PARENTAL INVOLVEMENT IN CHILDREN'S READING DEVELOPMENT IN ZANZIBAR: THE UNDERPINNING ISSUES

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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania, a study titled: **"Parental Involvement in Children's Reading Development in Zanzibar: The Underpinning Issues"** in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies.

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(Supervisor)

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Date

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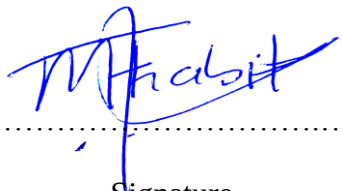

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Signature

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Date

DEDICATION

I entrust this my work to my beloved late husband, Mr. Mussa Makame Othman (May Almighty God Rest Him in Peace) who laid a solid foundation for my success in this journey.

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A special thanks to the Almighty God, the Creator of the Universe, for giving me strength to complete this journey successfully. Secondly, I express my deep appreciation to my supervisor, Dr. Janeth Kigobe for her tireless support; you truly execute special care beyond the supervision roles to mentor. Thirdly, a warm gratitude should go to my lecturers of the Open University of Tanzania for their desired knowledge that serves as a foundation for accomplishing this task. Fourthly, a special thanks to my fellow students including Ms. Sakina Mohamed, Ms. Fatma Nassour, Mr. Mwadini Ame just to name a few for their support and inputs on my work.

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ABSTRACT

This study explored parental involvement in children's reading development in the West "A" district of the Urban West Region in Unguja, Zanzibar. It specifically assessed parents' perceptions and understanding of the role of parental involvement in supporting their children's reading development, as well as the factors influencing such involvement. The study was utilize a mixed research approach and employed a total of 939 parents. The instruments for data collection were interviews and focus group discussions for qualitative insights, while a survey questionnaire was employed for quantitative analysis. Thematic analysis was applied to the qualitative data, and multiple regression analysis was used for the quantitative data. The Hoover-Dempsey and Sandler Model of parental involvement served as the conceptual framework for this research. The findings revealed that parents hold positive perceptions of their involvement in their children's reading development and understand its importance. However, their knowledge of specific activities that support reading development was found to be lacking. Additionally, the study identified a stronger association between parental involvements in home-based reading activities compared to school-based involvement. The study concludes that without balanced attention to both home and school-based parental involvement activities, children's reading development will remain incomplete. The study recommends the development of a standardized parental involvement framework to enhance parents' knowledge and effective strategies that support their children's reading development. Further studies should be done out of this area to see the comparisons and differences of parental involvement in children reading development.

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LIST OF ABBREVIATIONS

3Rs	Reading, Writing and Arithmetic
EMIS	Education Management Information System
MoEVT	Ministry of Education and Vocational Training
OECD	The Organisation for Economic Co-operation and Development
RTI	Research Triangular Institution
SACMEC	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SPSS	Statistical Packages for Social Science
TC	Teacher Centre
USAID	United State Agency for International Development

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE PROBLEM

1.1 Introduction

This chapter presents the introduction based on the study focused to explore the dynamics nature of parental involvement on children reading development within the West "A" district in the Urban West Region of Unguja in Zanzibar. The chapter is organised into ten sections starting with the background of the study, statement of the problem, research objectives and research question. Further, the chapter explains the significance, and limitation of the study. Finally, before indication the organisation of this overall study, the delimitation of the presented to explicitly indicate what will be covered and not covered for this research.

1.2 Background of the Problem

The importance of reading development in early childhood is well-documented in educational research. Studies consistently show that children who develop strong reading skills early in life are more likely to perform well academically across all subjects and to experience long-term educational success (Hall & Moats, 2010; Kartal et al., 2016). Reading proficiency in the early years lays the groundwork for future learning and cognitive development, making it a critical focus area for both educators and parents.

Parental involvement has been identified as a pivotal factor in enhancing children's reading development. According to Epstein (2018), when parents engage in their

children's education, particularly in reading, they reinforce the learning that takes place in school, increase children's motivation to read, and provide crucial emotional and academic support. Đurišić & Bunijevac (2017) further emphasize that parental involvement in reading activities at home, such as reading aloud, discussing books, and providing access to reading materials, significantly contributes to children's literacy development.

In Zanzibar, the educational system has seen significant improvements since independence in 1964, particularly in early primary education. The number of public primary schools increased from 213 in 2017 to 302 in 2021, with a corresponding rise in enrolment rates from 79.0% to 96.8% (Minardi & Bergmann, 2024). Despite these efforts to enhance access and quality of education, reading performance among early primary children remains low. Reports indicate that only a small percentage of grade six children possess adequate reading skills, with just 16.2% able to read for meaning, and even fewer capable of performing analytical or critical reading (Salim et al., 2016).

Thus, in the context of Zanzibar, the educational landscape presents unique challenges and opportunities that influence parental involvement in children's reading development. The education system in Zanzibar, as in many developing regions, is characterized by limited resources, large class sizes, and varying levels of teacher preparedness (UNESCO, 2023). These systemic challenges can hinder the effectiveness of parental involvement, as parents may not have the necessary resources or knowledge to support their children's reading activities effectively.

Moreover, socio-economic factors play a significant role in shaping parental involvement in education. According to Jeynes (2005), socio-economic status is a strong predictor of the level of parental involvement, with higher SES often correlating with greater parental engagement in children's education. In Zanzibar, many families face economic constraints that may limit their ability to provide books, a quiet place to study, or even time to engage in reading activities with their children (The World Bank, 2022). Cultural norms and literacy levels also influence the nature and extent of parental involvement in Zanzibar. In many cases, parents may value education but lack the literacy skills or understanding of effective involvement strategies to support their children's reading development (Kuboja, 2019). This gap between the perceived importance of education and actual involvement is a critical issue that needs to be addressed to improve reading outcomes for children.

In conclusion, this research addresses a critical gap in understanding the role of parental involvement in children's reading development in Zanzibar. By exploring the perceptions, knowledge, and practices of parents, the study aims to provide evidence-based recommendations that can support more effective parental engagement strategies. The findings will be valuable for educators, policymakers, and other stakeholders working to improve reading outcomes for children in Zanzibar.

1.3 Statement of the Problem

Despite the Zanzibar government's efforts to improve primary education through

various initiatives, such as reducing class sizes, lowering the student-teacher ratio, and providing ongoing professional development for teachers. However, many primary children still graduate with inadequate reading skills. This is to say that those efforts have not led to the expected improvements in literacy rates, indicating the need for more effective strategies to enhance educational outcomes. Literacy levels and reading skills in particular among primary school students in Zanzibar have stagnated, revealing a need for targeted interventions. Key challenges impacting student performance include poverty, which limits access to educational resources; restricted instructional time due to double shifts; and cultural practices that divert children's attention from their studies.

A critical area that has received insufficient attention is the role of parental involvement in children's reading development. There is a significant gap in understanding how parents contribute to their children's literacy skills, especially in early education. This research aims to explore parental involvement in the children reading development of pre-primary students in the West “A” District of the Urban West Region of Zanzibar. The goal is to identify effective strategies to enhance reading competencies among young learners.

1.4 Research Objective

The general objective of this study was to explore parental involvement in children’s reading development in Zanzibar.

1.4.1 Specific Objectives

To achieve the above-mentioned general objective, the research was guided by the

following specific research objectives;

i. To assess parent perceptions on the importance of reading developments in children educational performance.
ii. To determine the parent perceptions on the parental involvement in reading development for early primary students
iii. To determine parental knowledge on the parental involvement activities in children reading development.
iv. To examine the factors that influence or hinder the parental involvement in children reading development.

1.5 General Research Question

The main research question governed by this study was "what are the situation of parental involvement in children reading development in Zanzibar?

1.5.1 Specific Research Questions

In answering the general research question, the following specific research question was considered;

i. What are parents' perceptions on the important of reading developments for early primary students?
ii. What are parents' perceptions on the importance of parental involvement in children reading development for early primary students?
iii. What are the parental knowledges about parental involvement activities in reading development for early primary students?

iv. What are the factors influence or hinder parental involvement in children reading development for early primary students?

1.6 Significance of the Study

This study on parental involvement in children's reading development in the West "A" District of the Urban West Region of Zanzibar holds considerable significance for multiple stakeholders. The findings from this study provide valuable insights into the role of parental involvement in early literacy development. By highlighting the specific areas where parental engagement impacts reading skills, the study inform policy makers and educators about effective strategies for fostering stronger home-school partnerships. This can lead to more targeted educational policies and interventions designed to improve literacy outcomes.

Additionally, understanding the impact of parental involvement on children's reading development can empower parents and caregivers with the knowledge and tools they need to support their children's literacy at home. The study's results can guide parents on effective practices and strategies for enhancing their children's reading skills, thereby contributing to their academic success and overall development.

Moreover, the primary **s**chools will benefit from the study’s findings by gaining a clearer understanding of how to engage parents in supporting reading development. This can lead to the development of more effective programs and activities that encourage parental involvement, ultimately enhancing the quality of education provided to students.

Lastly, this study contributes to the academic literature on parental involvement and early literacy development, particularly in the context of Zanzibar and similar regions. It provides a basis for future research on the effectiveness of parental engagement strategies and their impact on educational outcomes.

1.7 Scope of the Study

This study on parental involvement in children's reading development was carried out within the Urban West Region of Zanzibar, specifically on West "A" District. This region was chosen due to its representative characteristics of the broader educational and social context in Zanzibar. The research specifically concentrates on lower primary students (from pre-primary to standard four) within the West "A" District. This focus allows for an in-depth examination of children's reading development and the role of parental involvement during a critical stage of educational growth.

The research narrows down to the practices and perceptions of parents in relation to their involvement in supporting their children's reading development. It examines how these practices influence children reading development in the early years of schooling. The study encompasses the wider population of primary school students and their parents in the West "A" District. The study explores the broader themes of parental involvement and its effects on children's reading development, considering various influencing factors and educational initiatives in Zanzibar.

In summary, this study is confined to the Urban West Region of Zanzibar, with a specific focus on the West "A" District and pre-primary students. It examines the role

of parental involvement in early literacy development within this localized context, providing insights that are pertinent to the region's educational landscape.

1.8 Limitation of the Study

This study on parental involvement in children's reading development in the West "A" District of the Urban West Region of Zanzibar faces several limitations including geographical, scope of the participants, sample size and perspectives of the participants. The research is confined to a single district within Zanzibar, which may not fully represent the educational contexts and challenges in other regions of the country.

In addition**,** the study focused solely on lower primary students from pre-primary to standard four, potentially overlooking the impact of parental involvement on students in other educational stages. Although the study involves a substantial number of parents, the findings are limited to the West "A" District and may not be generalizable to other districts or regions. Moreover, the study primarily gathers data from parents' perspectives, which may not encompass all factors influencing children's reading development, such as teachers' and students' viewpoints. Further, it is clear that the findings are specific to the cultural and social context of Zanzibar, which may limit the applicability of the results to other cultural or educational settings.

Therefore, these imitations suggest that while the study provides valuable insights into parental involvement on early children development, the finding of this study is not enough for generalizing the findings beyond the specified context.

1.9 Delimitation

The study is confined to the West "A" District to provide a detailed examination of the educational and social context within a specific region of Zanzibar. This localized approach allows for a deeper understanding of the area's unique characteristics and challenges. Future research can expand to include other districts to broaden the generalizability of the findings.

The research specifically targets lower primary students from pre-primary to standard four. By focusing on this critical stage, the study captured the impact of parental involvement on children reading development. This choice ensures that interventions and strategies can be tailored to the needs of young learners at a crucial period in their education. In addition, to enhance the relevance and accuracy of the findings, the study employs a carefully selected sample of parents from the West "A" District. The inclusion criteria are designed to ensure that the participants represent a diverse range of socio-economic backgrounds, thus providing a comprehensive view of parental involvement practices.

Furthermore, the study uses a combination of qualitative and quantitative methods, including interviews, focus groups, and surveys, to gather robust data. This mixed-methods approach addresses the limitations of relying solely on one type of data and offers a well-rounded perspective on parental involvement.

Lastly, by focusing exclusively on the context of Zanzibar, the study ensures that the findings are relevant to the local educational and cultural environment. The insights gained are intended to inform region-specific strategies and recommendations, with

an acknowledgment that results may vary in different cultural or educational contexts.

1.10 Organization of the Study

The study is organized into five chapters. Chapter One introduces the research, covering the background of the problem, statement of the problem, research objectives, research questions, significance, scope, and the limitations and delimitations of the study. Chapter Two presents the literature review related to parental involvement in children's reading development, focusing on parental perceptions, the importance of reading, knowledge of involvement activities, the research gap, and the study's conceptual framework. Chapter Three details the research methodology, including the research approach, design, study area, population, data collection methods, and analysis techniques. Chapter Four covers the findings and discussion, presenting both qualitative and quantitative results. Finally, Chapter Five provides a summary of the study, along with conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a critical review of existing literature to provide a comprehensive understanding of parental involvement in children's reading development. The review is divided into two main sections: empirical literature and theoretical literature. The empirical section explores various studies on parental involvement, including definitions by different scholars, parents' perceptions of their role in their children's reading development, and the factors influencing their involvement. The theoretical section delves into key models and theories, including Vygotsky's Sociocultural Theory, Family Literacy Theory, Social Learning Theory, and Hoover-Dempsey and Sandler's model. The chapter concludes with the conceptual framework that guided this study, shaping the data collection, interpretation, and analysis.

2.2 Empirical Literature Review

Empirical literature refers to research studies based on observed and measured phenomena, providing evidence through data collection and analysis. Empirical literature provides insights to the researcher into real-world information, applicable theories related to the research topic and clearly show the existing gaps in the research area. Therefore, this section is delving to examine the empirical studies related to parental involvement on children's reading development, try to illustrate the practical information presented by different researcher across the globe.

2.2.1 Meaning of Parental Involvement in Children's Reading Development

Parental involvement has emerged as a significant topic in educational research due to its critical role in enhancing children's literacy skills, particularly reading. Scholars have offered various definitions of parental involvement in children's reading development, yet they converge on the core idea of parents actively participating in their children's educational journey. For instance, Whalley (2007) define parental involvement as parents' engagement in activities related to their children's education, such as listening to their children read, supervising homework, attending school meetings, and maintaining close communication with teachers. This definition emphasizes a hands-on partnership between parents and teachers aimed at supporting children's reading development and improving academic performance. Hashim (2018) also highlights the importance of collaboration between parents, teachers, and schools in enhancing children's learning.

Other scholars find that parental involvement can be explained in terms of levels. For instance, Cheng (2005) defined parental involvement across four levels: (1) participation in individual education, (2) participation in parent organizations, (3) participation in daily school activities, and (4) participation in school policy formulation. At the first level, parental involvement is focused directly on assisting the child's learning, representing a collaborative effort between parents and schools to support children both at home and in school. These four categories, Klemenčič et al. (2014) compile them into two main components, involvement on school activities and involvement on home activities that form a strong joint efforts between school and parents to enhance the academic success of children. Those collaboration allows

both parties to gain a deeper understanding of the children's reading development and any challenges encounter so that they provide any required intervention.

Empirical literature expands the concept of parental involvement beyond the mere provision of teaching and learning resources. It encompasses all aspects of parental engagement necessary for supporting children's education. According to Kigobe (2019) and Whitaker (2018) both defined parental involvement by ranging from supporting children on homework, diagnosing learning difficulties, collaboration on understanding children behavioral changes and other educational matters. With this concern, parents have the roles to exercise regular communication with the teachers and school in general on all matters that impact children's reading development and their educational success (Appiah-Kubi & Amoako, 2020).

In truly meaning, the parental involvement cannot be undermined by only looking at the involvement that are vividly related to the children's educational achievement (Georgiou, 1996). It involves a complex nature of parental behaviors varying from learning support at home, supporting school decision-making, supporting on academic achievement, personality development as well as exerting pressure and control to the children. In a similar concern Feuerstein (2000) defines parental involvement using nine categories of parental involvement. These includes; parenting, parent-school communication, volunteering on supporting school activities, supporting children's learning activities at home, participating in school decisions and governance, **c**ollaborating with the community, overseeing and guiding their child's behaviour at home and school, mentoring, and advocating**.** By engaging

on those activities, involvement of the parents will able to provide potential impact on children reading performance.

Other scholars went further to study the correlation between those above-named parental involvement categories and the children's academic achievement (Driessen et al., 2005; X. Fan & Chen, 2001). Some findings indicating different effect of parental involvement on children academic achievement (Stephinah, 2014; Susanti et al., 2023). For instance, Bojuwoye and Narain, (2008) revealed that supporting on children's academic and personality development found to have positive correlation with children achievement. This is also the same for parental volunteering, while parenting through pressure had a negative correlation. Contrary, parenting through control had no significant correlation with achievement.

Sahiruddin and Herminingrum (2021) defined parental involvement is collective responsibility of the parents across all sphere of educational settings where they argued that home supporting activities alone may not be sufficient to ensure individual student success but a closer collaboration between parents and schools is essential, particularly in the development of school policies that directly impact students' learning environments. Jolly (2007) supports this view, suggesting that when parents actively participate in policymaking, schools can benefit from community insights, leading to more effective and inclusive policies that address the needs of both parents and students. Reflecting on these four levels, it is evident that while parental involvement in school organization, daily activities, and policy formulation is beneficial, it does not always directly impact individual student learning.

In reference, to these multiple literatures, in my context of this study, Parental involvement in children's reading development refers to the active and intentional engagement of parents in supporting and enhancing their children's reading, through consistent participation in educational activities both at home and in collaboration with schools. The parental involvement on children's reading development here, not only including helping with reading tasks and homework but also are those activities that foster children's reading progress. Therefore, for the purpose of this study, regardless of the definition of parental involvement, its impact on students' reading development also ultimately depends on how parents perceive its importance (Cosmas, 2017; Hornby, 2011). This perception is a key theme that will be explored in the following section.

