked with their language competence, which causes a significant influence in the manner in which parent's communicated with their kids. Consequently parental education does have a major influence on children's academic achievements. Azhar et al cited (2003) Hughes & Fusstenburg (2005) pointed that a parent's interest in their child's education increases the rate of the educational success of their kids. This determination is in correspondence with several other works by Newman-Ford, Lloyd and Thomas (2009) who demonstrated that gender had only minor impacts upon educational achievement.

Furthermore, the study by Glass and Smith (1978) strongly endorsed reduced class size as a reform likely to create advances in academic accomplishment. The researchers reviewed 80 research reports on the relationship between class size and achievement, receiving more than 100 comparisons from "well-documented" studies of smaller and larger classes using rigorous statistical analyses. The meta-analysis showed: As class size decreases, achievement increases. The benefits begin to emerge as class size decreases below 20 pupils. Anderson (2013) contended that cutting class size brings good achievement. The assumption seems logical: with fewer pupils to teach, teachers should achieve better academic outcomes for all pupils. For those who prefer private education for their children in Australia, it is often mentioned as a major consideration. However, these results found no evidence in support of these studies.

## **CHAPTER FIVE**

### **5.0 SUMMARY, IMPLICATIONS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This study was done in an attempt to assess the parents' involvement and its effect on pupils' academic performance in 8 primary schools of Matamba ward, in Makete District in Njombe region, Tanzania mainland. It then assessed the relationship between the two variables having considered some of the identified sample characteristics as control variables. To achieve this both analysis of variance (ANOVA) and multiple regressions analysis (MRA) techniques were employed on the data on the variables of interest based on data collected from Matamba ward pupils in all 8 schools. This chapter, concludes, draws implications of the findings and outlines the recommendations of the study based on the research findings. Finally, it suggests areas for further research.

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

Results show that pupils attained a mean score of 98.77 (S.D. 28.93). They also show significant differences in performance scores across parents'/guardians/ education categories, school ownership type and class size. Results on parental involvement show a mean total score of 108.79 (S.D. 17.6). there were significant differences in the mean score on parental involvement scale across living environment, parents'/guardians' education, parents'/guardians' occupation, class size and school ownership. Results of multiple regression analysis indicate that parental involvement alone significantly explains the variation in performance scores but not when the control variables are added into the model. Only school ownership type does.

### **5.3 Implication for the Study**

The results imply that although parent's involvement is shown to be important it is also crucial to look at other factors such as private sector involvement in primary schools. Class size is also important. Results also imply that the policy on school beginning age of seven should be reinforced and if possible revised downwards. It also imply that there is need to support guardians to accord pupils under their care as adequate support as that which they could have received from their biological parents. The results also imply that there is a need to have enough class according to the policy. The schools with below pupils in number in the class performed higher than the bigger classes.

### **5.4 Conclusions**

From the result it can be concluded that parental involvement does affect pupil's school performance but the effect is normalized by other factors such as school ownership, parental occupation, parental education and the class size.

### **5.5 Recommendations**

Based on the study findings, the following recommendations were made to parents, teachers, society, government and stakeholders. It is recommended reconsideration of the minimum school age of 7 or below as those who join schooling earlier have shown better performance. Parents and guardians should be aware of the living environment of their children concerned food, an area for private study, place for sleeping and the communicating language style. The provision of basic learning material simplifies the learning process. District education authorities should, in

collaboration with school administration, engage in dialogue with parents to encourage them to become part of not only children's learning but also to be part of school activities. Social workers as well as communities should promote the need to provide children with secure and safe learning environment at home. And finally the local government authorities should encourage investment in school establishment and or expansion by the communities including the private sector as well as equipping them. This will reduce the class sizes as well as create competitiveness in both public and private schools.

### **5.6 Areas for Further Research**

The study noted several issues and gaps required to be addressed. On this basis the following suggestions are hereby put forward. Since the study was conducted in one Ward involving only seven public and one private school, there is a need to conduct similar studies using a larger sample drawn from the entire district. Furthermore, the issue of parental involvement is an obligation and since academic achievement is a goal of the nation, it would be a good idea to expand the study at the national level to enhance generalization, the outcome of which was informing parents and stakeholders nationwide on the importance of parental involvement in their children's learning process. The comparison results are based on groups' differences, but there is a need to engage more tests to identify which groups were significantly different from the rest in a given variable's category.

