

**PARENTAL INVOLVEMENT ON ENHANCING PUPILS' ACADEMIC
PERFORMANCE IN PUBLIC PRIMARY SCHOOLS: A CASE OF TEMEKE
MUNICIPAL COUNCIL**

BASIJA JOACHIM CHALI

**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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2023

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: “Parental Involvement on Enhancing Pupils’ Academic Performance in Public Primary Schools: A case of Temeke Municipal Council” for partial fulfilment of the requirements for the degree of Master of Education in Management, Planning and Policy (MEDAPPS) in the Department of Policy, planning and administration of the Open University.

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Dr. Cosmas Mnyanyi

(Supervisor)

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Date

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DECLARATION

I, **Basila Joachim Chali**, declare that, the work presented in this dissertation is original. It has never been presented to any other university or institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfilment of the requirement for the Degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS).

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Signature

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Date

DEDICATION

This work is dedicated to Almighty God, my family and to all people who laid foundation and invested a lot for my education since Primary school level to the Master level.

ACKNOWLEDGEMENT

I wish to express my heartfelt gratitude to the following individuals, to whom I am indebted for their tireless assistance and support that made this work possible and bearable. First and foremost, my sincere thanks and gratitude should go to the Almighty God for his abundant blessings that enabled me to accomplish this report. Then, I would like to thank my supervisor, Dr. Cosmas Mnyanyi, for his active cooperation and constructive guidance and support throughout the entire research procedure, despite his extremely busy schedule. His contribution has been highly educational and formative.

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ABSTRACT

This study was about the effects of parental involvement on pupils' academic performance in public primary schools in Temeke Municipal Council. The researcher's focus was to explore the extent to which parents are involved in the education of primary school pupils, to identify forms of parental involvement in primary schools, to examine factors influencing parental involvement in education, and to explore the barriers facing parental involvement in primary schools. A survey design was adopted, whereas a sample of one hundred and ten (110) respondents was selected through simple random sampling for convenience and purposeful sampling. Questionnaires, interviews, focus group discussions, and documentary reviews were employed for data collection. Quantitative data were analysed through SPSS programme version 20, then the data were presented in tables, mean, and percentage, while qualitative data were analysed through content analysis. The findings of the study reveal that parental involvement assisted pupils to study hard through their efforts, which led to increased academic performance in primary schools. Also, parental involvement resulted in collaboration with teachers, who managed to control and supervise pupils in terms of academic performance. The study revealed the forms of parental involvement in primary schools. The findings revealed that classroom volunteers and proper decision-making led to the active involvement of parents in education. The researcher also discovered some challenges that hinder the effective participation of parents, such as: economic constraints led them not to be involved in pupils' education; rather, they spent too much time generating income. The researcher concluded that employed parents' participation is pivotal to creating effective learning among the pupils, which led to achievement in terms of academic performance.

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LIST OF ABBREVIATIONS

DEO	District Educational Officer
ESDP	Education Sector Development Programme
PSLE	Primary School Leaving Examination
REO	Regional Educational Officer
TETP	Tanzania Education and Train Policy
ZPD	Zonal Programme Development

CHAPTER ONE

INTRODUCTION AND PROBLEM SETTING

1.1 Introduction

This chapter presents a general overview of the research background on parental involvement and academic performance in public primary schools. It covers the statement of the problem, the purpose, the specific objectives of the study, and research questions. It also provides significance for the study and organisation of the dissertation. Finally, it gives limitations and delimitations of the study, definitions of key terms, and a brief summary of the chapter.

1.2 Background of the problem

Parental involvement has been cited as an important factor for the growth and overall achievement of children (Ceka & Murati, 2016). On an international scale, parental involvement in school has long been heralded as an important and positive variable on children's academic and socioemotional development. From an ecological framework, reciprocal positive interactions between these two key socializing spheres – families and schools – contribute positively to a child's socioemotional and cognitive development (Lara & Saracostti, 2019). Empirical findings have demonstrated a positive association between parental involvement in education and academic achievement (Tárraga et al., 2017), improving children's self-esteem and their academic performance (Garbacz et al., 2017) as well as school retention and attendance (Ross, 2016). Family involvement has also been found to be associated with positive school attachment on the part of children (Alcalay et al., 2005) as well

as positive school climates (Cowan et al., 2012). Research has also evidenced that programs focused on increasing parental involvement in education have positive impacts on children, families, and school communities (Jeynes, 2012; Catalano and Catalano, 2014).

Throughout key child development stages, from early childhood to adolescence, parents' role has traditionally included the development of children's cognitive and problem-solving skills and the provision of a conducive environment to enable children to attain relevant age-related milestones (Nair, 2018). However, following the introduction of formal education and formal education institutions, parents' roles have expanded significantly. Parents are now considered not only as assets for the development of early academic skills such as writing, counting, and simple mathematical operations but also as crucial psychological and emotional support for children as they pursue educational endeavours (Bezabih, 2020). This implies that parents, like other education stakeholders, have the capacity and means to influence the academic achievement of children.

According to Lemmer (2012), parental role in education is limited. While parents, for example, are involved in employing staff and in other duties such as conducting interviews and making recommendations for schoolteachers and non-teaching staff to be appointed at the school and governing the school finances, they are not fully involved in school governance matters, particularly in areas such as the selection and evaluation of school principals (Gwija, 2016). This involvement therefore appears to be insufficient and unlikely to result in better academic performance, so this must be taken seriously because if the school lacks strict supervision of financial matters and

if parents are not well involved, it may lead to underdevelopment in terms of academic performance.

In Ghana, although parents' role is recognised, educational initiatives and policies undertaken in the country have not given much attention to the role that parental involvement can play in enhancing learners' academic performance (Mungai, 2015; Gyamfi & Pobbi, 2016). While the Ghana Education Service Act, 1995 (Act 506), endorsed as part of Ghana's decentralisation policy, emphasises a collaborative approach in which all stakeholders, including parents and the Teachers Association, have spell-out roles and responsibilities in the planning process, there is a lack of interest by most Ghanaian parents in the education of their children (Pobbi, 2020).

The decentralisation policy according to Frempong et al. (2016), contributes significantly to the low academic achievement of students in the country since parents do not discharge their full responsibilities towards their children's education. Pupils' need to be encouraged and involved in their school matters in terms of education; this makes them feel like part and parcel of the organisation or school. Also, pupils must be strictly given, cared for, and involved with their parents to solve their daily problems in collaboration with teachers. This leads to pupils performing well.

In Kenya, there is an established policy framework and service standard guidelines for involving parents, particularly in early childhood development education. This underlies the country's recognition that parents are important for the holistic development of early learners. However, a study conducted by Gicobi (2012) reports

that there is even less parental involvement at such an important level of education. This is due to a lack of knowledge on the importance of parents' involvement in their children's education as well as busy work schedules for some parents. Although Kenya's education system has assigned a clear role to parents in establishing the infrastructure, particularly in the construction of schools and ensuring that sound educational programmes take place in schools, an investigation carried out by Mwoma (2009) revealed that parents' contribution has been confined to the provision of financial and material support. As such, schools in Kenya have largely been perceived as something outside the parents and the community (Kimu, 2012).

In Tanzania, education policies and programmes have underscored the need for and importance of parental involvement in education. The 1995 Tanzania Education and Training Policy (TETP), for example, recognised the role of parents by decentralising education management and decision-making. Through the policy, parents were to be involved in the children's education process by financing it in various ways, such as sharing the schooling costs with the government and participating in school management (URT, 1995).

Under the Education Sector Development Programme (ESDP), the Primary Education Development Programmes (PEDPs) also recognised the potential of involving parents in maximising the benefits of primary schools. Implementation guidelines for the programme stipulated that parents were to be represented in the school committees that would be responsible for overseeing the day-to-day affairs of the school, including school development plans (URT, 2001). The argument behind

the initiative was that once parents became more engaged with the educational process, the accountability of teachers and other school officials would improve, leading to better school performance (MOEC, 2002).

Despite the continuous implementation of such initiatives, it is not clear whether existing forms and the extent of parental involvement contribute to the academic performance of pupils in primary schools. Although a study by Kuboja (2019) reported that parents are still involved in school affairs through academic meetings and school boards, it was noted that the level of parental involvement in the country is still low enough to have a significant impact. This is due to a lack of awareness, especially for parents with poor educational backgrounds, and a lack of effective mechanisms for involving parents.

According to Kigobe et al. (2019), parental involvement is still important for children's education and development in Tanzania. Nevertheless, research on parental involvement is very limited, particularly in relation to lower grades such as primary schools. The current study, therefore, finds it necessary to examine how parental involvement contributes to the academic performance of pupils in public primary schools in Temeke Municipal Council.

1.3 Statement of the problem

Research on poor academic performance in primary schools has largely concentrated on the influence of school-related factors such as the quality of the learning environment, the level of teachers' competence, and teaching approaches. However,

very little is known about parental involvement and the extent to which it influences pupils' academic performance. As a result, many schools and parents have not been able to capitalize on parental involvement to maximize the academic performance of their children. This could explain why there is still poor academic achievement in many public primary schools in Tanzania. This study is intended to bridge this gap by exploring the effect of parental involvement on the academic performance of primary school pupils' in Temeke Municipal Council.

1.4 Purpose of the study

The purpose of this study was to investigate the effects of parental involvement on pupils' academic performance in public primary schools in Temeke Municipal Council. It is intended to explain from the collected data the extent of parental involvement and suggest strategies to improve parental involvement in order to enhance primary pupils' academic performance.

1.5 Specific objectives of the study

In light of this wide aim, the specific objectives of the study are:

- (i) To explore the extent to which parents are involved in the education of primary pupils.
- (ii) To identify forms of parental involvement in primary schools in Temeke Municipal Council.
- (iii) To examine factors influencing parental involvement in the education of primary school pupils.

- (iv) To explore the barriers facing parental involvement in primary schools in Temeke Municipal Council.

1.6 Research Questions

- (i) To what extent are parents involved in the education of pupils in primary schools?
- (ii) What are the forms of parental involvement in primary schools in Temeke Municipal Council?
- (iii) What are the factors influencing parental involvement in the education of primary school pupils?
- (iv) What are the barriers facing parental involvement in primary schools in Temeke Municipal Council?

