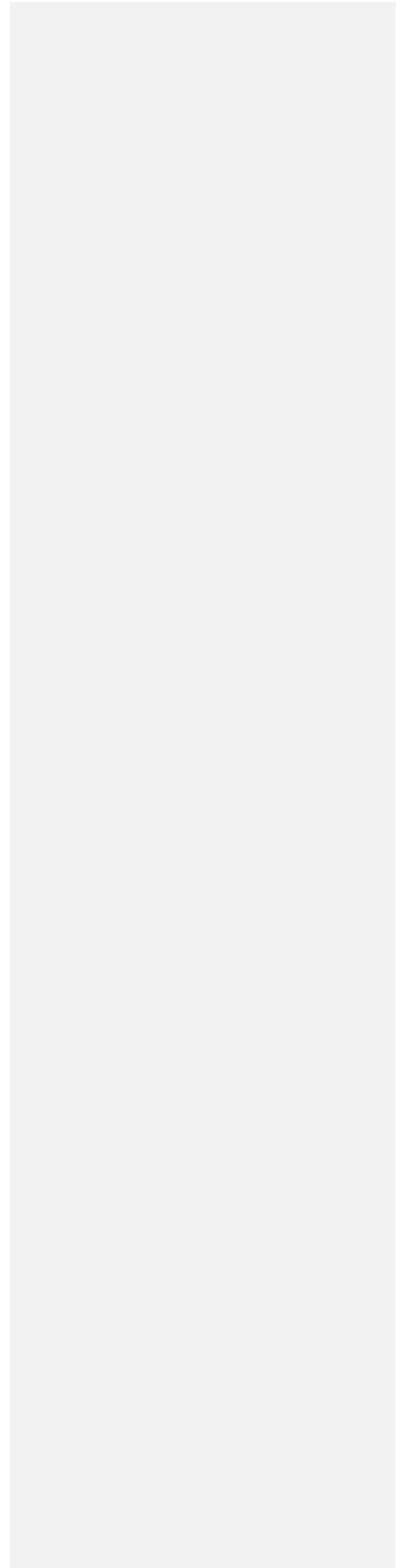


**RELATIONSHIP BETWEEN STUDENTS, TEACHERS AND  
PARENTS TOWARDS SECONDARY SCHOOL ACADEMIC  
PERFORMANCE IN MPWAPWA DISTRICT, TANZANIA**



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PARENTS TOWARDS SECONDARY SCHOOL ACADEMIC  
PERFORMANCE IN MPWAPWA DISTRICT, TANZANIA**

**By:  
DORCAS AARON**

**A Dissertation submitted to the School of Public Administration and  
Management (SOPAM) in Partial Fulfillment of the requirements for Award of  
the Master of Science in Human Resource Management (MSc-HRM) of  
Mzumbe University  
2019**

### **CERTIFICATION**

The undersigned certify that they have read and hereby recommend for acceptance by Mzumbe University a dissertation titled: **Relationship between Students, Teachers and Parents towards Secondary School Academic Performance in Mpwapwa District, Tanzania** in partial/fulfillment of the requirements for the Degree of Masters of Science in Human Resource Management.

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**DECLARATION**

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I, Dorcas Aaron declare that this dissertation is my own original work and has not been submitted for any University for a master degree award and not presented in any other Institution of Higher learning for any academic or professional award.

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Lastly extend my thanks to my brother Daniel Wega for his support and all staff from Mpwapwa, Luhundwa, Mount Igovu and Wotta Secondary Schools for their willingness and permit me to collect data from their school. I thank all my respondents who filled in the questionnaires and DEO who gave me cooperation during interview with her. I thank my colleagues at Mzumbe University Msc (HRM 2017/18) for their encouragement during our study and completion of our course work.

### **DEDICATION**

I dedicated this dissertation to my lovely mother Mihel Njeza for her support she gave me during my early years, my beloved husband Adamu. H. Mwampashi, my son Godless, and my daughters Gladness, Gracious, Geovana and Gabriela, for their authentic support and encouragement that they give me from the beginning to the end of my study.