2.2.2 The Parent Perception on the Importance of Children's Reading Developments

The existing empirical literature consistently highlights the potential role of parental perceptions in shaping their involvement in children's academic performance (Liu et al., 2022; Ngozwana et al., 2024). It has been well noted that, when parents perceive their participation in their children's reading as essential, they are more likely to integrate it into their daily routines to foster the educational development of their children. For instance, the effect of parental perceptions on children academic performance was observed on the study carried out by Someketa et al. (2017) in South Africa who explore parents' perceptions of their involvement in their children's literacy development. On their study, they revealed that parents who did not consider their involvement vital were less likely to engage in activities that

promote their children’s literacy skills. This aligns with research by Sheldon et al. (2010), which found a positive correlation between parents' perceptions of the importance of reading and their actual involvement in their children's reading development. In the context of this study, little is known how the perceptions of parents impact their involvement, instead many study focus on understanding the status of parental involvement and its effect on children learning (Kigobe et al., 2021; UWEZO, 2011).

On similar issue of parent perceptions of involvement, Ahmad (2020) argued that parents who believed the involvement worth to their children reading development, they were more engaged in reading activities with their children, resulting in positive outcomes in their children’s educational attainment. This relationship between perception and behaviour was also examined by Lynch et al. (2006), who demonstrated significant links between parents' literacy perceptions and their literacy support behaviours. Parents who held positive views about their involvement in reading were more likely to provide the necessary support, thus enhancing their children’s literacy development (Lynch et al., 2006; Nelson, 2019; Ocan, 2017). Here, it is argued that this idea also has to be well articulated in the context of Zanzibar.

Moreover, it has been well documented that parents’ perceptions can either enhance or hinder children’s reading development (Erdener & Knoeppel, 2018; Kesoglou, 2016; Susanti et al., 2023). In many cases, it has been concluded that parent perceptions on involvement on their children’s education issues is one among the

important factors in children's academic learning (Duman et al., 2018; Newman et al., 2019; Susanti et al., 2023). This found to be true for many studies and for the context of this study that parents who viewed reading as an important skill for children academic performance, become more proactive in creating effective involvement in supporting children performance (Someketa et al., 2017; Walker et al., 2005). On the other hands, parents who have negative perceptions on parental involvement with respect to their children's academic performance and reading development in particular were less likely to engage themselves on supporting their children's academic performance which in turn potentially impede their children's reading development (Räty & Kasanen, 2007; Van Voorhis et al., 2013).

In the context of Zanzibar, many studies associated the parental perceptions with cultural, social, and economic factors (Chai Ali et al., 2022; Ujudi, 2018). According to Ngonyani (2018), in communities where reading is not traditionally emphasized, parents may not fully recognize the value of supporting their children's reading development.

However, when parents are made aware of the long-term benefits of reading, such as improved reading development and better future opportunities, they are more likely to adopt positive behaviours that support their children's reading development (Fan & Williams, 2010; Fan & Chen, 2001; Gonzalez-DeHass et al., 2005). This underscores the need for educational interventions that not only focus on children but also on changing parental perceptions to foster a supportive reading environment at home.

2.2.3 Parents' Perception on the Parental Involvement in Children's Reading Development

Studying on the issue of literacy in the context of Tanzania mainland, Chahe and Mwaikokesya (2017) revealed multiple parents' perceptions on parental involvement. In their study parent perceived that parental involvement are in the forms of involvement in supporting students' literacy skills development, parental involvement in providing learning materials while others perceived as involving in supporting children's learning activities at home by engaging helping them on how to read and write.

The study done by Olatunde and Adekola, (2006) in Nigeria make similar concern that parents who perceive their children to be learning as the important aspect for their children's learning are more likely to be involved in school activities. It is very clear that parents who have the culture of discussing about the children's academic progress with teachers are those who are highly involved on monitoring the children's school progress and to inspect their exercise-books at home to check for their progress and revise with them on what had been learnt at school are so important as it strengthen their literacy skills (Shuey & Kankaras, 2018; Solish & Perry, 2008; Someketa et al., 2017; Sukhram & Hsu, 2012).

A descriptive survey study to the 120 parents in Arusha revealed that parental involvement are in the form of supporting students for books and school uniforms but the role of supporting students develops leaning skills remain to the teachers and school (Kuboja, 2019). The same findings reveled in the context of Zanzibar that

most of the parents perceived that parental involvement are in the form of supporting students on teaching and learning facilities including uniform, buying pen and pencils and books(Salim et al., 2016; Sheha, 2018; Ujudi, 2018).

In the SACMEC report, Salim et al. (2016) show that about 70% of parents did not ask sit together with their children in helping on homework and other related reading task. Such finding reflects those parents do not perceive that helping students in reading at home is their roles and responsibilities as a teacher. This is contrary to the study done at Mkoani District-Pemba who looked at the contribution of parental involvement on the reduction of school dropout. In his study, it was revealed that patent have different perception on parental involvement the findings involving in helping student learning at the home setting through homework, guidance and counseling and provision of learning materials (Ally 2018).

Other studies also confirmed that parents are much willing to be involved in their children's educational matter than on children reading activities (Kigobe, 2019). However, in most cases parent personal goal influence their involvement depends on their level of education and knowledge of parental involvement (Magwa & Mugari, 2017).

In all the above findings, the author remains silent if the parents have clear knowledge and skills of involving their children in helping to learn and this is the key idea of the next section.

2.2.4 Parents Knowledge on Parental Involvement Activities in Children reading Development

Many studies reveal that personal practice are the results of personal knowledge someone acquire (Kigobe, 2019; Sahiruddin & Herminingrum, 2021; Whitaker, 2018). In the case of this study, it was considered that parental knowledge about parental involvement activities on children reading development could have an impact to their practice toward supporting their children on reading. This has been taken from the evidence that there is positive correlation between parents' knowledge and their involvement on supporting their children's academic outcomes (Solish & Perry, 2008; Stephinah, 2014). It is very clear that parent might involve in supporting children reading development, but lack of skills and knowledge about how to make positive involvement suitable for supporting children to read. Thus, the importance of finding out parent's understanding about the parental involvement activities on children's reading development is still exist in the context of this study.

Parents' knowledge about parental involvement activities on children academic development are observed through different forms of parental involvement activities. A qualitative study conducted by Sahiruddin and Herminingrum (2021) in Indonesia indicated parents were involved through various forms including monitoring children's reading literacy development, parent–teacher conferences toward discussing children's behavior, children's progress and literacy achievement. In the similar study, it was argued that "parent–teacher communication and parent–teacher communication through online social media groups were also found to be effective

and efficient way of parental involvement toward monitoring and developing students' reading literacy" (ibid, p. 338).

In the similar context of this study, Kigobe (2019) studied parent involvement in literacy development of primary school children in Tanzania and found that there was a little parental involvement in children's literacy development. The question about the parents' knowledge on the involvement activities was not clearly articulated. Other studies show that parent reading-related knowledge promotes children's literacy (Ladd et al., 2011). This is contrary to the study done by Irogebu and Igweike (2020) who shows that parental level of education had no significant impact on children's reading development. This is not about the parents' knowledge of involvement activities which has significance impact on children's reading development (Ally, 2018; Appiah-Kubi & Amoako, 2020; Chindanya, 2011).

2.2.5 Factors Influencing or hinder Parental Involvement in Children's Reading Development

Parental involvement in education is not a new phenomenon in education. There are many studies in the existing kinds of literature that talked about the factors influencing or hinder parental involvement in students' learning including reading development(Hashim, 2018; Kigobe, 2019; Kuboja, 2019; Stephinah, 2014). Some of the authors categorized these factors in a collective format, for instance, in a study of parental involvement in literacy development of primary school children in Tanzania, Kigobe (2019) categorise factors that influence parental involvement in reading development in three phases; factors related to home-based involvement,

school-based involvement and policy and educational implications. However, she did not state which factors influence parents more than the other.

Some studies show that home-based and school-based involvement are the involvement that strongly influence students' reading development (OECD, 2009). In a similar remark, Đurišić& Bunijevac (2017) categorize factors influencing parental involvement into three; firstly parental aspirations- the aspirations or hopes held by the parent for future of their children; secondly, parent's self-efficacy- beliefs of parents' capabilities to help students' reading, i.e. some parent do not feel if they are capable enough for helping their children on reading; and thirdly perceptions of the School-parents' degree of involvement is likely to be affected by the school itself.

There are multiple factors influence parental involvement for students reading performance. For instance, the study conducted by Kigobe and Ogondiek (2020) identify several factors including socio-economic factors, parents' level of education, and school factors. However, other study revealed that parents from children in public schools were more involved in learning activities at home than parents from private schools (Tufail & Zehra, 2023). In their conclusion remark Alfiansyah (2019) they posited that the parental involvement in students' learning is motivated by different factors including personal motivation, parents' perceptions, economic level and socio-economic issue.

The empirical study conducted to investigate the factors that influence parental and revealed that parent involvement in Zanzibar is poor (Chai Ali et al., 2022; Ujudi,

2018; UWEZO, 2011). This was associated by different factors including; poor parent awareness on the importance of parental involvement for students reading development, parents' attitudes, socio-cultural practices, and poverty (Ujudi (2018) . This results correlated with other study conducted elsewhere in world that low socio-income, parent's working hours where parent are too occupied with work, parent's educational background such that some parent unable to read and parents' beliefs about their roles for children impede parental insolvent for students' reading development (OECD, 2009; Ültay & Çalık, 2012).

2.3 Theoretical Literature Review

The theoretical literature review in a research study serves as a crucial reference point, helping the researcher to deepen their understanding and identify key aspects of the research problem. It aids in establishing relationships between variables and guides the investigation by providing meaningful interpretations of the data collected. To explore the broader concept of parental involvement in children's reading development, this study will focus on three key theories that highlight the significance of parental involvement in education: Vygotsky's Sociocultural Theory, Family Literacy Theory, Social Learning Theory, and Hoover-Dempsey and Sandler's Model. This review highlights how parents influence their children's reading skills through direct engagement, environmental support, and motivational factors. Understanding these theories provides valuable insights into the mechanisms through which parental involvement enhances reading development and contributes to children's academic success.

2.3.1 Vygotsky's Sociocultural Theory

Vygotsky's Sociocultural Theory posits that cognitive development is deeply rooted in social interactions and the cultural context in which a child is raised (Tzuriel, 2021). Vygotsky introduced the concept of the Zone of Proximal Development (ZPD), which refers to the difference between what a child can do independently and what they can achieve with guidance and support from more knowledgeable others, such as parents, teachers, or peers (Tekin, 2016). The theory emphasizes that learning is a collaborative process and that cognitive growth occurs when children interact with others within their social environment.

In the context of reading development, Vygotsky's Sociocultural Theory suggests that parental involvement is crucial in helping children navigate their ZPD (Kozulin, 2002). Parents act as facilitators or "scaffolders," providing the necessary support to help their children acquire reading skills that they would not be able to develop on their own (Daniels, 2001; Tzuriel, 2021). This scaffolding can take many forms, such as shared reading sessions, where parents read aloud to their children, ask questions, and engage them in discussions about the text (Sahiruddin & Herminingrum, 2021; Solish & Perry, 2008). These activities not only expose children to new vocabulary and concepts but also model critical thinking and comprehension strategies.

Research by Sukhram and Hsu (2012) supports the idea that early literacy experiences, particularly those involving parental engagement, are vital for children's reading development. Parents who regularly read to their children and discuss stories contribute to a richer linguistic environment, which enhances vocabulary acquisition

and comprehension skills. Similarly, Dickinson and McCabe (2001)found that conversations between parents and children during reading activities positively impact the development of narrative skills and understanding of text structure.

2.3.2 Family Literacy Theory

Family Literacy Theory, originally proposed by Denny Taylor in 1983, highlights the critical role that family plays in the development of literacy skills in children. According to this theory, literacy is not merely an academic skill learned in formal educational settings; instead, it is a social practice deeply embedded in everyday life and begins within the home environment (Fatonah, 2020). Within this framework, literacy is shaped by the daily interactions that children have with family members, which include shared reading, storytelling, writing, and other activities at home (Newman et al., 2019; Nyang'anyi & Bhalalusesa, 2023; Walker et al., 2005). These interactions create the foundational literacy experiences that influence children's ability to read, write, and comprehend text as they grow (Machumu, 2019).

Recent studies continue to emphasize the role of family literacy practices in early childhood development. For instance, Machumu (2019) found that children who are exposed to rich literacy environments at home demonstrate higher levels of vocabulary and early reading skills when they enter school. This aligns with Taylor's theory that literacy begins at home, where children first learn to engage with texts in meaningful ways through family interactions (Hornby, 2011; Ladd et al., 2011; Stephinah, 2014).

Research by Burgess et al. (2002) supports the idea that parental involvement in reading significantly enhances children's early literacy skills. Their study found that children who participated in regular shared reading activities with their parents exhibited better phonological awareness, vocabulary development, and narrative skills than those who did not have similar opportunities at home. This finding reinforces the application of Family Literacy Theory, which posits that literacy practices in the home are crucial for fostering children's reading abilities.

2.3.3 Social Learning Theory

Social Learning Theory, developed by Albert Bandura in 1977, is a cornerstone of modern psychology, emphasizing that learning occurs through observation, imitation, and modelling (D. W. Johnson & Johnson, 2009). Unlike traditional behaviourist theories that focus solely on direct reinforcement as the mechanism of learning, Bandura's theory posits that much of human learning is social in nature. Individuals, especially children, acquire new behaviours, skills, and attitudes by watching others and then imitating what they observe. Significant adults, such as parents, caregivers, and teachers, serve as primary models from whom children learn. Bandura introduced key concepts such as observational learning, imitation, and the importance of role models, arguing that children are particularly influenced by people they perceive as similar, nurturing, or authoritative.

Studies have shown that children who observe their parents reading are more likely to develop an interest in reading and to perceive it as a valuable and enjoyable activity. For instance, research by Tabaro and Uwamahoro (2020) found that the

frequency with which parents engage in reading activities significantly predicts the frequency and enjoyment of reading in their children. This study supports the idea that children who see their parents reading are more likely to pick up books themselves, illustrating the practical application of Social Learning Theory in reading development.

Additionally, Bandura's concept of self-efficacy, which refers to an individual's belief in their ability to succeed in specific situations, is relevant to reading development. Parents who express confidence in their reading skills and demonstrate persistence in tackling challenging texts can instil similar beliefs in their children. This, in turn, can lead to higher levels of reading self-efficacy among children, motivating them to engage in reading activities more frequently and with greater confidence. A study by Mudaki (2016) found that children's reading self-efficacy is significantly influenced by their parents' attitudes and behaviours related to reading, supporting the application of Social Learning Theory in this context.

2.4 Research Gap

While numerous studies have explored parental involvement in children's reading development, there remains a significant gap in understanding the deeper dimensions of this involvement, particularly from the parents' perspectives. Most existing research has broadly examined the effects of parental involvement on children's reading performance, often focusing on the outcomes rather than the underlying processes. However, little attention has been given to how parents themselves understand and perceive their role in supporting their children's reading development (Ally, 2018; Milele Zanzibar Foundation, 2013).

In the context of Zanzibar, especially within early primary education in West “A” District, the specific ways in which parents conceptualize and engage in reading development activities with their children have not been thoroughly investigated. For instance, studies like those by Chai et al. (2022) have examined parental involvement broadly, but without delving into the nuanced understanding and perceptions parents hold regarding their contributions to their children’s reading development. Furthermore, the factors that shape parental involvement, such as cultural, social, and educational influences, are not well understood (Ujudi, 2018).

This study aims to fill these gaps by exploring four key issues: parents’ understanding of their role in reading development, their perceptions of the importance of parental involvement, the specific activities they engage in to support reading, and the factors influencing their involvement. By addressing these areas, this research will provide new insights into the nuanced role of parental involvement in children’s reading development, offering a more comprehensive understanding that can inform future educational strategies and interventions in Zanzibar.

2.5 Conceptual Framework for Parental Involvement

This study employs Hoover-Dempsey & Sandler (2005) Model of Parental Involvement as the primary analytical framework to explore the various dimensions and levels of parental involvement in children’s reading development. The Hoover-Dempsey and Sandler model has proven to be both theoretically sound and practically relevant in the context of studying parental involvement in children’s reading development. What distinguishes this model is its depth and specificity,

addressing the multifaceted nature of parental involvement. Rather than merely focusing on the outcomes, the model delves into the motivations behind parental involvement, the various forms it takes, and the processes through which it influences children's learning. This makes it highly relevant for examining how parents perceive and enact their roles in supporting their children's reading development. On understanding the parental involvement toward children academic performance, this model has been used by other researchers who examined parental involvement on students learning (see Kigobe, 2019).