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## APPENDICES

### APPENDICES 1: Questionnaires for English Medium School

<b>PUPIL NUMBER</b>	
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**THE OPEN UNIVERSITY OF TANZANIA**

**FACULTY OF BUSINESS MANAGEMENT**

This questionnaire is for completion in master of business administration award on the course of assessing parents' involvement and its effect on pupils' academic performance in primary school in Matamba ward: Makete district

#### PART "A"

Put a tick (✓) under the right box to complete the statements.

1. My school is.....

1.	2.	3.	4.	5.	6.	7.	8.
Matamba	Ngoje	Mahanji	Kinyika	Mpangala	Iwale	Nhungu	St Monica

2. I am in ..... school. Nasoma katika shule ya .....

1.	2.
PUBLIC	PRIVATE

3. My gender is.....?

1.	2.
BOY	GIRL
MVULANA	MSICHANA

4. I live with my .....

1.	2.
WAZAZI	WALEZI

5. My age is ..... years old.

--

6. The highest education level of my father/ male guardian is.....

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Below std VII	STD VII	Form four	Form six	University

7. The highest education level of my mother/ female guardian is .....

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Below std VII	STD VII	Form four	For six	University

8. The work/occupation of my father/ male guardian is .....

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Farmer	Business	Employed by Government	Others (specify)

9. The work/occupation of my mother/ female guardian

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Peasant	Business	Employed by Government	Others (specify)

**PART "B"**

**THE FOLLOWING QUESTIONS HAVE BOXES BELOW WHICH ARE RANKED BELOW FROM 1 TO 5. THE VALUE 1. STRONGLY DISAGREE, 2.DISAGREE,3. NEITHER DISAGREE NOR AGREE 4. AGREE-5. STRONGLY AGREE PUT A TICK (✓) IN THE BOX UNDER THE NUMBER THAT BEST REPRESENTS THE EXTENT TO WHICH YOU AGREE WITH THE STATEMENT**

10. My parents/guardians talk to me about the importance of avoiding social evils activities.

1	2	3	4	5

11. My parents/guardians ensure that I get sufficient time for resting after school every day.

1	2	3	4	5

12. I am provided with a working table and chair at home to do my school work.

1	2	3	4	5

13. I am provided with a special space in the house where I can do my homework undisturbed.

1	2	3	4	5

14. My parents/guardians make frequent follow ups on my school academic progress.

1	2	3	4	5

15. My parents/guardians make frequent follow ups with school about my behaviour.

1	2	3	4	5

16. My parents/guardians frequently make follow ups on my school attendance.

1	2	3	4	5

17. My parents/guardians frequently provide for me with school requirements timely (school uniform, fees and other school contributions, exercise and reference books, pocket money).

1	2	3	4	5

18. I am treated fairly by my parents/guardians irrespective of my gender.

1	2	3	4	5

19. The walking distance from home to school leaves me exhausted when it comes to following my lessons in school. N

1	2	3	4	5

20. When I present my school report to my parents/guardians they look at it critically and give me advice.

Nirudipo nyumbani na taarifa ya matokeo ya shuleni wazazi wangu/walezi wangu hukagua na kubaini udhaifu wangu na kunishauri kikamilifu.