## **LIST OF ABBREVIATIONS**

DED	District Executive Director
DEO:	District Education Officer
EFA:	Education for all
MDC:	Mpwapwa District Council
Msc.HRM:	Master of Science in Human Resource Management
SOPAM:	School Of Public Administration and Management
SPSS:	Statistical Package for Social Sciences (SPSS)
WEO:	Ward Executive Officer

## **ABSTRACT**

*The intention of the study was to assess the relationship between students, teachers and parents towards academic performance in the public secondary school, objectively; it aims to find the problems of low performance in national examination at Mpwapwa District Council which was caused by low relationship between students, teachers and parents towards academic performance. In the study the researcher involved students, teachers and parents.*

*Data were collected from four selected secondary schools, which were Mpwapwa, Luhundwa, Mount Igovu and Wotta secondary schools. The methodologies employed in the study were interview, administering questionnaires and documentary reviews. The researcher used purposive and simple random sampling where 170 respondents were involved in the study.*

*The major finding shows that the relationship between students, teachers and parents towards academic performance was not good. Also the findings revealed that parents and teachers provide support to students on academic performance and there are factors which affect their relationship such lack of effective communication, lack of several meeting, low understanding on education matters and Distance from home to school. It was recommended that teachers must create a positive relationship with their students in order to provide the learning opportunity as well as motivation they needed to be successful in academic and they should be the tied with parents in order to discuss problems which were facing students as well as discussing the strategies to be used in order to improve academic performance also students on their side should add more effort in studying in order to improve performance in National examination.*

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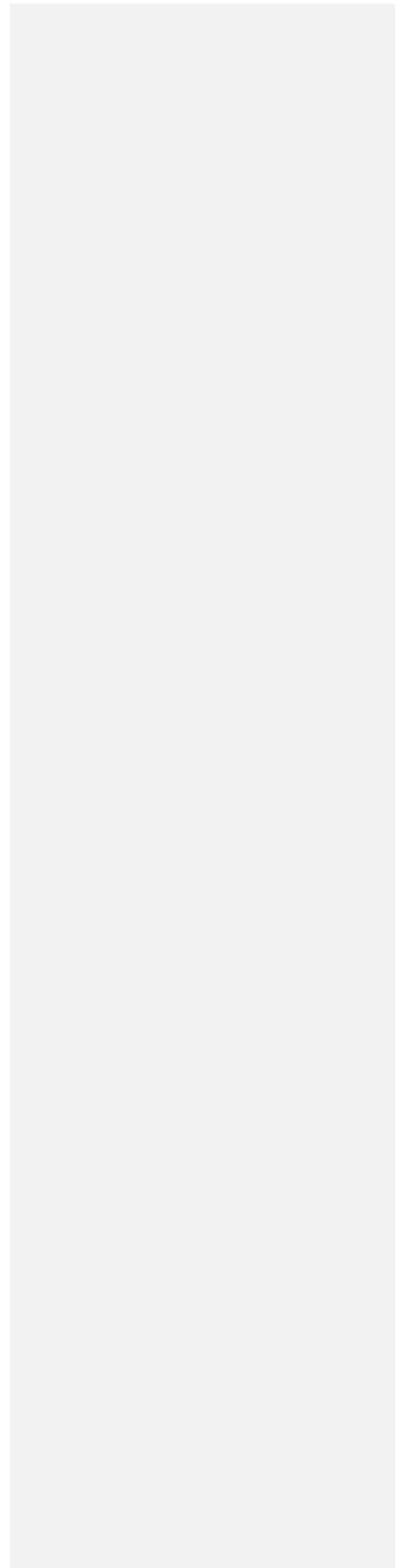
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## CHAPTER ONE

### 1.0 Introduction

This chapter is an introduction chapter to the study. It constitutes various sections such as Background to the study, followed by statement of problem and research objectives. More importantly, it presents the significance of the study, Limitations, and delimitations of the study.