1.7 Significance of the study

The present study aimed to shed light on the effect of parental involvement on the academic performance of pupils in primary schools. Findings from the study were significant for policymakers, educators, school administrators, researchers, and the community at large. For policymakers, the study may encourage the formulation of policies that capitalise on the involvement of parents in education as a means of improving children's academic performance. Educators and school administrators were able to understand strategies they may use to encourage parents to participate fully in the process of educating children.

The findings of the study were likely to launch further investigation and research in the education sector regarding the improvement of the academic performance of students in primary schools in Tanzania. The study therefore served as a base or additional source of reference for researchers who would be interested in conducting studies on the topic. Finally, the study benefited the community and parents in particular by highlighting parents' role in children's education. This may encourage more parental involvement in the education of children.

1.8 Delimitation of the Study

The current study focuses on how parental involvement contributes to the academic performance of pupils in primary schools. It was limited to selected public primary schools in Temeke Municipal Council and included only heads of schools, teachers, and pupils from the council as research participants.

1.9 Limitation of the study

During data collection, the researcher faced some problems, such as respondents being delayed in returning the questionnaires, which resulted in a delay in starting the analysis of the data. The researcher overcomes limitations by advising the respondents to show cooperation so as to complete the study for the benefit of the community. Also, some parents demanded money in order to respond to the questionnaires, but the researcher tried her level best to educate them that this research is for the benefit of the community and is not a business. Due to this, they managed to give out their views and experiences concerning the subject matter.

Some students did not know how to respond to the questions, which led the researcher to retranslate the questions for more clarification.

1.10 Organisation of the study

The study is organised into six chapters. The first chapter provides an overview of the research background, a statement of the problem, the purpose and specific objectives of the study, the significance of the study, and the delimitation and definition of important terms in the study. The second chapter presents a review of literature related to the study. It provides theoretical perspectives and an overview of parental involvement, including forms, factors influencing it, and barriers facing parental involvement. It also presents empirical studies, a conceptual framework, and a synthesis of literature and research knowledge gaps. Chapter three describes methodology, which guides the study. It covers the research approach and design, study site, and population of the study. It also presents sample size, sampling procedures, data collection instruments, the validity and reliability of the instruments, data analysis procedures, and ethical considerations. Chapter four covers the presentation, analysis, and discussion of research findings. Chapter five covered a discussion of the findings; finally, chapter six provides a summary, conclusions, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides a review of literature relevant to the study. The purpose of the review is to identify and establish relationships between study variables and identify research gaps. The review covers theoretical perspectives, concepts, forms, determinants, and barriers facing parental involvement, as well as empirical studies conducted outside Africa, inside Africa, and Tanzania. Finally, it presents a conceptual framework, a synthesis of the literature, and a research gap.

2.2 Definition of terms

Parent: This refers to the caregiver or caretaker of a child. Traditionally, it includes a child's mother and father. For the purpose of this study, however, the term is expanded to include immediate family members such as siblings, aunts and uncles, grandparents, or any other individual who acts as a guardian for the child and is involved in education for the benefit of the child.

Parental involvement: This refers to the extent to which parents are involved in the schooling and education of their children. It includes parents' participation in school affairs and monitoring of children's progress at school. In this study, parental involvement includes parents' engagement in assisting children with homework and assignments, attending parent meetings and seminars, providing learning materials, encouraging children in their studies, and checking their class performance.

Academic performance: This is the extent to which learners achieve set educational goals in certain academic subjects in a particular grade or class. In the classroom context, academic performance is measured through continuous assessments and examinations where learners' cognitive abilities are tested and evaluated. The current study conceives of academic performance based on the results of the primary school leaving examination (PSLE).

Public primary schools: This refers to schools that are owned and operated by the government and provide primary education. The schools come after pre-primary and before secondary schools and are considered a part of elementary or basic education. On the Tanzanian mainland and Zanzibar, primary schools offer seven years of primary education.

2.3 Theoretical Perspectives

There are a number of theories describing the relationship between parental involvement and children's academic performance in school. Bronfenbrenner's Ecological Systems Theory and Vygotsky's Sociocultural Theory inform the current study.

2.3.1 Bronfenbrenner's Ecological Systems Theory

The theory elaborates on the various physical and social contexts that surround the learner and proposes that various factors within these contexts influence the learner in his or her development (Maniram, 2015). It was developed by Urie

Bronfenbrenner, who suggested that the development of children is affected not only by factors within the child but also by their family and the surrounding world (Bronfenbrenner, 1979). That is to say, children's behaviour is not solely a response to stimuli but rather the product of complex and interconnected relationships between their immediate and distant surroundings, which encompass more than the immediate location of the learner, such as a school.

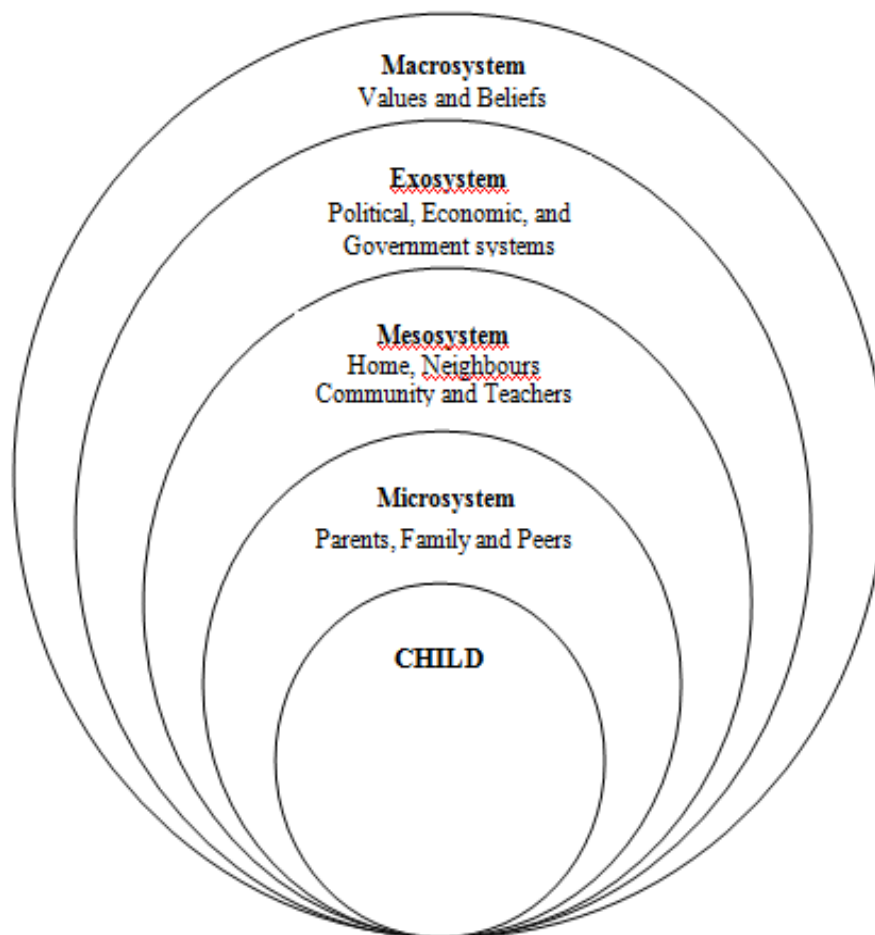


Figure 2.1: Bronfenbrenner's Ecological Systems Theory

Source: Bronfenbrenner (1977, 1979, 1986)

The theory relates to the current study because it describes children's behavioural development and schools learning experiences as a product of not just interactions

between children and the school or teacher but a broader system involving parents, family, and the community, who are often the children's immediate learning environment. Additionally, the theory considers the characteristics of family and parents as a fundamental factor influencing their involvement in children's education. For example, parents with higher levels of education have tended to show significant interest in their children's education compared to those who are less educated. Parents with full-time jobs, however, are likely to be less involved in children's education due to busy work schedules. A study conducted by Ettekal and Mahoney (2017), for example, showed that families with both working parents participate less in children's school education compared to families with at least one non-working parent at home. Parents' low income has also tended to affect parents' ability to provide children with the necessary learning materials, such as textbooks and school uniforms. This has, in turn, discouraged parents' involvement in children's schooling.

2.3.2 Vygotsky's Sociocultural Theory of Cognitive Development

The theory grew from the seminar works of Lev Vygotsky (1896–1934), a Russian psychologist who researched extensively on the factors influencing the development of higher-order functions in children. While Vygotsky built his theory from the ideas of Jean Piaget and Arnold Gesell, who believed that development stemmed directly from the child, it was his belief that social interactions with adults and more learned peers can facilitate a child's potential for learning (Crain, 2005). Without interactions with parents and guardians, he argued, children's minds would not advance very far as their knowledge would be based only on their own discoveries. As such, Vygotsky's theory upholds that children's interaction with their family members in

the community is so important for their learning and development since their first teacher is the family and their first learning takes place at home. It is for this reason that Vygotsky suggests that parents must be involved in the learning of their children for substantial cognitive development to be realized.

In order to elucidate his sociocultural theory of cognitive development, Vygotsky argued that every child reaches a Zone of Proximal Development (ZPD), that is, the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978). When a child is in ZPD, he or she requires assistance in order to complete certain cognitive tasks. Having an involved parent therefore tends to contribute significantly towards the improvement of children's cognitive abilities, which is likely to have a significant impact on their academic performance (Prior & Gerard, 2007). Vygotsky's Sociocultural Theory of Cognitive Development also capitalized on the writings of Wood et al. (1976), who suggested that parents' role in children's education is essentially that of scaffolding, that is, enabling a child to solve a task or achieve a goal that would be beyond his unassisted efforts.

2.3.3 Relevance and Applicability of Vygotsky's Sociocultural Theory

Vygotsky's theory is relevant in the current study in a number of ways. First, it recognises that children need support from a more knowledgeable other (MKO), that is, a person who has better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. Second, it emphasises that such

a person is not necessarily a teacher. Parents who, in many cases, tend to be more knowledgeable and experienced than their children should be able to assume this position and provide children with the necessary physical, psychological, and emotional support they need to perform cognitive tasks. Finally, the theory perceives learning as a sociocultural activity that is influenced by social and cultural factors. In this view, educating children is considered a collective activity involving not just parents but other family members and the community at large.