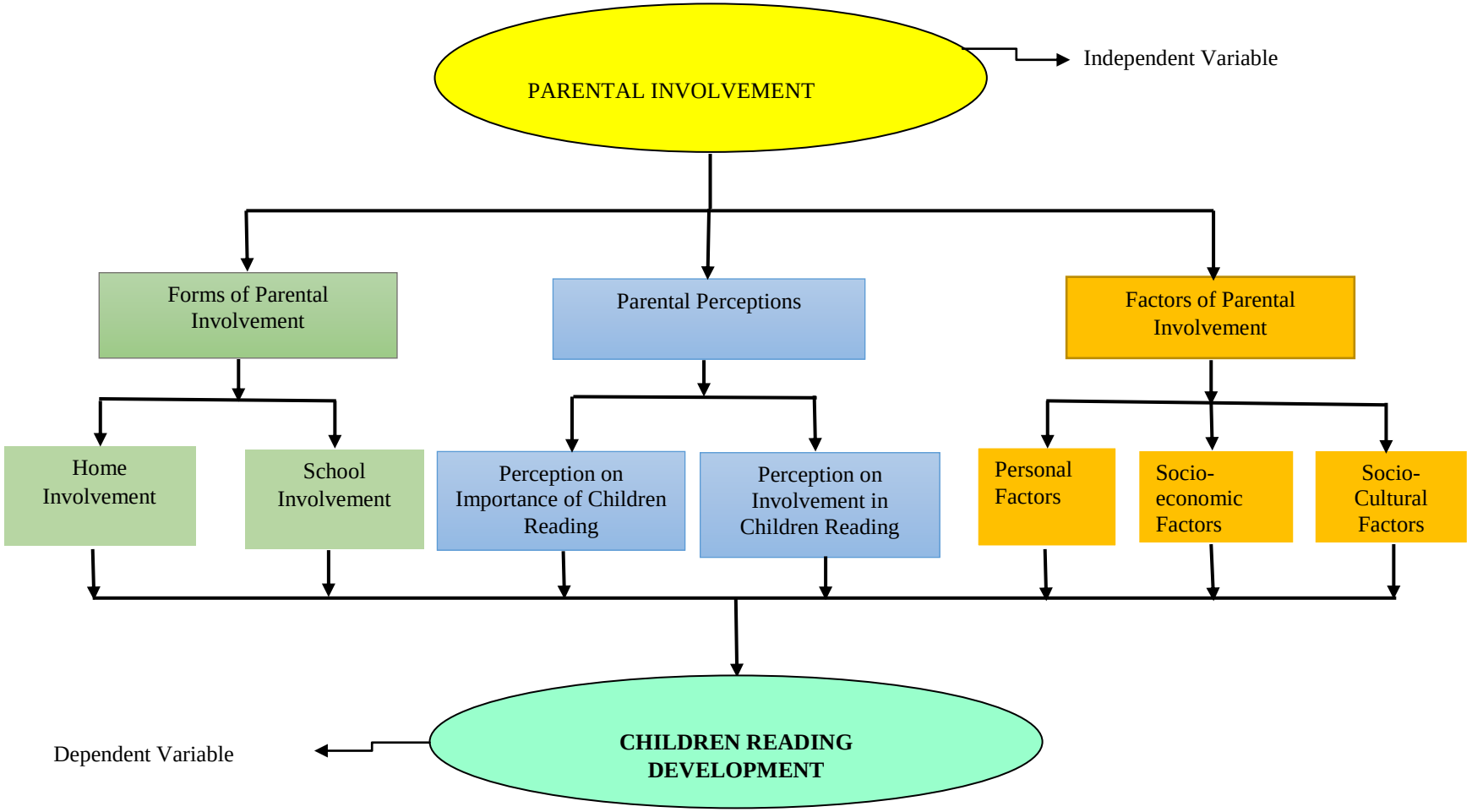
To develop the conceptual framework, the Hoover-Dempsey and Sandler model was instrumental in guiding the identification and organization of the elements of parental involvement into a coherent structure. The model encompasses five levels, each contributing to a comprehensive understanding of parental involvement, from the initial factors influencing participation to the ultimate impact on children's academic performance.

The first level of Hoover-Dempsey and Sandler's model identifies three major factors that influence parental involvement: personal motivation, parents' perception of invitations to be involved, and life context variables. This level helped to identify the motivations and perceptions that drive parents to engage in their children's reading development, such as personal motivation and perceived invitations to participate. Level 2 illustrates how parental involvement manifests through encouragement, modelling, reinforcement, and direct instruction to their children. This level provided insights into how parental involvement manifests in practical ways, including modelling, reinforcement, and direct instruction in reading activities.

As parental involvement influences children’s learning development, Level 3 describes how students become motivated through their parents’ engagement in their education. Level 3 guided on exploring how these involvement activities positively influence children’s motivation and attitudes towards reading. The fourth level, Level 4 focuses on how parental involvement helps shape children’s academic self-efficacy and social interactions. Zhao (2019) refers to these as mediating variables that contribute to children's success, highlighting parents' ability to develop strategies that foster self-efficacy and align with school expectations. Level 4 informed the analysis of how parental involvement shapes children’s academic self-efficacy, intrinsic motivation, self-regulatory skills, and social interactions, all of which are critical for reading development.

Finally, Level 5 addresses the ultimate goal of parental involvement; improving children’s academic performance. This level was used to conceptualize the ultimate impact of these processes on children’s reading performance, representing the desired outcome of effective parental involvement. By systematically extracting and organizing the idea behind this model, a conceptual framework of this research was developed (see Figure 2.1). The framework used to provide a comprehensive description of how different aspects of parental involvement contribute to children's reading development.

Figure 1.1: Conceptual Framework



Sources: Researcher, 2024

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodology employed in researching parental involvement in children's reading development in Zanzibar. It begins with a discussion of the research philosophy, including a justification for the chosen approach. The chapter then details the selection of the research approach and design, followed by an explanation of the data collection methods. Additionally, it covers the population and sample size used in the study. Finally, before concluding, the chapter addresses the data analysis procedures and highlights the ethical considerations relevant to the research.

3.2 Research Paradigm

This study used pragmatism paradigm as a research philosophy. Research philosophy refers to the beliefs and assumptions that guide the research process, shaping how knowledge is perceived and how research is conducted (Creswell, 2014a). It encompasses the researcher's views on reality (ontology), how knowledge is acquired (epistemology), and the role of values in research (axiology). Defining the research philosophy is crucial, as it directly influences the choice of methods, data collection strategies, and interpretation of findings (Johnson & Christensen, 2017).

The most common research philosophies include positivism, interpretivism, and pragmatism. Positivism asserts that there is a single, objective reality that can be measured, often using quantitative methods like surveys and experiments to test

hypotheses (Bryman, 2012). Interpretivism, in contrast, views reality as socially constructed with multiple interpretations, typically employing qualitative methods like interviews and case studies to explore complex phenomena (Denzin & Lincoln, 2008). Pragmatism recognizes the complexity and dynamism of reality, advocating for a mixed-methods approach that combines qualitative and quantitative techniques to provide a comprehensive understanding of research problems (Creswell & Creswell, 2018).

This study adopts pragmatism as its guiding philosophy, which is especially suited for addressing complex social issues like parental involvement in children's reading development. Pragmatism supports the use of multiple methods to capture the complexities of social phenomena, making it valuable in educational research, where both quantitative data and qualitative insights are needed to understand interactions between factors like parental involvement and reading development (Wiersma & Jurs, 2009). According to Creswell (2009), pragmatism is particularly useful in educational research due to its focus on the practical implications of findings, ensuring that research contributes to solving real-world problems.

3.3 Research Approach

A research approach refers to the overall strategy and procedure for conducting research, encompassing data collection, analysis, and interpretation methods. It determines how a researcher addresses the research problem and selects the appropriate tools and techniques (Creswell, 2014). Research approaches are categorized into three types: quantitative, qualitative, and mixed. The quantitative

approach involves collecting and analysing numerical data to identify patterns, relationships, and trends. It is often used to test hypotheses, measure variables, and generalize findings from a sample to a population (Bryman, 2016). The qualitative approach, on the other hand, focuses on understanding phenomena from a subjective perspective, exploring meanings, experiences, and social contexts through non-numerical data such as interviews and observations (Denzin & Lincoln, 2008). The mixed research approach combines both quantitative and qualitative methods to leverage the strengths of each, allowing for a comprehensive understanding of the research problem (Creswell & Creswell, 2018).

This study employs a mixed research approach to explore parental involvement in children's reading development. This approach enables in-depth insights into the experiences and challenges faced by parents and children while also providing broad, generalizable data on parental involvement across different contexts (Ary et al., 2010). It ensures that the findings are both valid and relevant, offering valuable insights to inform educational practices in Zanzibar.

3.4 Research Design

Research design refers to the overall plan that guides data collection, analysis, and interpretation, ensuring that research questions are systematically addressed (Creswell, 2014). As outlined in sections 3.3 this study employs a mixed-methods approach. Walliman (2006) identifies four primary designs for mixed-methods research; Convergent Parallel, Sequential, Embedded, and Transformative. In the Convergent Parallel design, qualitative and quantitative data are collected

simultaneously but analysed separately. The Embedded design also involves simultaneous data collection, with one data type serving a secondary role. The Sequential design involves conducting qualitative and quantitative phases in sequence, with each phase building on the previous one. The Transformative design integrates both types of data, guided by a theoretical perspective, often related to social justice or advocacy.

The Sequential design is further divided into explanatory and exploratory sequential designs. In an explanatory sequential design, quantitative data are collected and analysed first, followed by qualitative exploration. Conversely, the exploratory sequential design begins with qualitative data collection, followed by quantitative analysis to inform the qualitative findings. This study specifically uses the exploratory sequential design due to its effectiveness in addressing the complexities of parental involvement in children's reading development (Wallen & Fraenkel, 2001). The exploratory design was applied because of its ability to proves robust and accurate information because the question was constructed from truly information received from the ground and not from the prior assumption of the researcher.

3.5 Area of Study

The study was conducted in Zanzibar that comprises of two islands; Unguja and Pemba. Zanzibar, an autonomous part of the United Republic of Tanzania and is divided into five regions across these two islands. Unguja Island, has three regions: North Unguja, South Unguja, and Urban West while Pemba has two regions; North Pemba and South Pemba. The research was specifically carried out in the West "A"

District, which is part of the Urban West Region of Unguja. This district was strategically selected for its diverse population that blend together both urban and rural areas, encompassing of 24 primary schools spread across 14 wards and 31 *shehia*.

The selection of West "A" District was particularly important because it represents the broader landscape of parents in Zanzibar with both urban and rural settings providing a comprehensive view of parental involvement in education in the context. Additionally, the district was selected because it was very accessible by the researcher able to easily reach all locations and thus facilitating the smooth execution of the study.

3.6 Population and Sample of the Study

3.6.1 Population of the Study

The population of this study was all parents particularly those who had children that were at early primary education across West “A” district of Urban West Region in Unguja. According to Bryman (2012), research population is a comprehensive group of individuals who have the right information of the research topic being investigated. Thus, it is advised to select a sample that are directly derived from the study population. This is due to the fact that it was not possible to involve all parents that their children are learning at early primary level in West “A” district.

3.6.2 Sample Size and Sample Procedures

To consider equal opportunity to be involved in the study, twenty (20) out of twenty-four (24) schools were selected randomly through randomization process for the

reason of eliminating any source of bias in the selection. Johnson and Christensen (2017) assert that random sampling technique is applied if the researcher wants to ensure that every member of the population being studied has an equal chance of being selected to participate in the study.

The target population of lower primary students of the 24 schools in West "A" district in 2022 was about 10400. Selecting an appropriate sample size is very crucial to ensure that the findings of the study are both statistically significant and reflective of the broader population of the district and region in general. To achieve a high level of accuracy, 10% of the target population was taken to make a sample size of 1,040 parents to be involved in the study. Creswell (2012) mentions that a common rule of thumb is to use around 10% of the population as a sample size, particularly in large populations.

On qualitative strand, five (5) out of 20 schools were also randomly selected with a total of forty (40) parents who had children at early primary level. At each school, eight (8) parents, two from each level; standard one to standard four were also randomly selected, however, before invited them on data collection process, a researcher in collaboration with the head teacher, phoned them for seeking their acceptance. This gave the researcher opportunity to choose other parents while other refused to participate.

On this phase, 40 parents (4%) were selected whereby `sixteen (16) were chosen randomly and involved in the interview while the rest twenty-four (24) involved in

the FGD. Table 3.1: summarises the distribution of respondents for the qualitative phase.

Table 3.1: Distribution of Sample Size of the Qualitative Phase

No.	School	Sample	Sample Technique	Tools
1.	Kianga	06	Random Sample	Focus Group Discussion
	Kianga	02	Random Sample	Interview
2.	Kikangoni	06	Random Sample	Focus Group Discussion
	Kikangoni	02	Random Sample	Interview
3.	Kihinani	06	Random Sample	Focus Group Discussion
	Kihinani	02	Random Sample	Interview
4.	Kidichi	08	Random Sample	Interview
5.	Masingini	06	Random Sample	Focus Group Discussion
	Masingini	02	Random Sample	Interview
Total		**40**		

Source: Field data (2022)

All 20 selected schools were included in the quantitative analysis, with a total of 1,000 parents; 50 from each school selected to participate (see Table 3.1). The return rate for the questionnaires was 89.9%, which is well above the 70-80% threshold that Creswell (2012) considers very good. To facilitate participation, parents were contacted in collaboration with the head teachers to ensure their willingness to take part in the study.

Table 3.2: Distribution of Sample Size of the Quantitative Study

No.	Schools	Sample Size		Sample Technique	Tools
		Selected	Respondents		
1	Bububu A	50	44	Random Sample	Questionnaire
2	Bububu B	50	50	Random Sample	Questionnaire
3	Chuini	50	42	Random Sample	Questionnaire
4	Chunga	50	46	Random Sample	Questionnaire
5	Dole Msingi	50	50	Random Sample	Questionnaire
6	Kama	50	50	Random Sample	Questionnaire
7	Kihinani	50	50	Random Sample	Questionnaire
8	Kijichi	50	42	Random Sample	Questionnaire
9	Kianga	50	45	Random Sample	Questionnaire
10	Langoni	50	26	Random Sample	Questionnaire
11	Mbuzini	50	42	Random Sample	Questionnaire
12	Mfenesini	50	43	Random Sample	Questionnaire
13	Mtoni Kidatu	50	50	Random Sample	Questionnaire
14	Mtoni Msingi	50	44	Random Sample	Questionnaire
15	Mtopepo A	50	50	Random Sample	Questionnaire
16	Mtopepo B	50	49	Random Sample	Questionnaire
17	Mwenge	50	40	Random Sample	Questionnaire
18	Regezamwendo	50	40	Random Sample	Questionnaire
19	Sharifumsa	50	46	Random Sample	Questionnaire
20	Welezo	50	50	Random Sample	Questionnaire
Total		**1000**	**899**		

Source: Field data (2022)

3.7 Method of Data Collection

As pointed out previously that, this research employs a mixed method research and based on the designed applied, the data was collected through two separate phases. The first phase was collected through qualitative methods where interview and focus group discussion were used. On the other hands, the second phase was a quantitative aspect whereby the data was collected through survey questionnaire.

3.7.1 Data Collection for Qualitative Phase

This was the first phase of data collection for this study whereby interview and focus group discussion were applied.

3.7.1.1 Interview

Interview is a method of data collection through conversation between the interviewer who leading the conversation process by asking questions, and the interviewee who responds to the questions asked (Lodico et al., 2010). Interview is classified in different forms including face to face interview, online interview, phone interview, email interview and others. In this study, face to face interview was carried out to sixteen parents as it was very useful for the researcher to detect and analyse body language of the interviewee which could not be possible in case of online interview.

Interview can be organised into three common forms; structured, unstructured and semi-structured interviews. In structured interview a data is collected in a systematic and standardise manner which does not give the researcher opportunity to alter the

questions On the other hands, unstructured interviews are the interview where the questions are asked without relying on a list of predetermined questions (Flick, 2014). In this study, a semi-structured interview was used to understand parental involvement on children reading development. Semi-structured interview is in between the structured and unstructured interview whereby an it combines a pre-determined set of open while the researcher has the opportunity to probe further for better understanding.

In this method, a researcher developed an interview guide with eight (8) pre-set of questions to guide her during each interview, however, the researcher had to reshape the questions based on the interviewee's responses. A semi-structured interview was found very useful as the researcher had the opportunity to be focused on the topic while at the same time giving the autonomy to explore other ideas raised best to the researcher that were not included in the pre-set of questions. In this approach, research was always able to probe further whenever the information paused by the interviewees were not clear or need more clarification.

The interview conducted in five schools namely Kikaangoni, Kihinani, Kianga, Masingini and kijichi and carried out sixteen (16) parents at their own convenient time and place. There was no specific place where the interview was conducted, thus, the interview was conducted based on the agreement between the researcher and the respondents. Thus, sometimes the researcher had to follows the parents at their homes while some parents agreed to come at their respective children's schools for the interview. This was done purposefully to make parents flexible and to avoid

inconveniencing them. According to Gay et al. (2009) a researcher need to be adaptable and flexible to accept any charging circumstances provided by the respondents.

For effectiveness of data collection during the interview, the instruments used were set of questions guided by researcher and all conversations were audio recorded where in average each interview took about 30 minutes. Recording helped the researcher to have accurate information and was easier for her to retrieve it during data analysis. Writing and taking note during the interview is more difficult as make the researcher to become less concentration especially on identifying body language and gestures (King & Horrocks, 2010).

3.7.1.2 Focus Group Discussion

Focus group discussion (FGD) was the second method of data collection for the qualitative strand of this study. A focus group discussion is a method of data collection that gathering information from a group of people with similar backgrounds or experiences about their perceptions attitudes, beliefs, opinion or ideas (Lodico et al., 2010). A total of twenty-four (24) parents invited to participate on focus group discussion. In formulating the group, the researcher was very aware on the suggestion given by Krueger and Casey (2015) that the convenient number of focus group members is five (4) to eight (8) participants. Thus, in this research four (4) groups were formulated with six (6) parents each on very close consideration of gender issues where it was ensured that none of group has single gender only.

To facilitate the focus group discussion, a focus group discussion guide with five (5) questions was applied that helped researcher to be focussed. During the discussion, participants were free to provide their ideas and perceptions while the researcher became a moderator of the discussion. The researcher only intervened when participants appeared to diverge from the topic concerned. The role as a researcher during the discussion was to ensure that every member had equal chance to speak. With this, a researcher always tried to motivate those who seem to be passive by asking them their opinions and understanding. To provide better results and broader information, moderator stimulated active participation to all members of the group (Krueger & Casey, 2015).

The focus group were conducted in five school namely Kikaangoni, Kihinani, Kianga, and Masingini that were selected randomly out of 20 Schools Researcher decided to follow parents at their own wards in order to avoid disturbance to the parents.

