RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP AND

TEACHER'S INVITATIONS WITH PARENTAL INVOLVEMENT

PRACTICES IN MBEYA PRIMARY SCHOOLS, TANZANIA

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE

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CERTIFICATION

The undersigned certifies that, he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation Titled: **“*Relationship between Transformational Leadership and Teacher’s Invitations with Parental Involvement Practices in Tanzanian Primary Schools*”,** in partial fulfilment of the requirements for the Degree of Master of Education in Administration Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

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DECLARATION

I, **Grolia Amoni Noah,** 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 the requirement for the Degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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Signature

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Date

DEDICATION

This dissertation is sincerely dedicated to my lovely family. Your unwavering support, love and encouragement have been the foundation upon which I have built my academic journey. To my parents, thank you for instilling in me the values of preverance and dedication. Your belief in my potential has been my driving force. To my siblings, your constant cheerleading and understanding have been a source of strength and motivation. This achievement is as much yours as it is mine. I am eternally grateful for your sacrifices and the countless ways you have contributed to my success.

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ABSTRACT

This study explored the role of transformational leadership in enhancing parental involvement through teachers' invitations in Mbeya city council primary schools in Tanzanian. The objectives included assessing the level of transformational leadership among school administrators, evaluating parental responses to teachers' invitations, and analyzing how transformational leadership influences the nature and frequency of these invitations. A quantitative approach was adopted, using a cross-sectional descriptive research design. The study involved 240 randomly selected participants, with data analyzed through correlational and multilevel regression analyses. Findings highlighted that parental collaboration is a key factor in transformational leadership among school administrators (Pillai's Trace = .733, F = 148.902, p < .001, η^2 = .733). Increased collaboration and involvement significantly contribute to shared decision-making between parents and school administrators. Additionally, the strongest correlation was found between Parental Collaboration and Parental Admin Commitment (r = 0.881), indicating that greater collaboration enhances parental commitment to school administration. Based on these findings, the study recommends schools prioritize parental involvement through awareness campaigns, workshops, and informational sessions to foster stronger collaboration between parents and school administrators.

Keywords: *Transformation leadership, parental involvement, teacher's invitation, collaboration, participation.*

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LIST OF ABBREVIATIONS

PI   Parental Involvement

TI   Teachers Invitations

TL   Transformation Leadership

URT   Unite Republic of Tanzania

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

This Chapter provides information on the introduction and background to the problem. The effectiveness of parental involvement in education is crucial for student success, yet its implementation varies across schools. This study explores the relationship between transformational leadership and teachers' invitations to parents in fostering parental involvement in Mbeya primary schools, Tanzania, the chapter presents a background to the problem, study statement of the problem, purpose of the study and objectives, significance and scope of the study. Also, the chapter describes the delimitation and limitation to the study.

1.2 Background to the Problem

Parental involvement (PI) is a selfless transfer of resources that parents have in line with their children's needs (Grolnick & Slowiaczek, 1994; El Nokai et al, 2010), PI can be conceptualised as the set of behaviours that parents display at school and home to support the education of the child. Indeed, parenting is viewed as a vital component of students' success. Masabo, Muchopa and Kuoth (2017). PI can broadly be defined as how parents support their children's education in word and deed. However, for parents to effectively support their children, schools and parents need leaders with innovative and transformative behaviour who support change initiatives and innovations. Such kind of leadership style is transformational leadership. Transformational leadership fosters an environment that encourages parental involvement in school improvement efforts, facilitating meaningful dialogue

between schools and parents. To strengthen this relationship and enhance academic performance, transformational leaders should actively and democratically engage parents in decision-making processes. This can be achieved through forums, panel discussions, parent surveys, workshops, advisory councils, and in-school programs. Research suggests that positive relationships between teachers, administrators, and parents contribute to improved student academic performance (Hazari et al., 2017; Langley & Edmonson, 2011). Furthermore, collaboration among parents, teachers, and administrators creates a supportive learning environment, ultimately leading to greater academic success (Guo et al., 2017).

Transformational leadership is a management style that motivates and inspires employees to achieve goals beyond their usual capabilities. Rooted in the principles of empowerment and transformation (Northouse, 2020), this approach encourages teamwork, effective communication, and individual support to help people achieve both personal and collective objectives. Consequently, transformational leadership fosters an environment that embraces risk-taking, innovative thinking, and exceptional performance.

In institutions with transformational leadership, school leaders communicate effectively, students learn successfully, and parents and community members understand and support the school's mission, facilitating the progress of teaching and learning (Ramsey, 2009). Such a setting enables school improvement. However, meaningful school improvement is achievable only when parents are actively involved as key stakeholders in their children's education.

Epstein (2002) emphasized that no school improvement can occur without parental involvement (PI), which strengthens partnerships between parents, teachers, administrators, and students. This collaboration benefits students, enhances schools, supports teachers, and reinforces families. As a result, many countries worldwide promote parental involvement in education. For instance, in Nigeria, Eze (2015) highlighted that parents serve as their children's first teachers at home and play a crucial role in developing early literacy skills.

Parents play a crucial role in helping pupils to get to school on time every day. In the same way school administration can help families understand and carry out this parenting responsibility in several ways (Hellen, 2014). With this respect, all families may establish home environments conducive to supporting children to learning at school. Parental involvement in the education of students begins at home with the parents providing a safe and healthy environment, appropriate learning experiences, support, and a positive attitude about school (Durasic & Bunijevic, 2017; Machebe & Ifelunni, 2014).

Furthermore, the involvement of parents can also be interpreted as participation of parents in one or more school associated activities, such as parent-teacher meetings, volunteering at school, stimulating their child with homework and encouraging the child to upgrade achievement (Assefa & Sintayehu, 2019). Parent-teacher communication, teaching strategies and practices, and teacher invitations have been identified as powerful motivators for parents to be involved at home and school (Walker et al. 2011; Yulianti et al, 2020).

Parents get involved primarily because they develop a personal construction of the parental role that success includes participation in their children' education; they develop a positive sense of efficacy for helping their children success in school. Their involvement in the education of the children is of immense benefit to the child, the school and the parents. Children from parents that are more active in the process of imparting educational knowledge excel in their academic careers and are often more productive in society (Machebe & Ifelunni, 2014). With adequate care and participation of parents in the child's educational activities like monitoring of homework, participation in extracurricular activities, parent-teacher association, and other school related activities, the child is more likely to be courageous and as such do well at school.

Education policy and various programmes in Tanzania have shown great concern for the roles that are played by various education stakeholders including parents. For instance, Education and Training Policy in Tanzania (1995) recognizes parents' roles in education through decentralization, in which parents are involved in education process by financing education through cost sharing and emphases on providing education through partnership with the community (URT, 1995; 2001). Primary Education Development Programme PEDP I and PEDP II acknowledges the roles of parents in education that are likely to cover education financing, participating in the construction of school buildings and ensuring that children are enrolled in schools, attending classes and are retained in the education system (URT, 2001; URT, 2010). Unfortunately, the role of parents in primary education to some extent is limited and much rested on financing and construction of school buildings which is not fully

achieved (Seni, & Onyango, 2021). Which this kind of situation calls for schools and the ministry to pay more attention to PI go beyond school construction and financing by including them as partners in teaching and learning process. Which in turn this translates into shaping and improving student's performance. Invitations are a crucial form of communication to ensure everyone is invited and able to attend special events and gatherings. It is important for hosts to formally invite potential participants as it ensures that all parties are comfortable with the situation and can enjoy the experience without confusion or assumptions (Gallo, 2018). Without an invitation, parents cannot invite themselves and must be given an invitation by the host. It is important for hosts to be mindful of their guests as it can help them to feel welcome and included (Williams, 2019).

This calls for more research on the role of parents plays in influencing their children's learning as well as shaping their improvement in academic performance and achievements and their overall behaviour and attendance. School leaders can encourage parental involvement directly by reaching out to parents themselves and indirectly via teacher invitations for parental involvement. The proposed study endeavors to explore the intricate connection between transformational leadership exhibited by school principals or administrators and the extent to which teachers actively extend invitations to parents for participation in their children's educational journey. By delving into this relationship, researchers seek to uncover how leadership practices within Tanzanian primary schools might shape teachers' behaviors concerning the encouragement of parental involvement.

1.2 Statement of the Problem

Parental involvement is crucial for improving educational outcomes (Hill & Taylor, 2004; Jeynes, 2016), yet limited research examines how transformational leadership influences teachers' invitations to parents in Tanzanian primary schools. Transformational leadership, characterized by inspiration, vision, and commitment (Bass & Riggio, 2006), is widely recognized for fostering positive school environments and enhancing student achievement (Leithwood et al., 2008). However, its specific impact on parental engagement in Tanzania remains underexplored.

Tanzania's primary school system operates within a unique socio-cultural context that shapes parental involvement (UNESCO, 2014). While national education policy acknowledges the importance of family engagement (URT, 2014), clear strategies for translating transformational leadership into teacher-led parental invitations are lacking. This gap necessitates an exploration of the barriers and facilitators influencing parental involvement in Mbeya primary schools. Understanding these dynamics is essential for bridging the divide between leadership practices and effective parental engagement.

1.3 Objectives of the Study

The general objective of this study is to explore the position of transformational leadership for parental involvement and teachers' invitations with parental involvement practices in primary schools in Tanzania.

1.3.1 More specifically, the Study Intends to:

i. Examine the level of transformational leadership exhibited by school leaders in primary schools;

ii. Assess the parents' response to teachers' invitations to be involved in their children's education in primary schools; and

iii. Investigate how transformational leadership influences the frequency and nature of teachers' invitations for parental involvement in primary schools.

1.3.2 Research Questions

i. What is the level of transformational leadership exhibited by school administrators in primary schools?

ii. How do parents respond to teachers' invitations to participate in their children's education in primary schools?

iii. How does transformational leadership affect teachers' strategies for encouraging parental involvement in primary schools?

1.4 Scope of the Study

This study explored the relationship between transformational leadership and teachers' invitations in promoting parental involvement practices in Mbeya primary schools, Tanzania. It specifically examines the extent to which school leaders demonstrate transformational leadership, the strategies teachers use to invite parents to engage in their children's education, and how leadership influences the nature of these invitations. The study was limited to primary schools in Mbeya and focuses on teachers, parents, and educational leaders within Mbeya City. Using a quantitative

approach with correlational and multilevel regression analyses, the findings inform leadership strategies that strengthen parental collaboration, enhancing student outcomes and school-community engagement.

1.5 Significance of the Study

This study is expected to be useful in several ways. Firstly, the study is useful to the ministries responsible for primary education on matters concerning transformational leaders and parental involvement. The study informs the officials on the ways of involving parents as key players in the success of education for their children.

Secondly, the study enlightens educators on the potential involvement of parents in the education of students. The findings of the study are expected to inform educators on the possibility of engagement of parents on matters that affect the effective learning of the students.

Thirdly, the findings are expected to enlighten school owners on the importance of involving learners in matters that require their contributions to educational practices. Parents are always available and capable of assisting school administrators at a time when they are appropriately requested to participate. It is then for this study to inform the school owners and administrators on effective means of engaging parents on pupils-related matters.

Finally, to policymakers, the findings of this study act as valuable tools for improving and enacting accordingly depending on the findings of the study. In

education policies, provisions and guidelines are directing stakeholders on how to act on issues relevant to education. So, by having evidence of current practices from the findings of this study heavily supported by the vivid facts from the field.

1.6 Limitation and Delimitations of the Study

This study has several limitations, including its cross-sectional design, which captures data at a single point in time, restricting conclusions about causality or long-term effects of transformational leadership on parental involvement. Additionally, the research focuses solely on Mbeya City Council, limiting the generalizability of findings to other regions in Tanzania or beyond. The sample size of 240 participants, while adequate for analysis, may not fully represent the broader population of parents, teachers, and administrators.

Regarding delimitations, the study is confined to primary schools within Mbeya City Council, excluding other regions and educational levels. It specifically examines transformational leadership's impact on parental involvement, omitting other leadership styles or external factors that may influence engagement. Moreover, the study includes only teachers, parents, and school administrators, excluding policymakers and community leaders who could also impact parental involvement. To address these limitations and delimitations, the study employed rigorous sampling strategies. Simple random sampling minimized potential bias, while purposive sampling ensured participants had relevant experience and knowledge. Additionally, sampling adequacy was verified before analysis to enhance the study's validity and reliability.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section provides a comprehensive review of existing literature related to the study, offering insights into the relationship between transformational leadership, teachers' invitations, and parental involvement in education. It explores relevant theories that underpin the study, forming the theoretical framework that guides the research. Additionally, empirical studies are examined to highlight previous findings, trends, and gaps in knowledge regarding the impact of transformational leadership on parental engagement in primary schools. By analyzing both global and local perspectives, this review identifies critical gaps in research, justifying the need for this study in the Tanzanian educational context, specifically within Mbeya primary schools.