1	2	3	4	5

21. My parents/guardians usually tell me about the importance of education to me, the family and the society.

1	2	3	4	5

22. My parents/guardians participate in varies school programmes which meant for parents and pupils.

1	2	3	4	5

23. My parents/guardians arrange proper tuition sessions for me.

1	2	3	4	5

24. My parents/guardians care for my health and provide me with a proper health checks.

1	2	3	4	5

25. My parents/guardians provide me with proper balanced diet, cloth and shelter.

1	2	3	4	5

26. My parents/guardians ask me frequently about what I had done at school during the day

1	2	3	4	5

27. The distance from school to home I exhausted when it comes to doing my homework.

1	2	3	4	5

28. My parents/guardians frequently keep their promises to me about my studies.N

1	2	3	4	5

29. My parents/guardians frequently reward me when I perform better in my subjects.

1	2	3	4	5

30. My parents/guardians applaud me when I join and participate in games and sports.

1	2	3	4	5

31. I always sense that there is a good relationship between my parents/guardians and my teachers.

1	2	3	4	5

32. My parents/guardians encourage me to express my opinion and talk to me about my feelings about anything.

1	2	3	4	5

33. My parents/guardians help me to organize my activities so that I get sufficient time for my study.

1	2	3	4	5

34. My parents/guardians frequently make time to assist me with school homework

1	2	3	4	5

35. My parents/guardians frequently show sympathy to me when I am upset with anything.

1	2	3	4	5

36. My parents/guardians allow me to participate in community and faith based activities. Wazazi wangu/walezi wangu hunipa muda wa kushiriki shughuli za kijamii na ibada pale inapojili.

1	2	3	4	5

37. My parents/guardians take time to know my school friends.

1	2	3	4	5

38. My parents/guardians help me to set and achieve my goals.

1	2	3	4	5

**THANK YOU FOR CORPORATION.**

**APPENDICES II:****Questionnaires for Kiswahili Medium School**

<b>NAMBA YA MWANAFUNZI</b>	
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**CHUO KIKUU HURIA CHA TANZANIA****KITIVO CHA UONGOZI WA BIASHARA**

MASWALI HAYA YA HOJAJI NI KWA AJILI YA UKAMILISHAJI WA MASOMO YA SHAHADA YA JUU YA NAMNA HUDUMA ZA WAZAZI/WALEZI ZINAVYOO CHANGIA MATOKEO YA ELIMU KWA WANAFUNZI WA SHULE ZA MSINGI KATA YA MATAMBA KATIKA WILAYA YA MAKETE.

**SEHEMU “A”**

Weka alama ya vema (√) kwenye chumba kilichopo chini ya jibu kulingana na majibu yako.

1. Shule nisoo inaitwa .....

1.	2.	3.	4.	5.	6.	7.	8.
Matamba	Ngoje	Mahanji	Kinyika	Mpangala	Iwale	Nhungu	St Monica

2. Nasoma katika shule ya .....

1.	2.
UMMA	BINAFSI

3. Jinsia yangu ni .....

1.	2.
MVULANA	MSICHANA

4. Ninaishi na .....

3.	4.
WAZAZI	WALEZI

5. Nina umri wa miaka .....

6. Kiwango cha juu cha elimu cha baba yangu/ mlezi wangu wa kiume ni.....

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Hakufika darasa la saba	Darasa la saba	Kidato cha Nne	Kidato cha Sita	Chuo kikuu

7. Kiwango cha juu cha elimu cha mama yangu/ mlezi wangu wa kike ni.....

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Hakufika darasa la saba	Darasa la saba	Kidato cha Nne	Kidato cha Sita	Chuo kikuu

8. Kazi afanyayo baba yangu/ mlezi wangu wa kiume ni.....

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Mkulima	Mfanya biashara	Amejiliwa na Serikali	Kazi nyingine

9. Kazi afanyayo mama yangu/ mlezi wangu wa kike ni.....

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Mkulima	Mfanya biashara	Amejiriwa na Serikali	Kazi nyingine

**SEHEMU "B"**

KATIKA MASWALI YAFUATAYO KUNA VISANDUKU VYA KUPIMA KIWANGO CHA HUDUMA TOKA 1 HADI 5. THAMANI YAKE NI KAMA IFUATAVYO 1. KUTOAFIKI KABISA, 2. KUTOAFIKI 3. KUTOKUWA NA UHAKIKA, 4. KUAFIKI NA 5. KUAFIKI KABISA