2.4 Concept of Parental Involvement

Parental involvement in education has been conceived differently across historical periods. While the earliest use of the term described overall activities that parents engage in to raise happy, healthy children who become capable students, in contemporary research, parental involvement describes parent behaviours related to the child's schooling that can be observed as manifestations of their commitment to their child's educational affairs (Pobbi, 2020). This reflects extant literature, which shows that the confidence and motivations of children towards education are heavily linked with higher levels of parental commitment in child education as opposed to regular parenting. In such a view, parental involvement is described as parental intervention and investment in children's education in order to influence children's academic growth (Jafarov, 2015). According to NMSA (2016), it consists of multiple activities such as awareness and participation of parents in schoolwork, understanding of the interaction between parenting skills and student success in schooling, and a commitment to consistent communication with teachers about students' progress. Given the range and complexity of activities that parents' have to

engage in in children's education for the purpose of motivating pupils in order to accomplish their goals and improve their school performance (LaBahn, 1995).

2.4.1 Forms of parental involvement

Gordon (1977) recognizes six forms of parent involvement. In these forms, parents are viewed as teachers of their own children, classroom volunteers, paid paraprofessionals, learners, decision-makers, and audience members. Epstein (2001, 2009), on the other hand, identifies six important forms with regards to parental involvement. These are parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. In this review, parental involvement is classified as school-based and home-based to reflect parents' responsibilities towards children's education at home and school.

(a) Home-Based Parental Involvement

According to Đurišić & Bunijevac (2017), parental involvement in the education of children begins at home, with the parents providing a safe and healthy environment, appropriate learning experiences, support, and a positive attitude about school. Unlike teachers, whose influence on a child's life is relatively limited, parents maintain a lifelong commitment to their children. In most cases, therefore, home-based parental involvement may produce similar output as school-based involvement. It includes simple educational supports such as helping with children's school-related assignments (e.g., homework), responses to children's academic achievement (e.g., test results), parent-child communications about school-related

issues, parents' provision of supportive learning environments, as well as emotional engagement regarding school problems (Yotyodying & Wild, 2016).

There are several benefits to home-based parental involvement. Parents, for example, are able to understand children's learning barriers as early as possible and share them with teachers at school for effective intervention. They are also able to monitor and evaluate the academic progress of their children by getting them involved in homework, assignments, projects, research, presentations, and school report writing (Gan & Bilige, 2019).

2.4.2 School based parental

Parental involvement also includes participating in school activities (Benner et al., 2016). According to Epstein (2009), it involves parents volunteering for school programmes as well as participating in decision-making. Volunteering may take several forms, including helping teachers and administrators as tutors or assistants, participating in promoting school events such as fundraising and annual celebrations, and attending school programmes or performances. While parents may not view volunteering as important for children's learning, it has been argued that volunteering is significant in improving learners' performance since it assists in achieving the vision and mission of the school (Epstein, 2001). Additionally, children view their parents as role models. Hence, when they see their parents at school often, performing certain activities, they tend to do better in class (Selolo, 2018).

Apart from volunteering, parents may participate in decision-making. Đurišić and Bunijevac (2017) argue that parents participate in school decision-making when they

become a part of school governance committees or join organisations, such as parent/teacher' associations. They may also participate by taking on a leadership role in school events or by becoming independent advocacy groups to lobby for school reform and improvements.

2.5 Determinants of parental involvement

There are many factors that influence parents' participation in their children's education at home, in school, and within the community. The factors emanate from parents, schools, and children themselves (Jafarov, 2015; Muigai, 2018). It has been argued that the characteristics of each of these parties have varying influence on parental involvement and reflect the value and priorities each party has assigned to such involvement (Barge & Loges, 2003).

In view of this, parental involvement in children's education has been emphasised in America, Continental Europe, the United Kingdom, and other parts of the world, involving such entities as governments, administrators, educators, and parents' organisations. In the United States, for example, parents were involved in education as early as the 1920s. This early involvement took the form of parent cooperative nursery schools that were formed in the country between the 1920s and 1960s. These schools, which were located in college or suburban towns, welcomed primarily stay-at-home mothers who served as paraprofessionals in the classrooms, provided assistance to teachers, and took care of the physical facilities in the schools. The philosophy behind involving parents in children's education is that parents know

what they want for their children, and therefore they need to be included in the discussion and implementation of all matters related to education (Gestwicki, 2007).

In England, the government's strategy for securing parental involvement was first set out in the 1997 White Paper, 'Excellence in Schools'. Among other things, the strategy described three initiatives for promoting parents' involvement with children's education. These were to provide parents with information, give parents' voice on school matters, and encourage parental partnerships with schools. The strategy has since been carried out through a wide range of activities, including the enhancement of parent governor roles, the involvement of parents in school inspection processes, and the provision of annual reports and prospectuses (Desforges & Abouchaar, 2003). In other European countries such as Belgium, Denmark, Greece, Spain, France, Luxembourg, the Netherlands, and Austria, parents have been involved in various aspects of education, ranging from the admission of students to particular types of schools to the assessment of students' learning outcomes. Different laws have also been established to compel schools to provide or make available to parents' information on the internal organisation, such as admission procedures, curriculum, inspections, and the management and funding of the schools (Eurydice, 1997).

Data from the 2008 OECD survey showed that in many developed countries, parents have a range of opportunities for participating in the governance of public schools or in associations that advise public schools. There are regulations that provide for a formal process by which parents can file complaints and report the existence of a designated ombudsman or agency for receiving complaints and appeals. There are

also informal platforms where parents may complain or attempt to appeal decisions made by public schools (OECD, 2010). Although it is reported that many instances of parental involvement are more prevalent in private than public schools and tend to be initiated by teachers rather than parents themselves, this is particularly the case for parents living in rural and remote areas, parents with children attending distant schools, and parents with children in minority and disadvantaged schools (OECD, 2018). Despite the challenges, it is clear that substantial progress has been made with regards to parental involvement in education since parents' are the ones who encouraged their children to study and cooperated with teachers, all of which had a great impact on the performance of pupils' in primary schools.

For many developing countries, however, parental involvement in education became common in the late 20th century, largely as a response to numerous studies in several developed countries, including North America, the United Kingdom, and Europe, which demonstrated a positive connection between performance and parental involvement (Pobbi, 2020). In South Africa, the role of parents in children's education was acknowledged by the South African School Act 84 of 1996, which gave all parents the mandate to participate in the governance and management of the school (Maluleke, 2014).

2.5.1 Parent related factors

Parents, as principal stakeholders in children's education, have characteristics that may encourage or discourage involvement in education. The socioeconomic condition of parents, for example, directly relates to parents' interest in school and children's educational progress. A study carried out by Motala and Lexumo (2014)

shows that parents with poor economic status tend to be less involved in children's education due to the inferiority complex and because they have a limited amount of time to spend with their children, partly due to a lack of financial resources and the need to deal with day-to-day basic survival issues. Additionally, parents with low incomes appear not to place a high value on the educational and intellectual achievement of their children (Ngwaru, 2012). Humble and Dixon (2017) carried out a study that showed that poor parents tend to assign less value to the education of their children, even when such children show higher academic potential.

Parents' educational background also has a positive correlation with more involvement in children's education. According to LaRocque et al. (2011), parents with a low level of education are more likely to have negative experiences with schooling and project such experiences to their children. In some cases, they tend to lack the confidence to interact with school staff. On the contrary, parents whose education levels are higher are more involved in children's education issues. In a study carried out by Lee and Bowen (2006), for example, it was found that parents with a 2-year or higher college degree have considerably more attendance at the activities or meetings organized at school, talk more often about educational issues with their children, and expect their children to be more successful in their education. What is interesting, however, is that parents with low levels of education have tended to volunteer in different types of non-academic activities at schools than those with high levels of education. When it comes to parents with a university degree, lack of time has often been cited as a basic reason for their lack of involvement (Baeck, 2010).

For some parents, the structure of the family has been a great determinant of their involvement in their children's education. This is because household dynamics and family structure continue to be a base from which parents' interest in education is developed and maintained. Parents from stable, and often nuclear, families are more involved in children's education compared to single parents or stepparents. Marital disruption in the family also leads to low levels of involvement by reducing the amount of time parents spend with children. This is particularly typical for fathers because the number of children who live with their mothers after divorce is significantly higher (Astone & Clanahan, 1991). Additionally, poverty in single parents' families is significantly higher. Lee et al. (2007) estimate that the prevalence of poverty in single-parent families is as high as 50 percent, compared to around 5 percent in two-parent intact families. Hence, many single parents find it difficult to keep up with their children's education and daily financial difficulties.

2.5.2 School related factors

Operational structures within the school may discourage parents from being involved in children's education (Okeke, 2014). The school staff that is unwelcoming, for example, is less likely to attract parental involvement in school affairs, particularly for parents who are less confident. A hierarchical structure that is not clear will also discourage the involvement of parents, who may not know who to approach on certain issues or channels to go through for certain issues to be addressed. Some schools do not have clearly defined roles for parents about what they are expected to do. As a result of this, some parents have had the misconception that school matters

are meant to be addressed by teachers and school administrators, thus discouraging involvement in their children's education. A study by Fields-Smith (2005) has shown that parents often tend to participate well and respond to school demands when what is expected of them is clearly defined and communicated.

2.5.3 Children related factors

Characteristics of children such as age and gender also influence the extent to which parents are likely to be involved in education. The age of the children is closely linked to how parents perceive that involvement is required. For example, while parental involvement is more prevalent in lower grades, the trend goes downward as children ascend to higher grades (Hornby and Lafaele, 2011). This is because parents perceive younger children as less autonomous and dependent on them. On the contrary, most parents are not involved in the education of children in higher classes because such children are perceived as more independent and self-driven. This is despite the fact that parental involvement could still have an impact on the academic performance of such children. Arguably, most of such children are often in the adolescent stage. Thus, they tend to demand more autonomy and discourage the direct intervention of parents in school matters.

Likewise, the gender of the child contributes to parental intervention. According to Cooper et al. (2000), parental involvement is higher for male children in elementary schools. In high schools, however, involvement for female children becomes higher. This is due to the perception that female children require more parental involvement and, particularly, security as they grow up. The performance of children in school also influences parent involvement. Children who perform well in class and other

extracurricular activities, such as sports, tend to have parents more involved in their education. On the contrary, parents of children with low school achievement and disciplinary problems are more likely to isolate themselves from their children's education and refrain from participating in school activities.