3.7.2 Data Collection for Quantitative Phase

In this phase of quantitative, a survey questionnaire was used and it was administered to 1,000 parents with 899 return equivalents to 89.9% of the total questionnaire distributed. This study, adopted questionnaire from the Hoover-Dempsey and Sandler model (See Appendix A). The questionnaire was adopted because it has been adopted and used by other researchers to the similar topic in a different context and work perfectly (see, Kigobe, 2019; Kigobe & Ogondiek, 2020), and hence there is assurance of its reliability and validity in Tanzanian context.

It is very important to note that, the questionnaire was used while paying attention to the research objectives of this study. This is to say that the questionnaire from Hoover-Dempsey and Sandler model was not adopted blindly but was used in reference to the research objective of this study with respect to the research.

The researcher sent the questionnaire to each school and then asked the head teacher to distribute it to the parents. Parents were asked to fill out the questionnaire on their own time and return it after two weeks. The researcher's phone number was written on the questionnaire so that they could contact her for any clarification. Parents were also given the opportunity to return the questionnaire to the school where the head teacher had to inform the researcher for collection. Out of 1000 questionnaires, 899 were returned and analysed.

3.8 Data Analysis and Procedure

In this study, a researcher used a mixed method research approach where both quantitative and qualitative approaches were used sequentially. Therefore, the data was analyzed qualitatively as well quantitatively. The qualitative data was analyzed using thematic analysis method while quantitative data was analyzed using regression analysis method.

3.8.1 Thematic Analysis Method for Qualitative Data

As pointed in the section 3.8 that qualitative data was analyzed using thematic analysis method. Thematic analysis is the method of analyzing qualitative data through identifying pattern and codes from the data sets (Braun & Clarke, 2013).

Through this method, a researcher adopted six steps of thematic analysis as suggested by Braun & Clarke (2006)

At first, all interviews were transcribed from verbatim to written text. As pointed in section 3.7.1.1 that the interview was done to 16 parents. Thus, each interview transcript was assigned with specific identification of P1 to P16; where P represents parent while the number represents individual parent. Once after the transcription, a researcher read and re-read the transcripts as a way of familiarizing the data sets. Here a researcher went to all transcripts and read the transcripts while noting the important information on paper before extracting any code. According to Hsieh and Shannon (2005), the first step in data analysis is to read all of the data multiple times to acquire immersion and obtain a general sense of it.

Secondly, codes were developed from the data sets of each transcript whereby a sentence or passage of information was summarized into a single word or phrase. When all transcripts were coded, a third step was to group the code into themes where at initial sixteen (16) themes were developed. A researcher went back to the themes while reflected to the research objectives and made the revision of the derived themes. This was a fourth step whereby some of the initial themes were merged together as a results ten (10) themes were obtained. These emerged themes considered as the sub-themes and fussed to the research objective which were taken as the major themes as summarizes in table 3.3.

Table 3.3: Themes and Sub-themes from the Research Results

Major Theme	Sub-Themes
Parents' Perception on the Importance of children's Reading Developments	Promotion of Child's Development Skills Promotion a Child's Learning Behaviors Support Child for Secondary Education
Parents' Perceptions of Parental Involvement in Children's Reading Development	Parental roles on children reading development Parents' Support Mechanisms Parent Motivation for Involvement
Parental knowledge of Parental Involvement Activities for Children's Reading Development	Parents-Teachers Communication Parents-Teachers Collaboration Monitoring Children's Reading development Parents Home Reading Support Activities

At the fifth step, a researcher went again to all identified themes and made clear working definitions that captured in the themes. Lastly, a report was developed whereby themes were fixed into related to the research objectives. During reporting, quotations were made to support what was said by the respondents. P1, P2, P3... P16 were used to hide the real name of the parents reported.

3.8.2 Analysis Method for Quantitative Data

In the quantitative phase, the core method of data analysis was correlation analysis and multiple regression analysis, however, a descriptive was used for the purpose of describing parents' demographic characteristics. A Statistical Package for the Social Sciences (SPSS) software was used to facilitate the analysis for quantitative data.

As pointed in section 3.7.2 that the total number of questionnaires received from the respondents were 899. Upon received the questionnaire, each questionnaire was labeled with identified number starting with 001, 002,003, to 899. Thus, the

responses from the questionnaires were coded, summarized and entered in a computer in the Statistical Packages for Social Science (SPSS) to facilitate and easy process of data analysis.

At first, a researcher used descriptive statistics to understand demographic variables of the parents. In this, a researcher went to the software and run the program where frequency distribution table developed with three key issues of demographic variables of the parents including gender, age and educational level. On the other hands, a correlation analysis and multiple regression analysis were carried out and the results were transported into the documents to explain the strength of a relationship of factors that inform parental involvement on children reading development.

3.9 Ethical Considerations and Data Protection

The researcher adhered to all ethical procedures and regulations throughout the study. The process began with obtaining research clearance from the Open University of Tanzania. Following this, permission to conduct research in Zanzibar was secured through a research permit issued by the Second Vice President's Office of Zanzibar (SVPOZ). The SVPOZ provided both the research permit and an introduction letter, which were then presented to the Ministry of Education as proof of authorization. The Ministry issued a letter of introduction, which was used to introduce the researcher to the West "A" District Educational Officer, eventually granting access to the head teachers of all 24 primary schools in the district. During participant recruitment, the researcher ensured that all participants were fully

informed about the study and its purposes. Written consent was obtained from all participants, with their anonymity protected through the use of ID codes. The researcher personally managed the data and strictly adhered to the ethical guidelines and regulations set by the Open University of Tanzania.

CHAPTER FOUR

PRESENTATION OF FINDINGS, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the findings analysis and discussion of findings that focused on parental involvement in children reading development in Zanzibar. As pointed in the section 3.3. That this study employed a mixed method approach where both qualitative and quantitative methods were applied in sequential form. Qualitative data was analyzed using thematic analysis technique where codes were extracted directly from the data sets and transferred to the predetermined themes. The themes were derived from the Hoorver-Dempsey and Sandler model which is the analytical framework of this study.

On the other hands, in the quantitative aspect, the data was analyzed using an inferential statistic where a multiple regression analysis was applied. The qualitative part of this study responded to the first three questions of this study while the quantitative questions answered the fourth question about the factors influencing parental involvement in supporting children's reading development. Thus, the chapter first presents the findings and discussion for the qualitative results and then followed by the analysis and discussion for the quantitative data. Prior to deeply present the findings of this study, the parents' demographic information has been presented first to provide an overview of the parents involved in the study.

4.2 Demographic Information of Respondents in the Study

This section presents the demographic information the distribution of parents in

terms of gender, age and their level of education is summarized in the table 4.1.

Table 4.1 Participants' Demographic Information

Variable		Number		% Percentage		Total
Gender		M	F	M	F	
		201	738	21.40%	78.59%	939
Age	25 - 34	20	71	21.97%	78.02%	91
	35 - 44	79	290	21.40%	78.59%	369
	45 - 54	90	309	22.55%	77.44%	399
	55 - 64	12	68	15.%	85%	80
Educational Level	Primary	36	58	38.29%	61.70%	94
	Secondary	88	327	21.20%	78.79%	415
	Diploma	47	229	47.97%	82.97%	276
	Degree	21	89	19.09%	80.90%	110
	Master	9	35	20.45%	79.54%	44
	PhD	0	0	0%	0%	0

Source: Field data (2022)

The total number of participants involved in this study were 939 in the distribution that 40 parents equivalent to 4.26% of the total participants involved on qualitative part while 899 parents equal to 95.74% participated in the quantitative part. Despite the fact that all parents were give equal chance to participate in the study, there was high level of disparity between men and women parents on all two parts; qualitative and quantitative. This study shows that, man parents were lag behind women parents by 57.19%. This finding provides very interesting issue to be investigated why men parents' participation is low as compared to women on talking about children educational matters.

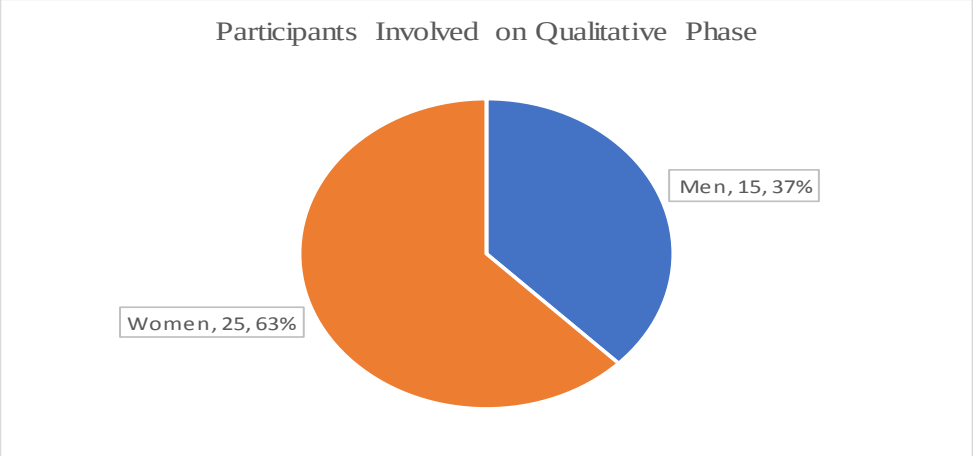


Figure 4.1: Parents Involved in the Qualitative Phase

On the qualitative aspect, the men parents were about 15% as compared to women of 63%. During the focus group discussion, it was noted that low men parents' involvement on children's educational matters were associated with assigned family roles that were influenced by the cultural and economic practices in Zanzibar. For instance, across all focus groups there were only eight (8) men out of 24 parents. Asking them why participation of man parents is low as compared to women parents; one participant had this to say;

> *Men's job is often to look for money and provide what is needed; women's job is to make follow up at school; men have many responsibilities, looking for food, school requirements and so on; the responsibilities of making children's school follow up we leave to the women* (FGD1)

Another member added that,

> "*When children are misbehaving; if they don't want to go to school; there, I have to intervene*" (FGD1).

In the quantitative part, the number of women parents exceed almost three times the number of men parents (see Figure 4.2);

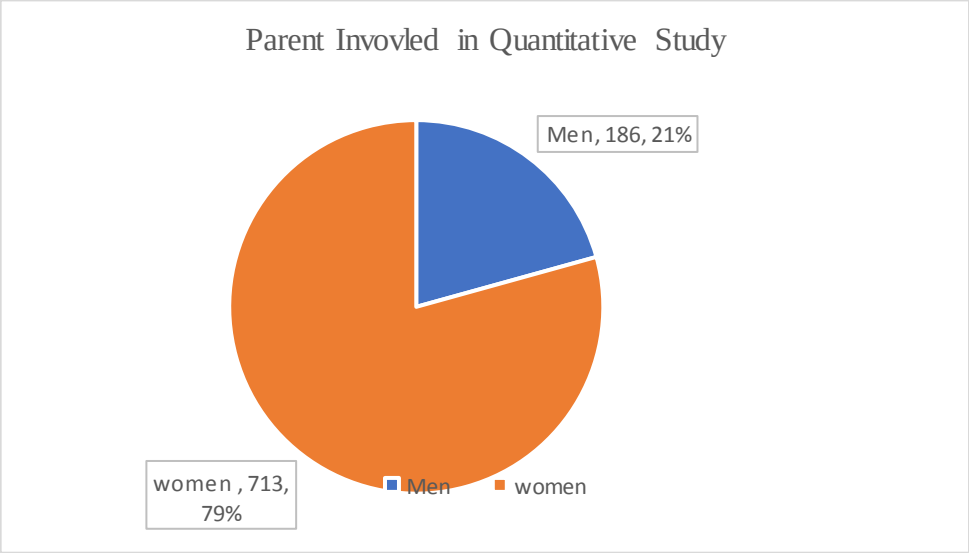


Figure 4.2 Parents Involved in the Quantitative Study

It is evident that men parents involved in this study was very few despites of many initiatives made to ensure that gender balance are attained, however it was not possible. This study shows that men and women parents involved differently on their children reading development. This study is in line with study of Ahmad (2020) done in Pakistan that mother play more active role in their children's academic development as a compared fathers.

In this study it was revealed that all masculinity tasks; provision of teaching and learning resources, handling children discipline were left to men while involvement on school activities left to the women parent. In other studies, traditional cultural practices and low level of parents' awareness were identified as the factors for low

level of parental involvement (Chai et al., 2022; Ujudi, 2018). The study conducted by Ujudi (2018) revealed that parents' attitude towards involvement in academic studies of their children hinder parental involvement. In this study, low parental involvement was mainly found to men parents, thus, it is possible that men parents have more poor attitudes towards parental involvement on their children's learning as compared to women parents.

The study also shows that majority of parents involved in this study ranges on the age between 35 to 44 years old where 35 to 44 were 369 equals to 39.30% while those on the age between 45 to 54 were about 399 equals to 42.49%. It is obviously to say that majority of the parents involved in this study were at energetic ages which they could effectively involve on their children reading development. However, the study shows that parental involvement on their children reading development was very limited, parents were much involved on material resources rather than on learning skills development.

Moreover, the study also shows that majority of the parents involved in this study had good level of education and secondary level education were the leading groups with 43.56% of the total participants. The number decreases as the level of education increases whereby none of the parent involved had a PhD level. Again, it is clear that the education profile of the parents indicates that majority of the parents involved in this study received basic education. This study was conducted to the public primary schools; so, the study might have specific message that majority of the educated persons do not send their children at public schools.

4.3 Data Analysis and Discussion of the Qualitative Findings

This section presents the analysis of qualitative data which focuses on the first three objectives of this research namely; parent perceptions on the importance of children reading developments, parent perceptions on the parental involvement in reading development, and parental knowledge on the parental involvement activities in children reading development. All these three objectives were derived from one of the basic ideas of Hoover-Dempsey and Sandler's model that why do parents become involved in their children education?" The data analysis as a result of these qualitative findings is structured into three themes directly derived from the abovementioned three research objectives while the sub-themes were derived directly from the data sets.

4.3.1 Parents' Perception on the Importance of Children's Reading Developments

On understanding the parents' perceptions on the importance of children reading development. All parents, both involved on one-to-one interview and focus group discussion had positive perception on the importance of children reading development. Parents perceived that children's reading development is the foundation for the development of multiple skills including reading behaviour and skills necessary children to compete at higher learning education. Thus, this section is organised into three sub-sections; namely, reading promote children's development skills, children's reading promotes learning behaviour, and children's reading support secondary education.

4.3.1.1 Promotion of Children's Soft Skills

Parents were asked about their perceptions on the importance of children reading development. All parents expressed that there is importance for the children to understand reading at the early stage because reading is the tool for the development of multiple skills to the children. For instance, 87.5% of the parents involved in the interview expressed that children's reading development is important for the development of individual child's personal skills including communication skills and personal confidence and many more. For instance, during the interview when parents talked about the importance of reading development one parent said that;

> "*When children understand reading at the early stage, they will develop self-awareness, personality and communication skills and these have a good impact on the student's performance*" (Interview, P1).

This result shows that parents were very aware on the importance of children reading development at early primary level. This study concur with the study done by Muhammed et al. (2023) in Zanzibar that parents involved in their children reading because they want their children to be literates and learn socialization skills. Socialization always is developed through communication skills and this is one of the key ideas of the parents in this study.

In a similar concern of the importance of students' reading, during the interview, another parent added that;

> *You know in reality; reading expands the mental capacity of children; … when children understand reading at the early stage while supported by the parent, they will appreciate education and know the importance of education (Interview, P2).*

To this parent, reading is very important in promoting cognitive skills and reading behavior construction. The response of this parent was also supported by another parent during the interview who said that;

> *if the parent will not help their children at an early stage with reading, children's reading performance will be very low, the child will struggle, but when the parent decides to help their children and support them in making revision at home, it will be a good opportunity for the children to achieve their goal (Interview, P3).*

Another parent pointed out that;

> *education is something that is very important for anyone to have, on the part of the child, early reading, leads to speed and fosters the child to learn a lot; a child will be able to learn a lot and be able to achieve high-level of education ... (Interview P 4).*

This findings are in line with the study done by Kigobe (2019) that parents are driven by their expectations for children's school academic performance. Here, these parents were reflecting on level 5 of the Hoover-Dempsey and Sandler Model of the Parental Involvement Process; students' achievement. Like the previous parents, this parent also perceived that reading is important as it is the core and foundation for students' academic achievement. Parents were relating reading with learning life cycle of the students; from one level of education to the next. This is also concurring to the study done by Kigobe et al. (2021) that children reading development is important as it provide better intervention to their higher level of their education. However, this finding paid less focus on the life of the children outside the classroom which also reading have greater application to it.

On the other hands, four parents out of twelve involved in the interview equivalent to 25%, rather than perceiving the importance of children's reading development within the school journey, they were much looked children's reading outside the walls of classroom. For instance, during the interview, one parent had this to say when he expressed his perception of the importance of students' reading;

> *A child will have the understanding and ability to clarify issues and become competent. Reading enables a child to become confident when he is around his peers, reading will make the child read warning instructions and avoid danger (Interview, P5).*

Parent's perceived that children's reading development impact children positively within their school and their real-life context. While Hoover-Dempsey and Sandler (2005) focused more on children's reading development with respect to academic performance, in this study parent perceptions on the importance of reading development went beyond school context to the real life context. Unlike the study conducted by Muhammed et al. (2023) who revealed that parents perceived that reading is important for pre-primary children for the children to become literate; in this study the concern of parents are on preparing children for the real-life application.