2.2 Theoretical Literature Review

2.2.1 Definition of keys terms

Based on the literature review definitions relevant to the study on the relationship between transformational leadership, teachers' invitations, and parental involvement include the following:

Transformational Leadership: A leadership style that inspires, motivates, and supports individuals to achieve beyond expectations by fostering a shared vision, commitment, and personal development (Bass & Riggio, 2006). In this study, it refers to how school leaders influence teachers to actively involve parents in education.

Parental Involvement: The participation of parents in their children's education, including communication with teachers, attending school meetings, assisting with homework, and engaging in school activities (Jeynes, 2016). This study examines how transformational leadership influences teachers' efforts to invite parents to participate.

Teachers' Invitations: The proactive efforts made by teachers to encourage parents to participate in their children's learning and school-related activities (Epstein, 2001). This study explores how transformational leadership affects the extent and effectiveness of these invitations.

Educational Outcomes: The academic and social achievements of students, influenced by school leadership, parental involvement, and teacher engagement (Hill & Taylor, 2004). This study considers how parental participation, shaped by leadership, impacts student success.

Socio-Cultural Context: The cultural, social, and economic factors that influence parental engagement in education (UNESCO, 2014). This study focuses on how these factors shape parental involvement in Tanzanian primary schools.

2.2.2 Level of Transformational Leadership displayed by School Leaders in Primary Schools

Transformational leadership is widely regarded as an effective leadership style in educational settings, characterized by the ability to inspire and motivate followers to

achieve higher levels of performance, morale, and personal growth (Burns, 1978; Northouse, 2018). In primary schools, the role of school leaders in exhibiting transformational leadership is critical in fostering a positive school culture, motivating teachers, and encouraging active engagement from both teachers and parents.

Studies have shown that transformational leadership behaviors, such as providing a clear vision, fostering intellectual stimulation, and offering individualized support to staff, are essential for creating an environment conducive to student success (Avolio et al., 2004). In primary schools, where foundational learning takes place, school leaders who exhibit transformational leadership qualities are able to inspire teachers, encourage innovative teaching practices, and cultivate strong relationships with both parents and students (Leithwood et al., 2004). School leaders who embody transformational leadership behaviors typically prioritize fostering collaboration, empowering teachers, and developing a shared vision for educational excellence (Bass, 1990).

Research by Hallinger and Heck (2010) highlights that transformational school leaders who actively engage in distributed leadership practices are better able to create a positive organizational culture, promoting professional development among teachers and enhancing school-wide academic performance. Additionally, leaders who exhibit inspirational motivation and individualized consideration can promote teacher self-efficacy and commitment, which is critical for enhancing educational outcomes (Northouse, 2018). Thus, the extent to which school leaders exhibit

transformational leadership behaviors directly impacts the overall school climate and the effectiveness of teaching and learning in primary schools.

2.2.3 Parents' Response to Teachers' Invitations in Primary Schools

Parental involvement in education has long been recognized as a key factor in improving student achievement and fostering a positive educational experience (Henderson & Mapp, 2002). Teachers' invitations for parental involvement play a crucial role in the extent to which parents become actively engaged in their children's schooling. Research has shown that parents who are invited to participate in their children's education tend to have a more positive view of the school and a stronger sense of responsibility for their child's academic success (Epstein, 2001).

Studies indicate that parents' responses to invitations for involvement can vary based on several factors, including the perceived barriers to involvement, the school's culture, and the effectiveness of teachers' communication (Hill & Tyson, 2009). For example, parental involvement is often shaped by teachers' communication styles and the degree to which teachers make parents feel welcomed and valued (Desforges & Abouchaar, 2003). Teachers who adopt a welcoming and inclusive approach are more likely to receive positive responses from parents, whereas those who do not communicate effectively may face resistance or apathy from parents (Jeynes, 2007).

Additionally, the response of parents can be influenced by cultural, socioeconomic, and language barriers. For example, parents from low-income or immigrant backgrounds may face challenges in participating in school activities due to work

schedules, language differences, or a lack of resources (Hill & Taylor, 2004). As such, teachers must be aware of these barriers and take proactive steps to create a supportive environment for all parents, ensuring they feel encouraged and equipped to engage in their children's education.

2.2.4 Transformational Leadership Influence on Teachers' Invitations for Parental Involvement in Primary Schools

The relationship between transformational leadership and the frequency and nature of teachers' invitations for parental involvement is a critical aspect of fostering meaningful parental engagement in primary schools. According to social exchange theory, positive interactions and exchanges between teachers and parents can lead to greater trust, cooperation, and involvement in educational processes (Homans, 1958). Transformational leaders, by fostering a positive and collaborative school climate, are more likely to encourage teachers to extend invitations to parents, thus creating opportunities for greater parental involvement.

Transformational leadership influences teachers' behaviors by providing clear expectations, fostering professional development, and encouraging open communication with parents (Leithwood & Jantzi, 2006). For instance, transformational school leaders who promote a shared vision of collaboration and communication between teachers and parents are likely to create a school culture that values and supports parental involvement. Such leaders encourage teachers to adopt strategies that promote inclusive practices, such as holding regular parent-teacher meetings, inviting parents to volunteer in school activities, and creating channels for ongoing communication (Epstein, 2001).

Research by Wynne et al. (2018) suggests that teachers are more likely to invite parents to be involved in their children's education when they work in schools led by transformational leaders who communicate a compelling vision, set clear goals for parental engagement, and provide support for teachers in their efforts. Furthermore, transformational leadership promotes intellectual stimulation, encouraging teachers to reflect on their practices and consider innovative ways of engaging parents in the learning process (Northouse, 2018).

Gillmor et al. (2016) found that social exchange mechanisms, facilitated by transformational leadership, help improve teacher-parent relationships, which can lead to more frequent and meaningful invitations for parental involvement. Similarly, Machakire and Kwiri (2018) showed that transformational leadership in Zimbabwean schools created a supportive environment where teachers felt motivated to actively involve parents in school activities, thereby enhancing overall school governance and student outcomes. In this way, transformational leadership not only affects the frequency of invitations but also shapes the nature of these invitations by ensuring they are perceived as meaningful and respectful by parents.

Overall, transformational leadership influences teachers' invitations for parental involvement by creating a supportive and collaborative school climate, emphasizing the importance of parent-teacher partnerships, and encouraging teachers to take proactive steps in engaging parents. By fostering such an environment, transformational leaders play a pivotal role in enhancing the quality and frequency of parental involvement, leading to improved academic outcomes and stronger school-community relationships.

2.2.5 Theoretical Framework of the Study

This study is guided by the Social Exchange Theory, initially developed by George Homans in the 1950s, which posits that individuals evaluate social interactions through a cost-benefit analysis. In this theory, people assess the potential risks and rewards of their interactions and make decisions based on perceived outcomes. Over time, these evaluations evolve, influencing relationships and communication patterns. Transformational leadership, as conceptualized by Burns (1978), aligns with this theory as it fosters motivation and higher moral standards among followers. Transformational leaders inspire and encourage positive change, which is widely regarded as an effective leadership approach (Avolio et al., 2004).

Transformational leadership is characterized by four key components: inspirational motivation, intellectual stimulation, idealized influence, and individualized consideration (Northouse, 2018). These elements create a motivating environment where followers are encouraged to exceed their limits, think creatively, and feel valued as individuals. By setting compelling visions and encouraging innovative thinking, transformational leaders foster collaboration and trust, essential for organizational growth. This leadership style can also inspire strong commitment, loyalty, and academic improvement in schools by cultivating an environment of respect and shared goals.

Previous studies, such as those by Wynne et al. (2018) and Gillmor et al. (2016), have highlighted the role of transformational leadership in facilitating teacher invitations for parental involvement, showing that such leadership enhances

collaboration between parents and educators, improving student outcomes. Machakire and Kwiri (2018) found similar results in Zimbabwe, noting that transformational leadership fosters effective interactions between teachers and parents, promoting school governance and parental engagement. Enyimba et al. (2016) further demonstrated that transformational leadership in schools strengthens the social exchange between parents and teachers, positively impacting student achievement.

In the context of Tanzanian primary schools, Social Exchange Theory suggests that teachers' use of transformational leadership can create an environment where both teachers and parents engage in productive interactions. These exchanges, grounded in mutual trust and respect, are likely to enhance parental involvement, positively affecting student success. Transformational leadership encourages the development of strong, collaborative relationships, which can lead to a supportive school community. However, the theory has also faced criticism for its reliance on impression management and the potential for leaders to engage in moral self-promotion (Dalton, 2020).

Goal: Human Capital

Knowledge Transfer by:
Formal Mentoring

Workplace Structure: Bureaucratic (Hierarchical)	Communication: Closed Boundary

System Value: Knowledge Possession > Knowledge Sharing

CULTURAL SHIFT TO

Goal: Social Capital

Knowledge Transfer by:
Informal Mentoring

Workplace Structure: Less-Bureaucratic	Communication: Open Boundary

System Value: Knowledge Sharing > Knowledge Possession

Figure 2.1: Social Exchange Theory Model

The theoretical framework illustrates a shift from a hierarchical, bureaucratic system focused on human capital to a collaborative, open system centered on social capital. In primary schools, this transformation affects teacher invitations and parental

involvement through key factors: Knowledge Transfer, where formal mentoring follows a structured, regulated approach; Workplace Structure, where top-down decision-making limits organic parental engagement; Communication, where controlled knowledge sharing reduces teacher-parent collaboration; and System Value, which prioritizes expertise within schools over shared learning.

The shift from formal to informal engagement encourages teachers to personally invite parents, fostering greater collaboration and active participation in school activities. An open-boundary system empowers parents to express views, provide feedback, and contribute to decision-making. Stronger teacher-parent-student relationships enhance social capital, making education a shared responsibility. Ultimately, this shift from bureaucracy to collaboration strengthens parental involvement and school culture.

2.3   Empirical Literature Review

Empirical studies have extensively explored the role of transformational leadership in fostering parental involvement in education. Transformational leadership is recognized for its ability to inspire, motivate, and guide team members toward a shared vision, which includes strengthening collaboration between parents and teachers to support student success. Research indicates that transformational leaders prioritize open communication, trust, and shared responsibility, creating an environment conducive to parental engagement (Bass & Riggio, 2006). By articulating a compelling vision aligned with parental aspirations, these leaders encourage active participation in their children's education. Several studies highlight

that transformational leaders serve as role models through their commitment and enthusiasm for educational goals, inspiring parents to view their involvement as a meaningful contribution rather than a mere obligation (Avolio & Bass, 2004; Bryk & Schneider, 2002).

Moore (2019) examined the relationship between transformational leadership, teacher invitations, parental involvement, and student performance using a quantitative approach. Findings showed that schools implementing transformational leadership and parental involvement strategies achieved better outcomes. The study also revealed a positive correlation between transformational leadership practices and student performance. By empowering students and inviting teachers and parents into the educational process, a conducive learning environment is established, motivating students to take responsibility for their learning, ultimately improving academic performance.

Ates (2021) conducted a meta-analysis in Turkey on the relationship between parental involvement and academic achievement. The study found a significant correlation, with parental involvement positively impacting student performance. The relationship remained consistent across various subjects, school levels, and geographical areas. Ates emphasized the principal's role in facilitating parental involvement, as they establish school-parent relations, create opportunities, resolve conflicts, and mediate interactions.

Hickey & Zeegers (2020) investigated how school leaders and teachers promote parental involvement in Java, Indonesia. Using surveys from 2,151 parents and 90

teachers across 18 elementary schools, multilevel regression analyses revealed that transformational leadership had no significant direct effect on parental involvement. However, teacher invitations significantly influenced school-based parental involvement, including volunteering and participation in decision-making.

Liang (2020) explored school leadership practices in Java, Indonesia, using qualitative case studies, including interviews, document analysis, and observations. The study found that effective leadership practices encouraged parental involvement through clear expectations, decision-making opportunities, and improved communication. Factors such as resources, leadership approaches, and cultural influences affected parental participation.

Yulianti et al. (2019) examined transformational leadership in the Netherlands, finding that school leaders reinforced teachers' invitations for parental involvement. Leadership support positively influenced teachers' relationships with parents, increasing parental engagement in children's education.

Garbacz et al. (2018) studied parental involvement in U.S. middle schools, identifying long-term benefits for students. Findings indicated that parental engagement in sixth grade predicted increased positive peer affiliation. While the impact varied by student ethnicity, it did not differ by gender, demonstrating the social benefits of parental engagement in schools.

Mleckzo & Kington (2013) analyzed two U.K. schools with high proportions of disadvantaged students achieving better outcomes than similar schools. Successful

principals used two-way communication and incorporated parental input, fostering engagement. Principals significantly influenced school climate by either facilitating or restricting parental access to teachers (Barr & Saltmarsh, 2014; Mleczko & Kington, 2013). Australian studies highlighted that 82% of teachers identified parental engagement training as a crucial professional development need (Doecke et al., 2008).