10. Wazazi wangu/walezi wangu huongea name juu kujiepusha na matendo mabaya.P

1	2	3	4	5

11. Wazazi wangu/walezi wangu huhakikisha napata muda wa kutosha wa kupumzika baada ya kutoka shuleni.

1	2	3	4	5

12. Nyumbani kuna meza na kiti kwa ajili ya kusomea na kufanya mazoezi ya shuleni.

1	2	3	4	5

13. Nyumbani kuna sehemu ya kusomea na kufanya kazi za shuleni bila ya usumbufu wowote.

1	2	3	4	5

14. Wazazi wangu/walezi wangu hufuatilia maendeleo yangu ya taaluma shuleni mara kwa mara.

1	2	3	4	5

15. Wazazi wangu/walezi wangu hufuatilia shuleni kujua tabia na mwenendo yangu.

1	2	3	4	5

16. Wazazi wangu/walezi wangu hufuatilia kujua kama nahudhuria shuleni kikamilifu.

1	2	3	4	5

17. Wazazi wangu/walezi wangu hunipatia vifaa vyote vya shule kwa muda mwafaka (kama vile sare za shule, ada na michango, madaftari na vitabu vya kujisomea, pia hela za matumizi)

1	2	3	4	5

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18. Nimekuwa nikipewa huduma zote na wazazi wangu/walezi wangu bila ya kujali jinsia yangu.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

19. Umbali kati ya nyumbani na shule hunifanya nichoke hadi kushindwa kujifunza kikamilifu.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

20. Nirudipo nyumbani na taarifa ya matokeo ya shuleni wazazi wangu/walezi wangu hukagua na kubaini udhaifu wangu na kunishauri kikamilifu.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

21. Wazazi wangu/walezi wangu hunisisitizia juu ya umuhimu wa elimu yangu, kwangu mwenyewe, kwa familia na kwa jamii nzima.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

22. Wazazi wangu/walezi wangu hushiriki kikamilifu katika shughuli na mikutano inayoendeshwa shule kwa manufaa ya yao na wanafunzi.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

23. Wazazi wangu/walezi wangu wameandaa utaratibu maalumu wa kupata masomo nje ya shule na muda wa darasani.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

24. Wazazi wangu/walezi wangu wanajali afya yangu na ninapimwa kwa ajili ya kuiangalia afya yangu mara kwa mara.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

25. Nyumbani kwetu napata mlo kamili, mavazi bora na ninalala mahali pazuri.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

26. Wazazi wangu/walezi wangu hupenda kujua nini nimefanya shuleni na kuangalia daftari zangu kila siku.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

27. Umbali wa kutoka shuleni hadi nyumbani hunifanya nikiwa nimechoka na kushindwa kufanya mazoezi niliyopewa toka shuleni.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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28. Wazazi wangu/walezi wangu hutekeleza ahadi zao pale ninapofanya vizuri kama tulivyokubaliana.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

29. Wazazi wangu/walezi wangu hunipa zawadi pale ninapofanya vizuri katika masomo yangu.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

30. Wazazi wangu/walezi wangu hufurahia na kunipongeza nikiwa nashiriki katika michezo mbalimbali shuleni.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

31. Mara zote huona kuwa kuna mahusiano mazuri baina ya wazazi wangu/walezi wangu na walimu wanaonifundisha.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

32. Wazazi wangu/walezi wangu hunipa nafasi ya kutoa maoni yangu juu ya elimu na kutoa hisia zangu juu ya mambo mbalimbali yanayozunguka.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

33. Wazazi wangu/walezi wangu hunisaidia katika maandalizi yangu ya kwenda shuleni ili nipate muda wa kutosha wa kujisomea.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

34. Kwa kawaida wazazi wangu/walezi wangu hunisaidia katika kufanya mazoezi ninayorudi nayo toka shuleni.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

35. Wazazi wangu/walezi wangu hunionyesha moyo wa huruma na upendo pale ninapopata misukosuko ya kimasomo.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

36. Wazazi wangu/walezi wangu hunipa muda wa kushiriki shughuli za kijamii na ibada pale inapojili.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

37. Wazazi wangu/walezi wangu hupenda kuwajua rafiki zangu ninaoshirikiana nao shuleni.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

38. Wazazi wangu/walezi wangu hunisaidia kufanikisha mipango niliyoweka na kufikia malengo.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**ASANTE KWA USHIRIKIANO WAKO**