2.6 Barriers to Parental Involvement

Although parental involvement is recognized as being of significance in the education of children, literature indicates that effective participation of parents in children's education is yet to be achieved in many parts of the world (Desforges & Abouchaar, 2003). This is due to several barriers stemming from economic circumstances and ideological differences between parents and teachers. In line with Đurišić and Bunijevac (2017) and Muigai (2018), barriers facing parental involvement can be classified into phenomenological and logistical barriers.

2.6.1 Phenomenological Barriers

These barriers relate to the lack of knowledge and understanding that teachers and parents have of each other's subjective worlds. For example, parents and teachers often perceive each other as being uncaring and irresponsible towards children (Fullan, 1982). This has led to distance, distrust, and blaming. According to Muigai (2018), parents come to school with expectations for their children as well as ideas about education that are based on all of their own prior school and life experiences. While some parents consider the relationship between themselves and teachers as a partnership where cooperation between them is necessary, other parents view the educational process as the sole responsibility of the school, which does not involve

parents. Such parents tend to feel that as long as they make sure their children attend school, they have fulfilled their responsibilities.

Teachers' attitude towards parents has also very often been negative. They see parents as irresponsible and, in most cases, the cause of their children's problems (Flynn, 2007). Due to these ideological differences, parents and teachers have tended to distance themselves from one another. Parental participation has thus been limited to making financial contributions to schools and attending Parent-Teachers Association meetings (PTA).

2.6.2 Logistical barriers

Logistical or technical problems concern a lack of time, resources, and know-how about the benefits of parental involvement and the forms of parent involvement that would be most effective. Today's parents are often preoccupied with the distractions and demands of daily life (Ho, 2009). Many of them have busy work schedules and inflexible working hours and find it difficult to make time available for their children's education. A study carried out by Leigh (2011) in New York Day Care Centres revealed that minority parents in New York were less likely to be involved in children's education due to a lack of time stemming from a lack of formal jobs and long working hours. A similar observation was made by Ettekal and Mahoney (2017), who noted that families with both working parents participate less in children's school education compared to families with at least one non-working parent. Financial difficulty is cited as one of the main reasons parents have had to work long hours.

On the other hand, parents unaware of the benefits of parental involvement tend to be less involved in their children's education. This includes parents with a low level of education and those deliberately avoiding interacting with schools for a variety of reasons. Davies (1996) contends that there are many parents who avoid schools and teachers' due to low self-esteem. Likewise, parents who did not experience success in school themselves lack the knowledge and confidence to help their children. In fact, parents who failed or could not reach a desirable level of education are more likely to view it negatively. Parents faced challenges related to the language, curriculum, teachers, and sometimes school surroundings (Đurišić and Bunijevac, 2017).

2.7 Empirical Studies

Studies have been conducted worldwide to establish the intersection between parental involvement and achievement in children's education. The researchers have focused on a variety of student outcome areas, including general achievement; achievement in reading, writing, mathematics, or other specific curricular areas; IQ scores; and an array of attitudinal and behavioural outcomes (Bevan, 2020). Findings indicate that parent involvement is one of the most promising innovations that parents and teachers can undertake (Williams et al., 2002; Landry, 2014). Parental involvement is almost certain to improve student achievement and attitudes. It may also make teachers more efficacious and improve the climate of schools (Foster, 1992). This section reviews empirical studies carried out outside and inside Africa and studies conducted in Tanzania on the role of parental involvement in improving the academic performance of children.

2.7.1 Studies conducted outside Africa

Smokoska (2020) carried out a study in a diverse school in the Chicago, United States suburbs to determine parental involvement levels and student academic achievement levels among different ethnicities. The study had 41 student and parent participants who took a survey about parental involvement at home and parental communication with the school. The researcher used students' final English grades, final science grades, and English MAP scores to establish the impact of parental involvement on students' academic performance. The results of the study revealed that parents of white students demonstrated the highest levels of communication compared to parents of African American and Hispanic students. They were, for example, signing weekly grade reports and initiating calls with the school to inquire about students' progress. Analysis of school grades also showed that white students had the highest levels of academic achievement in the school.

Likewise, a study by Topol et al. (2010) showed similar results. The researchers used a sample of 158 seven-year-old participants, as well as their mothers and their teachers, to investigate the relationship between parent involvement and student academic performance. Results indicated a statistically significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence. The multiple mediation model employed by the researchers indicated that the child's perception of cognitive competence fully mediated the relationship between parent involvement and the child's performance on a standardised achievement test.

In a study by Topol et al. (2010), findings demonstrated that increased parental involvement was significantly related to the quality of the student-teacher relationship. This relationship was noted as important for students' education and significantly related to the child's academic performance as measured by both standardised achievement test scores and classroom academic performance.

Chile

The study conducted by Lara and Saracosti (2019) examined the impact of parental participation on the academic performance of children in Chile. The research encompassed a sample size of 498 individuals who were identified as parents or guardians of children enrolled in second and third grades. These children were attending public elementary schools characterised by elevated levels of socio-economic vulnerability. The research was conducted in three specific regions of Chile, namely Libertador Bernardo O'Higgins, Maule, and Araucanía. The scholars utilised a set of five scores developed by Hoover-Dempsey and Sandler (2005) in order to assess the degree of parental involvement in children's education, as perceived by fathers, mothers, and/or guardians. The study's findings revealed the existence of three distinct categories of parental involvement, namely high, medium, and low. These categories were determined by assessing various aspects of parental involvement, including activities carried out at home, engagement with the school, and the extent to which parents responded to invitations from their children, instructors, and the school. The researchers also observed variations in academic performance ratings among the different profiles of parental participation.

Specifically, children with highly involved and moderately involved parents exhibited better levels of academic achievement compared to children with low levels of parental involvement. Consequently, there exists a positive correlation between increased parental participation and improved academic performance among students.

Naite (2021) investigated the impact of parental involvement on children's academic performance at Crescent International School in Bangkok, Thailand. In a qualitative study, the researcher used 12 parents whose children are enrolled in secondary school. Students' examination results were used to establish an association between parental involvement and achievement levels. Findings of the study indicated that students with highly involved parents had better academic performance and higher test scores in all the subjects compared to students whose parents were not involved in their education. Additionally, it was found that parental income level had no impact on their level of involvement in their children's education.

Educational level, age, employment, and marital status of the parents, on the other hand, determined parental involvement in students' education. For example, it was discovered that parents who were in the fifty and below age bracket were more actively involved in their children's education than parents above fifty years old. The researcher recommended that more awareness is needed for parents on the importance of getting involved in children's education by visiting them at school and supporting them.

Khajepour and Ghazvini (2011) conducted a study in Iran on the role of parental involvement in children's academic performance. The study assessed different types of parental involvement, including volunteering, home involvement, attending parent classes, school political involvement, talking to staff, and talking to teachers. It included a sample of 200 boy students from 10 schools in three areas of Tehran. The family involvement questionnaire constructed by Fantuzzo, Tighe, and Child (2000) was used as a measure of parental involvement.

On the other hand, academic grades were considered indicators of students' academic performance. The results indicated that students whose parents were involved in their children's education by participating in school surveys, attending school meetings, and talking with the students about lessons and school issues had children who performed better in different kinds of academic areas and had better grades. The researchers suggested, however, that more research is needed to identify the types of parental involvement that have the most impact on children's academic performance.

2.7.2 Studies conducted in Africa

Mutodi and Ngirande (2014) investigated how parental involvement impacts the performance of mathematics subjects in South African secondary schools. The study utilised a quantitative design and a sample of 150 parents of grade 12 students from a selected high school in South Africa. A self-generated questionnaire guided by Epstein's (1995) framework was used to solicit data from the respondents. Results showed that there was a significant relationship between parental involvement and

students' mathematics performance. Parents who maintained communication with the school and provided learning support at home had children who performed substantially higher in mathematics. The researchers also noted that parents' education level and gender were directly related to students' mathematics performance. They found that the two factors affected parenting style, level of communication with teachers, family support, and approach to the child's academic needs. Moreover, educated parents were found to be more knowledgeable about the learning requirements, including the best educational environment for their children.

Darko-Asumadu and Sika-Bright (2021) examined the intersection between parental involvement and pupils' academic performance in the Cape Coast Metropolis, Ghana. The study was carried out at Kwaprow Basic School, which is located in one of the satellite communities of the University of Cape Coast. The researchers employed questionnaires and interview guides to collect data from a sample of 120 students as well as parents and teachers. Findings of the study showed that parental involvement in children's education was very important to children's academic performance, as indicated by higher academic achievement in children whose parents were more involved in their education. Additionally, the researchers noted that the family size of pupils also negatively affected their academic performance in the sense that pupils did not only lack the basic necessities that could help them improve academically but also received little attention from their parents. Parents' educational level, however, did not seem to affect the academic performance of pupils. Although the study revealed that parents with low levels of education faced difficulties when assisting children with their homework, reading, and learning,

Gicobi (2017) assessed parental involvement in pre-primary children's education and its implication on school performance in Kabare Education Zone, Kirinyaga County, Kenya. The study employed a descriptive survey design and adopted Epstein's six types of parent involvement to identify prevalent forms of parental involvement. A total of 410 respondents, including 300 children, 80 parents, and 30 teachers, were involved. The study revealed that there was a significant relationship between parental involvement and academic performance among children enrolled in ECDE centres. It was noted, however, that instances of parental involvement in children's education were very low, particularly at home. For example, while more than half of parents agreed that they prepared time and space for their children at home, less than 40% assisted their children with homework. Teachers interviewed in the study reported that parents rarely attended meetings in schools that were related to their children's social and academic development. The study recommended that parents need to create time from their busy schedule to participate more in their children's education activities for better academic performance.

2.7.3 Studies conducted in Tanzania

In Tanzania, studies have also been conducted to examine the influence of parental involvement on academic performance. Taslima (2016), for example, examined the role of parental involvement in students' academic performance in secondary schools in Kinondoni Municipal Council. The study employed a case study design and collected data from a sample of 60 purposefully and randomly selected respondents, including students, parents, and teachers. Findings indicated that parental involvement yielded positive outcomes for pupils' academic performance. A

significant difference was noted in the academic achievement of pupils who received parental support from those who did not. Regular communication between parents and teachers was cited as one of the most important methods that resulted in improved students' academic performance. Moreover, the researcher highlighted that factors such as the education level and income of parents determine the extent of parental involvement in the education of the children.