Assefa & Sintayehu (2019) investigated parental involvement and academic achievement in Ethiopian middle primary schools using a correlational research design. Results indicated a significant positive relationship (r=0.64, p<0.01). High-achieving students had engaged parents, while low-performing students had minimal parental support. The study concluded that moderate parental involvement positively influenced student performance.

Echaune, Ndiku & Sang (2015) analyzed parental involvement in Kenyan primary schools using a descriptive survey. Results showed that female parents were more engaged in homework assistance than male parents. While homework support correlated positively with academic performance, the effect diminished when other variables were considered. The study emphasized the importance of parental engagement in student learning.

Simweleba & Serpell (2020) used a quasi-experimental design to assess parental involvement in Zambian rural schools. Post-test scores in Mathematics and Chitonga were significantly higher in intervention schools, with increased parent-child

interaction and resource use at home. The study concluded that empowering parents with knowledge and skills for involvement enhances student performance.

Seni & Onyango (2021) examined parental roles in academic performance in Tanzanian public primary schools using a mixed-methods approach. Findings indicated minimal parental communication with teachers, low involvement in school activities, and limited supervision of students' learning at home. However, parents participated in school decision-making. The study recommended training programs to educate parents on the importance of their involvement.

Masabo, Muchopa & Kuoth (2017) explored parental involvement in Tanzanian community primary schools, identifying challenges affecting participation. The authors recommended revitalizing parental sensitization through adult education and government-led initiatives to enhance parental engagement in academic matters. Schools should create environments that encourage active parental participation (Gagnon, 2018).

2.4 Knowledge Gap

Existing research demonstrates a positive relationship between parental involvement and student performance (Ates 2021; Garbacz et al., 2018; Masabo et al., 2017). However, limited studies explore transformational leadership and teacher invitations for parental involvement in primary schools. This study aims to investigate transformational leadership and the extent to which teachers actively invite parents to engage in their children's education in primary schools in Mbeya City.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodological procedures used in data collection relevant to the research objectives introduced in chapter one. The chapter is mostly concerned with the area of the study, research approach, research design, target population, sample and sampling techniques for the study, data collection methods, data analysis procedures, and research protocols.

3.2 Philosophical Paradigm

The study adopted a positivist philosophical paradigm because it emphasizes the belief that reality is objective and can be measured through observable and quantifiable data. This paradigm supports the use of systematic, empirical methods to test hypotheses and identify patterns, ensuring that research findings are reliable, consistent, and generalizable (Creswell, 2014). Positivism facilitates for the separation of the researcher from the study to maintain objectivity and minimize bias, which bring into line well with the structured, statistical nature of quantitative this research. By relying on Likert scale questionnaire tool, positivism enabled to quantify relationships between variables, providing clear, measurable evidence to support or disprove hypotheses (Bryman, 2012).

3.3 Research Approaches

The study employed a quantitative approach to systematically assess the influence of transformational leadership on parental involvement in primary schools. This

approach allows for the collection of objective and measurable data from a diverse range of respondents, including teachers, parents, and school leaders (Creswell, 2014). By using structured questionnaires and statistical analysis, the study ensured reliability, consistency, and generalizability of findings (Bryman, 2012).

A quantitative approach was particularly suitable for this research as it facilitated the identification of patterns, trends, and relationships between transformational leadership practices and teachers' invitations for parental engagement (Bass & Riggio, 2006). It enabled the study to quantify the extent to which school leaders influence parental involvement efforts, providing empirical evidence to support conclusions (Leithwood et al., 2008). Additionally, numerical data were useful for comparisons across different respondent groups, ensuring a comprehensive understanding of the factors affecting parental engagement in the learning process (Jeynes, 2016). Furthermore, the approach enhanced the study's objectivity and replicability, reducing bias while allowing for a structured inspection of how transformational leadership principles translate into practical school efforts (Avolio & Bass, 2004). By utilizing this method, the study effectively captured participants' perceptions and experiences, leading to pertinent conclusions and recommendations to inform policy and leadership practices in Tanzanian primary schools (UNESCO, 2014).

3.4 Research Design

This study employed descriptive research design. This design typically studies issues and behaviours that change over time, they usually develop new instruments or refine

existing one (Lodico et al, 2006). It is also known as statistical research; this describes phenomena as they exist. It is used to identify and obtain information on characteristic of a particular issue like community, group or people. In other words, we can say that this type of research describes social events, social structure and social situations. The observer observes and describe what did he find? Descriptive research answers the questions, what, who, where, how and when. It is used to study the current situation. It is widely used in the physical and natural science. But it is used more common in the social sciences, as in socioeconomic survey and job and activity analysis.

The purpose of a descriptive study is to provide a picture of a phenomenon as it naturally occurs (Gray, 2021). Descriptive research accurately portrays the characteristics of a particular group of a situation, person or event or shows how things are related to each other. Through questionnaires, parents' experiences, teachers and leaders on Parental Involvement and academic performances were obtained. The survey assisted the research in identifying challenges and coping strategies in relation to parental involvement and academic performance in primary schools.

3.5 Area of the Study

The study conducted in Mbeya City Council. This study area is purposefully selected for its suitability on conditions pertaining transformational leadership and involvement of parents. Transformational leaders and parental involvement are a relatively new concept in primary education sector; thus it is appropriate for region to

be part of the study and find a way to improve leadership in primary schools. Additionally, the researcher is the area resident who is so familiar with many issues related to the study such as the location of the sampled schools; this help to avoid an unnecessary cost of hiring a horst person as a guide.

3.6 Population and Sample Size

3.6.1 Population

The target population for this study consisted of all teachers, parents, and school leaders in primary schools within the study area. These groups were selected due to their direct involvement in the educational process and their potential influence on parental engagement. The study sought to gain a broad understanding of the perceptions and experiences of these key stakeholders regarding transformational leadership and its impact on parental involvement.

3.6.2 Sampling Techniques

For the selection of participants in this study, the sampling technique recommended by Cohen (2009) is stratified random sampling, which was deemed ideal for including teachers, parents, and education leaders. Stratified random sampling ensures that all relevant subgroups: teachers, parents, and education leaders were adequately represented in the sample, which is scientifically important as it guarantees that the findings were both accurate and generalizable across different groups within the population. In this approach, each group was treated as a separate stratum, with random samples selected from each one. The number of individuals selected from each stratum is proportional to their representation in the overall

population. Specifically, teachers were randomly chosen from a list of all teachers within the schools under study, while parents were selected from a database of families with children enrolled in these schools. Education leaders, including school administrators and policymakers, were selected using purposive sampling, as they were chosen based on their expertise and leadership roles within the educational system. This combination of stratified and purposive sampling minimizes selection bias, ensuring that each group's unique perspective is represented and enhancing the overall validity of the study's findings.

3.6.3 Sample Size

The sample for this study was selected to include 240 participants, chosen through a representative sampling method. The number of participants was pre-determined as per Krejcie& Morgan(1970) table of sample size determination. Kothari (2004) outlines how to calculate the sample proportion, especially when dealing with proportions in a population. If a population is divided into three strata (or more generally, into H strata), the sample size from each stratum is calculated using the following formula: $nh=(Nh/N)*n$

Where: nh = sample size for stratum ; Nh = total number of units in stratum ; N = total population size (i.e., sum of the units in all strata); and n= total sample size (sum of all the sample sizes from each stratum) To achieve this, the study employed a sampling strategy that ensured a diverse and representative selection of participants from the teacher, parent, and leadership groups.

Table 3.1: Sample Size Distribution

S/N	Category of respondents	Target sample size	Reached sample size	Percentage
1	Education leaders	43	4	1.67
2	Teachers	1912	174	72.50
3	Parents	680	62	25.83
Total		2635	240	100

Source: field data (2024)

The sample size distribution of 240 total respondents were calculated by using a principle of sample proportion

3.7 Data Collection Method

A questionnaire was used as the primary data collection tool, as it is an efficient method for gathering information from a large number of participants within a short time frame and with minimal effort. The questionnaire allowed the researcher to collect data on various topics from participants across different geographical areas. It also provided flexibility, with options for online surveys, personal interviews, or mailed questionnaires. The data collection process involved designing the questionnaire based on the research objectives, distributing it to the participants, and then analyzing the responses. The expected timeline for completing the questionnaire process was six weeks, accounting for the complexity of the questions and the availability and responsiveness of the participants.

3.8 Data Collection Tools

The data for this study were collected through questionnaires, which are a widely used tool in educational research. Information gathered from questionnaires typically

falls into two broad categories: facts and opinions. It is essential for the researcher to clearly distinguish between the two throughout the data collection process to ensure accurate analysis (Denscombe, 2007; Creswell, 2012). This study specifically utilized close-ended questionnaires, where respondents are provided with predefined answer choices.

Questionnaires were chosen as the primary data collection tool for this study due to their efficiency and practicality. They allow the researcher to ask a range of standardized questions quickly and conveniently, which is crucial for gathering data from a large sample. Additionally, the researcher can control the order and type of questions, ensuring consistency in the responses. This tool also offers the flexibility to cover multiple topics within the same survey, helping to gain insights into respondents' thoughts, opinions, and reactions to various issues related to the study (Creswell, 2012). Furthermore, questionnaires are a cost-effective data collection method, especially when compared to alternatives such as focus groups, which are often more time-consuming and expensive. The structured format of questionnaires allows for easy comparison and statistical analysis of the responses, making it an ideal tool for examining the influence of transformational leadership on parental involvement in Tanzanian primary schools (Creswell, 2012)

3.9 Data Analysis Procedure

Since quantitative data was gathered through questionnaires, the data were categorized and presented in graphical and tabular forms, then converted into frequencies and percentages. This process was done with the assistance of

descriptive and inferential statistical analyses, including multilevel regression analyses, which are used to analyze multiple levels of grouped or clustered data, such as data that is nested within higher-level groupings. This type of analysis allows for a more nuanced understanding of the influence of group characteristics or other factors on individual outcomes. A multilevel regression analysis is suitable for hierarchical data structures, which contain multiple levels of grouping that can be used to predict the outcome variable (Raudenbush & Bryk, 2002). To facilitate these analyses, SPSS version 20 was utilized, as it is a powerful and widely used statistical software that supports both descriptive and inferential analyses, providing the necessary tools for managing and analyzing complex datasets efficiently.

3.10 Validity and Reliability

Validity and reliability are crucial in ensuring the credibility of research findings. Validity refers to the extent to which the research instruments measure what they intend to measure (Creswell, 2014). In this study, validity was ensured through expert review of the questionnaire to align with research objectives, pilot testing to refine question clarity, and triangulation by comparing responses from different participant groups (students, teachers, parents, and leaders) (Cohen et al., 2018). Reliability ensures the consistency and stability of the research findings over time (Kothari, 2004). To enhance reliability, the study used standardized questionnaires with clear instructions, conducted a pilot study to assess internal consistency, and applied Cronbach's alpha to measure the reliability of the scale (Gray, 2021).

3.11 Ethical Considerations

Ethical concerns were addressed to ensure the study adhered to research integrity and

participant protection. Informed consent was obtained from all participants, ensuring they voluntarily engaged in the study (Scott & Usher, 2011). Participants were assured of confidentiality and anonymity, with their personal data securely stored and used strictly for research purposes (Denscombe, 2007). Ethical approval was sought from the relevant institutional review board to uphold research standards. Additionally, respondents had the right to withdraw at any stage without penalty, ensuring their autonomy (Raudenbush & Bryk, 2002).

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents a comprehensive analysis of the survey data by performing multivariate analysis to establish the relationships between variables. The analysis, interpretation and discussion of the findings were guided by the three research questions developed from the research-specific objectives. Generally, the study intended to:(i) examine the level of transformational leadership exhibited by school administrators in primary schools; (ii) assess the parents' response to teachers' invitations to be involved in their children's education in primary schools; and investigate how transformational leadership influences the frequency and nature of teachers' invitations for parental involvement in primary schools. Overall, this chapter combines rigorous statistical analysis with a detailed discussion to offer a comprehensive examination of the relationships between the variables.

4.2   Data Cleaning

Before descriptive and multivariate analysis, data cleaning and test of normality were conducted to ensure that there is no outlier to influence the analysis process as well as ensuring the nature of data distribution for regression analysis decision.