4.3.1.2 Promotion a Child's Learning Behaviors

When parents were asked about their perceptions of the importance of reading development, nine out of sixteen interviewed (56.25%) believed that reading plays a crucial role in shaping children's learning behaviors. These parents emphasize that reading, particularly when guided by parents promotes children's motivation,

attitudes, and values of education and their attention to learn increase. For instance, on the face-to-face interview, one parent said this;

> *Early reading promotes a positive feeling of learning. Reading not only strengthens his mental ability but also promotes his belief that he has the ability to study like other children; he sees himself as part of the class. A child will have a positive feeling about his studies and education in general when they know how to read (Interview, P6).*

Here, a parent perceived that reading is an important tool for the development of the affective domain. This finding corresponds to recommendation done by Someketa et al. (2017) that reading is important in promoting cognitive knowledge and skills of the children. In this study, parents made clear connections between reading and affective domain development but also children reading was considered as most predictor of a child's academic achievement. This response also divulges during the focus group discussion. The findings revealed fourteen out of twenty-four (58.33%) accorded with the idea that reading for early children promote the development of multiple skills. For instance, during the first group discussion, one parents pointed out that;

> *The issue of a child's reading development at early stage, motivates them to learn. Their reading ability strengthens their emotion about education. You know, I remember when I was in the first grade, my ability to read at very early stage made me to think I knew everything and it inspired me so much; my confidence was very high and I managed even to compete with students who were studying in the third grade (FGD, P9).*

To this parent, her response was influenced by her personal background when she was at school in primary level. This is in line with the study done by Gratz (2006) who revealed that parents perceptions on their children's reading development is

influenced by their background knowledge and experience. In this study, parent was referring to her personal experience of how reading made her become confident at school. This is similar to the study done by Nehal (2017) in south African who revealed that the importance of children's reading development to the parents is constructed from the parent's school life experience. Another parent on the same first group added that;

> *Yeah, it's true, there is great importance for children to understand reading at a very early stage, it motivates a child to love school from a young age. When a child experiences difficulty in reading or cannot able to read, he starts hating school at a very early stage and if they will not get good support from their teachers or parent, the chance of dropping out will be high (FGD, P10).*

This finding talked about the importance of reading in developing cognitive skills like the study done by Susanti et al. (2023) in Indonesia who commented that many parents considered that reading skill as one of significant factor for children to appreciate school life. On the other hand, this finding shows the trauma children could go through if they fail to get essential reading support. This concur to other studies that posited the foundation literacy skills including reading skills are important for children to acquire at early stage otherwise they may lag behind of their peers and feel not a part of them (Stutzel, 2019).

Like many previous parents quoted above, the third parent also perceived that reading is important in establishing the basic foundation of academic achievement of the children. On the second focus group discussion, one parents contributed this;

> *You know reading is like therapy for a child, and it is the foundation for other skills, the child learns to read first before writing. So reading is like a foundation and that's why I also agree with my colleagues here that reading is what makes a child love his studies and also builds confidence in the child (FGD, P11).*

These parents also perceived that children's reading development also important for developing positive learning behavior in children. Here, parents talked about many issues presented in the Whitaker (2018) findings that reading is important for children in developing children's efficacy, motivation and encouragement in learning.

4.3.1.3 Support Child for Secondary Education

When parents asked about their perceptions on the importance of children reading development, many of the parents in this study perceived that early children's reading skills bridge the gap between primary and secondary education. For example, during the interview, one parent said that;

> "*understanding reading at early stage, prepare them for future education; from primary to Secondary*" (Interview P1).

One of the key concern of parents to their children is to see that their children continue with a higher level of education. Thus, this parent perceives that reading has a positive contribution in preparing students to proceeding with the next level of education. This is similar to the study's finding done by Crosby et al. (2015) that children who are struggled on reading at their early educational level were four times

less likely to graduate from high school than children who were reading proficiently at early grade level.

The parents' responses about the importance of children reading at early stage were influenced by their contextual reality and personal experience. For example, during the interview, one of the parents said that;

> *You know, many students fail in Form two because they have reading difficult; you can see students finish Form two, but when you ask them to read, you will be surprise and ask yourself, if these young have really had secondary education. This is because they didn't receive a good foundation of reading (Interview, P 6).*

The parent's perception of the importance of a child's reading development was shaped by the life context in which they lived. This parent believed that one of the contributing factors to students' failure in secondary education was poor reading skills developed during childhood. In the context of Zanzibar, the high failure rate among Form Two students within their community significantly influenced this perception. To this parent, fostering strong reading skills in early education is essential for children to succeed and cope with their studies when they reach secondary school. This findings are in line with the quantitative study done by Shrier (2013) that 83% of the children who cannot able to read on their early educational grade level (fourth grade) are at risk of performing well at their higher educational level. This idea of the importance of reading in preparing a child for secondary education was also revealed to another parent who had this to respond;

> *Understanding reading leads to early self-understanding and to be interested in what he is being taught and prepares the child for further studies, therefore it is important as it helps a child to cope with their studies because if a child cannot able to read properly, they will struggle when they reach at secondary education (interview, P 11).*

Similar to the previous parent, this parent also recognized the importance of reading in preparing children for the next stages of their education. This perspective aligns with another parent's view in a different discussion, who stated,

> *'Reading helps a child excel in their education, enabling them to reach higher levels of learning, understand concepts better, and achieve good results*' (Interview, P3).

The perception of parents on the importance of children reading development correspond to Hoover-Dempsey & Sandler (2005) model of the parental involvement process. Parents were expressing their perception of students' reading by looking at the long impact of reading. Generally, it was clear that parents had positive perceptions of children's reading development toward children's academic achievement.

4.3.2 Parents' Perceptions of Parental Involvement in Children's Reading Development

This section presents how parents perceived parental involvement in reading development for early primary children. The findings of this study revealed that all parents had positive perceptions about parental involvement in children reading development. The parents' perceptions on parental involvement in reading

development fit within the first and second levels of Hoover-Dempsey and Sandler's (2005) model of the parental involvement process. Many of the parents' perceptions were in the idea that parental involvement is important as it motivates children on reading, serves as a model to the children as well as instructor to their children. Thus, this section is organized into three themes; parental roles on children reading development, parents support mechanism and the parent motivation for involvement.

4.3.2.1 Parental Roles on Children Reading Development

Many of the parents involved in qualitative study through interview and focus group discussion had positive perceptions about parental involvement on children reading development. The results of this study shows that parents have major role towards their children reading development including motivating, encouragement and guidance towards children's reading development. Across all interview, about thirteen parents (81.25%) out of 16 parents asked about their believe on parental involved toward children's reading development, indicated the position of parents on promoting reading to their children. For instance, during the interview one of the parents said this;

> *parent involvement motivates children to learn, because sometimes the child's ability is low; so, a parent needs to support fully their children, otherwise, a child will see that reading is only taking place at school (Interview, P2).*

Here, parent was considered as motivator for the children's reading. This parent expressed positive perceptions about parental involvement in children reading development. This result is similar to the findings of the quantitative study done by

Çalışkan and Ulaş (2022) which show the significant differences between the experimental group and the control group. In their study, they concluded that parents who were involved on their children's readings had positive impact on children's reading as compared to those who did not involve. This finding fall under Level 2 of the Hoover-Dempsey and Sandler (2005) model who referred to parental involvement through encouragement, modelling and reinforcement.

It is evident from this study that some parents play a significant role in their children's reading development, particularly through support activities at home. Their involvement is often driven by personal goals and expectations, reflecting what they envision for their children's future. In a similar context regarding the role of parents in motivating their children to read, another parent highlighted this during the interview;

> *It is important, for example myself, when he comes back to school, I always ask him what have you learn today? if he has been given a homework, I try to help him and tell him tell him to try to do well, I promise to give him a gift if he does his work well and I tell him that if he fails, he will be laughed by his peers (Interview, P11).*

This parent expressed his perceptions from what she was involved on her children reading development. She tried to show out how she uses positive and negative reinforcement in motivating her children reading development towards academic performance. This is in line with the study conducted by Kigobe (2019) that the involvement of parent at home is influenced by parents' expectations for children's school success which make parent to spare more time and energy.

This study demonstrates that parents' involvement in their children's reading development can be strengthened by their expectations for their children's future. For example, some parents dedicated their time and energy to assist with homework and reinforced their children's efforts through rewards and promises. Contrary to findings from a previous study conducted in Zanzibar, which indicated that parents paid little attention to supporting their children's homework (Mohamed et al., 2017), this study reveals a different trend. Many parents, particularly mothers, reported devoting significant time to their children's academic support. The limited involvement of fathers in this role presents a gap that warrants further investigation. Similarly, during the focus group discussion, on third group, one parents pointed out that;

> *Parent participation is very important, I try to study together with him to be able to motivate him to study so that he can achieve his goals and I really prefer to be close with the teachers to be able to know how the child's progress is... (FGD3)*

This research finds out that, the involvement varies from one parent to another as there is no systematic agreed model of parental involvement in supporting children reading development. According to Hornby (2011) for effective parental involvement for children reading development school and parents have to develop a proven models of parental involvement otherwise involvement will be only partial and less effective. The result of this study shows that there is no evidence of having agreed model of parental involvement from any of the parent both involved on interview as well as on focus group discussion. The research conducted by Kigobe et al. (2021) argued that the parental involvement should extends beyond homes' reading activities or beyond learning classroom activities to external activities. In this

research it was discovered that there was a little emphasis on involvement in terms other schools' activities such as extra curriculum activities, involvement in terms of supporting on improving schools' teaching and learning environment which are also key factors for improving children's learning.

4.3.2.2 Parents' Support Mechanisms

This study shows that there was no unified support mechanism towards parental involvement on children reading development. Every parent had their own mechanism for supporting their children on reading development in particular. This was found across all parents involved on interview as well as on focus group discussion. For example, during face-to-face interview, one parent posited that;

> "*The first thing is to reduce his work, give him time to rest and sleep, even if it is for a few seconds, to relax his mind and encourage him not to play when he returned home from school*" (Interview, P2).

According to this result, it is evident that parents exercised many types of involvement listed by Oranga et al. (2023, p. 1) including guiding children's home-based learning, provision of learning resources, creation of safe home environments for children and encouraging good behaviors for their children. However, parents were not aware on the importance about involvement in terms of constant communication with the school, participating in school decision-making processes and other school's extra curricula activities. This study, shows that students' fatigue as a result of shortage of rest might hinder reading development. Thus, this study argued that children's home should be properly screened by the parent to ensure that children's reading development is attained.

Another parent who was working as a leader in the scout group during the interview had this to say about parental involvement;

> *the school is not enough on its own, the parents must involve directly to help their children and stay with them and be able to listen to them, … the child comes home, while they have already forgotten some of the stuff they have learnt at school, therefore parent involvement will help student and even the teacher who teach this student (Interview, P 4).*

This parent was working as scout leaders, thus, his working role of talking and staying with the youths in his day-to-day career might influence his response. Here, one of the core parents' supporting mechanisms as part of parental involvement on children reading development is about parent-children conversation or talking, is about hearing children learning difficulties. Unlike other studies Chindanya, 2011; Chowa et al., 2012; Erlendsdóttir et al., 2022) talked about parental involvement in terms of teacher-parent communication, parent-school involvement, involvement in terms of resources provision, this study consider parental involvement in terms of parent-children communication. In this study, parents were not involved on school decision making process and volunteering at school as well as on other extra curriculum activities. The results show that parents have limited understanding about parental involvement activities necessary to support children reading development. This is similar to the study carried out by Kigobe (2019) across mainland and revealed that parents involve more on providing teaching and learning resources than participating in school activities.

Furthermore, on other setting in the interview, another parent posited that;

> *it is my responsibility as a parent help my child to do his homework; as a parent I teach my child so that he can become competent, if he gets the fifty from the school and gets the fifty from the parents, his performance will be high (Interview, P5).*

The parents' supporting mechanism expressed in this study are consistent with what previous studies have found Ahmad, 2020; Chahe & Mwaikokesya, 2017). Here the parent shared her responsibility and accountability toward their children reading development. The parent was focusing on level three of Hoover-Dempsey & Sandler (2005) that parents' beliefs and behaviors are translated into attributes that lead her take part on parental involvement on supporting children reading development.

4.3.2.3 Parent Motivation for Involvement

People practices are driven by their personal motivation and sees that it is important to be involved on their children reading development. Parents had positive perception of parental involvement on their children reading development because of the positive impact of their involvement. Parents with identified motivation such as children's reading competency, academic performance, maintaining self-reputations and others influence parental involvement. Parent believed that their children reading performance was influenced by their involvement and serves as a motivation for children reading development.

The results of this study show about 97.75% parents involved on face-to-face interview perceived that parent involved on children reading development results positive outcomes to their children reading development. However, all of them they were referring to the involvement activities at home. For example, the response of

one of the parents during the interview when asked to provide their perceptions on parental involvement in children's reading development, a parent said this;

> *as a parent I help my child to understand reading because the ability of this child is still low; I help my child in reading; without my involvement, the reading competency of a child will be low; thus, parent must support their children in order for the child to be successful in reading (Interview, P10).*

From this response, it is clearly that this parent involvement was influenced by his expectation as a result of the involvement; his child's reading competency. This is in accordance with Nelson (2019) who posited that parents become more involved on their children reading development because of their expectation of the potential benefits of their involvement. It is possible that the children's reading performance because of the parental involvement increases the likelihood of the parental involvement. Parents decision toward parental involvement are driven by the value of involvement; it is about how they value parental involvement, their expectation; what parent expect as a result of their involvement. Such attributes motivated parental involvement on their children's reading development. This result corresponds to the level 1.5 of what Hoover-Dempsey & Sandler (2005, p.4) call "personal and family values, goals, expectations and aspirations for student learning".

In addition, when parents asked what motivate them to be involved on their children reading development, one of the parents pointed out this;

> *parental involvement has good outcome for children education on their education, and children can reach a higher level of*

> *education and make them success well on their exams … (Interview, P3).*

The results of this study shows that parents perceived that parental involvement matters on their children reading development. Parent's perceptions about parental involvement on children reading development influenced by their belief that parental involvement lay foundation for children future academic success. This finding is concurred with the conclusive remarks given by Wohlers (2005) in his research conducted in the USA focus on the impact of parental involvement on children's literacy. In my study, parents demonstrated a clear understanding of the importance of their involvement in their children's reading development. This awareness motivated them to actively engage in their children's learning. However, their efforts were largely concentrated on activities that directly benefited their own children, rather than on broader initiatives, such as participating in school decision-making processes, which are also crucial for promoting children's reading development on a larger scale.

Moreover, the impact of intrinsic motivation on parental involvement toward children reading development was also observed during the interview. When parents examined about parental involvement on children reading development, one of the parents from the second focus group discussion said this;

> *Personally, I am very proud of my child knowing how to read early, that's what makes me participate in helping the child to read at earlier stage, ..., if the child does well, parent feels good; that is, you feel that you are not wasting your energy for nothing … (FGD3).*

Here, parental involvement on children reading development is considered as an investment and always parents is motivated for the profit they received from their investment. From this study, it shows that perceptions of parents on parental involvement toward children reading development express the parent self-efficacy. According to Howell & Hickman (2022) self-efficacy an individual to believe they have the capacity to act in achieving the designated goal. In this study, parent believed that they have the ability to promote children reading development through their involvement. This implies that parent perceived that there is a positive outcome the parental involvement on children reading development.

4.3.3 Parental knowledge of Parental Involvement Activities for Children's Reading Development

This section presents the findings about parental knowledge of parental involvement activities on children reading development. Parents were assessed their understanding about the parental involvement on children's reading development. Through data analysis, parental knowledge about parental involvement activities for children reading development were defined into five emerged sub-themes; parents-teachers communication, parents-teachers collaboration, monitoring children's reading progress and parents' material support. Overall, parents involved in this study had little understanding about parental involvement necessary for developing children's reading.

4.3.3.1 Parents-Teachers Communication

In this study, it was observed that many of the parents interpreted of parental involvement towards children reading development in terms of parent-teacher

communication. This was observed across nine (9) out of sixteen (16) parents involved on face-to-face interview and about fifteen (15) out of twenty-four (24) parents took part on focus group discussion. This is equal to say that about 56.25% and 62.5% of the parents involved on interview and focus group respectively categorized parent-teacher communication is a one of potential approach of parental involvement toward promoting children's reading development. However, all parents tended to focus on parent-teacher communication primarily concerning the progress of their individual children, rather than for the overall improvement of the school. Regular communication between parents and teachers was identified as a key component of parental involvement in children's reading development. For instance, during the interview, one parent highlighted this by stating;

> o*ne of the ways to participate on a child's reading is to ask his teacher about his progress and results, as a parent need to regularly communicate with the teacher for sake of children good …* (interview, P. 4).

To this parent the concern is the children's reading progress and the communication between parents and teachers is termed as a bridge to support children to develop their reading skills. This is also observed in the study conducted by Nyang'anyi and Bhalalusesa (2023) in Tabora region on Tanzania mainland that the communication between teachers and parents contribute to the primary children's literacy skills development. In this study, many parents pointed out the importance of parents-teachers communication for the promotion of children reading development. This is truly important for promoting children reading development as pointed by Hornby (2011) that It is really mistake to the parents for not communicating regularly with

teachers or only reaching out when theirs is a problem if they expect good academic performance of their children. However, in this study, I argue that, the parent-teacher communication should go beyond the individual children to the broader benefit of the school improvement.

Another parent in the interview expressed his understanding of parental involvement and showered that it is more than parent-teacher communication, it is also involving physical visit at school, however, his visit was usually hampered by his job responsibilities. For example, in the interview the parent said that;

> *I don't go to school much because I have many responsibilities, but I have the phone numbers of my children's school teachers and I call them regularly to understand their progress (Interview, P11).*

This was a men parent that confess other job-related responsibilities made him not to go to school physically as part of parental involvement. This is common findings in the context of Tanzania and Zanzibar in particular as other studies revealed similar results (Ahmad, 2020; Hashim, 2018; Kigobe et al., 2021). In the context of this study, the cultural activities where the fathers were more occupied with economic activities, pay less attention on involving to their children reading development. This study implies that parents' economic activities hamper parental involvement on children reading development. This study also is in line with a study conducted by Kigobe (2019) find that parents' economic activities such as fishing, cultivating as well office job are the contributing factors limiting the parental involvement on their children education.