On the other hand, Ujudi (2018) investigated factors influencing parental involvement in the development of children's literacy in Zanzibar. The researcher used North "A" District schools in Unguja as a case study and sampled 62 people, including REO, DEO parents, head teachers, teachers, and pupils. While the study showed a positive correlation between parental involvement and academic performance, it was discovered that most parents in the North "A" district were not involved in children's education. This was due to poor forms of parental involvement, a lack of awareness of the importance of parental involvement, poor parents' attitudes towards involvement, and poor parents' educational backgrounds. This resulted in truancy, an increase in students' misconduct, and dropout rates. The researcher recommended that there was a need to educate and sensitise parents about their roles.

A more recent study by Seni and Onyango (2021) indicated parents had a role in enhancing academic performance among public secondary schools in Nyamagana District, Tanzania. The study included 88 students, district and ward education officers, parents, and teachers. Findings showed that parental involvement resulted in

higher academic performance, at least for a few students whose parents were actively involved. However, both teachers and students reported that parental involvement was surprisingly low. For example, parents rarely communicated with teachers to make follow-ups regarding their children's education. The rate of parents' volunteering in school development activities was very low. Likewise, parental participation in the supervision of students' learning at home was very minimal. According to the researcher, this was a factor in the poor academic performance of the children in the district.

2.8 Synthesis of Literature and Knowledge gap

From the reviewed empirical studies, it is clear that parental involvement is critically important for the academic achievement of children in schools. Studies carried out in developed countries, for example, show that many forms of parental involvement have been instituted to ensure that parents are adequately involved in school affairs, including volunteering programmes for parents to participate in school activities such as teaching and administration, as well as improved modes of communication such as through school websites and student diaries (Smokoska, 2020). In developing countries, studies have revealed that parental involvement is greatly influenced by the education level of parents. Parents with a higher level of education have thus been linked to more involvement in children's education compared to the uneducated and semi-educated (Mutodi & Ngirande, 2014). The overall analysis, however, shows that parental involvement has tended to be very low.

The present study, on the other hand, capitalises on several knowledge gaps that need to be addressed. Most of the studies, for example, particularly in Tanzania, have focused on secondary schools. As a result, very little is known about how parental involvement influences the academic performance of primary school students. This is despite the fact that primary schools are responsible for laying out the basic foundation for higher levels of education or that parental involvement tends to be more crucial for younger learners. Moreover, case study design (single and multiple) and qualitative methods have tended to be the dominant methodological approaches in studying the research problem. Consequently, the extent of parental involvement in children's education has not been well established due to the non-use of quantitative approaches in previous studies. The current study attempts to address these gaps by employing a descriptive survey and a mixed research approach to explore the effect of parental involvement on academic performance in public primary schools.

2.9 Conceptual framework

A conceptual framework will be used to guide this study. The phenomenon to be explained (dependent variable) is the academic performance of pupils in primary schools as indicated by national examination pass rates, school test scores, and pupils' skills in reading, writing, and arithmetic. What might explain this phenomenon (independent variable) is parental involvement in children's education at both home and school (Figure 2.2).

Source: Researcher own model (2023)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology to be used in carrying out the study. It describes the research approach and research design, the study site, and the population of the study. It also covers sample size, sampling techniques, data collection instruments, and the validity and reliability of the instruments. Finally, it gives data analysis procedures and ethical considerations.

3.2 Research Approach

The study used mixed research approach where both qualitative and quantitative approaches will be combined to capitalize on the strengths associated with each other. Heyvaert and Onghena (2011) contend that a mixed research approach is useful in integrating qualitative and quantitative research findings within a single systematic review. In the current study, the researcher intended to capture both qualitative and quantitative data in order to establish the relationship between parental involvement and academic performance.

Thus, a qualitative approach was used to collect detailed narratives and thick descriptions from head teachers and parents on the strategies employed by schools to improve parental involvement. At the same time, a quantitative approach will be employed to establish the frequency of parental involvement in children's education. The mixed research approach therefore suits the study because it enables the

researcher to obtain a more complete and comprehensive understanding of the research problem than either quantitative or qualitative approaches alone (Creswell, 2014).

3.3 Research Design

A descriptive survey research design was used to describe the relationship between study variables and parental involvement and academic performance. The design is preliminary and used in exploratory studies and is appropriate for a study where the intention of the researcher is to gather data on certain phenomena of interest at one point in time (Ary et al., 2010). The choice of approach is influenced by the nature of the current study, which requires the researcher to collect both in-depth descriptions and quantitative data congruent to the research objectives. The design allows the investigation of multiple variables at the same time (Wang & Cheng, 2020). As such, the researcher will be able to investigate, for example, how gender, age, education level, socio-economic status, family structure and size, and attitudes of parents determine parental involvement in children's education.

3.4 Study Site

This study was carried out at Temeke Municipal Council in the Dar es Salaam region of Tanzania. The council was purposely selected because it is located in an urban area where parents are more likely to have exposure to education matters. It also has a large number of pupils enrolled in public primary schools compared to other councils in the Dar es Salaam region, as shown in Figure 3.1. This implies that there are also many parents who have children attending primary schools. Hence, the

researcher was able to collect credible and adequate information from parents, teachers, and students to establish the relationship between parental involvement and academic performance in primary schools.

Table 3.1: Standard I-VII enrolment of pupils in Dar es Salaam Region, 2020

S/ n	Council	Pupils in government schools			Pupils in nongovernment			Total		
		M	F	T	M	F	T	M	F	T
1.	Kigambo ni MC	15983	1588 7	31870	3058	3163	6221	19041	1905 0	3809 1
2.	Kinondo ni MC	40969	4171 9	82688	1471 9	1463 4	2935 3	55688	5635 3	1120 41
3.	Temeke MC	85063	8641 3	17147 6	1001 8	1037 9	2039 7	95081	9679 2	1918 73
4.	Ubungo MC	45652	4637 0	92022	1457 6	1449 2	2906 8	60228	6086 2	1210 90

Source: BEST Educational Statistics, 2020.

3.5 Population of the study

The target population for this study included parents, head teachers, teachers and students. In line with Creswell's (2012) suggestion, these participants enabled the researcher to obtain relevant information to be used in formulating study conclusions since they are experts in the topic. Each group of participants is purposely selected due to their unique knowledge and experience in relation to the research objectives and questions. Parents, for example, are selected because they can provide information regarding their involvement on their children education and the barriers they are facing. Heads teachers and other primary school teachers were able to highlight strategies they employ to involve parents in pupils' education, the extent to which parents responds to such strategies, and the overall impact of parental

involvement on academic performance. Students, on the other hand, are expected to describe their experiences regarding parents' involvement in school affairs and how it influences learning process and schooling in general.

3.6 Sample size

In order to carry out this study, the researcher extracted a sample from the targeted population. This was because the target population is large and cannot be included in the study in its entirety. The sample included a total of 110 participants. The number is, according to Ross (2004), large enough to warrant representativeness of the population and reduce sampling error and small enough to allow management by a single researcher. The selected sample size was expected to provide adequate qualitative and quantitative data to establish the role of parental involvement in academic performance in primary schools and lead to the formulation of credible and reliable conclusions. Table 3.2 shows the composition of the sample by category:

Table 3.2 Composition of Sample by Categories

S/N	Category of respondents	Number of respondents
1.	Parents	15
2.	Head teachers	05
3.	Primary school teachers	15
4.	Students	75
	Total	110

Source: Researcher's projection (2021)

3.7 Sampling Procedures

Both purposive and random sampling procedures were used to obtain samples from the target population. The procedures are necessary due to the theoretical demands of the study, particularly the mixed research approach, which requires the selection of a few articulate and reflective informants with certain types of experience in an emergent way in order to obtain qualitative data, as well as the selection of a large sample to allow the collection of adequate quantitative data so that saturation can be reached (Creswell, 2012; Radhakrishnan, 2014).

3.7.1 Purposive Sampling

Purposive sampling was used to obtain a sample of head teachers and standard VII pupils in selected public primary schools in Temeke Municipal Council. The head teachers are purposely selected because they have unique experiences with parental involvement since they participate in school committee meetings and often act as chairpersons in school meetings with parents. Standard VII pupils are also purposely selected because they have long experience in schooling and are mature enough to respond to the researcher's questions. This form of sampling therefore suits the current study because it ensures that all key informants, who cannot otherwise be substituted, are involved.

3.7.2 Random Sampling

Simple random sampling was used to select five primary schools to be studied. The researcher used a research randomizer to randomly select five public primary schools from the 141 primary schools available in Temeke Municipal Council. From the

selected primary schools, the researcher will also use the Research Randomizer to assign random numbers and carry out simple random sampling to obtain 3 teachers from each school as well as 15 pupils from Standard VII. A simple random sampling procedure is preferred in this study because, apart from its power to minimise bias in sample selection by ensuring that each subject or unit in the population has an equal chance of being selected, it maximises sample representativeness and reduces sampling error (Radhakrishnan, 2014).

3.7.3 Convenience Sampling

Convenience sampling was used to select parents with children in the selected schools. Through this method, the researcher will be able to access and collect data from parents who are easily available or may be accessed conveniently. The researcher will procure the names and mobile numbers of parents with children in the selected schools from the head teachers' offices. The parents will then be contacted to confirm their willingness to participate in the study and suggest when they would be ready to be interviewed with the researcher. From each school through, the researcher selected three parents through convenience sampling. The method suits this study because it allows the researcher to collect data in a timely manner since only parents who are ready and willing to participate in the study will be involved. Additionally, only parents that are easily accessible will be sought for the study. This reduces the cost of involving parents who may have busy work schedules or those residing far from the selected schools.

3.8 Data collection instruments

Four research instruments were employed in data collection for this study. These are questionnaires, interviews, focused group discussions, and documentary reviews. The instruments enabled a researcher to collect a wide range of qualitative and quantitative data in order to attain study objectives.