4.2.1   Test of existing Data Outliers

The Mahalanobis distance analysis identified 13 cases with outliers. These outlier cases were removed from the dataset to prevent them from affecting subsequent statistical and regression analyses. Figure 4.1 presents the findings on unstandardized

predicted values regressed with school-based management components of transformational leadership.
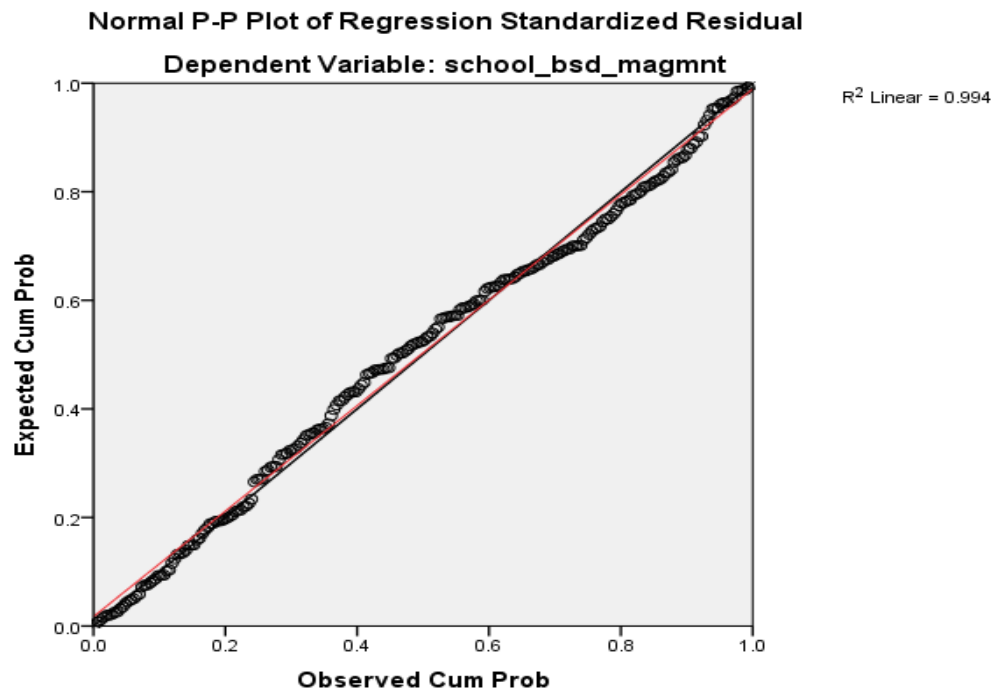
Source: Filed Data, 2024

The figure 4.1 reveals that there was no linearity in fitting the model. Those cases with Mahalanobis statistic from 17 and above were deleted leading reduction of cases from 240 to 127 valid cases for further analysis.

4.2.2 Test of Normality

In this study, the normality of several variables related to parental involvement and school management (e.g.Parental Collaboration, Parental Participation, Parents-Teacher Communication, Work Commitment, etc.) was tested using two statistical methods: the Kolmogorov-Smirnov (K-S) test and the Shapiro-Wilk (S-W) test.

These tests help determine whether the data follows a normal distribution, which is a key assumption for many parametric statistical analyses. The results presented include significance values for both tests, with a Lilliefors significance correction applied in the Kolmogorov-Smirnov test as in Table 4.2. The Kolmogorov-Smirnov test was chosen because the sample size was relatively large comprising 227 respondents.

Table 4.1: Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Parental Collaboration	.080	227	.001	.988	227	.062
Parental Participation	.063	227	.029	.991	227	.183
Parents-teacher Communication	.081	227	.001	.985	227	.017
Work commitment	.102	227	.000	.984	227	.012
Parental involvement	.101	227	.000	.980	227	.003
Parental-admin-shared decision	.076	227	.003	.989	227	.074
Parental-admin-commitment	.112	227	.000	.968	227	.000
Parental guidance	.116	227	.000	.978	227	.002
School- based-management	.079	227	.002	.988	227	.046

a. Lilliefors Significance Correction

Source: Field Data, 2024

In Table 4.2, Kolmogorov-Smirnov (K-S) Test results show that all variables except for Parental Participation (p = .029) and Parental Admin Shared Decision (p = .003) have p-values below the .05 significance level. This indicates that the null hypothesis of normality is rejected for most variables, suggesting that the data is not normally distributed. The results from the K-S tests suggest that many variables deviate from a normal distribution. Given the presence of non-normality for most variables transformations of data were necessary for multivariate analysis.

4.3   Demographic Variables Analysis

4.3.1   Age of Respondents

Descriptive statistics were conducted on the age of respondents and the findings are summarised in Table 4.1.

Table 4.2: Description of Age of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
	20-30	77	33.9	33.9	33.9
	30-40	47	20.7	20.7	54.6
Valid	40-50	66	29.1	29.1	83.7
	50-60	35	15.4	15.4	99.1
	99.0	2	.9	.9	100.0
	Total	227	100.0	100.0	

Source: Field Data, 2024

Table 4.1 shows that the majority of respondents 81 (33.9%) were of below 30 years and about 124 (56.4%) were below 40 years of age. The findings indicate that the majority of respondents were in the active youth and young adult category which is the active age to participate in parenting roles. The findings are informative because respondents who took part in the study were relevant to contributing to the experience of parenting and leadership issues at school.

4.4 Likert Scales Dimension Reduction

A questionnaire tool with a Likert scale with 82 items categorized into three areas covering transformational leadership, teachers' invitation and parental involvement. Dimension reduction was performed by using factor analysis techniques. Performing factor analysis on Likert scale items in a study of instructional leadership

in primary schools was valuable for several reasons including; (i) identifying underlying Constructs. Instructional leadership involves various dimensions (e.g., setting goals, providing feedback, collaborating with parents, and managing curriculum, and factor analysis can group related items to identify these core aspects; (ii) Reducing Dimensionality: Likert scales often contain many items that may overlap in what they measure. Factor analysis simplifies the data by reducing the number of variables, helping to focus on the main factors that explain the variance in leadership behaviours.

This streamlines the analysis without losing important information; (iii) Improving Measurement Accuracy: It ensures that the Likert scale items are measuring distinct constructs rather than being redundant or irrelevant. This improves the validity and reliability of the survey instrument, ensuring that the results accurately reflect the dimensions of instructional leadership being studied; (iv) Optimizing Interpretation: By identifying core factors, it becomes easier to interpret the results. Instead of analyzing each Likert item individually, researchers can focus on broader categories or dimensions of instructional leadership, making the findings more practical and meaningful for stakeholders like school administrators or policymakers; and (v) Handling Multicollinearity: Factor analysis reduces the issue of multicollinearity by grouping items that are correlated with each other into factors. This is particularly helpful for regression analysis, as multicollinearity can distort the regression estimates if individual Likert items are highly correlated.

Dimension Reduction Involving Factor Analysis (Principal Component Analysis) as reported in Figure 4.2.
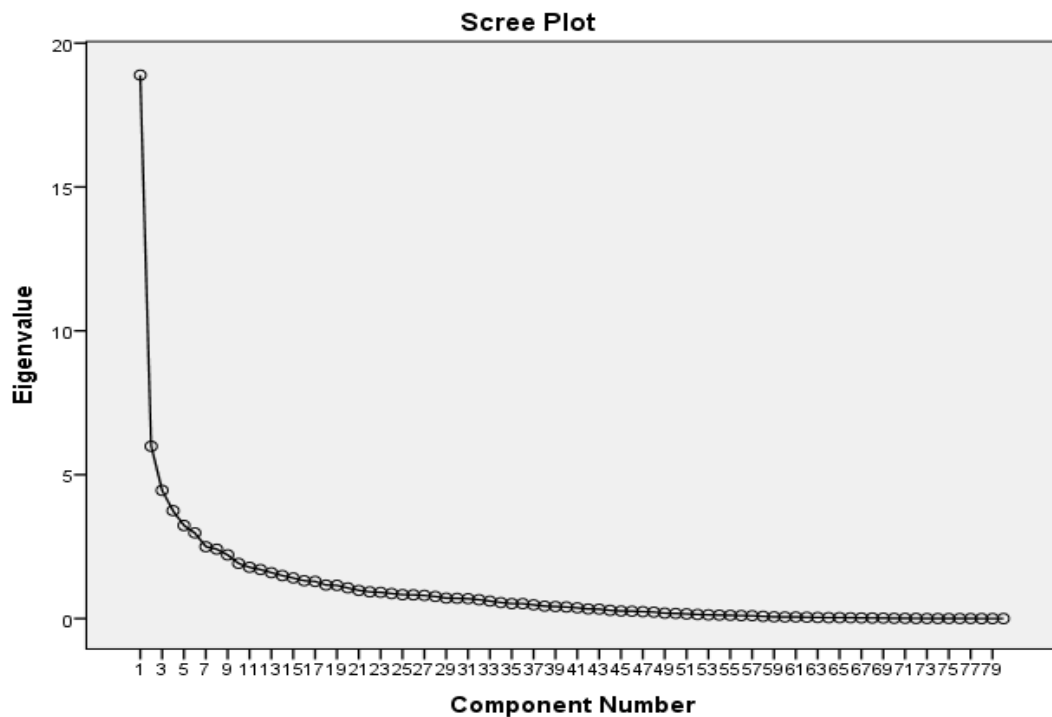
Source: Field Data, 2024

Figure 4.2 shows that nine factors with associated loading of more than one. Eight values were developed with the first few components (1-3) explain most of the variance. Components beyond 9 are quite low (close to or below 1), suggesting that these components do not explain much variance. Based on the scree plot, it was reasonable to retain the first nine (9) components for further analysis, as these explain most of the variance. Components beyond this point likely represent less significant variance in the data (Appendix II). Nine components or factors developed were collaboration between parents, teachers and school administration; Parent

participation in Childs' education; Proper communication and action to improve students' education; Teacher commitment to help parents track students' learning; and Parental involvement on students' education. Others include school parents shared decision making; administrative commitment to improving education; parents' guidance on role modelling and school-based management modelling.

4.5   Findings on Specific Objectives

This section presents findings with respect to specific objectives transformed into research questions. Data were collected to respond to three research questions regarding the level of transformational leadership exhibited by heads of primary schools Tanzanian.

4.5.1 Research question 1: What is the Level of Transformational Leadership Exhibited by School Administrators in Primary Schools?

The question inquired from respondents their attitudes on the perceived levels of transformation leadership employed by head teachers in primary school. Multivariate analysis was performed to test the levels of transformation leadership and results were summarized as in Table 4.3.

Table 4.3: Multivariate Test on Levels of Transformational Leadership in Primary Schools

		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Power[c]
Multivariate Tests[a]									
Intercept	Pillai's Trace	0.32	25.521b	4	217	0.000	0.32	102.08	1.00
	Wilks' Lambda	0.68	25.521b	4	217	0.000	0.32	102.08	1.00
	Hotelling's Trace	0.47	25.521b	4	217	0.000	0.32	102.08	1.00
	Roy's Largest Root	0.47	25.521b	4	217	0.000	0.32	102.08	1.00
Parental Collaboration	Pillai's Trace	0.73	148.902b	4	217	0.000	0.73	595.61	1.00
	Wilks' Lambda	0.27	148.902b	4	217	0.000	0.73	595.61	1.00
	Hotelling's Trace	2.75	148.902b	4	217	0.000	0.73	595.61	1.00
	Roy's Largest Root	2.75	148.902b	4	217	0.000	0.73	595.61	1.00
Parental Participation	Pillai's Trace	0.06	3.599b	4	217	0.007	0.06	14.40	0.87
	Wilks' Lambda	0.94	3.599b	4	217	0.007	0.06	14.40	0.87
	Hotelling's Trace	0.07	3.599b	4	217	0.007	0.06	14.40	0.87
	Roy's Largest Root	0.07	3.599b	4	217	0.007	0.06	14.40	0.87
Parents-teacher Communication	Pillai's Trace	0.25	17.951b	4	217	0.000	0.25	71.81	1.00
	Wilks' Lambda	0.75	17.951b	4	217	0.000	0.25	71.81	1.00
	Hotelling's Trace	0.33	17.951b	4	217	0.000	0.25	71.81	1.00
	Roy's Largest Root	0.33	17.951b	4	217	0.000	0.25	71.81	1.00
Work commitment	Pillai's Trace	0.05	2.710b	4	217	0.031	0.05	10.84	0.75
	Wilks' Lambda	0.95	2.710b	4	217	0.031	0.05	10.84	0.75
	Hotelling's Trace	0.05	2.710b	4	217	0.031	0.05	10.84	0.75
	Roy's Largest Root	0.05	2.710b	4	217	0.031	0.05	10.84	0.75
Parental involvement	Pillai's Trace	0.08	4.386b	4	217	0.002	0.08	17.55	0.93
	Wilks' Lambda	0.93	4.386b	4	217	0.002	0.08	17.55	0.93
	Hotelling's Trace	0.08	4.386b	4	217	0.002	0.08	17.55	0.93
	Roy's Largest Root	0.08	4.386b	4	217	0.002	0.08	17.55	0.93
Parental guidance	Pillai's Trace	0.08	4.542b	4	217	0.002	0.08	18.17	0.94
	Wilks' Lambda	0.92	4.542b	4	217	0.002	0.08	18.17	0.94
	Hotelling's Trace	0.08	4.542b	4	217	0.002	0.08	18.17	0.94
	Roy's Largest Root	0.08	4.542b	4	217	0.002	0.08	18.17	0.94

a Design: Intercept + ParentalCollaboration + ParentalParticipation + Parents_teacherCommunication + Work_commitment + Parental_involvmnt + Parental_guidance

b Exact statistic

c Computed using alpha = .05

Source: Filed Data, 2024

Table 4.3 presents results of Multivariate Analysis of Variance (MANOVA) on investigating levels of various factors contributing to transformational leadership among primary school administrators. The goal was to assess how these leadership traits influence school leadership outcomes. Test results presented in the Table reveals that multivariate tests used various criteria (Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root) to assess the significance of the

independent variables, including Parental Collaboration, Parental Participation, Parents-teacher Communication, Work Commitment, Parental Involvement, and Parental Guidance on transformational leadership. The Pillai's Trace test statistic was adopted because it enables to test measures of the variance in the dependent variables that can be explained by the independent variables. Table 4.3 reveals the following regarding association between dependent and independent variables:

(a)   Intercept: Across all test statistics, the F-value is 25.521, and the significance is $p < .001$. This implies a significant overall intercept effect, meaning that the model is significantly explaining variations in transformational leadership. The Partial Eta Squared ($\eta^2 = .320$) indicates that 32% of the variance in transformational leadership is explained by the factors under investigation. The observed power of 1.000 reflects the model's strong ability to detect an effect.