On another interview, another parent pointed out that;

> *The parent must help their children at home with their studies such as homework, development of new vocabulary and alike, parents have to read together with the child so that to understand the problems that the child encounters (Interview, P.13).*

The response from this parent showed that parental involvement is a combination of multiple forms of involvement activities at home. Hill and Tyson (2009) distinguished two types of parental involvement; home-based involvement and school-based involvement. In my study many of the parents were reflecting parental involvement in terms of home-base parental involvement. All parents in this study were silent about school-based parental involvement activities that also have positive impact to the children reading development. It is possible that if the parent does not exercise school-based involvement activities, teachers might also show less concern for the child learning, because they will know that no one paying attention about what they are doing at school.

Also, the finding of this study shows that discrepancies exist between home-based parental involvement activities and school-based parental involvement activities. Such situation is not fully supportive for children's reading development because school-based parental involvement also has potential impact on children reading development. This is in accordance with the finding revelated by Đurišić & Bunijevac (2017) that when teachers feel that parent do not involved on school-based activities, they will also feel that it is a waste of their time to contact parents.

4.3.3.2 Parents-Teachers Collaboration

In supporting children reading development, parent–teacher collaboration was identified as one of the best approaches for parental involvement on children reading development. This was spoken to about ten (10) out of sixteen (16) parents involved on interview and eighteen (18) out of twenty-four (24) involved on focus group discussion. It was revealed that parents working collaboratively with teachers to support their children on reading development. However, across all interviews and focus group discussions, none of the parent articulated parental involvement in term of sharing their knowledge and experience to teacher or school to the activities that might have influence on children reading development. Parents talked about their collaboration with teacher in terms of monitoring children's reading progress, identifying students' reading difficulties and sharping children's reading behavior. For instance, in the interview, one of the parents cemented that;

> *when I see that there is gap in my children leaning development, I often go to school, so I sit together with teacher and discuss why his level fall or to find the best way to help the child* (Interview, P. 12).

This response shows that parental involvement was very limited, they only collaborating with the teachers when their children's academic performance is low. For improving children development, parent need to have constant collaboration with the teachers; not when only children progress falls down but also for other matters related to school-based activities. According to Sahiruddin and Herminingrum (2021) effective parent-teachers collaboration is Effective parent-teacher collaboration in promoting reading development is when there is parent–teacher

conferences (where teachers and parents discussed issues regarding students' behaviors, progress and achievement, curriculum implementation), parenting and literacy workshops, collaboration on planning and organizing outreach activities.

On the other setting of interview another parent saw parental involvement is to counter check what children learn at school and discuss with the teachers on resolving any challenges that occurs. For example, one of the parents had this to say;

> *every week I check his books and go to school myself, and then ask the teacher for any mistake, like; why teacher did not mark the children work, why teacher failed to support on his problem, ….; when you go to school you get to know many things (Interview. P. 08).*

The finding of this study shows that parents had poor knowledge on parental involvement for children's reading development. Many parents perceived that parental involvement is to monitor what teachers are doing or how they are helping the children at school or how children are learning at school. According to Cruz et al. (2023) attaining better children's academic performance, parents and teachers have to work hands in hands. This is opposite based on this study because the parents' perception about parent-teacher collaboration as a part of parental involvement on children reading development was in isolated structure. Parents feels that the teachers have the major roles of teaching while they have the role of providing learning resources and monitoring how students are learning. As it has been pointed above, the effective collaboration as part of parental involvement on

children reading development, parties; parents and teaches requires common shared values and purposes.

In addition, other parents expressed similar response of parental involvement by looking directly to the children, for example the following parents during the focus group discussion augmented that that;

> *I try to go to school to check the progress of my sons, but I don't go very much because the children don't want to study, once they come back from school, they run away and go to play, where I can find them; … when his teacher tells me that he was not at school, I start looking for him again, he gives me another job, but if a child doesn't want to go to school, you have nothing to do, (FGD1)*

The result shows the lack of responsibility of the parent; a sense of parent's accountability towards children reading development was missing. Many studies (Chowa et al., 2012; Kigobe et al., 2021; Ujudi, 2018), acknowledge that socio-economic and educational level impact parental involvement. My study shows how parents' accountability can impact children's reading development. With demands of children's reading development, schools are recommended that they must rely on parents' involvement (Hornby, 2011). However, in this finding, parent's involvement on supporting children's reading was very weak.

4.3.3.3 Monitoring Children's Reading Development

On assessing the parental knowledge about parental involvement activities on children reading development, the study shows that nine (9) out of fourteen (16) involved on interview and thirteen (13) parents involved on FGD considered that

monitoring children's reading development is one of the key aspects of parental involvement. Here is equal to say that about 45% of the parents on the qualitative strand were considering involvement in terms of monitoring children's reading progress, difficulties they experienced and children's behaviors. For instance, during of the interviews, one of the parents pointed out that;

> *as a parent, I tried to find out what is going on and what is needed to be done …, when I return home early, I call them all, and I check their books and listen to them, … (Interview, P16).*

Parent-home based support activities are featured from this response. This is about monitoring children's learning activities. This indicates that there are some parents who played major role on monitoring their children learning as a part of parental involvement in supporting children reading development. Çalışkan and Ulaş (2022, p. 512) classify six types of parental involvement; Parenting; providing basic and material supports to the children, mutual communication with teachers, volunteering; involving on school activities, home-base support, decision making, cooperation with the community, refers to the cooperation of parents with the school and society to strengthen school programs and contribute to student learning. In my study, parents were more focusing on only two types; home-base support and parenting. This also concur to other studies conducted in the context this study (e.g.; Ahmad, 2020; Kigobe, 2019; Kigobe & Ogondiek, 2020; Ujudi, 2018).

Moreover, some parents in the interview also showered the importance of monitoring students' reading development as he pointed out that;

> *When we invited to school's meetings, parents agree to go in large numbers because the head teachers call us to get the progress of our children" (Interview, P16)*

Here the response shows some limitation of parents' involvement on school activities, they only attend at school for receiving the progress of their children. It was about decision-making meeting or volunteering; it was attending to school for understanding the progress of their children; for receiving information about their children learning. While many of the parents had positive perceptions on the importance of parental involvement on children reading development, there are very few types of parental involvement exercised by the parents, mainly parenting and learning at home. The parental involvement related to school- activities were very limited.

In a similar response, when a parent explained that she used to assess her child's work, but when asked if it was always; she explained that;

> *Not always, but I usually ask what task have given by the teacher today; then, I check the task and if his progress is falling, I tried to know the reason behind, I use to talk to him and promise him a reward if he will do well (Interview, P.2).*

This kind of parental involvement also reflect to the home-base support activities related to home learning involvement. This add evidence that parental knowledge about parental involvement activities necessary for supporting children reading development was very low. Studying about parental monitoring for children performance in Ghana, Gyamfi and Pobbi (2016) identify seven monitoring

activities including monitoring time for watching TV and program, monitoring playing time, monitoring homework, setting time for children to come back from school, monitoring study time and monitoring home reading schedule. In my study, many parents were only focus on monitoring children homework and learning activities. This study, shows the need to equip parents with knowledge about monitoring techniques necessary to promote children reading development as a part of parental involvement.

4.3.3.4 Parents Home Reading Support Activities

The study revealed that many parents provided support at home for their children reading development with little emphasis on school support activities. In this study, it was shown that about 87.75% of the parents involved on face-to-face interview and 81,87% of those involved on focus group discussion showed that their involvements were through home learning activities including homework, reading stories, development of new vocabulary that helped their children's reading development, gain reading skills and self-confidence. For example, during the interview, one of the parents expressed that;

> *my participation is to sit with him and ask him to practice reading, to read loud and hear how she is reading, so that she can learn to read early (Interview, P1).*

This parent shows how she used to read with her child at home, it about home reading support. Such involvement activities fit within level 1.5 of Hoover-Dempsey & Sandler (2005) model of Parental involvement process on one of parent

involvement forms; involvement activities at home. Analysis of data found that parents' expectations and personal goal toward children reading development had positive impact on parent reading support at home. According to Çalışkan and Ulaş (2022) parent reading support at home have significant impact on students reading comprehension skills. Parent home reading support was found to play an important role on children's reading development and in the formation of children's reading culture.

On the other interview, it was revealed that provision of balance diet and learning materials supports are among the key forms of parent home support activities that promote positive children reading development. For instance, during the interview, parents posited that;

> *I make sure I provide healthy food to my child and give him all learning materials*" (Interview, P. 7). Another parent added that "*I prepare my daughter well by ensuring that she go to school clean and neatly, gives her good food and buys the all materials needed at school*" (Interview, P.1).

Here, three things were identified from these responses; balance diet, hygiene and students teaching and learning materials. The provision of such supports has not been identified as one among the important parental home support activities for most of the developed countries in particular ,Çalışkan & Ulaş, 2022; Hill & Tyson, 2009; Whitaker, 2018) as for them malnutrition is not a savior case. But in the context of this study and African countries in particular such identified components negatively affect children reading development. Thus, the contextual reality of this study

influences the parents' response. However, it was observed that the issues of balance diet, and hygiene were only presented by those parents who are more educated and those who their financial capacity seems good. According to Hornby (2011) the home environment in which children live affect their reading development and academic performance. Many study shows that parent from lower socioeconomic backgrounds experience barriers on supporting their children's reading development (Kigobe & Ogondiek, 2020).

In addition, parents' knowledge about parental involvement on children's reading development fall on the involvement of helping children to fully participate in their learning progress. Parents felt that they have roles of supporting children with small tasks at home. This was seen in the interview where one of the parents explained that:

> *First of all, I would like buying him the books that are written a, e, i, o, u. I look at his interests and see what is needed, also when I have no job, I sit with my child, then asked him to write number six and he write or if a Swahili lesson I try to read story with him and then I give him questions and he answers the questions (Interview, P.9).*

In general, the study reveals that many parents were involved on children reading development by providing material resources such books and other learning materials. The analysis of this study shows that parents did not have a formal parent reading home support plan, they only support their children when they are free. In response to this finding, it can be argued that parent home reading support need to well-planned and be in the schedule of the parent activities at home. The findings

also revealed that time constrains due to job responsibilities and other socio-economic activities were the typical barriers for parental involvement on children reading development in the context of this study. This is also corresponded to the study findings of Edward et al. (2022) who revealed that parental limited parental support and home contextual environment hinder parental involvement on children reading.

In response to this study, many parents perceived that parental involvement on children reading development is more about direct engagement in their children's reading at home while monitoring how teachers teach. In a similar manner, parental involvement on children reading development was termed as having a positive home environment to support their children's reading. All these are important, but parental involvement related to school activities has also positive impact on children reading (Çalışkan & Ulaş, 2022b). However, in this study it school-based support activities were forgotten type of parental involvement to the most of the parent.

4.4 Data Analysis and Discussion of the Quantitative Findings

This section presents the analysis of quantitative data of the study focusing on investigating factors associated with home and school parental involvement in reading development in Zanzibar by reflecting on factors that influence or hinder parental involvement in children's reading development.

This was a follow-up question following the first three questions intended to assess the general perceptions of the parents on the importance of reading skills, importance of parental involvement on reading development as well as parents' knowledge about

parental involvement activities on children's reading development. In this question, two analyses were conducted, first the correlation analysis to assess the association between parental home involvement, parental school involvement with parent's personal factors, life contextual factors and parents' perceptions of the involvement invitation from school, teacher and their children.

Table 4.1: Correlations, means, Standard Deviations, and Cronbach's alphas between parents' Characteristics, Home Involvement, School Involvement and Motivators of Parental Involvement.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Parents' Gender														
Parents' Education	-.046													
Parents' Employment status	.099**	-.054												
Number of Children	.001	.075*	-.149***											
Home Involvement	-.017	.043	-.024	-.030										
School Involvement	-.020	.064*	-.060	-.012	.584***									
Parents' sense of efficacy	-.080*	.051*	-.030	-.028	.323***	.224***								
Parents' role construction	-.076*	.058	-.094**	-.030	.404***	.390***	.475***							
Parents' School Valence	-.101**	.031	-.054	-.061	.258**	.116***	.302***	.282***						
Parents knowledge and skills	-.022	.055	-.093**	.016	.520***	.491***	.488***	.666**	.295***					
Parents' Energy and resources	-.034	.030	-.047	-.010	.532***	.494***	.430***	.578***	.249***	.757***				
School invitation	.023	.019	-.107***	-.048	.434***	.467***	.335***	.545***	.222***	.588***	.608***			
Teacher invitation	.007	.068**	-.003	-.002	.291***	.454***	.290***	.391***	.091***	.425***	.367***	.407***		
Child invitation	-.043	.013	-.005	-.085*	.474***	.552***	.275***	.405***	.165***	.489***	.474***	.465***	.461***	
M	1.30	2.57	2.81	1.33	5.19	4.59	5.44	5.37	5.76	5.21	5.26	5.30	4.65	4.89
SD	0.49	1.44	0.97	0.88	0.97	1.28	0.81	0.60	0.58	0.77	0.79	0.65	1.31	1.08
Cronbach's alpha					.70	.81	.55	.76	.82	.81	.78	.62	.85	.75

Note. * p< .05 ** p< .01 *** p< .001. Spearman non-parametric correlations were calculated between parent's characteristics and other variables; Pearson correlations were calculated between all other variables

Field: data (2022)

Table 4.2: Factors Associated Parental Involvement

		Factors for Home Involvement			Factors for School Involvement		
		B	*Std. Error*	*Beta*	*B*	*Std. Error*	*Beta*
1	(Constant)	5.09	.13		4.522	.175	
	Parents' Gender	.03	.07	.02	.02	.09	.010
	Parents' Education	.02	.02	.03	.06	.03	.065
	Parents' Employment status	.00	.03	.00	-.05	.03	-.046
2	(Constant)	.29	.39		.15	.53	
	Parents' Gender	.08	.06	.04	.06	.08	.02
	Parents' Education	.01	.02	.01	.04	.03	.05
	Parents' Employment status	.02	.02	.02	-.02	.03	-.02
	Parents' sense of efficacy	.18***	.04	.14***	.07	.06	.04
	Parents' role construction	.50***	.06	.31***	.79***	.08	.37***
	Valence	.18**	.06	.11**	-.06	.08	-.02
3	(Constant)	.22	.36		.05	.49	
	Parents'' Gender	.04	.06	.02	.01	.08	.00
	Parents' Education	.01	.02	.01	.04	.03	.05
	Parents' employment status	.03	.02	.04	-.01	.03	-.01
	Parents' sense of efficacy	.04	.04	.03	-.11	.06	-.07
	Parents' role construction	.07	.06	.04	.20	.09	.09
	Valence	.15	.05	.09	-.104	.070	-.047
	Parents knowledge and skills	.28***	.06	.22***	.40**	.086	.24***
	Parents Energy and resources	.37***	.05	.30***	.47***	.07	.29****
4	(Constant)	-.07	.36		-.55	.46	
	Parents' Gender	.06	.05	.03	.02	.07	.01
	Parents' Education	.01	.02	.02	.05	.02	.05
	Parents' employment status	.02	.02	.03	-.03	.02	-.03
	Parents' sense of efficacy	.05	.041	.04	-.11	.05	-.07
	Parents' role construction	.00	.06	.00	-.01	.08	-.00
	Parents school valence	.14**	.05	.09**	-.07	.06	-.03
	Parents' knowledge and skills	.20***	.06	.16***	.19**	.079	.11**
	Parents energy and resources	.26***	.06	.22***	.26***	.071	.16***
	School invitation	.10	.06	.06	.22**	.073	.11**
	Teacher invitation	-.01	.02	-.01	.17***	.03	.17***
	Child invitation	.22***	.03	.24***	.371	.040	.31***

Source: Field data (2022)

4.4.1 The Correlation between Home and School Involvement with Motivators Variables

The correlation analysis showed a strong positive association between parental involvement and motivators (variables) of parental involvement. These motivators are parents' personal factors which include parents' sense of efficacy in helping children to learn reading, parents' role construction which is the beliefs of a parents on a role they can play in children reading development, parents school valence which is the extent to which a parent, based on prior personal experience with schooling, is generally attracted to or repelled from school engagements, parents knowledge and skills on the involvement, parents energy and time to be involved, parents' perception of the involvement invitation from school, parents' perception of the involvement invitation from teachers and parents' perception of the involvement invitation from their own children.

On demographic characteristics of parents, there were weak correlation between parents' education with some study variables. There was only negative correlation between gender and employment status with some variables. Due these results we included only education and employment status in the further analysis.

4.4.2 Factors related to Parental Home and School Involvement in Zanzibar

To assess factors which related to parents' home involved hierarchical multiple regression was conducted to see factors which predicts home involvement. Following that, we carried out two separate sets of hierarchical multiple regression analyses to determine which variables best predict involvement in home and school settings

respectively. In the first block of data entry, the control variables were input. We incorporated the parent-related variables parents' sense of efficacy, role construction, and parents' school valence in a second block of our research. In the third iteration of our study, we incorporated the life contextual variables of parents' knowledge and abilities, as well as their resources and time. In the previous phase, we introduced three new variables related to invitations: parents' perceptions of school invitations, parents' opinions of teacher invitations, and parents' perceptions of their own children's invitations.

4.4.3 Home Parental Involvement

This study explored how parent-related variables, invitations from the child and school to be involved, and general life context are related to parents ’involvement in their child’ educational activities at home and at school. The variables explained somewhat more variance in home-based than in school-based involvement. This is not in line with the results of Green and colleagues (2007) which reported more explained variance in school-based involvement as compared to home-based involvement in an ethnically diverse USA sample. However, our findings do align with findings of Walker et al. (2011) who showed that the same variables explained more of the variance in home-based involvement as compared to school-based involvement. The present study supports the view of Walker et al. (2011) that parents might be more interested or convinced to be involved at home because of the reality that opportunities for home-based involvement may appear any day in a week while opportunities for school. The second block with parents’ personal variables contributed 19.7% of variance, the third block with life contextual

variables contributed 32.5% of variance in the model, while the fourth block with involvement invitations variable contributed 37.2% of total variance.