3.8.1 Questionnaires

Questionnaires equipped with open-ended and closed-ended questions will be employed by the researcher to suit the requirements of a qualitative and quantitative approach. Questionnaires were administered to primary school teachers to elicit their responses on the role of parental involvement in academic performance. They will be divided into two sections. The first section covered demographic information about the research participants, including gender, age, teaching experience, and the name of the school. The second part collects detailed information on the extent to which parents are involved in children's schooling, strategies employed to involve parents, learning aspects that benefit as a result of such involvement, as well as barriers facing parental involvement. A questionnaire is considered appropriate because it enables the timely collection of data and maximises the confidentiality of research participants since it does not require personal information.

3.8.2 Interview

Semi-structured, face-to-face interviews were administered to head teachers and parents. Interview schedules were prepared to guide interview sessions. Each research participant will be interviewed for 30 minutes. Responses from research

participants will be recorded on a tape recorder, and transcripts will be noted in a notebook. Interviews are relevant for this study because they will enable the collection of information from both illiterate and semi-illiterate respondents. Through interviews, the researcher was able to collect information from parents who may not be able to provide their responses in writing. Interviews also provide an opportunity for the collection of in-depth information through probing. Moreover, interviews give an opportunity for follow-up questions. This is useful in filling gaps as well as steering the interview towards study objectives and questions.

3.8.3 Focused Group Discussion (FGDs)

In order to collect information from standard VII pupils, the researcher used focused group discussions. The researcher formed groups of five pupils in each selected primary school. This is in line with Morgan et al. (2002), who argued that an FGD group of four to five participants is ideal for younger participants. FGDs were used to guide the discussions. These will consist of simplified questions that could easily be addressed by standard VII pupils. To allow pupils to express their ideas and experiences, the researcher will create a warm and friendly atmosphere. The use of FGDs suits this study because it provides an opportunity for research participants to discuss research questions in detail. Information obtained from FGDs also enabled the researcher to triangulate the findings by comparing the data with those obtained from interviews and questionnaires.

3.8.4 Documentary review

Documents were reviewed to complement the primary data collected from questionnaires, interviews, and FGDs. Reviewed documents included publications by the National Examination Council of Tanzania on primary schools leaving examination performance as well as records on schools' internal examinations and assessments. Studies conducted on similar topics will also be reviewed in order to corroborate findings and conclusions. A review of documents is appropriate for this study because it is an inexpensive way of obtaining data. Most documents are also readily available and can be easily accessed from a variety of sources, including public libraries and offices as well as online digital archives.

3.9 Validity and Reliability of research instruments

In order to ensure that the study's findings are reliable and reproducible by other researchers, data collection tools underwent validity and reliability testing.

3.9.1 Validity

The researcher ensured that research instruments have both content and construct validity. This entails assessing whether research instruments adequately cover all the content that they should with respect to study variables and the intended constructs. In order to achieve this, the researcher's sake requires consultancy from fellow graduate students, experienced supervisors from the university, and research experts in the education field. Adjustments in instruments were made in relation to the wording of the questions by discarding, editing ambiguous words, or adding new

words that best describe the research questions. The content of the research questions was also revised according to the obtained input.

3.9.2 Reliability

In order to ensure reliability, the test-retest method was employed to estimate the extent to which the same results could be obtained with repeated measures of accuracy of the same concept by using the instruments. The researcher carried out a pilot study where questionnaires, interviews, and FGDs were administered to study participants twice at an interval of two weeks. Information obtained will be sorted, categorised, and analysed into qualitative and quantitative data using Spearman's correlation coefficient formula, which rates coefficient values between 0 and 1. Test-retest reliability will be established when the instruments show a correlation coefficient greater than 0.5. For questionnaires, Cronbach's alpha was also administered to determine internal consistency. An acceptable reliability score will be one that is 0.7 or higher (Heale & Twycross, 2015).

3.10 Data analysis procedure

Both qualitative and quantitative data obtained in this study were analysed concurrently. The analysis of qualitative data, obtained mainly through interviews and focused group discussions, began in the field and proceeded throughout the study. The collected qualitative data was subjected to content analysis, where it was sorted, coded, and organised into themes and subthemes developed from research objectives and questions. New themes emerging from the field were compared with existing themes and either merged or discussed independently. From each study

theme, inferences and conclusions will be drawn. These were compared to those reached by other studies on the same topic.

Quantitative data, such as the respondent's demographic information and frequency of parental involvement, will be analysed through simple descriptive statistics. The data was coded, assigned labels according to variable categories, and then analysed using Statistical Packages for Social Sciences (SPSS). After tabulation and conversion, frequency tables, bar graphs, and pie charts were employed to present the information. Findings from quantitative data analysis were corroborated and complement those obtained from qualitative data.

3.11 Ethical considerations

The study adhered to all ethical requirements pertaining to educational research, as described by the Open University of Tanzania research guidelines. Prior to the study, the researcher will seek permission from the relevant authorities in order to introduce the researcher to research participants. Research clearance was obtained from the directorate of research at the Open University of Tanzania. Permission to carry out research in public primary schools was sought from the District Administrative Secretary (DAS) and District Education Officer of Temeke Municipal Council. During data collection, the researcher will obtain the informed consent of research participants before involving them in the study. This includes making it clear that their involvement in the study is voluntary and that the responses they provide will only be used for the purpose of the study. Confidentiality and anonymity were established by making sure that respondents were not asked to provide personal

information, including names, and by assigning pseudonyms when necessary. Finally, the researcher makes sure that the data obtained from the study is presented without bias or being influenced by the researcher's idiosyncrasies

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter deals with the discussion of the findings from the study field. The discussion is according to the following four research objectives: to explore the extent to which parents are involved in the education of primary school pupils, to identify forms of parental involvement in primary schools in Temeke Municipal Council, to examine factors influencing parental involvement in the education of primary school pupils, and to explore the barriers facing parental involvement in primary schools in Temeke Municipal Council.

4.2 Demographic Information of the Respondent

In this section, results from the field are analysed. First, descriptive statistics are presented in the form of cross-tabulation data with regard to the respondents' demographic and school characteristics.

Table 4.1: Respondents' Demographic Information

Characteristics	Number	Percentage
Sex		
Male	5	33.3
Female	10	66.7
Level of education		
Certificate	7	46.7
Diploma	5	33.3
Degree	3	20
Teaching experience		
0-3 years	4	26.7
7-10 years	2	13.3
10 years and above	9	60
Age		
Below or equal to 35 of age		40

Above 35 years age		60
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Table 1 shows the demographic and school characteristics of the study respondents, who were all 15 years old. There were 5 teachers (33.3 percent) who were male and 10 teachers (66.7 percent) who were female. In addition, 60 percent were aged below or equal to 35 years, while 40 percent were above 35 years of age. As regard work experience, 26.7 percent of the respondents worked for 3 years or less, and 13.3 percent had worked more than 10 years.

4.3 The extent to which parents are involved in the education of primary school Pupils

This was the first objective of this study, which sought to understand the extent to which parents are involved in education matters.

Furthermore, one of the interviewees, F, on June 19, 2022, responded to the question, which stated, Is there any difference in academic performance between pupils whose parents are actively involved compared to those whose parents are not involved? An interviewee responded that there is a huge difference between those parents who are effectively involved in their children's education and those who are not. According to the interviewee AA.

Parents who are effective involved in their children's education are active in getting their children's academic reports on time and working on them through giving back feedback to the teachers; likewise, they are active in talking with teachers about what to improve in academics and contributing money in terms of school infrastructure for the betterment of academic performance. Also, those parents who are not effectively involved in their

children's academics or education remain backward in terms of their children's academic arena and hence fail to get feedback about what is going on with their children, which may lead the students to fail due to a lack of support for their parents (AA, Head of School)

To achieve this, the researcher employed questionnaires and interviews to collect relevant data in this study. The study findings were based on research objectives, from which the majority of teachers commented that parent involvement in school decision-making had the highest level, which made the involvement of parents active.

Table 4.2 Parents involvement in Pupils' Education

S/N	Statements	Mean	Std. Dev
1.	Parents are actively involved in children education.	2.27	0.88
2.	Parents supervise and help pupils with school-related assignments such as home works.	2.33	0.72
3.	The parents make regular inspections of their children academic exercise books shortly after school hours.	2.13	0.52
4.	Parents communicate with children about school related issues.	1.87	0.83
5.	Parents encourage students to set academic performance goals.	2.00	0.76
6.	Parents communicate with teachers regularly regarding children school matter.	1.80	0.86
7.	Parents attend school meetings.	2.13	0.99
8.	Parents participate in school decision making.	3.07	0.59
9.	Parents attend school events such as academic competition and graduations.	2.67	0.90
10.	Parents volunteer to school learning activities.	2.73	0.96
11.	Parents participate in school promotion activities such as fundraising	2.33	0.72

The findings revealed that teachers who believed that parents are actively involved in children's education had a mean score of 2.27 (with a standard deviation of 0.88), while teachers who believed that parents communicate with children about school-

related issues had a mean score of 1.87 (with a standard deviation of 0.83). The findings of the statement were that parents' participation in school decision-making had the highest mean score of 3.07 (with a standard deviation of 0.59) and parents' involvement in pupils' education on the statement that parents participate in school promotion activities such as fundraising had a mean score of 2.33 (with a standard deviation of 0.72), while the statement that parents volunteer for school learning activities had a mean score of 2.73 (with a standard deviation of 0.96).

In addition to that, the researcher obtained data from the heads of schools through interviews. The following are the responses according to their levels of understanding based on research objectives: - The researcher asked the interviewee a question: What activities are parents involved in pupils' education at both home and school? Interviewee A: 10th June 2022, responded that,

Parents are involved in pupils' education when at school by inviting parents to attend meetings, telling them to contribute to class building, and also discussing the dropout of pupils. Also, the interviewee commented that parents are involved in their children's education when they are at home by insisting that pupils' study and do homework under close supervision, sometimes to direct how to do such assignments, which is effective in the education arena. (A, Head of School)

Interviewee B: June 11, 2022; responded that

Parents are involved in pupils' education in the form of school academic reports, whereby parents respond by giving feedback to the school after receiving the academic report and seeing what their sons or daughters did in their examination. According to the interviewee, this means of parental involvement through academic reports led to effective collaboration between teachers and parents. An interviewee further responded that parents are involved through contributions of money to build toilets and laboratories, as well as to pay teachers who volunteer; this leads to efficiency and effectiveness in the development of pupils in terms of academic performance (B, Head of school)

Interviewee C: 16th June 2022: Parents are involved in pupils' education through guidance and counselling, according to the interviewee.