(b)   Parental Collaboration: The test statistics (e.g., Pillai's Trace = .733, F = 148.902, $p < .001$, $\eta^2 = .733$) indicate that Parental Collaboration significantly contributes to transformational leadership. The Partial Eta Squared suggests that approximately 73.3% of the variance in leadership outcomes can be attributed to parental collaboration. This high level of influence underscores the importance of parents collaborating with school administrators in fostering transformational leadership.

(c)   Parental Participation: The results are significant but smaller compared to Parental Collaboration (Pillai's Trace = .062, F = 3.599, $p = .007$, $\eta^2 = .062$). This

suggests that 6.2% of the variance in leadership can be explained by parental participation, implying a moderate contribution of parental involvement in school leadership decisions and activities.

(d)   Parents-teacher Communication: Shows a significant effect (Pillai's Trace = .249, F = 17.951, p < .001, η^2 = .249), indicating that communication between parents and teachers explains 24.9% of the variance in leadership outcomes. Effective communication between parents and teachers can enhance the support teachers receive, contributing to more effective leadership practices.

(e)   Work Commitment: Results shows a smaller but still significant effect (Pillai's Trace = .048, F = 2.710, p = .031, η^2 = .048), explaining 4.8% of the variance. This suggests that administrators' dedication and commitment to their role have a small but meaningful impact on transformational leadership practices.

(f)   Parental Involvement: Has a significant effect on leadership (Pillai's Trace = .075, F = 4.386, p = .002, η^2 = .075), explaining 7.5% of the variance. This highlights that engaging parents in school activities and decision-making processes supports transformational leadership, although the effect is moderate.

(g)   Parental Guidance: Result shows a significant impact (Pillai's Trace = .077, F = 4.542, p = .002, η^2 = .077), contributing 7.7% to the variance in leadership. This suggests that guidance and support from parents play a role in fostering effective leadership among school administrators.

The results of this MANOVA in Table 4.3 indicate that various aspects of parental involvement and collaboration are key contributors to transformational leadership exhibited by school administrators in primary schools. Specifically, parental Collaboration is the most significant factor, explaining a large proportion of the variance in transformational leadership. This finding aligns with research suggesting that schools with strong parental partnerships are more likely to exhibit high levels of leadership effectiveness (Leithwood & Jantzi, 2006).

Parents-teacher Communication also has a notable influence, highlighting the importance of strong communication channels between the home and school in developing effective leadership practices. Research shows that robust communication channels between home and school positively impact leadership practices within the educational environment. Strong communication allows parents and teachers to work together towards shared goals for the students, leading to a more unified approach to leadership and decision-making. The findings suggest that such communication enhances the development of leadership strategies and outcomes by aligning the expectations and actions of both parties (Epstein, 2010).

Furthermore, parental Participation and Parental Involvement contribute moderately to leadership outcomes, suggesting that while these factors are important, they may not have as strong an influence as collaboration and communication. The findings are supported by Jeynes (2011) revealing that leadership is more effective when parents are not just involved but when their engagement is part of a continuous dialogue with teachers and administrators.

Finally, although work commitment remains a significant factor, it explains a smaller portion of the variance in leadership outcomes. This indicates that dedication alone is insufficient to foster transformational leadership. Effective leadership seems to require a balanced approach where administrators' work commitment is complemented by strong collaboration and open communication with parents and teachers. This suggests that leadership in educational settings is more relational than individualistic, necessitating a community-centred approach to problem-solving and leadership (Leithwood & Jantzi, 2006).

The findings in objective one informs that there are different levels of transformational leadership in primary school with notable implications that schools could benefit from fostering more robust parental collaboration and communication frameworks, as these have been shown to significantly influence leadership outcomes. Levels of transformational leadership exhibited by school administrators are strongly influenced by parental collaboration, communication, and involvement. These findings reinforce the importance of a collaborative school community where parents and educators work together to achieve shared goals.

4.5.2 Research question 2: How do Parents Respond to Teachers' Invitations to participate in their Children's Education in Primary Schools?

The question aimed to measure the attitudes of respondents on parents' responses to teachers' invitations to be involved in their children's education in primary schools. A multivariate test was conducted to ascertain the parameter estimates on variables. Table 4.4report the impact of various factors on how parents respond to teachers'

invitations to participate in their children's education in primary schools. The data includes parameter estimates for multiple dependent variables related to parental involvement, collaboration, communication, and various aspects of administrative support. Each variable is assessed with its corresponding regression coefficients, significance levels, and effect sizes, providing insights into the factors influencing parental engagement.

Table 4.4 Parameter Estimates on Dependent and Independent Variables

Dependent Variable	Parameter	B	Std. Error	t	Sig.	Confidence Interval Lower Bound	Confidence Interval Upper Bound	Partial Eta Squared	Noncent. Parameter	Observed Power[a]
Parental_admin_shared decision	Intercept	2.291	0.231	9.898	0	1.834	2.747	0.308	9.9	1.000
	ParentalCollaboration	0.247	0.062	3.991	0	0.125	0.369	0.068	3.99	0.978
	ParentalParticipation	-0.12	0.078	-1.58	0.1	-0.276	0.03	0.011	1.58	0.349
	Parents_teacherCommunication	0.135	0.092	1.475	0.1	-0.045	0.316	0.01	1.48	0.312
	Work_commitment	-0.39	0.131	-2.95	0	-0.643	-0.13	0.038	2.95	0.837
	Parental_involvmnt	0.486	0.12	4.04	0	0.249	0.723	0.069	4.04	0.980
	Parental_guidance	-0.01	0.063	-0.09	0.9	-0.129	0.118	0	0.09	0.051
Parental_admin_commitment	Intercept	0.077	0.17	0.452	0.7	-0.258	0.411	0.001	0.45	0.073
	ParentalCollaboration	0.952	0.045	20.98	0	0.863	1.041	0.667	21	1.000
	ParentalParticipation	-0.16	0.057	-2.85	0	-0.274	-0.05	0.036	2.85	0.809
	Parents_teacherCommunication	-0.1	0.067	-1.48	0.1	-0.232	0.033	0.01	1.48	0.313
	Work_commitment	0.071	0.096	0.737	0.5	-0.118	0.259	0.002	0.74	0.114
	Parental_involvmnt	0.032	0.088	0.358	0.7	-0.142	0.206	0.001	0.36	0.065
	Parental_guidance	0.196	0.046	4.25	0	0.105	0.286	0.076	4.25	0.988
school_bsd_magmnt	Intercept	0.15	0.16	0.936	0.4	-0.166	0.466	0.004	0.94	0.154
	ParentalCollaboration	0.411	0.043	9.58	0	0.327	0.496	0.294	9.58	1.000
	ParentalParticipation	0.134	0.054	2.485	0	0.028	0.24	0.027	2.49	0.696
	Parents_teacherCommunication	0.513	0.064	8.068	0	0.388	0.639	0.228	8.07	1.000
	Work_commitment	-0.01	0.091	-0.13	0.9	-0.19	0.167	0	0.13	0.052
	Parental_involvmnt	-0.08	0.083	-0.94	0.3	-0.243	0.086	0.004	0.94	0.155
	Parental_guidance	-0.01	0.044	-0.29	0.8	-0.098	0.073	0	0.29	0.059

a Computed using alpha = .05

Source: Field Data, 2024

Table 4.4 shows tests of between-subjects effects for three dependent variables related to parental involvement in primary schools. The three key dependent variables analyzed are Parental-Admin Shared Decision, Parental-Admin Commitment, and School-based management (BSD). The findings suggest several important dynamics in the relationship between parental involvement and school management. Firstly, the positive coefficient for Parental Collaboration and Parental Involvement demonstrates that when parents are more engaged in collaborating with schools and involved in school matters, the level of shared decision-making between parents and school administrators improves. This points to the value of active parental roles in shaping school policies and contributing to decisions that affect the educational environment.

However, the analysis reveals that work commitment hurts parental engagement. This indicates that parents with higher work obligations may struggle to participate fully in school activities, which could limit their involvement in educational decision-making processes. This finding is consistent with research that highlights how work-life balance issues often reduce parental engagement in their children's education (Bakker et al., 2021).

On the other hand, in terms of Parental Admin Commitment, the study emphasizes the critical role of Parental Collaboration in driving stronger parental commitment to school initiatives. The high significance of this factor suggests that when schools foster collaborative environments, parents are more likely to commit to the school's administrative and educational goals, which aligns with studies showing that

collaborative school environments enhance parental buy-in (Hornby & Blackwell, 2018).

Conversely, the negative effect of Parental Participation points toward challenges that parents face in actively engaging in day-to-day educational activities. This may reflect personal commitments or emotional barriers that limit their participation, such as time constraints, feelings of inadequacy, or lack of understanding about how to contribute effectively (Smith & Wohlstetter, 2019).

Finally, regarding School-Based Management, the findings highlight that Parental Collaboration and parent-teacher communication have a positive impact on the effectiveness of school governance. This indicates that when there is strong communication and collaboration between parents and teachers, school management tends to be more effective, leading to better educational outcomes. This finding underscores the importance of maintaining open, consistent lines of communication with parents to ensure that school policies and practices are responsive to the needs of the community (Leithwood & Jantzi, 2009). Regarding the Effect Sizes and Power Analysis, the findings in Table 4.4 further indicate that Partial Eta Squared values range from .001 to .667, indicating a medium to large effect of Parental Collaboration on all measures. Moreover, the Observed Power is high for significant predictors, showing confidence in the results obtained from the sample size.

The findings therefore inform the significant role that Parental Collaboration plays in enhancing parental responses to teachers' invitations to participate in their children's

education. The positive association indicates that when schools actively engage parents through collaboration, they are more likely to respond positively and take part in school activities. Conversely, variables such as Work Commitment and Parental Participation highlight barriers to engagement. For instance, parents with higher work commitments may find it challenging to engage actively in school-related activities, indicating a need for schools to develop strategies that accommodate the time constraints of working parents.

Furthermore, the negative effects on parent-teacher communication suggest that enhancing communication strategies may lead to better engagement, particularly in terms of improving parents' perception of their involvement and the school's administrative processes. This analysis emphasizes the importance of Parental Collaboration and Communication in increasing parental responses to educational invitations in primary schools. Efforts to enhance these areas may lead to improved parental engagement and, consequently, better educational outcomes for students. Schools must address barriers such as work commitments and focus on effective communication strategies to foster stronger relationships with parents.

4.5.3 Research question 3: How does Transformational Leadership Affect Teachers' Strategies for Encouraging Parental Involvement in Primary Schools?

Data collected to answer this question intended to measure attitudes of respondentsregarding how transformational leadership influences the frequency and nature of teachers' invitations for parental involvement in primary schools.

Multivariate and correlation analysis study investigates the influence of transformational leadership on teachers' strategies for encouraging parental involvement in primary schools. This inquiry is essential, as parental involvement is crucial for student success and school improvement (Fan & Chen, 2001).

4.5.3.1 Multivariate Test Between-Subject Effects

Multivariate analysis was conducted on transformed Likert scale items to test between-subject effects as reported in Table 4.5. The data includes parameter estimates from a regression analysis examining the relationship between transformational leadership behaviors exhibited by school administrators and various dimensions of parental involvement, including Parental Collaboration, Parental Participation, Parents-Teacher Communication, Work Commitment, Parental Involvement, and Parental Guidance.