### 1.1 Background of the Problem

A positive student-teacher relationship has been defined as the teacher's perception that his or her relationship with the child is characterized by closeness and a lack of dependency and conflict. Closeness is the degree of warmth and open communication between the student and teacher, dependency is the over-reliance on the teacher as a source of support, and conflict is the degree of friction in student-teacher interactions (Birch & Ladd, 1997). Previous research found that close, positive student-teacher relationships are positively related to a wide range of child social and academic outcomes in school (Hughes *et al* 2005). Specifically, a close student-teacher relationship is an important predictor of a child's academic performance (Hamre & Pianta, 2001).

According to Okumu *et al* (2008), education is a fundamental individual right for economic growth and human development. Therefore education is necessary for all societies to succeed in all aspects of growth. Education is important because it contributes to national development through provision of suitable resource personnel that aids in motivating productivity as well as eliminating poverty, hunger disease and ignorance.

Mbelle and Katabalo (2003), state that secondary education aims at meeting global challenges in science and technology not leaving behind organization of production processes and markets. Other scholars such as Schultz (2002) emphasize that investing in education leads to faster growth for developed and new industrialized

countries. This explains why most of the developing world especially the sub-Saharan Africa is heavily investing in education from primary, secondary and tertiary levels by increasing enrolment and improving the quality of education.

The family background plays a big role on the academic performance of children at all levels of education in the school system. It is generally accepted that the quality of family interactions has important associations with the children's academic motivation and achievement. For instance Ryan (2000) shows that there is a significant effect of family background variables, parent support and teacher support on a child's educational attainment. According to (Morgan *et al*, 2009), stresses that children from low socio economic status households and communities develop academic skills more slowly compared to their counterparts from higher socio-economic status families. The low socio economic status (economic struggling families) deprives children of what is necessary to support their growth and welfare. Initial academic skills are correlated with home environment where low literacy involvement and chronic stress negatively affect a child's academic performance. Parents from low socio economic background are less likely to have the financial resources or time availability to provide children with academic support.

An American, Kean, (2005) suggested that more highly educated parents actively encourage their children to develop higher expectations of their own. He further pointed out that students perform better in school if their parents as well as mothers are actively involved in their education. The home environment provides environment for learning and is an element of the basics for students' life that can affect academic performance. Providing opportunities to learn outside the school helps to facilitate student's success in the school environment as reported by the University of Minnesota extension.

The students' academic performance plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development (Ali *et al*, 2013).

The quality of interactions that students have with parents at home and teachers at school shape their academic skills, interests, competencies, aspirations, and their orientation towards achievement and learning.

In developed countries Education for All (EFA) of 1990 recognized that many countries in the world have to ensure efficient management of education by involving local community including parents. This is because when parents become involved in education they will enhance pupils, community and users interests to be traced at the center (WCEFA, 1990). Thus, it is an ideal for educationalist to ensure all challenges that are thought to hinder parental involvement are worked through particularly in secondary schools where currently students' academic performance is declining from time to time.

Globally, Hargreaves (2002), reported that in Germany students with parents who are involved in their school tend to have fewer problems, and better academic performance and are more likely to complete high school than students who are not involved in their school. Good grades require positive effects of parental involvement that have to be demonstrated at both elementary and secondary levels across several studies with the largest effect often occurring at elementary level where numeracy, literacy as well as values of human development are very essential.

Meanwhile, Eze (200) affirms that, in African countries, parental involvement in education has also attracted many scholars in relation to its contribution to students' progress in terms of academic performance in grades. Eze, further commented that, parents are the first teacher at home and potential in early literacy skills acquisition of their children.

Studies from South Africa also uncovered that, the parents who perform actively in homework and study programme of their children contribute to their good performance. There are schools Acts that create parents as active partners in schools governance; even though low attendance in parents meetings, lack of involvement in

fund raising projects and reluctance in paying school fees in public secondary schools are the evidence of low parental involvement.