This art of guidance in the academic career led the pupils to be in the right direction and work hard in their studies; also, guidance in terms of discipline and collaboration with other pupils led to the development of their minds and their becoming independent in terms of study (C, Head of school)

Interviewee D: 16th June 2022, responded to the question, which stated, Does the school have proper mechanisms and a supportive environment for engaging with parents? An interviewee responded that,

The school has an environment for parents to get involved because they were given a chance to air out their views and constructive ideas about academic issues. This involvement of parents through academics led to pupils studying in a conducive environment as well as brought togetherness between teachers and parents as well as pupils (D, School teacher)

Interviewee E: 18th In June 2022, I was requested to respond to the question, which stated, How does parental involvement influence the academic performance of pupils at school? An interviewee responded that

Parents involvement influences academic performance in the form of active study, close supervision from the teacher, effective feedback from both parents and pupils, and effective assignment. According to the interviewee, parental involvement also created active togetherness between teachers and parents and led to assured academic feedback because teachers provided academic feedback to the parents and the parents responded in a positive way, hence leading to academic performance for the pupils (E, School teacher)

Furthermore, the finding by Darko-Asumadu supported this finding, and Sika-Bright (2021) showed that parental involvement in children's education was very important to children's academic performance, as indicated by higher academic achievement in children whose parents were more involved in their education. Additionally, the researchers noted that the family size of pupils also negatively affected their academic performance in the sense that pupils did not only lack the basic necessities

that could help them improve academically but also received little attention from their parents. Parents' educational level, however, did not seem to affect the academic performance of pupils. This finding lines up with Naite (2021), who found that students with highly involved parents had better academic performance and higher test scores in all the subjects compared to students whose parents were not involved in their education. The researcher recommended that more awareness is needed for parents on the importance of getting involved in children's education by visiting them at school and supporting them.

4.4 The forms of parental involvement in primary schools

This was the second objective of the study, which sought to show the forms of parental involvement. To respond to this question, the findings revealed that the classroom volunteers, proper decision-making led to the active involvement of parents in education. Consequently, the researcher asked a question to the interviewee; that question stated that, in your view, what do you think are the challenges facing schools in ensuring effective parental involvement? An interviewee, G, on June 20, 2022, responded that,

Some parents did not participate well due to their personal issues; other parents stated that economic constraints led them not to be involved in their children's education; rather, they spent too much time generating income. Also, the interviewee further commented that some pupils failed to inform the parents if they were needed to go to school to be involved in academic issues because miscommunication hindered them from being involved in the pupils' education (G, Head of school)

As part of an interview with heads of schools, the researcher extended interview questions to the pupils through focus group discussion. The pupils were asked

different questions and responded to their capacities of understanding as follows:

What support do your parents provide in relation to your learning? An interviewee H:

June 19th, 2022, interviewee responded to this question by saying,

The support that they got from the parents was books, exercise books, pens, pencils, uniforms, pocket money, as well as checking assignments given by teachers. Also, an interviewee extended the view by saying that parents are involved in the contribution of food, whereby they get lunch when they are at school, and they also got homework, which made them active in terms of academic performance (H, School Teacher).

Another interviewee I: June 19, 2022, replied that,

They got support from the parents in terms of school bags and shoes through encouragement of study. Due to this support, their children studied well, allowing collaboration in academic matters between parents and teachers as well as between teachers and pupil (I, School Teacher)

The researcher further asked a question to the interviewee, J, on June 18, 2022. That question stated, do your parents follow up in relation to your school attendance?

My parents do insist on studying hard and waking up early in the morning so as to go to school. Also, to come to school to follow up if the pupils were at school and to talk with the class master to see the attendance, all these led to efficiency in terms of academic performance for the pupils (J, School Child)

Parents' involvement in Pupils' Education: parents' participation in school meetings had a mean score of 2.13 (with a standard deviation of 0.99), compared to the statement that parents encourage students to set academic performance goals, which had a mean score of 2.00 (with a standard deviation of 0.76).

Another respondent responded to the question that stated, do you think parental involvement is important for the academic performance of pupils? If yes, explain how. The response was that,

it is true, when parents get involved in their children's education, it leads to close monitoring of performance, supervision of proper behaviour, guidance and counselling, and encouragement to study well. All these have a great impact on students or pupils' performance and also lead to active unification between teachers and parents (HJ, School Teacher)

As regard the statement “The parents make regular inspections of their children's academic exercise books shortly after school hours,” the mean score was 2.13 (with a standard deviation of 0.52). When the statement parents supervise and help pupils with school-related assignments such as home work had a mean score of 2.33 (with a standard deviation of 0.72), the statement parents are actively involved in children's education had a mean score of 2.27 (with a standard deviation of 0.88).

To know from teachers if the parents with higher economic status are more involved in pupils' education compared to parents with low income, about 73.3 percent respond positively as compared to 26.7 percent who respond negatively. About 80 percent of the teachers respond negatively to the statement. Parents with a higher level of formal education are more involved in their children's education compared to uneducated parents, while 20 percent of the teachers supported the assertion.

Table 4.3: Parent status and parental involvement in education

S/n	Statement	Respondents	Frequency	Percentage
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01.	Parents with higher economic status are more involved in pupils' education compared to parents with low income	Yes	11	73.3%
		No	04	26.7%
02.	Parents with higher level of formal education are more involved in pupils' education compared to uneducated parents.	Yes	03	20.0%
		No	12	80.0%
03.	Parents from single parent are families less involved in children education compared parents from families with both parents.	Yes	07	46.7%
		No	08	53.3%
04.	The gender of pupils affects parental involvement in education.	Yes	06	40.0%
		No	09	60.0%

This finding is related to the finding of Gordon (1977), who recognises six forms of parent involvement. In these forms, parents are viewed as teachers of their own children, classroom volunteers, paid paraprofessionals, learners, decision-makers, and audience members. Epstein (2001, 2009), on the other hand, identifies six important forms with regards to parental involvement. These are parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. In this review, parental involvement is classified as school-based and home-based to reflect parents' responsibilities towards children's education at home and school. This finding is related to the findings of Khajepour and Ghazvini (2011), who found that there are different types of parental involvement, such as volunteering, home involvement, attending parent classes, school political involvement, talking to staff, and talking to teachers. The researcher observed that when parents are given a chance to get involved through airing out their own views, it leads to effective participation in pupils' education, resulting in

mutual collaboration between teachers and parents and raising academic performance for the pupils.

4.5 The factors influencing parental involvement in the education of primary school pupils

This was the third objective, which sought to find out the factors that influence parental involvement in education. To seek the factors that influence parental involvement and barriers to parental involvement 46.7 percent responded positively with regard to the statement that parents from single-parent families are less involved in children's education compared to parents from families with both parents, while 53.3 percent responded negatively to the statement. The findings revealed that for the item, the gender of pupils affects parental involvement in education. 40 percent of the teachers respond positively to the statement, while 60 percent of the teachers respond negatively to the statement.

The findings revealed factors that influence parental involvement, including knowing the progression of pupils' academic performance while at school. This factor influences the parents to get involved in their children's education. Also, the respondent revealed that he wanted to know the challenges that faced the school as well as the pupils, and hence to solve them in a collaborative manner. This finding is supported by the finding of Ujudi (2018), who investigated factors influencing parental involvement in the development of children's literacy in Zanzibar. The researcher used North "A" District schools in Unguja as a case study and sampled 62 people, including REO, DEO parents, head teachers, teachers, and pupils. While the

study showed a positive correlation between parental involvement and academic performance, it was discovered that most parents in the North “A” district were not involved in children's education. This was due to poor forms of parental involvement, a lack of awareness of the importance of parental involvement, poor parents’ attitudes towards involvement, and poor parents’ educational backgrounds. This resulted in truancy, an increase in students’ misconduct, and dropout rates. The researcher recommended that there was a need to educate and sensitise parents about their roles.

A study by Seni and Onyango (2021) explored the roles of parents in enhancing academic performance among public secondary schools in Nyamagana District, Tanzania. The study included 88 students, district and ward education officers, parents, and teachers. Findings showed that parental involvement resulted in higher academic performance, at least for a few students whose parents were actively involved. However, both teachers and students reported that parental involvement was surprisingly low. For example, parents rarely communicated with teachers to make follow-ups regarding their children’s education. The rate of parents’ volunteering in school development activities was very low. Likewise, parental participation in the supervision of students’ learning at home was very minimal. According to the researcher, this was a factor in the poor academic performance of the children in the district.

4.6 The barriers facing parental involvement in primary schools

This was the fourth objective and the last one that sought to show out the barriers or challenges facing parental involvement in primary school. The interviewee, K, on June 19, 2022, responded, do your parents communicate with teachers regarding school matters particularly related to your academic performance?

There is effective communication between teachers and parents in school matters. This is due to the fact that parents are invited to discuss academic issues with teachers and also that parents are invited to guide their children so as to behave like pupils (K, Parent)

Not only the researcher underwent the interview with the pupils, but also the parents were involved in an interview session, and they responded as follows:

Furthermore, the researcher obtained data from the teachers through qualitative means, whereby they responded to the question, which stated, what other factors influence parental involvement in pupils' education in your school? An interviewee, L. 21st June 2022, responded that

To know the progression of pupils while at school in terms of academic performance, this factor influences parents to get involved in their children's education. Also, the respondent revealed that he wanted to know the challenges that faced the school as well as the pupils, hence solving them in a collaborative manner (L, School Teacher)

Consequently, the respondent gave back his perception in the question, which stated, what strategies can be used to enhance more parental involvement in children's education?