Tests of Between-Subjects Effects									
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Noncent. Parameter	Observed Powere
Corrected Model	Age of the respondendt	256.179ᵃ	6	42.70	0.51	0.803	0.01	3.04	0.2
	Parental_admin_shareddecision	7.052b	6	1.18	8.95	0.000	0.20	53.69	1.0
	Parental_admin_commitment	67.564c	6	11.26	159.40	0.000	0.81	956.37	1.0
	school_bsd_magmnt	38.312d	6	6.39	101.09	0.000	0.73	606.52	1.0
Intercept	Age of the respondendt	2.341	1	2.34	0.03	0.868	0.00	0.03	0.1
	Parental_admin_shareddecision	12.867	1	12.87	97.96	0.000	0.31	97.96	1.0
	Parental_admin_commitment	0.014	1	0.01	0.20	0.652	0.00	0.20	0.1
	school_bsd_magmnt	0.055	1	0.06	0.88	0.350	0.00	0.88	0.2
ParentalCollaboration	Age of the respondendt	80.892	1	80.89	0.96	0.329	0.00	0.96	0.2
	Parental_admin_shareddecision	2.092	1	2.09	15.93	0.000	0.07	15.93	1.0
	Parental_admin_commitment	31.089	1	31.09	440.07	0.000	0.67	440.07	1.0
	school_bsd_magmnt	5.797	1	5.80	91.78	0.000	0.29	91.78	1.0
ParentalParticipation	Age of the respondendt	17.736	1	17.74	0.21	0.647	0.00	0.21	0.1
	Parental_admin_shareddecision	0.327	1	0.33	2.49	0.116	0.01	2.49	0.3
	Parental_admin_commitment	0.573	1	0.57	8.11	0.005	0.04	8.11	0.8
	school_bsd_magmnt	0.39	1	0.39	6.17	0.014	0.03	6.17	0.7
Parents_teacherCommunication	Age of the respondendt	43.875	1	43.88	0.52	0.472	0.00	0.52	0.1
	Parental_admin_shareddecision	0.286	1	0.29	2.18	0.142	0.01	2.18	0.3
	Parental_admin_commitment	0.154	1	0.15	2.19	0.141	0.01	2.19	0.3
	school_bsd_magmnt	4.112	1	4.11	65.10	0.000	0.23	65.10	1.0
Work_commitment	Age of the respondendt	57.644	1	57.64	0.68	0.409	0.00	0.68	0.1
	Parental_admin_shareddecision	1.146	1	1.15	8.72	0.003	0.04	8.72	0.8
	Parental_admin_commitment	0.038	1	0.04	0.54	0.462	0.00	0.54	0.1
	school_bsd_magmnt	0.001	1	0.00	0.02	0.896	0.00	0.02	0.1
Parental_involvmnt	Age of the respondendt	41.612	1	41.61	0.49	0.483	0.00	0.49	0.1
	Parental_admin_shareddecision	2.143	1	2.14	16.32	0.000	0.07	16.32	1.0
	Parental_admin_commitment	0.009	1	0.01	0.13	0.720	0.00	0.13	0.1
	school_bsd_magmnt	0.056	1	0.06	0.88	0.349	0.00	0.88	0.2
Parental_guidance	Age of the respondendt	10.565	1	10.57	0.13	0.724	0.00	0.13	0.1
	Parental_admin_shareddecision	0.001	1	0.00	0.01	0.930	0.00	0.01	0.1
	Parental_admin_commitment	1.276	1	1.28	18.07	0.000	0.08	18.07	1.0
	school_bsd_magmnt	0.005	1	0.01	0.08	0.775	0.00	0.08	0.1

a R Squared = .014 (Adjusted R Squared = -.013)
b R Squared = .196 (Adjusted R Squared = .174)
c R Squared = .813 (Adjusted R Squared = .808)
d R Squared = .734 (Adjusted R Squared = .727)
e Computed using alpha = .05

Source: Field data, 2024

Table 4.5 reveals the following on between-subject effects of the dependent and independent variables:

i. Intercept Values: The intercept values for the Parental Admin Shared Decision parameter show a significant positive effect (B = 2.291, p < .001), indicating a

baseline level of commitment to shared decision-making in parental involvement strategies.

ii. Parental Collaboration: Significant positive effect (B = 1.536, p = .004) indicates that transformational leadership positively affects teachers' collaboration with parents. The substantial partial eta squared (η^2 = .979) suggests that the variance explained is very high, indicating a strong relationship.

iii. Parental Participation: A positive but non-significant effect (B = 0.902, p = .647) reflects a lack of statistical significance. This may indicate that while leadership may influence participation, other factors may also play a role.

iv. Parents-Teacher Communication: The negative effect (B = -1.677, p = .472) suggests a lack of significant influence from transformational leadership on communication strategies between parents and teachers.

v. Work Commitment: The positive effect (B = 2.737, p = .003) indicates that transformational leadership positively influences teachers' commitment to their work, which could indirectly affect their engagement with parents.

vi. Parental Involvement: The negative effect (B = -2.142, p = .483) suggests that transformational leadership may not significantly affect strategies aimed at increasing parental involvement.

vii. Parental Guidance: The effect is non-significant (B = -0.563, p = .724), indicating a weak relationship with transformational leadership.

viii. Parental Admin Commitment: The significant positive effect (B = 0.952, p < .001) reflects strong leadership impact on strategies promoting parental collaboration, indicating that administrators' commitment is pivotal for encouraging active parental involvement.

ix. School-Based Management: Significant positive effects (B = 0.411, p < .001 for collaboration; B = 0.513, p < .001 for communication) suggest that school-based management approaches positively influence parental collaboration and communication, revealing the importance of structured leadership practices in fostering parental involvement.

The findings reveal that a significance level of p < .05 indicates that the associated predictors are statistically significant. Here, Parental Admin Shared Decision, Parental Collaboration, and School-Based Management components reveal significant relationships with teachers' strategies for encouraging parental involvement. Furthermore, the Partial Eta Squared (η²) statistic indicates the effect size of the predictors. Values closer to 1 (such as for Parental Collaboration) suggest strong practical significance, while values closer to 0 (as seen in other predictors) indicate weaker associations.

The above findings are supported by a study conducted by Leithwood and Jantzi (2005) who note that transformational leadership styles, which focus on collaboration and shared goals, are effective in promoting a positive school climate and enhancing parental participation in school-related activities. Other studies supporting the findings include Gamage (2006) who highlights the role of school-based management in empowering parents to participate more effectively in decision-making processes; Day et al. (2016), suggest that the effectiveness of such leadership in increasing parental involvement can depend on contextual factors, including socio-economic status or cultural expectations surrounding parental roles in education. This

introduces the idea of a straightforward relationship between leadership components and parental involvement strategies, suggesting that factors outside of leadership style, such as school context. But in contrast, Harris and Chapman (2004) challenge the assumption that shared decision-making alone can substantially boost parental involvement. They argue that while shared decision-making is important, it does not always lead to practical involvement unless combined with other resources and support systems, such as teacher outreach or community-based programs.

The findings illustrate a complex relationship between transformational leadership and strategies for encouraging parental involvement. Transformational leadership practices, particularly those focused on shared decision-making and collaboration, are associated with increased teacher engagement with parents. However, the findings highlight areas where the impact may not be as robust, particularly concerning direct parental participation and communication strategies. The findings underscore the importance of transformational leadership in fostering parental involvement in primary schools. While some dimensions of leadership show strong positive effects, others reveal areas needing further exploration and improvement. By continuing to focus on leadership development and supportive structures, schools can create an environment that encourages greater parental involvement, ultimately benefiting students' educational experiences.

4.5.3.2 Correlational Analysis

The research question, "How do parents respond to teachers' invitations to participate in their children's education in primary schools?" seeks to understand the

dynamics of parental engagement in educational activities. The data presented in a Spearman's rank correlation matrix provides insights into the relationships between various dimensions of parental involvement, communication, and commitment in the educational context. The variables included are Parental Collaboration, Parental Participation, Parents-Teacher Communication, Work Commitment, Parental Involvement, Parental Admin Shared Decision, Parental Admin Commitment, Parental Guidance, and School-Based Management. Findings were summarized as reported in Table 4.6.

Test	variable	ParentalCollaboration	ParentalParticipation	Parents_teacherCommunication	Work_commitment	Parental_involvmnt	Parental_admin_shareddecision	Parental_admin_commitment	Parental_guidance	school_bsd_magmnt
Spearman's rho	ParentalCollaboration	1								
	ParentalParticipation	.715**	1							
	Parents_teacherCommunication	.558**	.558**	1						
	Work_commitment	.515**	.482**	.695**	1					
	Parental_involvmnt	.453**	.468**	.670**	.884**	1				
	Parental_admin_shareddecision	.362**	.234**	.315**	.294**	.360**	1			
	Parental_admin_commitment	.881**	.648**	.525**	.469**	.428**	.365**	1		
	Parental_guidance	.597**	.706**	.548**	.327**	.363**	.214**	.628**	1	
	school_bsd_magmnt	.765**	.663**	.695**	.539**	.487**	.265**	.681**	.584**	1

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

Source: Field Data, 2024

As revealed in Table 4.6, the correlation matrix shows Spearman's rho values, indicating the strength and direction of associations among the variables. The

correlation coefficients range from zero (0) to one (1), where values closer to one indicate a strong positive correlation. The findings show that the highest correlation is between Parental Collaboration and Parental Admin Commitment (r = 0.881), suggesting that as collaboration increases, so does parental commitment to school administration. This reflects a strong partnership dynamic, indicating that parents who actively collaborate with teachers are likely to be more committed to administrative processes.

Furthermore, the relationship between Parental Participation and Parental Guidance (r = 0.706) indicates that parents who actively participate in their children's education also tend to provide more guidance, highlighting the importance of parents' involvement in educational settings. Moreover, the findings show existing moderate Correlations between Parental Involvement with various dimensions, notably Work Commitment (r = 0.695) and Parents-Teacher Communication (r = 0.670). This suggests that parental involvement is closely linked to their commitment and the effectiveness of communication between parents and teachers. The correlations between School-Based Management and other variables, especially Parental Collaboration (r = 0.765) and Parental Participation (r = 0.663), indicate that effective school management practices encourage parental engagement. Schools that foster a collaborative environment are more likely to see increased parental participation and commitment. However, the findings indicate that there is a weak correlation between parental-admin shared decision (r =0.234) and parental participation, parental-admin shared decision (r =0.294) work commitment and parental-admin shared decision (r =0.214) parental guidance.

The findings suggest that parents who respond positively to teachers' invitations to participate in their children's education also tend to engage more deeply in school activities and support school management. This relationship highlights the reciprocal nature of parental engagement, where active participation leads to further involvement and collaboration (Harris & Goodall, 2008). The strong relationships found in the data imply that schools should focus on creating avenues for parental collaboration and participation. Initiatives that encourage parent-teacher communication can enhance relationships and foster a sense of community within the school, leading to improved educational outcomes for children. While the data show positive correlations, it is essential to recognize barriers that may affect parental engagement, such as time constraints, cultural differences, and perceived school climate.

Addressing these barriers through targeted programs and support systems can enhance parental involvement in primary education (Hill & Tyson, 2009). The analysis of Spearman's correlation matrix reveals significant relationships among the various dimensions of parental involvement, highlighting the importance of collaboration, communication, and commitment in responding to teachers' invitations for participation. The findings underscore the need for schools to foster an inclusive environment that encourages active parental involvement in their children's education.

CHAPTER FIVE

SUMMARY, CONCLUSIONSAND RECOMMENDATIONS

5.1 Introduction

This is the final chapter, which represents the key conclusion, implications of the main issues and recommendations. This study examined the position of transformational leadership for parental involvement and teachers' invitations with parental involvement practices in primary schools in Tanzania. The research aimed to explore how parents respond to teachers' invitations to participate in their children's education in primary schools. The findings indicate that parental collaboration plays a crucial role in enhancing parental responses to such invitations. When schools actively engage parents through collaboration, they are more likely to respond positively and participate in school activities. Multivariate tests revealed that variables like Parental Collaboration, Parental Admin Commitment, and School-Based Management significantly influence parental engagement.

For example, Parental Admin Shared Decision was positively associated with higher levels of collaboration and involvement, suggesting that these factors lead to increased shared decision-making between parents and school administrators. However, Work Commitment had a negative effect, highlighting that parents with high work obligations may find it challenging to engage actively in school activities. Furthermore, Parental Admin Commitment was strongly influenced by collaboration, reinforcing its critical role in fostering parental dedication to school initiatives. Effective communication between parents and teachers was also found to be a key driver of school-based management effectiveness, indicating that strong

communication can enhance governance and improve educational outcomes. Effect size and power analysis confirmed these findings, showing a medium to large effect of Parental Collaboration across all measures, and high observed power for significant predictors. Additionally, the study found a significant relationship between transformational leadership and various aspects of parental involvement. Transformational leadership behaviors, especially those focused on shared decision-making and collaboration, were linked to increased parental engagement. However, direct parental participation and communication strategies showed weaker associations, suggesting areas where improvement is needed.