The Standardized regression coefficients (see Table 4.1) of the final model showed that the all three control variables were not significant predictors of home involvement. The findings showed that among all the variables home involvement is influenced by parents' school valence, parent's knowledge and skills, parent's energy and resources and child invitation.

4.4.4 School Parents' Involvement

In the second regression model which assess factors for parental school involvement. The Multiple regression analysis showed that the control variables in the first block contributed 0.7% of variance in the model. The second block showed that parents' motivator variables contributed 15.1% of variance in the model, while life contextual variables in the third model contributed 28.2 % of variance and in the fourth block the invitation variable contributed 41.9% of the variance in the model. The Standardized regression coefficients (see Table 4.1) of the final model showed that all control variables were not significant. On the factors for parental involvement, parent's sense of efficacy, parents' knowledge and skills, parents' energy and resources, school invitation, teachers' invitations and child invitation predicted parental school involvement (see table 4.2).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter presents the summary of the findings, conclusion and recommendations based on the study structured to explored parental involvement on children reading development in Zanzibar. The chapter providing the overall summary of the study based on the overall methodology undertaken for this study. The chapter also, summaries the overall findings of the study together with the conclusion and recommendation across broader stakeholders including the policy makers, teachers, parents, and the Ministry of Education. Lastly, chapter indicated some gap by proving the recommendation for further study to be undertaken in order to provide robust knowledge focus on parental involvement in the context of Zanzibar.

5.2 Summary of the Study

The study focus was to explore parental involvement in children's reading development at a West "A" district in Zanzibar. The study keenly concentrated into four key issues that facilitate parental involvement in children's reading development; the perceptions of parents on the importance of children reading, the perceptions of parents on the parental involvement, parental knowledge on parental involvement activities necessary for children' reading development and lastly the factors that foster parental involvement towards children's reading development. A mixed research approach was applied under the exploratory sequential design whereby a qualitative strand starts first and its finding was used as a baseline for

extracting questionnaire for the quantitative strand. Generally, the qualitative strand was applied to the first three research objectives while the quantitative strand was applied to the fourth objective. The qualitative data; the interview and focus group discussion data were analysed through thematic analysis where three major themes directly related to the objective of this study were constructed.

In addition, the study shows that all parents involved, expressed positive perceptions of the importance of children's reading development for the early primary children. Parents associated the importance of children's reading development for early primary children with the development of multiple skills on the children. According to the perceptions of the parents, children's reading development are important as it foster the development of soft skills, learning behaviors and serves as a cornerstone for secondary education.

It was also noted that parents were well aware on the role of children's reading development on facilitating social interaction between children, parents, teachers and community at large. Importantly, reading seems to be a potential source of learning different issues to the children. This does not mean that reading is the only source for the children to develop those skills, but through reading children can read many interesting stories which in turn develop them learning behaviour. Parents were in the position that as children develop reading habit, the reading skills developed is particularly important to their later level of education. It appears that the parents' perceptions on the importance of children's' reading development were influenced by parents' personal motivators. Personal motivators are one of the key variables

influence parental involvement on children reading development. In this study, the parents' personal motivators toward children's reading development were identifies as those benefits of the reading skills to the children. These results are in line with many studies conducted on parents' perception on children's reading that reading are the core foundation for multiple skills developments to the children. This implies that in this study parents have good understanding that children's reading development should go beyond the basic literacy skills to many skills that make children to interact with their living environment; social interaction and interpersonal skills.

The findings of this study show that all parents have positive perceptions of the parental involvement in children's reading development. Parents perceived that parent play significant roles toward involvement on their children's reading development. It appears that parents perceived that there is positive correlation between parental involvement and children's reading development. Many parents involved in this study perceived that parental involvement in children reading development serves as encouragement, motivation and modelling on children's learning.

Parental involvement necessary for supporting children's reading development including parenting, communicating, learning at home, collaborating, and decision making and volunteering. In this study, parents' perceptions of the parental involvement in children's reading development only fall on parenting and learning at home. It was about parent's home reading support activities including reading together with the parents, creating learning environment at home, and provision of

material support and alike. However, little emphasis was given about parents' school support activities which are also found to have potential impact on children's reading development. A full sense of community engagement for children learning seems to be missing on parental involvement in children reading development. This signifies poor parental understanding about parental involvement necessary for promoting children's reading development.

Moreover, parents perceived that they are role model and they have the role of motivating children's reading development through their involvement. Parents were in perceptions that children's reading development are enhanced when their parents are fully involved also children's reading ability and critical-thinking skills are enhanced when their parents are involved.

Furthermore, the finding of this study revealed that parents' perceptions about parental involvement on reading development did not reflect their knowledge about parents' involvement activities. It was noted that parents have positive perceptions on parental involvement towards children's reading development, however, their knowledge on parental involvement activities necessary to support children reading development was very low. In this study, the responses of parents only fall on level 1 whereby parent personal motivations and life context variables were the predominant factors influenced their responses. But at the same level, the study shows that parents' perceptions of invitations to be involved was very low. This implies that parents were not fully involved on schools' activities such as school conference or

other meetings necessary for discussing the educational achievement of their children.

In addition, parents' knowledge of parental involvement activities in children's reading development were defined on four main parameters; namely parents-teachers communication, parents-teachers collaboration, monitoring children's reading development and parents home reading support activities. The study revealed that all these sorts of involvements were not focus on school parental support activities but instead were mainly about home parent support activities. Currently, the government emphasis the idea of community schools whereby the community and parents in particular, need to be involve and to be a part of the schools' activities for promoting children academic development. In this study, parents were only attending at school for the progress of their individual children and mainly after receiving a call from the teacher. To comply with the idea of community-based school which is the key idea of supporting children's learning, parents need to build partnership with schools and should have mutual responsibilities for children's reading development.

Moreover, Parental involvement process, however, their involvements were in a singularity form of communication, between parent and the respective teacher of their children but not as a social community. Parents in this study mainly relied on communication activities through phone and personal visit for the purpose of hearing the progress of the children. Sad enough many of the parents in this study did not have the culture of regular visit, they only attend to respond to the call of the teacher. Other study showed that social media is the best platform of parent-

teachers/school communication that the parties could interact with schools for the academic development of their children. In this study, every parent communicates with teacher or school individually for the progress of their own children not for the whole school as a community. Low level of parental knowledge on involvement activities might negatively impact children academic development. However, the level of parental knowledge of parental involvement in children's reading development was very low as it was cemented by many researchers conducted in Zanzibar. Factors influence or hinder parental involvement in children's reading development.

This was the focus of the quantitative strand, and the findings totally concur with the qualitative findings. Findings show a strong positive association between parental involvement and motivators (variables) of parental involvement including parents' personal motivators, perceptions of invitations to be involved and life context variables. However, the variance of parents' variable at home predicts more involvement than in school-based involvement. The same variables explained more of the variance in home-based involvement as compared to school-based involvement. The present study supports the view of that parents might be more interested or convinced to be involved at home because of the reality that opportunities for home-based involvement may appear any day in a week while opportunities for school

The parents need to exercise involvement beyond personal motivations of promoting their individual students reading performance. Involvement needs to be

considered to a broader spectrum of school as whole including involvement on different school's activities such as school conference, involvement of the promoting good school environment. In this study, parents have shown that they have little contributions and involvement on advising school to the establishment different programs that support children's reading development. Rarely involve on supporting teachers and school on better way of motivating students on reading development. This is the indication of low level of related reading knowledge to parents. Parents' knowledge about involvement activities on children reading development, promote and serves as predictor of their involvement toward children educational developed is missed in this study.

5.3 Conclusion

This study reveals significant insights into parental involvement in children's reading development in Zanzibar. While parents generally held positive perceptions about the importance of their involvement, their understanding of specific activities related to parental involvement was notably limited. The essence of comprehensive parental involvement, as outlined in the Hoover-Dempsey and Sandler model, was largely absent. Parents primarily focused on the progress of their individual children rather than engaging in broader, school-wide efforts that contribute to overall reading development.

This study underscores the need for targeted interventions to equip parents with the necessary knowledge and skills to support their children's reading development comprehensively. Parents should be encouraged to participate not only in home-

based activities but also in school-related initiatives that foster a more holistic approach to their children's education.

Moreover, enhancing parent-teacher communication is essential. Instead of relying solely on individual communication methods, such as phone calls, parents should be encouraged to engage in group discussions, potentially through social media platforms. This approach, as suggested by other studies, could be more effective and warrants further investigation within the context of this study.

5.4 Recommendations

Following the findings of this research that based on exploring parental involvement in children's reading development in Zanzibar. A researcher is in position to provide the recommendations to the three key stakeholders; parents, school, and the policy makers particularly the ministry of education as all these have potential contribution toward parental involvement in children's reading development.

5.4.1 Recommendations to Parents

i. To promote children's reading development, parents need to take the issue of parental involvement more seriously and should be fully involved across all spheres both at home support activities as well as school activities.

ii. Parent have to develop good collaboration with teachers and school in general not only for their individuals' children reading but also for the total welfare of the school.

iii. Parents should have a sense of ownership to the school by supporting the school on multiple issues including extra curriculum activities

iv. Parents should seek support on planning together with the teacher on how to monitor their children at home in order to foster children's reading development.

5.4.2 Recommendations to School

i. School administration should involve parents on planning extra curriculum activities and give them chance in some of the school decision making.

ii. In collaboration with the parents, school should develop parental involvement schedule to ensure that parental involvement in supporting children's reading is fully adhered.

iii. School administration should organise parent's workshop in order to equip parents with knowledge and skills on how parental involvement is exercised for the effective children's reading development.

iv. School should not work at isolated sphered toward promoting children's reading development, any plan for promoting children's reading development parents should be fully involved.

v. Parental should be seen as paramount important on supporting children reading, thus, parental involvement should part of the school mission and thus, parental involvement should be publicised.

5.4.3 Recommendations to Ministry of Education

i. In the ongoing curriculum change from content base curriculum to competence base curriculum, the Ministry of Education and practical training

should be given the opportunity for parents involved in various school tasks to help children know how to read early.

ii. The Education policy of Zanzibar keep silence on how parent can interact the school, I recommend to the Ministry of Education to review their education policy to enhance parental involvement at school activities.

5.4.4 Recommendations for Further Research

i. Future research should explore the long-term impact of parental involvement on children's reading development in Zanzibar, particularly focusing on the different strategies used by parents in urban versus rural settings.

ii. Studies could also investigate the barriers to parental involvement in reading development and how these challenges can be effectively addressed to ensure more inclusive participation.

iii. Further research to examine the role of digital tools and resources in facilitating parental involvement in children's reading development in the context of Zanzibar.

iv. Comparative studies between different regions of Zanzibar, or between Zanzibar and mainland Tanzania, could provide deeper insights into the effectiveness of various parental involvement strategies and their impact on reading development.

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APPENDICES

Appendix 1: Research Schedule

Activities	**2022**												**2023**											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Ses	OCT	Nov	DEC
Proposal Development																								
Defending Proposal																								
Data Collection																								
Data Analysis																								
Report Writing																								
Submission And defending																								

Appendix 2: Questionnaire

CHUO KIKUU HURIA CHA TANZANIA

KUIMARISHA FURSA SAWA KUPITIA USHIRIKI WA WAZAZI SHULENI KATIKA KUJENGA STADI ZA MSINGI ZA KUSOMA

MADODOSO YA WAZAZI

JINA LA MZAZI……..MAHALA ANAPOISHI……WILAYA……

Wazazi wapendwa,

Kwa heshima, tunawaalika kushiriki katika utafiti ambao unakusudia kubaini mashirikiano na mawasiliano baina ya walimu na wazazi ili kuwezesha elimu ya watoto.Tunapenda kuwauliza baadhi ya maswali kuhusu mitazamo na mielekeo yenu kuhusiana na mada ya utafii huu. Tunawaomba kujibu maswali katika dodoso ambayo yatachukua muda wa dakika tatu kuyajibu.

Watu wana hisia tofauti kuhusu shule. Tafadhali onesha kwa kuzungushia duara kwenye namba iliyoko katika kila kisanduku kwenye kila mstari hapa chini, ambayo inaelezea vizuri kuhusu hisia yako juu ya uzoefu wako kuhusu shule WAKATI ULIPOKUWA MWANAFUNZI							
1	**Shule yangu:**	**Sikuipenda**					**Niliipenda**
		1	**2**	**3**	**4**	**5**	**6**
2	**Walimu wangu:**	**Walikuwa wabaya**					**Walikuwa wema**
		1	**2**	**3**	**4**	**5**	**6**
3	**Walimu wangu :**	**Walinipuuza**					**Walinijali**
		1	**2**	**3**	**4**	**5**	**6**
4	**Uzoefu wangu kuhusu shule:**	**Ni mbaya**					**Ni mzuri**
		1	**2**	**3**	**4**	**5**	**6**
5	**Nilijihisi kama vile:**	**Sikuhusika nayo**					**Nilihusika nayo**
		1	**2**	**3**	**4**	**5**	**6**
6	**Uzoefu wangu wa jumla:**	**Ulikuwa wa kushindwa**					**Ulikuwa wa mafanikio**
		1	**2**	**3**	**4**	**5**	**6**
Wazazi wapendwa, tafadhali onesha kwa kuzungushia duara kwenye namba iliyoko katika kila kisanduku kwenye kila mstari hapa chini, kwa kiasi gani UNAKUBALIANA au HUKUBALIANI na kila kauli hapa chini miongoni mwa kauli zifuatazo. Tafadahali zingatia juu ya <u>mwaka huu wa masomo kila unapotafakari kila kauli.</u>							

		Sikubali kabisa	**Sikubali**	**Sikubali kidogo tu**	**Ninakubali kidogo tu**	**Ninakubali**	**Ninakubali kabisa**
7	**Ninafahamu jinsi ya kumsaidia mtoto wangu kuelewa stadi za kusoma**	**1**	**2**	**3**	**4**	**5**	**6**
8	**Sifahamu kama ninaelewa juu ya maendeleo ya usomaji wa mtoto wangu**	**1**	**2**	**3**	**4**	**5**	**6**
9	**Sifahamu jinsi ya kumsaidia mtoto wangu kufanya vema katika maendeleo yake katika stadi za kusoma .**	**1**	**2**	**3**	**4**	**5**	**6**
10	**Ninajihisi kufaulu kuhusu juhudi zangu za kumsaidia mtoto wangu kuelewa stadi za kusoma**	**1**	**2**	**3**	**4**	**5**	**6**

Wazazi wapendwa, tafadhali onesha kwa kuzungushia duara kwenye namba iliyoko katika kila mstari kwa kiasi gani UNAKUBALIANA au HUKUBALIANI na kila kauli hapa chini miongoni mwa kauli zifuatazo. Tafadhali zingatia juu ya <u>mwaka huu wa masomo kila unapotafakari kila kauli.</u>

		Sikubali kabisa	**Sikubali**	**Sikubali kidogo tu**	**Ninakubali kidogo tu**	**Ninakubali**	**Ninakubali kabisa**

12	**Walimu wa shule hii wanapenda na wanonesha ushiriarikano wanapojadili maendeleo ya usomaji wa mtoto wangu.**	**1**	**2**	**3**	**4**	**5**	**6**
13	**Ninahisi kukabishwa katika shule hii.**	**1**	**2**	**3**	**4**	**5**	**6**

Wazazi wapendwa, tafadhali onesha kwa kuzungushia duara kwenye namba iliyoko katika kila kisanduku kwenye kila mstari hapa chini , MARA NYINGI KIASI GANI yafuatayo yamepata kutokea TANGU MWANZO WA MWAKA HUU WA MASOMO

		Hata mara moja	**Mara 1 au 2 mwaka huu**	**Mara 4 au 5 mwaka huu**	**Mara moja kwa juma**	**Mara chache kwa juma**	**Kila siku**
14	**Mwalimu wa mtoto wangu aliniomba au alinitegemea nimsaidie mtoto wangu Kuelewa kusoma**	**1**	**2**	**3**	**4**	**5**	**6**
15	**Mwalimu wa mtoto wangu aliniomba niongee na mtoto wangu kuhusu shule**	**1**	**2**	**3**	**4**	**5**	**6**
16	**Mwalimu wa mtoto wangu aliniomba nihudhurie katika shughuli maalum shuleni.**	**1**	**2**	**3**	**4**	**5**	**6**

17	**Mwalimu wa mtoto wangu aliniomba kutoa msaada shuleni.**	**1**	**2**	**3**	**4**	**5**	**6**
18	**Mwalimu wa mtoto wangu aliwasiliana nami (kwa mfano , kupeleka ujumbe, kupiga simu, kupeleka barua pepe)**	**1**	**2**	**3**	**4**	**5**	**6**

Wazazi wana imani mbalimbali juu ya kiwango cha wajibu wao kuhusu maendeleo ya usomaji na kutojua kusoma wa watoto wao. Tafadhali toa maoni yako juu ya kauli zifuatazo kwa kuonesha imani yako juu ya kiwango cha ya wajibu wako.