The active communication between teachers and parents; this strategy enabled both teacher and parent to get together and share views about academic matters concerned pupils also created friendship among themselves. Another strategy, according to the respondent, was to call for a school meeting whereby peers are invited to share their views and ideas for the betterment of academic performance. Another respondent commented that, through an academic report whereby the pupil gave his or her parent, this made parents aware of the strengths and weaknesses in accordance with subject performance. From there, the parents made follow-ups with

teachers so as to know in detail, which led to effective parental involvement in the pupil's education (An interviewee M: 22nd June 2022)

Another question stated that, as a parent, what do you think are the challenges preventing you from being effectively involved in children's education? An interviewee, O, on June 20, 2022, responded that,

Some parents failed to be involved due to a lack of information from their children once they were told to call their parents to attend meetings. This led to a failure to get news about the challenges that faced their children and also led to a failure to collaborate with teachers. According to the respondent, she suggested that the teachers must have the parents phone number in case of any issue they call them; this may result in the active involvement of parents and teachers at large (O, School teacher)

The findings revealed that some parents did not effectively participate well due to their personal issues; other parents stated that economic constraints led them not to be involved in their pupils' education; rather, they spent too much time generating income. Also, the interviewee further commented that some pupils failed to inform the parents if they were needed to go to school to be involved in academic issues because miscommunication hindered them from being involved in the pupils' education. The finding is related to the finding of Davies (1996), who found that there are many parents who avoid schools and teachers due to low self-esteem. Likewise, parents who did not experience success in school themselves lack the knowledge and confidence to help their children. In fact, parents who failed or could not reach a desirable level of education are more likely to view it negatively.

In some cases respondents indicated that parents were intimidated by the language, curriculum, teachers, and sometimes school surroundings (Đurišić and Bunijevac, 2017). These findings line up with the findings of Mahoney (2017), who observed that families with both working parents participate less in children's school education

compared to families with at least one non-working parent. Financial difficulty is cited as one of the main reasons parents have had to work long hours.

On the other hand, parents unaware of the benefits of parental involvement tend to be less involved in their children's education. This includes parents with a low level of education and those deliberately avoiding interacting with schools for a variety of reasons. The researcher commented that financial constraints are among the barriers that hinder the parents from being involved in their children's education since the parents concentrate on business to earn their lives rather than education matters, as they fail to know the feedback of academic performance on their children, which leads to failure for their children in terms of academic performance. The researcher advised the parents that they should be involved in school matters so as to know what is going on with their children while at school and to make follow-up. This would lead to effective communication between teachers and parents and hence manage to encourage the pupils to study hard and perform.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

The chapter presents three subsections: the summary, conclusion, and recommendations of the findings. The summary clearly provides an overview of the entire research report (study aims, objectives, literature that was used, data collection methods and techniques, methods of data analysis, and findings), while the conclusion and recommendations tie together the research findings based on research objectives in a reasonable whole. Furthermore, the study indicates the challenges that researchers encountered during data collection at Temeke Municipal Council.

The study employed a sample size of 110 respondents from selected primary schools found in Temeke Municipal Council. The study further employed questionnaires, interviews, focus group discussions, and documentary reviews as data collection methods. It also used mixed methods in data analysis, whereby data obtained from questionnaires were analysed through the SPSS programme, and mean and percentages were used to calculate the findings through the use of tables. In addition to that, the data was also analysed using the qualitative method, whereby the data from the interview was summarised through content analysis. The study is intended to investigate the effect of parental involvement on the academic performance of pupils in primary schools in Temeke Municipal Council. The study explores the extent to which parents are involved in the education of primary school pupils, to identify forms of parental involvement in primary schools in Temeke Municipal Council, to examine factors influencing parental involvement in the education of

primary school pupils, and to explore the barriers facing parental involvement in primary schools in Temeke Municipal Council.

5.2 Summary of the findings

The findings indicate that the extent of parental involvement in pupils' education is in highest level which made the involvement of parents to be active and engaged in school matter for the benefits of their children in terms of academic performance. Also, the forms of parental involvement in primary schools, in this case the findings revealed that parenting, communicating, volunteering, learning at home, decision-making and collaborating with the community. In this review, parental involvement is classified into school based and home based to reflect parents' responsibilities towards children education at home and school. The factors that influence parental involvement, the finding revealed is, to know the progression of pupils while at school in terms of academic performance, this factor influence the parents to get involved in pupils' education. Also, the respondent revealed that, to know the challenges that faced school as well as pupils' hence to solve it through collaborated manner.

Furthermore, some parents failed to participate in Schools development due to economic difficulties hence they spent a lot of time doing their businesses for the purpose of rescue their families thus led to be unfamiliar with their children's developments in terms of academic performance.

5.3 Conclusion

Parental involvement in managing primary schools' academic performance for pupils needs not only the efforts of the government but also the parents and the entire community of the public so that pupils' could obtain the quality education as expected by education stakeholders. The extent of parental involvement needs the willingness of community members to work as a team with teachers for the school's development of their pupils. Harmonious and approachable government directives, a school management team, and the involvement of parents will not only ensure accountability, efficiency, transparency, and effectiveness among community members but also develop active participation among the parents and teachers for effective and reasonable education within the country.

5.4 Policy implication and recommendations

The researcher recommends to the government that, has to make sure parents be involved from grassroots in education policy formulation, planning, organising and decision making in education matters. This will encourage parents to see and know their responsibilities to their children in academic achievements.

The government should create intensive awareness to the community by creating a specific law that will guide the parents to participate effectively. The government should ensure that education stakeholders like donors, parents and community members' views on improving academic performance are taken into consideration. This will create a sense of trust each other and recognition, by so doing the government can be able to get new approaches to be employed in improvement of parental involvement in education matters.

5.5 Areas for further studies

- (a) The study was conducted only in public secondary schools in Temeke Municipal Council; thus, it is suggested that a study be conducted in private schools with different areas or locations so as to get a clear picture of the involvement of parents in the issue of primary schools' academic performance in Tanzania for the purpose of balancing the facts.
- (b) The study revealed that parents do not participate well in primary schools' academic performance due to fee-free education, hoping that the government is there to cover all costs concerned with pupils' requirements, including uniforms, transport, exercise books, and foods in schools. It is therefore recommended that the study be conducted on this wrong notion so that the parents could be able to know their responsibilities as well as demarcations of contributions.
- (c) The study revealed that the parents did not have a clear guideline on how to be involved in school matters. So, the further study should look at this aspect so as to give the parents the power and mandate to participate in decision-making for the purpose of creating equalisation of ideas among the community members, which will lead to effective participation.

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APPENDECES

Appendix I: Questionnaire for teachers

Dear Teachers

I, Basila Joachim Chali, am a student at the Open University of Tanzania currently studying towards a Master of Education Degree on Education Administration, Planning and Policy Studies. For my dissertation, I am doing research on “Parental involvement and its effect on academic performance of pupils in primary schools”. I therefore kindly request you to complete this questionnaire which seeks to obtain your views regarding the topic. The questionnaire will take approximately 10 to 15 minutes to complete. The responses you provide will be kept confidential and used solely for the purpose of the study. Please respond as fully and honestly as possible. Thank you for your participation.

Part A: Demographic information (Provide a short response and put \surd mark where appropriate)

- (i) Name _____ of _____ the
school...............
- (ii) Gender: Male ☐ Female ☐
- (iii) Level of Education: Certificate ☐ Diploma ☐ Degree ☐ Master ☐
- (iv) Teaching Experience (years): 0 -3 ☐ 4-6 ☐ 7-10 ☐ Above 10 ☐
- (v) Designation: Academic teacher ☐ Discipline teacher ☐ Class teacher ☐

Part B: Parents involvement in pupils' education

This section collects information regarding the extent and forms of parental involvement in education of primary school pupils in Temeke Municipal Council.

Please indicate with tick [✓] in the appropriate box against each of the mentioned attributes to indicate strong disagreement, disagreement, agreement and strong agreement with the provided statements.

S/N	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	Parents are actively involved in children education				
2.	Parents supervise and help pupils with school-related assignments such as home works				
3.	The parents make regular inspections of their children academic exercise books shortly after school hours				
4.	Parents communicates with children about school related issues				
5.	Parents encourage students to set academic performance goals				
6.	Parents communicate with teachers regularly regarding children school matters				
7.	Parents attend school meetings				
8.	Parents participate in school decision making				
9.	Parents attend school events such as academic competitions and graduations				
10.	Parents volunteer to school learning activities				
11.	Parents participate in school promotion activities such as fundraising				

Part C: Factors influencing parental involvement and barriers to parental involvement (Provide short responses and ✓ where appropriate)

- (i) Are parents with higher economic status more involved in pupils' education compared to parents with low income

(ii) Are parents with higher level of formal education more involved in pupils' education compared to uneducated parents ☐ ☐

(iii) Are parents from single parent families less involved in children education compared parents from families with both ☐? Y ☐
No

(iv) Does the gender of pupils affect parental involvement in education? Yes ☐
No ☐

If the answer is YES, what pupil gender accrue more involvement from parents?.....
.....

(v) What other factors influence parental involvement in pupils education in your school?

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(vi) In the context of your experience, what do you think are the barriers to parental involvement in children education?

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- (vii) What strategies can be used to enhance more parental involvement in children education?

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- (viii) Do you think parental involvement is important for academic performance of pupils? If YES, explain how.

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Thank you for your cooperation

Appendix II: Interview Guide to the Head teachers

- (i) In what activities are parents involved in pupils' education at both home and school?
- (ii) Does the school have proper mechanisms and supportive environment for engaging with parents?

- (iii) Do you think that parental involvement is important for the education of pupils?
- (iv) How does parental involvement influence academic performance of pupils at school?
- (v) Is there any difference in academic performance between pupils whose parents are actively involved compared to those whose parents are not involved?
- (vi) In your experience, what do you think are the factors influencing parental involvement in pupils' education?
- (vii) In your view, what do you think are the challenges facing schools in ensuring effective parental involvement?
- (viii) What strategies can be used to enhance effective parental involvement in pupils' education?

Appendix III: Interview Guide to the Parents

- (i) How do you communicate with school regarding your children academic affairs and how often?
- (ii) Do you think that the school has proper mechanisms for involving parents in children education?
- (iii) Is there any improvement on academic performance of your child when you are more involved in his/her education compared to when you are not involved?
- (iv) As a parent, what do you think are the challenges preventing you from being effectively involved in children education?
- (v) What strategies do you think should be adopted to improve involvement of parents in education?

Interview IV: Focus group discussion guide to the Pupils

- (i) What support do your parents provide in relation to your learning?
- (ii) Do your parents supervise home works and make regular inspections of exercise books? How often?
- (iii) Do you parents make follow up in relation to your school attendance?
- (iv) Do your parents communicate with teachers regarding school matters particularly related to your academic performance?
- (v) Do you think you perform better academically when your parents are more involved in your education?
- (vi) What do you think is preventing your parents from being effectively involved in your education?