Correlational analysis further demonstrated that Parental Collaboration had the highest positive correlation with Parental Admin Commitment, indicating that parents who actively collaborate with teachers tend to be more committed to administrative processes. There were also moderate correlations between Parental Involvement and factors like Work Commitment and Parents-Teacher Communication, highlighting that effective communication and strong commitment are essential for fostering parental engagement.

Overall, the findings suggest that enhancing collaboration and communication strategies in schools can lead to improved parental responses to educational invitations, benefiting students' educational experiences. Schools must also address barriers such as parents' work commitments by developing strategies that accommodate time constraints, thus fostering stronger relationships between parents and educational institutions.

5.2 Recommendations

5.2.1 Recommendation for Action

Based on the significant relationship between transformational leadership and parental involvement in primary schools, with effects on parental involvement responses, the following recommendations are provided.

i. Schools might need to explore new strategies or improve existing ones in these areas to foster a more significant and positive response from parents. For instance, more interactive and participatory approaches could be employed to make parents feel more integral to the school community. Additionally, personalized communication and more engaging awareness-building activities might help bridge the gap between information and action.

ii. Schools should organize workshops and meetings where teachers, parents and other stakeholders collaboratively develop a shared vision for the school's future. Regular updates and progress meetings should be held to keep all parties aligned and committed. This will foster a sense of unity and purpose, encouraging parents to engage more actively in school activities and support school initiatives.

iii. Teachers should receive professional development training focused on inspirational and motivational leadership techniques. They should be encouraged to recognize and celebrate parental contributions and achievements, creating an environment where parents feel valued and motivated to participate. This will

boost parental morale and encourage a higher level of involvement, contributing to a more vibrant and supportive school community.

iv. Schools should highlight and reward exemplary behaviours and dedication among teachers. Teachers should be trained to demonstrate positive behaviours and attitudes that parents can emulate. Schools might also share stories of successful teacher-parent collaborations to inspire others. This will create a culture of dedication and positive behaviour, leading parents to mirror these attitudes and become more involved in school activities.

v. Schools should adopt proactive problem-solving approaches and innovative strategies to address challenges faced by parents and students. Regular feedback mechanisms should be established to identify and solve issues promptly. Schools could also create task forces involving teachers and parents to work on specific problems. By effectively addressing issues and implementing impactful solutions, schools will create opportunities for meaningful parent participation, fostering a collaborative and supportive school environment.

vi. Develop comprehensive communication plans that ensure clear, consistent, and open channels between teachers and parents. This might include regular newsletters, parent-teacher meetings, and the use of digital communication platforms to keep parents informed and involved. Enhanced communication will ensure that parents are always aware of school activities and initiatives, thereby increasing their involvement.

vii. Schools should focus on raising awareness about the importance of parental involvement through campaigns, workshops, and informational sessions. They should also ensure continuous updates on students' progress and school activities. Increased awareness and continuous updates will help parents understand their role in their child's education, thereby fostering greater engagement.

5.3 Recommendations for Future Research

i. This study was conducted in primary schools in the Mbeya region. Future research should consider exploring transformational leadership and parental involvement in other regions to provide a more comprehensive understanding across different geographical contexts. Expanding the research to other regions will help identify regional differences and similarities, contributing to a more generalized conclusion about transformational leadership in Tanzania's primary education system.

ii. While this study focused on primary schools, future research should be extended to include secondary schools. This would provide insights into how transformational leadership impacts parental involvement across different educational levels. Including secondary schools will offer a broader perspective on the effectiveness of transformational leadership in fostering parental involvement throughout the educational journey of students.

iii. This study did not account for intervening variables. Future studies should include these variables, such as socioeconomic status, cultural factors, or school resources

to better understand the dynamics between transformational leadership and parental involvement. Including intervening variables will allow for a more nuanced analysis of the factors influencing parental involvement, leading to more targeted and effective leadership strategies.

iv. This research did not include private schools. Future studies should incorporate private schools to examine if the relationship between transformational leadership and parental involvement differs from that in public schools. Investigating private schools will provide comparative data that can highlight unique challenges and opportunities within different types of educational institutions.

v. This study did not involve academic institutions such as colleges and higher learning institutions. Future research should explore transformational leadership in these settings to understand its impact on parental involvement at higher educational levels. Including colleges and higher learning institutions will broaden the scope of research, providing insights into how transformational leadership practices influence parental involvement beyond primary and secondary education.

vi. By addressing these recommendations, future research can build on the findings of this study, offering a more comprehensive understanding of transformational leadership and its impact on parental involvement across various educational contexts and levels in Tanzania.

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APPENDICES

N a	Vipengele	Hakika Sikubaliani	Sikubaliani	Siju i	Nakubali	Hakika nakubaliana
1	Mkuu wangu wa shule ana maono wazi kwamba wazazi na walimu lazima washirikiane katika kuwezesha ujifunzaji wa mtoto shuleni na nyumbani.					
2	Mkuu wa shule yangu anajitahidi sana kuwafikia wazazi.					
3	Mkuu wa shule yangu anashukuru ushiriki wa wazazi katika kuunda sera za shule.					
4	Mkuu wa shule yangu huwa anafikiwa na wazazi wanaotembelea shule.					
5	Mkuu wa shule yangu huchukua hatua katika kuwafanyia wazazi matukio shuleni. (k.m. mikutano, sherehe za asili ya kidini na isiyo ya kidini).					
6	Mkuu wa shule yangu anaaminiwa na kuheshimiwa na wazazi.					
7	Ninajivunia jinsi mwalimu mkuu wa shule					

	anavyowahusisha wazazi shuleni				
8	Mkuu wa shule yangu anawataka walimu kuwashirikisha wazazi katika elimu ya mtoto wao.				
9	Mkuu wangu anaongeza hali ya hewa ya shule ambayo inawakaribisha wazazi wote.				
10	Mkuu wa shule yangu huniunga mkono katika kuwasiliana na wazazi kuhusu jinsi wanavyoweza kumsaidia mtoto wao kujifunza nyumbani.				
11	Mkuu wa shule yangu hunitia moyo na hutumika kama mfano mzuri kwangu ninapowasiliana na wazazi.				
12	Mkuu wa shule yangu hunisaidia ninapokuwa na matatizo na wazazi wa wanafunzi wangu.				
13	Mkuu wa shule yangu anajivunia jinsi ninavyohusisha wazazi katika elimu ya mtoto wao.				
14	Mkuu wa shule yangu anahimiza				

	kutafakari ili kuboresha ushirikiano wangu na wazazi.				
15	Ninapokuwa na tatizo na wazazi, ninaweza kutegemea msaada wa mkuu wa shule yangu				
16	Mkuu wa shule yangu ananihimiza kutafuta njia mpya za kuwashirikisha wazazi shuleni.				
17	Mkuu wa shule yangu anajua uwezo na udhaifu wangu katika mahusiano yangu na wazazi				
18	Ninajadili wazazi na mkuu wa shule yangu.				
19	Mkuu wa shule yangu ananihimiza kuwashirikisha wazazi kujitolea darasani na/au shuleni. (k.m. kusoma darasani, kufanya maonyesho ya upishi, bustani, n.k.)				

APPENDIX 1A: Questionnaire for Parental Involvement

Fill by putting a tick in the box of the column appropriate to your attitude

1B: Questionnaire for teachers' invitation to participate in school matters

Fill by putting a tick in the area or box of the column appropriate to your experience

Na	Vipengele	Si nyakati zote	Mara chache	Sijui	Mara Nyingi	Nyakati zote
1.	Ninawasaidia wazazi kwa kuwapa taarifa na programu muhimu, kama vile mazungumzo ya lishe na semina za malezi.					
2.	Ninawajulisha wazazi kuhusu saa za shule					
3.	Ninasaidia wazazi katika kusisitiza umuhimu wa elimu kwa mtoto wao					
4.	Ninawasaidia wazazi kushughulikia mizozo yoyote na mtoto wao					
5.	Ninaomba wazazi wasimamie mtoto wao wanapotazama TV					
6.	Ninaomba wazazi wasimamie mtoto wao anapocheza michezo ya kompyuta					
7.	Ninawaalika wazazi kuhudhuria siku ya ufunguzi wa shule					
8.	Ninatuma jarida la shule kwa wazazi					
9.	Mimi huchukua hatua ya kwanza katika kuwasiliana na wazazi					
10.	Ninawasiliana na wazazi ninapokabiliwa na matatizo kuhusu mtoto wao au nikihitaji kuuliza maswali yanayohusiana na mtoto wao					
11.	Ninawajulisha wazazi kuhusu maendeleo ya masomo ya mtoto wao					

12.	Ninawaalika wazazi kushiriki kwa hiari katika shughuli za darasa la mtoto wao, k.m. kusoma, onyesho la kupikia, sanaa na ufundi, n.k.					
13.	Ninawaalika wazazi kushiriki katika kazi ya kijamii shuleni (k.m. matengenezo ya bustani, kupaka rangi shuleni pamoja na wazazi wengine.					
14.	Ninawaomba wazazi kushiriki katika kuratibu safari za shambani au shughuli za nje ya shule					
15.	Ninawaalika wazazi kushiriki katika kusimamia safari za shule au shughuli za nje ya shule					
17.	Ninawapa wazazi mawazo kuhusu shughuli zozote za kujifunza ambazo wanaweza kufanya pamoja na mtoto wao (k.m. michezo ya elimu).					
18.	Ninawajulisha wazazi kuhusu shughuli za elimu za mtoto wao darasani ili waweze kuzijadili na mtoto wao.					
19.	Ninawapa wanafunzi kazi ya nyumbani ili kutoa fursa kwa wazazi kushiriki katika kazi ya shule ya mtoto wao na kuingiliana na mtoto wao.					
20.	Ninaomba wazazi wamsaidie mtoto wao kujiandaa kwa mitihani au mitihani yoyote					
21.	Ninasaidia wazazi kusoma au kujadili vitabu na watoto wao					

22.	Ninawaalika wazazi kushiriki katika kamati ya shule na wawakilishi wa wazazi katika darasa la mtoto wao.					
23.	Ninawahusisha wazazi katika mchakato wa kufanya maamuzi wa shule kuhusu mitaala na mikakati ya kujifunza, mipango ya kifedha ya shule, au uajiri wa walimu na wafanyakazi.					
24.	Ninazingatia maoni ya wazazi kuhusu shughuli za kujifunza darasani					
25.	Ninawauliza wazazi kuhusu maoni yao kuhusu shule hii					
26.	Ninawaalika wazazi kushiriki katika kupiga kura katika kamati ya shule na wawakilishi wa wazazi katika darasa la mtoto wao					
27.	Ninawajulisha wazazi kuhusu wajumbe wa kamati ya shule					
28.	Ninapendekeza kwamba wazazi waende na mtoto wao kwenye maktaba ya eneo lao					
29.	Ninawajulisha wazazi kuhusu matukio yanayofanywa na jumuiya katika eneo la shule ya karibu					
30.	Ninawashirikisha wazazi katika kazi yoyote ya ushirikiano kati ya shule na jumuiya ya karibu. (k.m. kuwatembelea wazee, kliniki za afya, matukio ya kijiji, n.k.).					