Marjoribanks (2005) study in Kenya revealed that parental willingness to be involved in pupil's home work is high with expectation of fostering students learning and supplementing teachers efforts yet it is hampered by number of factors. Equally, parental involvement is assumed to be more mothers' responsibility than fathers' responsibility.

Equally important, in Tanzania, an agenda for development is stipulated in the Development Vision 2025 which aims to build up a well educated nation and attain a high standard of living for all citizens (Malkeen |& Chen, 2008) Education and Training Policy in Tanzania (1995) recognizes the roles of parents in education through decentralization, in which parents are involved in education process.

The Ministry of Education and Vocational Training plays principal roles for policy formulation, coordination, monitoring, setting standards, quality assurance and quality control of the whole education system (UNESCO-WDE, 2011). It is also responsible for supervision of the higher education, teachers training and management of teaching workforce; curriculum development, examination management and school inspectorate (Woods, 2007)

On November 27, 2015 the Tanzanian government has issued Circular 5 which directs public bodies to ensure that secondary education is free for all children. This includes the removal of all forms of fees and contributions but some of fees like examination fees, and some indirect costs will still remain for example: sports uniforms and learning materials such as exercise books and pens.

Academic achievement is an obvious event in many developing countries like Tanzania since is measured in final examination (Form Four National Examination), whereby success is measured by academic performance or how well students meet standards set out by the National Examination Council (NECTA) and the institute

itself. Students' performance at the level of secondary has the strong impact on other levels of higher and tertiary education.

The rationale of this study is that, students academic performance depends on the involvement of parents and teachers, so through effective relationship among them led to the increase of performance to the students because they depend each other to shape the behaviors' as well as attitude of students towards academic performance in Secondary Schools.

In Mpwapwa District Council ( MDC) the academic performance in form four National Examination in most of schools is still poor this is proved in the result of National examination of 2018 where the large number of students scores division four and Zero fore- example Mount Igovu and Wotta secondary Schools. These are few selected schools, this reveals that the relationship between students, teachers and parents are not strong due to lack of several meetings, Lack of Effective Communication, Low understanding in education matters and Walking for long distance from home to School .It is concluded that Mpwapwa District in Tanzania should build dormitories, Should conduct several meetings, and ensure there is effective communication between the parties. Therefore this study tries to assess the relationship between students, teacher and parents towards Secondary School academic performance.

### **1.2 Statement of the Problem**

One of the problems facing Tanzanian Public secondary school is low performance of students in form four National examinations, although Tanzanian Government has made efforts to mobilize the society to construct secondary schools in each ward and providing books, teachers, chairs, tables and other necessary facilities such as teaching and learning materials to those schools.

Despite the efforts made by the government of Tanzania, in improving academic performance in Public Secondary schools in Tanzania the performance of students in

form four National Examinations in Mpwapa District is low as shown in the result of 2018 where most of candidates did not qualify to join in higher level of education for example in Mount Igovu and Wotta secondary schools the performance of students in form four National examination in 2018 were as follows Mount Igovu secondary 20% was passed and 80% was failed Wotta secondary schools 8.01 % was passed and 71.2 % was failed .

Several researches were conducted in different community and geographic location. Melack David (2014) conducted a study on Detarminants of poor academic Performance in Secondary School it was found that poor academic performance is caused by low parent's income, shortage of laboratory, long working distance to School, lack of English language competence, inadequate teaching learning materials, unavailability of Library facilities and inadequate number of teachers.

Anita Kosgei *et al* (2010) conduct a study on the influence of teacher uniqueness on students' academic success among secondary schools. The result shows that student academic attainment (in 2007, 2008 and 2009) was under average of 45% of the schools, 6(30%) success was on standard while 5(25%) of schools had high student academic performance. Low academic performance was credited by insufficient number of teacher's secondary schools within the District. The study result recommends that there was no major liaison between teacher ability and academic success of Students.