Ninaamini ni wajibu wangu kufanya yafuatayo;		**Sikubali kabisa**	**Sikubali**	**Sikubali kidogo tu**	**Ninakubali kidogo tu**	**Ninakubali**	**Ninakubali kabisa**
19	**Kujitolea shuleni**	**1**	**2**	**3**	**4**	**5**	**6**
20	**Kuwasiliana na mwalimu wa mtoto wangu mara kwa mara kuhusu mafanikio ya mtoto wangu juu ya kusoma.**	**1**	**2**	**3**	**4**	**5**	**6**
21	**Kumsaidia mtoto wngu kuhusus kazi yake ya nyumbani**	**1**	**2**	**3**	**4**	**5**	**6**
22	**Kuhakikisha kuwa shule inavyo vitu inavyohitaji katika kumsaidia mtoto wangu katika mafanikio yake ya kusoma.**	**1**	**2**	**3**	**4**	**5**	**6**

23	**Kuunga mkono maamuzi yanayofanywa na mwalimu kwa ajili ya mafanikio ya usomaji wa mtoto wangu.**	**1**	**2**	**3**	**4**	**5**	**6**
25	**Kuelezea mazoezi magumu kwa mtoto wangu**	**1**	**2**	**3**	**4**	**5**	**6**
26	**Kuongea na wazazi wengine kutoka katika shule ya mtoto wangujuu ya mafanikio ya mtoto wangu kuhusu kusoma.**	**1**	**2**	**3**	**4**	**5**	**6**
27	**Kuifanya shule ya mtoto wangu kuwa bora.**	**1**	**2**	**3**	**4**	**5**	**6**
28	**Kuongea na mtoto wangu kuhusu siku ya shule.**	**1**	**2**	**3**	**4**	**5**	**6**

Wazazi wapendwa, tafadhali onesha kwa kuzungushia duara kwenye namba iliyoko katika kila kisanduku iliyoko katika kila mstari, kwa kiasi gani UNAKUBALIANA au HUKUBALIANI na kila kauli hapa chini miongoni mwa kauli zifuatazo. Tafadhali zingatia juu ya <u>mwaka huu wa masomo kila unapotafakari kila kauli.</u>

		Sikubali kabisa	**Sikubali**	**Sikubali kidogo tu**	**Ninakubali kidogo tu**	**Ninakubali**	**Ninakubali kabisa**
29	**Ninaelewa kuhusu shughuli maalum shuleni.**	**1**	**2**	**3**	**4**	**5**	**6**

30	**Nina muda na nguvu za kutosha kusaidia shule ya mtoto wangu.**	**1**	**2**	**3**	**4**	**5**	**6**
31	**Nina uelewa wa kutosha juu ya mada za mzoezi ya nyumbani ya mtoto wangu ili kumsaidia .**	**1**	**2**	**3**	**4**	**5**	**6**
32	**Nina muda na nguvu za kutosha za kuwasiliana kwa ufanisi na mwalimu wa mtoto wangu juu ya mafanikio yake (mtoto wangu) ya kusoma .**	**1**	**2**	**3**	**4**	**5**	**6**
33	**Nina muda na nguvu za kutosha za kuhudhuria katika shughuli maalum shuleni.**	**1**	**2**	**3**	**4**	**5**	**6**
34	**Ninaelewa jinsi ya kusimamia kazi ya nyumbani ya mtoto wangu.**	**1**	**2**	**3**	**4**	**5**	**6**
35	**Ninaelewa juu ya fursa za kujitolea katika shule ya mtoto wangu.**	**1**	**2**	**3**	**4**	**5**	**6**
36	**Ninaelewa jinsi ya kumwelezea mtoto wangu mambo kuhusu kazi yake ya**	**1**	**2**	**3**	**4**	**5**	**6**

	nyumbani.						
37	**Ninazo stadi za kusaidia kwenye shule ya mtoto wangu .**	**1**	**2**	**3**	**4**	**5**	**6**
38	**Nina muda na nguvu za kutosha za kusimamia kazi ya nyumbani ya mtoto wangu.**	**1**	**2**	**3**	**4**	**5**	**6**

Wazazi na familia hufanya mambo mbalimbali mengi wakihusishwa katika elimu ya watoto wao. Tungependa kufahamu mara nyingi kiasi gani umepata kufanya yafuatayo TANGU MWANZO WA MWAKA HUU WA MASOMO.

	Mtu Fulani katika familia hii…..	**Hata mara moja**	**Mara 1 au 2 mwaka huu**	**Mara 4 au 5 mwaka huu**	**Mara moja kwa juma**	**Mara chache kwa juma**	**Kila siku**
40	**Huzungumza na mtoto huyu kuhusu siku ya shule.**	**1**	**2**	**3**	**4**	**5**	**6**
41	**Husimamia kazi ya nyumbani ya mtoto huyu.**	**1**	**2**	**3**	**4**	**5**	**6**
42	**Husaidia katika shule ya mtoto huyu.**	**1**	**2**	**3**	**4**	**5**	**6**
43	**Huhudhuria shughuli maalum shuleni .**	**1**	**2**	**3**	**4**	**5**	**6**

44	**Humsaidia huyu mtoto kujisomea kwa ajili ya majaribio.**	**1**	**2**	**3**	**4**	**5**	**6**
45	**Hujitolea kwenda katika ziara ya darasa ya kujifunza.**	**1**	**2**	**3**	**4**	**5**	**6**
46	**Huhudhuria miikutano ya mwalimu na wazazi.**	**1**	**2**	**3**	**4**	**5**	**6**
47	**Hufanya mazoezi ya tahajia, herufi,au mazoezi mengine ya stadi ya kusoma na mtoto huyu.**	**1**	**2**	**3**	**4**	**5**	**6**
48	**Husoma pamoja na mtoto huyu.**	**1**	**2**	**3**	**4**	**5**	**6**
49	**Huhudhria siku ya ufunguzi wa shule.**	**1**	**2**	**3**	**4**	**5**	**6**

Tafadhali onesha kwa kuzungushia duara kwenye namba iliyoko katika kila kisanduku kwenye mstari kwa kiasi gani UNAKUBALIANA au HUKUBALIANI na kila inayofuata hapa chin. Tafadhali zingatia juu ya <u>mwaka huu wa masomo kila unapotafakari kila kauli</u>

		Sikubali kabisa	**Sikubali**	**Sikubali kidogo tu**	**Ninakubali kidogo tu**	**Ninakubali**	**Ninakubali kabisa**
50	**Shughuli za wazazi katika shule hii zimepangwa katika shule hii kuniwezesha kuhudhuria.**	**1**	**2**	**3**	**4**	**5**	**6**
51	**Shule hii huniwezesha kufahamu juu ya mikutano na**	**1**	**2**	**3**	**4**	**5**	**6**

	shughuli maalum za shule. Wafanyakazi wa shule hii hunijulisha kikamilifu kuhusu tatizo lolote.						
52	**Huhusisha mafanikio ya usomaji wa mtoto wangu.**	**1**	**2**	**3**	**4**	**5**	**6**
53	**Walimu wa shule hii hunijulisha kuhusu mafanikio ya usomaji wa mtoto wangu shuleni.**	**1**	**2**	**3**	**4**	**5**	**6**

Wazazi wapendwa, tafadhali onesha mara nyingi kiasi gani yafuatayo yametokea katika shule hii TANGU MWANZO WA MWAKA HUU WA MASOMO?

		Hata mara moja	**Mara 1 au 2 mwaka huu**	**Mara 4 au 5 mwaka huu**	**Mara moja kwa juma**	**Mara chache kwa juma**	**Kila siku**
90	**Mtoto wangu aliniomba nimsaidie kuelezea jambo fulani juu ya kazi yake ya nyumbani .**	**1**	**2**	**3**	**4**	**5**	**6**
91	**Mtoto wangu aliniomba nisimamie kazi yake ya .**	**1**	**2**	**3**	**4**	**5**	**6**
92	**Mtoto wangu aliniomba nihudhurie shughuli maalum shuleni .**	**1**	**2**	**3**	**4**	**5**	**6**

93	**Mtoto wangu aliniomba nisaidie jambo shuleni.**	**1**	**2**	**3**	**4**	**5**	**6**
94	**Mtoto wangu aliniomba niongee na mwalimu wake juu ya mafanikio yake ya kusoma.**	**1**	**2**	**3**	**4**	**5**	**6**

Tunafahamu kuwa taarifa zifuatazo huenda zikawa nyeti. Tunaomba taarifa hizi kwa sababu zinatusaidia kuelezea aina mbalimbali za familia katika kundi letu kwa jumla. Tafadhali onesha mwitikio wako kwa kila kipengele ambacho kinakuelezea vizuri zaidi wewe na familia yako.

1.Jinsi yako
- **i. Mwanamke( )**
- **ii. Mwanamme( )**

2.Tafadhali chagua kazi inayoelezea vema kazi yako.
- **i. Siyo mwajiriwa ( )**
- **ii. Mtumishi wa umma ( )**
- **iii. Kujiajiri ( )**
- **iv. Mwajiriwa Binafsi ( )**
- **v. Mkulima ( )**
- **vi. Mstaafu ( )**

3.Kiwango Chako cha Elimu.
(Tafadhali hakiki kiwango cha juu ulichohitimu.)
- **i. Elimu ya Msingi ( )**
- **ii. Hukusoma ( )**
- **iii. Elimu ya sekondari ( )**

1.Tafadahlichagua kazi inayoelezea vema kazi ya mwenza wako au mshirika wako.
i Siyo mwajiriwa ( )
ii.Mtumishi wa umma ( )
iii. Kujiajiri ( )
iv.Mwajiriwa Binafsi ( )
v.Mkulima ( )
vi.Mstaafu ( )

2.Watoto wangapi (chini ya umri wa miaka 12) wanaishi nyumbani kwako.
- **i. 1 ( )**
- **ii. 2 ( )**
- **iii. 3 ( )**
- **iv. 4 ( )**
- **v. 5 au zaidi ( )**

3.Pato la familia kwa siku(Thibitisha moja kati ya haya):

iv. Astashahada/cheti au stashahada/diploma ( ) **v. Shahada ya kwanza ( )** **vi. Shada za juu ( )** **4.Taarifa za Ndoa** **i. Umeoa/Umeolewa ( )** **ii. Hujaoa/hujaolewa ( )** **iii. Mjane/ mgane ( )** **iv. Kuachika ( )** **v. Kutengana ( )**	**i. Chini ya Sh. 2,000/=. ( )** **ii. Kati ya Sh. 2,000/= na Sh.5,000/=./= .( )** **iii. Kati ya Sh. 5,000/= na Sh.10,000/= .( )** **iv. Kati ya Sh. 10,000/= na Sh.15,000/=. ( )** **v. Kati ya Sh.15,000/=na Sh.20,000/=./=.( )** **vi. Zaidi ya Sh.20,000/=./=. ( )**

Maswali Maalum.

Wazazi na familia hufanya mambo mbalimbali na watoto wao nyumbani. Tungependa kufahamu kwa kiasi gani mambo yafuatayo yanakuhusu na familia yako katika kusaidia maendeleo ya usomaji wa watoto wako. Tafadhali zingatia juu YA MWAKA HUU WA MASOMO kwa kadiri unavyosoma na kujibu kila kipengele .

Na.	Swali	Mara zote	Mara nyingi	Si mara zote	Mara chache
1	Kila siku ninamsomea mtoto wangu akiwa nyumbani.	1	2	3	4
2	Baada ya kumsomea mtoto wangu hadithi, niliihusisha hiyo hadithi na uzoefu wa maisha halisi.	1	2	3	444
3	Baada ya kumsomea mtoto wangu hadithi,tuliongea kuihusu.	1	2	3	4
4	Mimi na Mtoto wangu hurudia kusoma vitabu vizuri.	1	2	3	4

5	**Mimi na Mtoto wangu wa darasa la pili tulikwenda makataba.**	**1**	**2**	**3**	**4**
6	**Nilimnunulia mtoto wangu vitabu.**	**1**	**2**	**3**	**4**
7	**Kalamu, vichoreo, na karatasi vilikuwepo nyumbani kwetu.**	**1**	**2**	**3**	**4**
8	**Ninafurahia kuongea na mtoto wangu na yeye kunisemesha.**	**1**	**2**	**3**	**4**
9	**Nilimsaidia mtoto wangu kujifunza ABC's kabla hajafika darasa la pili.**	**1**	**2**	**3**	**4**
10	**Ninamwelekeza mtoto wangu akiwa nyumbani kupitia kazi ya nyumbani na kusoma.**	**1**	**2**	**3**	**4**
11	**Mimi humpatia mtoto wangu usikivu wangu kwa umakini walau kwa dakika 15 kwa siku.**	**1**	**2**	**3**	**4**
12	**Nina matarajio makubwa ya elimu kwa ajili ya mtoto wangu.**	**1**	**2**	**3**	**4**
13	**Ninafurahia pale walimu wanapopendekeza jinsi ya kumsaidia mtoto wangu kuhusu elimu yake.**	**1**	**2**	**3**	**4**
14	**Ninahitaji kujulishwa mtoto wangu anapopatwa na tatizo shuleni ili nimsaidie.**	**1**	**2**	**3**	**4**
15	**Baada a kutazama onesho kwenye runinga na mtoto wangu huwa ninajadili naye program.**	**1**	**2**	**3**	**4**
16	**Huwa ninaruhusu mtoto wangu kuchagua vitabu anavyotaka kusoma.**	**1**	**2**	**3**	**4**
17	**Mtoto wangu huniona nikisoma kujifurahisha.**	**1**	**2**	**3**	**4**
18	**Kila mara ninajitahidi kubadilisha jinsi mtoto wangu anavyojisikia au anavyofikiri kuhusu**	**1**	**2**	**3**	**4**

	mambo				
19	**Mimi hubadili mada mtoto wangu akiwa na jambo la kusema**	**1**	**2**	**3**	**4**
20	**Mara kwa mara ninamwongoza mtoto wangu**	**1**	**2**	**3**	**4**
21	**Mimi humlaumu mtoto wangu juu ya matatizo mengine ya wanafamilia**	**1**	**2**	**3**	**4**
22	**Huwa ninakubushia makosa ya zamani mtoto wangu anaponilaumu .**	**1**	**2**	**3**	**4**
23	**Sina urafiki na mtoto wangu anapofikiri tofauti na jinsi ninavvofikiri**	**1**	**2**	**3**	**4**
24	**Siwezi kuelewana na mtoto wangu akiniudhi**	**1**	**2**	**3**	**4**
25	**Mtoto wangu akinikera ninaacha kuongea naye mpaka atakaponifurahisha tena**	**1**	**2**	**3**	**4**

Appendix 3: Interview Guide

1. Kuna umuhimu gani wa mtoto kujua kusoma mapema?
2. Ukiwa kama mzazi, unadhani kuna umuhimu gani kwa mzazi kushiriki katika kumsaidia mtoto kujua kusoma?
3. Je! kwa kiasi gani unashiriki kumsaidia mtoto kujua kusoma nyumbani?
4. Je1 kwa kiasi gani unashiriki katika kumsaidia mtoto wako kujua kusoma akiwa skuli?
5. Mafanikio gani yataweza kupatikana mtoto akijua kusoma mapema?
6. Je" una matajio gani kutoka kwa mtoto wako unapomsaidia kujua kusoma ?
7. Mtoto wako anajisia vipi pale ambapo unashiriki kumsaidia kusoma akiwa nyumbani na skuli?
8. Je kwa kufanya kitu gani unahisi utakuwa unamsaidia mtoto kujua kusoma!

Appendix 4: Focus Group Discussion Guide

1. Kwa mtazamo wenu, mnadhani kuna umuhimu gani wa mtoto kujua kusoma mapema?
2. Kuna umuhimu gani kwa wazazi kushiriki katika kumsaidia mtoto kujua kusoma?
3. Je! Kwa namna gani mnashiriki kumsaidia mtoto kujua kusoma nyumbani na shuleni?
4. Mafanikio gani yataweza kupatikana mtoto akijua kusoma mapema?
5. Ni matarajio gani kutoka kwa watoto wenu pale mnapomsaidia kujua kusoma?

Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
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Our Ref: PG201800827 **13th June 2022**

Region Administrative Secretary (RAS),

West "A" District Council,

P.O Box 265,

URBAN REGION.

RE: RESEARCH CLEARANCE

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.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Ms. THABIT, Mkasi Hassan, Reg No: PG201800827** pursuing **Master of Education Administration Planning and Policy Studies (MED-APPS).** We here by grant this clearance to conduct a research titled **"Factor Affecting Parental Involvement in Reading Development in Zanzibar: A Case Study of West District in the Urban Region"** She will collect her data at your area from 14th June 2022 to 30th October 2022.

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,
THE OPEN UNIVERSITY OF TANZANIA

Prof. MagrethS.Bushesha
DIRECTOR OF POSTGRADUATE STUDIES.

SERIKALI YA MAPINDUZI YA ZANZIBAR
AFISI YA MAKAMU WA PILI WA RAIS,

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OMPR/M.95/C.6/3/VOL.IV/ **27/06/2022.**

MHESHIMIWA,
MKUU WA WILAYA,
WILAYA YA MAGHARIBI "A",
UNGUJA.

KUH: RUHUSA YA KUFANYA UTAFITI

Kwa heshima, naomba uhusike na mada ya hapo juu.

Serikali ya Mapinduzi ya Zanzibar imemruhusu **Ndg. Mkasi Hassan Thabit** mwanafunzi kutoka, **Chuo Kikuu Huria, Tanzania** anaesomea **Shahada ya Uzamili** katika fani ya **Utawala, Mipango na Sera** kufanya utafiti katika mada inayohusiana na **"Factor Affecting Parental Involvement in Reading Development in Zanzibar: A Case Study of West "A" District in Unguja Region".** Utafiti huo utafanyika ndani ya Wilaya yako kuanzia tarehe **27/06/2022** mpaka **24/12/2022.** Tunaomba asaidiwe ili aweze kukamilisha utafiti huo.

Kwa nakala ya barua hii mara baada ya kumaliza utafiti, mtafiti anatakiwa kuwasilisha nakala (copy) 3 za ripoti ya utafiti huo, Afisi ya Makamu wa Pili wa Rais - Zanzibar.

Naambatanisha na kivuli cha kibali cha kufanyia utafiti.

Wako mtiifu,

Khamis H. Juma

KHAMIS H. JUMA,
/KATIBU MKUU,
AFISI YA MAKAMU WA PILI WA RAIS,
ZANZIBAR.

NAKALA: **1. Mkasi Hassan Thabit (0777 476423/0679 555859).**
2. Mratibu wa Shughuli za Serikali, Wilaya ya Magharibi "A", Unguja.