31.	Ninawaalika wazazi kushiriki katika sherehe pamoja na wenyeji katika eneo la shule zinazoendeshwa na shule					
32.	Ninawaalika wazazi kuhudhuria shughuli za kidini katika shule ya mtoto wangu					

Na.	Vipengele	Si nyakati zote	Mara chache	Sijui	Mara Nyingi	Nyakati zote
1	Ninatimiza mahitaji ya msingi ya mtoto wangu (chakula, mavazi, na makao)					
2	Ninahakikisha kwamba mtoto wangu anahudhuria shule kwa kutii sheria na kanuni zote.					
3	Ninajadili umuhimu wa elimu bora na mtoto wangu.					
4	Ninashughulikia migogoro na mtoto wangu vizuri.					
5	Mimi humsimamia mtoto wangu anapotazama televisheni					
6	Mimi humsimamia mtoto wangu anapocheza mchezo wa kompyuta					
7	Ninakutana na mwalimu wa mtoto wangu shuleni wakati wa siku ya ufunguzi (mkutano wa mzazi na mwalimu)					
8	Nilisoma jarida la shule.					
9	Mimi huchukua hatua ya kwanza kuwasiliana na mwalimu wa mtoto wangu.					
10	Nina maswali yoyote yanayomhusu mtoto wangu; Ninaweza kuwasiliana na mwalimu wa mtoto wangu					
11	Ninapokea habari kuhusu maendeleo ya kielimu ya mtoto wangu kutoka kwa mwalimu wake					
12	Ninajitolea katika shughuli za darasa la mtoto wangu (k.m.					

	kusoma, kupika, sanaa na ufundi, n.k.).					
13	Kujitolea katika kutunza jengo la shule (k.m. matengenezo ya bustani, kupaka rangi shuleni pamoja na wazazi na walimu wengine.					
14	Ninajitolea katika kuratibu safari za shule au shughuli za nje ya shule.					
15	Ninajitolea katika kusimamia safari za shuleni au shughuli za nje ya shule kama vile kutembelea makumbusho au mbuga za wanyama.					
16	Ninajitolea katika shughuli za shule za mtoto wangu (k.m. sherehe za kuzaliwa, maonyesho ya elimu, n.k.)					
17	Ninashiriki katika shughuli za kujifunza na mtoto wangu, kama vile kucheza michezo ya kuelimisha.					
18	Mtoto wangu na mimi huzungumza juu ya shughuli zake na kile alichojifunza shuleni.					
19	Ninamsaidia mtoto wangu kufanya kazi za nyumbani.					
20	Ninamsaidia mtoto wangu kujiandaa kwa ajili ya mitihani na mitihani shuleni.					
21	Nilimsomea mtoto wangu vitabu au kufanya mjadala kuhusu vitabu.					
22	Ninatoa maoni yangu kuhusu shule na maendeleo yake.					
23	Ninahusika katika mchakato wa kufanya maamuzi wa shule kuhusu mitaala na mikakati ya kujifunza, mipango ya kifedha ya shule, au uajiri wa walimu na wafanyakazi.					
24	Nina ushawishi juu ya kile kinachotokea katika darasa la mtoto wangu, k.m. kwa kutoa mapendekezo kuhusu shughuli					

25	Ikiwa ninahitaji mabadiliko katika shule ya mtoto wangu, ninaweza kuwasiliana na kamati ya shule ili nitoe maoni yangu.					
	za kujifunza darasani.					
26	Ninapigia kura wawakilishi wa wazazi katika darasa la mtoto wangu na kamati ya shule					
27	Mtoto wangu na mimi hutembelea maktaba ya karibu.					
28	Ninamhimiza/kumpeleka mtoto wangu kushiriki katika shughuli za kijamii ndani ya jumuiya ya shule kama nilivyoarifiwa na mwalimu wa mtoto wangu.					
29	Ninashiriki katika programu za ushirikiano kati ya shule na jumuiya ya eneo (k.m. programu za yatima na wazee, zahanati za afya za mitaa, vijiji vya mitaa).					
30	Ninashiriki katika sherehe na wenyeji katika eneo la shule zinazofanywa na shule					
31	Ninashiriki katika shughuli za kidini katika shule ya mtoto wangu					

KIAMBATANISHO 1C

Parents participation to school matters

Fill by putting a tick in the box of the column appropriate to your experience

APPENDIX 2: Transformational Leadership Components

Dimension Reduction Involving Factor Analysis (Principal Component Analysis)

Nine factors were developed based on the Eigen values >=1

Component 1: Collaboration between Parents, Teachers and School Administration

If I need a change in my child's school, I can contact the school committee to voice my opinions.	0.75
My school principal inspires and serves as a good example for me when communicating with parents.	0.746
I am involved in cooperative programs between the school and the local community (e.g., programs for the orphaned and elderly, local health clinics, local villages).	0.719
When I have a problem with parents, I can always count on the support of my school principal.	0.717
I vote for parent representatives in my child's class and the school committee.	0.704
My school principal supports me in communicating with parents about how they can help their child learn at home.	0.65
I encourage/take my child to participate in community-based activities within the local school community as informed by my child's teacher.	0.649
I have influence over what happens in my child's classroom, e.g., by providing suggestions regarding learning activities in class.	0.647
My school principal helps me when I have problems with the parents of my students.	0.645
My school principal is proud of the way I involve parents in their child's education.	0.593
My child and I visit the local library.	0.589
I am involved in celebrations with the locals in the school area that are conducted by the school.	0.578
My school principal encourages reflection to improve my cooperation with parents.	0.532

Component 2: Parent Participation in Childs' Education

I make sure that my child attends school in compliance with all rules and regulations	0.732
My school principal puts in a lot of effort to reach out to parents.	0.73
My school principal has a clear vision that parents and teachers must work together in facilitating the child's learning both at school and at home.	0.685
I read the school newsletter.	0.683
I fulfill my child's basic needs (food, clothing, and shelter).	0.672
My school principal urges teachers to involve parents in their child's education.	0.667
My school principal encourages me to seek out new ways of involving parents in school.	0.658
I am proud of the way my school principal involves parents in school.	0.606
I discuss the importance of a good education with my child.	0.595
My school principal appreciates parent participation in developing school policies.	0.593
I supervise my child when he/she plays computer games.	0.59
My school principal is trusted and respected by parents.	0.586
I meet my child's teacher at school during opening day (parent-teacher conference)	0.583

Component 3: Proper Communication and Action to Improve Students'

Education

I discuss parents with my school principal.	0.751
My school principal knows about my strengths and weaknesses in my relations with parents.	0.709
I take the initiative in contacting my child?s teacher.	0.696
I have any questions pertaining to my child; I can contact my child?s teacher	0.66
I volunteer in my child?s class activities (e.g. reading, cooking, arts and crafts, etc.).	0.609
I receive information regarding my child?s academic progress from his/her teacher	0.537
I volunteer in coordinating school field trips or out-of-school activities.	0.501
I volunteer in supervising school field trips or out-of-school activities such as museum or zoo visits.	0.5
Volunteer in maintaining of the school building (e.g. garden maintenance, repainting the school along with other parents and teachers.	0.484
I volunteer in my child?s school activities (e.g. birthday parties, education fairs, etc.)	0.414

Component 4: Teacher Commitment to Help Parents Track Students' Learning

I help parents in emphasizing the importance of education toward their child	0.705
I assist parents in handling any conflicts with their child	0.702
My school principal urges me to involve	0.688
I invite parents to participate in supervising school field trips or out-of-school activities	0.686
I ask that parents supervise their child when watching TV	0.686
I inform parents regarding school hours	0.654
I ask parents to participate in coordinating field trips or out-of-school activities	0.645
I provide parents with ideas regarding any learning activities that they can do with their child (e.g. educational games).	0.642
I support parents by providing them with useful information and programs, such as nutrition talks and parenting seminars.	0.592

Component 5: Parental Involvement on Students' Education

I help my child prepare for tests and examinations at school.	0.745
I read books to my child or hold a discussion regarding books.	0.736
I am involved in the school?s decision-making process regarding curriculum and learning strategies, school financial planning, or the recruitment of teachers and staff.	0.723
My principal adds to a school climate that is welcoming for all parents.	0.675
My child and I talk about his/her activities and what was learned in school.	0.614
I voice my opinions regarding the school and its development.	0.609
I help my child with homework.	0.588
I participate in learning activities with my child, such as playing educative games.	0.555

Component 6: School Parents Shared Decision Making

I invite parents to voluntarily participate in their child?s class activities, e.g. reading, cooking demo, arts and crafts,etc.	0.648
I inform parents regarding their child?s academic progress	0.635
I ask parents regarding their opinions about this school	0.62
I involve parents in the school?s decision-making process regarding curriculum and learning strategies, school financial planning, or the recruitment of teachers and staff.	0.617
I invite parents to participate in social work at school (e.g. garden maintenance, repainting the school along with other parents.	0.583
I consider parent input regarding learning activities in class	0.534
I assign homework to students in order to provide an opportunity for parents to get involved in their child?s schoolwork and interact with their child.	0.493
I invite parents to attend school opening day	0.439
I ask that parents help their child prepare for any tests or examinations	0.412
I send the school newsletter out to parents	0.407

Component 7: Administrative Commitment to Improving Education

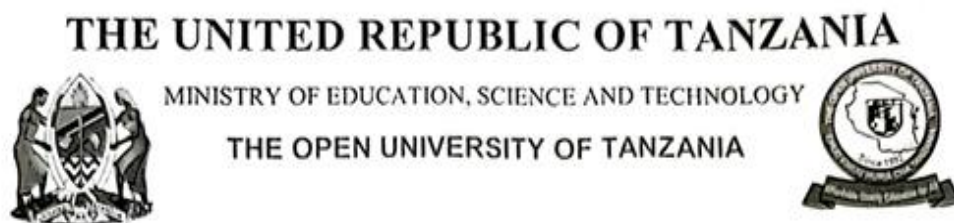|	
I contact parents when facing problems regarding their child or if I need to ask questions related to their child	0.731
I invite parents to participate in the school committee and parent representatives in their child?s class.	0.731
I ask parents to supervise their child when he/she plays computer games	0.686
I inform parents regarding their child?s educational activities in class so that they may discuss them with their child.	0.685
I take the initiative in communicating with parents	0.46
I assist parents in reading or discussing books with their child	0.422

Component 8: Parents' Guidance on Role Modelling

I supervise my child when he/she watches television	0.667
My school principal takes the initiative in conducting events for parents in school. (e.g. meetings, celebrations both of a religious and non-religious nature).	0.657
I handle conflict with my child quite well.	0.654
My school principal is always approachable by parents visiting the school.	0.645

Component 9: School Based Management Modelling

I invite parents to participate in voting in the school committee and parent representatives in their child? Class	0.732
I involve parents in any cooperative work between the school and the local community. (e.g. visiting the elderly, health clinics, village events, etc.).	0.716
I invite parents to participate in celebrations with the locals in the school area that are conducted by the school	0.668
I invite parents to attend religious activities at my child? School	0.662
I inform parents regarding school committee members	0.653
I inform parents regarding events being held by the community in the local school area	0.648
I suggest that parents go with their child to their local library	0.602

Research clearance letter

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA

Ref. No OUT/PG202001918

13th February, 2024

City Director,

Mbeya City Council,

P.O Box 149

MBEYA.

Dear Director,

RE: RESEARCH CLEARANCE FOR MS. GROLIA AMONI NOAH REG NO: PG202001918

2. The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007.In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.
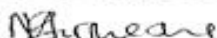
3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Grolia Amoni Noah, Reg. No PG202001918), pursuing Master of Education in Administration Planning and Policy Studies (MEDAPPS).** We here by grant this clearance to conduct a research

titled **"Transformational Leadership Invitations with Parental Involvement Practices in Tanzania Primary Schools"**. She will collect her data at your area from 14th February to 30th March 2024.

4. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820.We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA

Prof. Magreth S.Bushesha

For: VICE CHANCELLOR

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA JIJI MBEYA

Unapojibutafadharitaja

KUMB.NA. MCC/R.50/1/VOL.XXIX/......
KWENDA:-
......Chuo ya mgag jira,..........
....
....

Tareho: 11/3/2024..........

YAH: OMBI LA KUFANYA UTAFITI

Tafadhali husika na mada tajwa hapo juu.

2.   Napenda kukujulisha kuwa Mwanafunzi _Gloria Amoni Noah_____
Anayetokea _Chuo Kikuu Huria_____ anahitaji kufanya
utafiti mdogo katika Halmashauri ya Jiji la Mbeya katika mada isemayo:
_TRANSFOMATIONAL LEADERSHIP, TEACHERS INVITATION WITH PARENTAL
INVOLVEMENT PRACTICE IN TANZANIA PRIMARY School_ A case of ....MBEYA CITY.......

3.   Ruhusa hii ni kuanzia tarehe _11/3/2024_____ hadi tarehe _11/4/2024_____ Hivyo
ombi lako limekubaliwa.

4.   Nakutakia ushirikiano mwema.

George Magembe
Kny: MKURUGENZI WA JIJI
HALMASHAURI YA JIJI LA MBEYA

N.Y. MKURUGENZI WA Jt.
HALMASHAURI YA Jt.
MBEYA

Nakala: Mkuu wa Chuo/Naibu Mkuu wa Chuo
Chuo cha ...Kikuu ha Huria......
S.L.P ....
....

THE UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

MBEYA REGION
Telegrams: "RFGCOM"
Telephone: 025-2504045
Fax No: 025-2504243
E-mail: ras@mbeya.go.tz

OFFICE OF THE REGIONAL COMMISSIONER,
P. O. BOX. 754,
MBEYA.

In reply please quote:

5 March, 2024

Ref: DA.75/228/01'C'/52

City Director,
P. O. Box 149,
MBEYA.

RE: <u>RESEARCH CLEARANCE FOR MS. GLORIA AMON NOAH REG. PG202001918</u>

Reference is made to the captioned subject above.

2.   The Regional Commissioner's Office received the letter with Ref. No. OUT/PG202001918 dated 13th February, 2024 with the heading above from the Open University of Tanzania.

3.   I am Introducing to you Ms. Gloria Amon Noah with Reg. No. PG202001918, who is pursuing the Masters Degree of Education in Administration Planning and Policy studies (MEDAPPS) who is expecting to conduct a research titled "**Transformational leadership Invitation with parental practices in Tanzania Primary Schools**"

4.   The Research will be conducted form 14th February 2024 to 30th March, 2024. Area of study (Mbeya City Council).

6.   Please assist her accordingly.

Robert Mlugale
For: <u>REGIONAL ADMINISTRATIVE SECRETARY</u>
MBEYA

Copy:

- *Vice Chancellor,*
  Open University of Tanzania.

- *Ms. Grolia A. Noah.*