Langat Kipngeno (2018) Conducted a study on Teacher Factors Influencing Students Academic Performance in Secondary School .It was found that teachers 'loyalty, and difficulties encountered by teachers of were initiate to Students academic performance in secondary school in Bureti Sub County, Kericho County. The result obtained were used to make allusion to, teachers, and parents/guardians Also it was recommended that Teachers should be motivated in order to improve Students' academic performance. This motivates the researcher to conduct a study to assess the relationship between students, teachers and parents towards academic performance at

Mpwapwa District Council (MDC) so as to find out why students are not performing good in Form Four National Examinations

### **1.3 General Objective of the Study**

The main purpose of this study is to assess the relationship between students, teachers and parents towards academic performance at Mpwapwa, Luhundwa, Wotta and Mount Igovu Secondary schools.

#### **1.3.1 Specific Objectives of the Study**

- i. To examine the kind of support student get from parents and teachers.
- ii. To associate the support students get in relation to academic performance
- iii. To examine how teachers ensure the academic performance is improved in their Schools
- iv. To find out the factors affecting the relationship between students, teachers and parents towards academic performance in secondary schools

#### **1.4 Research Questions**

- i. To what extent do students who get support from their parents and teachers perform better than those who do not?
- ii. What are the strategies used by teachers in improving academic performance in their schools?
- iii. What are the factors affecting the relationship between students, teachers and parents towards student's academic performance in secondary schools?

#### **1.5 Significance of the Study**

This study is useful to the Ministry of Education to formulate education policy as well as to ensure that there is relationship between students, teachers and parents to improve student's academic performance in Secondary schools.

Also it is useful to counselors to counsel the parents and teachers who do not have a good relationship with their children and students.

On other hand, the study is useful for educational stakeholders including Researchers, Heads of Schools, Teachers, and Parents of the Students in improving student's academic performance. The study is vital since it supports the government vision of 2025 in terms of education development to the Tanzanians.

### **1.6 Limitations of the Study**

During the process of collecting data the researcher encountered different limitations, such as: unfulfilled appointment with officer claiming that they are not yet prepared for the interview, sometimes it took long time for them to respond claiming that they were busy with office activities, unwillingness of respondents to disclose relevant information and financial constraint also affected the study.

In addressing the limitations above for the sake of getting the required data, the researcher did the following: Elaborating on the purpose of the research by telling them that it was just for academic purposes and addressed by ensuring that data collection was well scheduled and follow-up on questionnaires was made effectively to reduce number of days of data collection, and hence cut down costs, also a researcher make sure that all respondents are giving feedback by fulfilling promise and piloting was also made to identify any aspects that punch of bias in the research instruments in order to make necessary adjustments before the beginning of the plenary phase of data collection.

### **1.7 Delimitation /Scope of the Study**

The study is conducted at Mpwapwa District where Public Secondary Schools is involved in obtaining the required data. The study involves teachers; students and parents as well. The schools which are involved in the study are Mpwapwa, Luhundwa, Mount Igovu and Wotta Secondary Schools.

### **1.8 Structure of the Dissertation**

This Dissertation is organized into six chapters. Chapter one deals with the introduction, including background of the study, statement of the problem, objective of the study, research questions, significance of the study, delimitation of the study, definition of key terms, conceptual framework and structure of the study . Chapter two contains review of related literature consisting of the introduction, theoretical literature, and empirical literature review.

Chapter three consist methodology employed in the study such the study design, area of the study , sample and the sampling procedures, data collection methods and the data analysis techniques. Chapter four consist findings from research objectives. Chapter five consists of discussion of specific objectives Chapter six consists of summary, conclusion, recommendation and policy implication, as well as references and appendices; Appendix I shows Map of MDC, Appendix II organization structure of MDC, Appendix III Organization structure of Secondary School, Appendix IV,V,VI ,List of Questionnaire Appendix VII interview guide,

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The relationship between students, parents and teachers is a critical part in the learning process. Good relationship between those parts brings positive learning and it motivates learners to learn in a more freedom environment than if the relationship is not good. This research focuses on assessing the relationship between students, parents and teachers towards academic performance.

This chapter includes theoretical and empirical literature (reviews of various literatures and studies on relationship of students, teachers and parents towards academic performance), and analyses ideas of various scholars and research that are related to the study and conceptual framework.

The purpose is to compare such literatures and studies on the actual practices at Mpwapwa District Council (MDC) on academic performance at Luhundwa, Mpwapwa, Wotta and Mount Igovu Secondary schools.

#### **2.2 Definition of key terms**

##### **2.2.1 Student**

Is a person who is studying in order to reach in a certain level or is a person. Who attend classes in a way to attain the appropriate level of mastery of a subject under who spend time outside class to do the assigned task.

##### **2.2.2 Teacher**

Is a person with the required professional qualifications, knowledge, skills and experience who helps others to acquire knowledge, and skills.

### **2.2.3 Parent**

Is a father, mother and guardian who take care for a child.

### **2.2.4 Academic**

Is used to describe work, or a school, college, or university, that places emphasis on studying and reasoning rather than on practical or technical skills.

### **2.2.5 Performance**

Is the accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed (business dictionary) or is the action or process of performing a task or function. This is the degree of achievement of the mission at work place that builds up an employee job (Cascio, 2006).

### **2.2.6 Academic Performance**

Under this study academic performance refers to good results obtained after doing tests or examinations. Several methods are used to measure child academic performance, including standardized achievement test scores, teacher ratings of academic performance, and report card grades. Standardized achievement tests are objective instruments that assess skills and abilities children learn through direct instruction in a variety of subject areas including reading, mathematics, and writing (Sattler, 2001). Academic performance of students is shown by grades or marks as well as divisions assigned by teachers or examination board. Furthermore, academic performance in this aspect is measured in terms of high, low and moderate performance in a given subject as well as entire examinations or results.

## **2.3. Theoretical framework**

According to Ghaur and Granhaug cited in Mwikya (2013), a theory is a set of Unified concepts, definitions and propositions that present a systematic view of Specifying relations among variables with the purpose of explaining and predicting

Phenomena. Theoretical literature review under this section is intended to explain some theoretical highlights in respect of assessing the relationship of students, teachers and parents towards academic performance. It is important to review such theoretical issues because it helps to understand the outcome of research.

### **2.3.1 Learning theories**

Learning theories is classified into two behaviorism theories and Social learning theories behaviorism includes classical condition and operant condition.

**Classical conditioning** in education teachers apply this theory in shaping student behavior and increasing desirable actions, also classical conditioning can help, Students to be active, behavioral participants, in learning situations and Teachers to be consistent.

**Operant conditioning theory** is the learning theory therefore operant condition theory is needed due to its important under this study. The theory is based on a conditional association between a response (behavior) and reinforcement or punishment. Particularly, the reinforcement leads to the person emitting that response more often, while the punishment leads to the individual emitting the reaction less often thus, an individual examines the stimuli in his or her environment, responses to some of these stimuli, and the responses are reinforced or punished. Shaping is a very powerful application of the operant conditioning theory.

Under operant conditioning teachers and parents may use reinforcement to strengthen behaviors of students as they wish to promote, also they may use punishment to weaken behaviors of students they wish to remove.

**Social Learning Theory** focuses on imitation and learning through observation where students can learn, imitate and observe what teachers and parents do and this has impact on student's academic performance. Teachers and parents are the most influential models in most students' academic lives, thus teachers and parents must be careful to model appropriate behaviors.

Students learn by observing how the teachers treats other students, thus teachers need to monitor the behaviors that are reinforced and punished in the classroom.

### **2.3.2 Ecological systems theory**

Ecological systems theory is needed under this study as it explains the relationship of students, teachers and parents towards academic performance in public secondary schools.

The theory is formulated around academic achievement which encompasses various dimensions of student interactions including school, family, community and social factors (Perna, 2007) According to ecological systems theory, there are four types of systems which contain roles, norms and rules that shape development. The system includes a micro system, mesosystem, exosystem and macrosystem. The microsystem is the family, school, peers, church, classroom or systems in the immediate environment.

The ecological systems theory attempts to explain the differences in individual's knowledge, development and competences through the support, guidance and structure of the society. Parents and teachers work together to educate children.

### **2.3.3 Theory of Maslow's hierarchy of needs**

Maslow's hierarchy of need is the motivation theory which was developed by Abraham Maslow who suggests that in the organization employees needs exist in a hierarchy consisting of physiological needs, security needs, belongingness needs, esteem needs, and self-actualization needs. This theory is important under this study

**Psychological needs:** Psychological needs are the basic needs which help students to survive a minimum standard of living. The psychological needs of the students are food, water, breathing, getting uniforms (clothing), learning resources such as exercise books and sleep. These are the basic needs that the students want in order to improve the academic performance.

**Safety:** Safety and security needs of students must be provided by parents and teachers in order to motivate them to improve their academic performance. Safety and security needs include security of poverty, morality, health safety. In order to motivate students to study hard, it is also necessary to keep the school, neat and clean and provide a suitable learning environment where the students are safe and secure.

**Belonging needs:** Belonging or love is another factor that can motivate students to improve their academic performance at school. This need is related to social needs where the people think that they belong to certain group or society. The feelings are such as friendship, and love. Chen (2013) stated that, by improving the relationship with others, it is possible to improve the overall performance and achieve the organizational objective. Headmaster/Headmistress need to provide counseling and assistance in order to build relationship within the school, where the students can share their views. Thus, the relationship between students, teachers and parents motivates the students to study in a team and improve overall performance of students.

#### **2.4 Empirical literature review**

Academic performance in schools is attributed to adequate preparation by teachers, and teachers 'laxity seriously hampers its achievement. Brown et. al. (1994) stated that no matter how kind, amiable and well-meaning a teacher may be he or she cannot possibly succeed unless he/she has a thorough knowledge of the subject matter he/she is teaching and a good general knowledge. Teaching does not happen accidentally, and for it to be effective it needs thorough planning and preparation.

Teaching is a complex endeavor, involving classroom management, lesson preparation and organization of teaching and learning activities, evaluation and feedback. Students 'success in the classroom is largely based on effective classroom instruction and adequate preparation by teachers.

Rosenshine et.al (1995) indicated that planning should be the first thing a teacher should do when beginning to teach and meeting a group to teach for the first time, which is also an indicator to achieve educational goals.

Nias (1991) and Tyree (1996) state that teachers who are committed are those who see their students 'welfare; they care for, responding to, and meeting students 'needs. They strived to improve on their practice.

Cruickshank, et al (2003) define effective teaching: Most people would agree that good teachers are caring, supportive, concerned about the welfare of students, knowledgeable about subject matter, able to get along with parents...and genuinely excited about that work that they do. Effective teachers are able to help to  
Cruickshank, et al (2003) define effective teaching: Most people would agree that good teachers are caring, supportive, concerned about the welfare of students, knowledgeable about subject matter, able to get along with parents and genuinely excited about that work that they do. Effective teachers are able to help students to learn.

Parental involvement in schooling is an old education management phenomenon. The importance of parents in the education of their children is not a new concept (Berger, 1991:211). Parental involvement was present during prehistoric times and will persist to be a debatable issue in education (Berger, 1991:211). Earlier attempts at parental involvement in schooling were observed during the ancient civilizations of the Egyptians, Sumerians, Hebrews, Greeks, and Romans (Berger, 1991:211). Vincent (1996:01) confirms that parental involvement in education was also prevalent in the nineteenth century, whereby teachers were missionaries preparing their pupils for manual employment.

Therefore, parental involvement in schooling is a very old worldwide phenomenon practiced to improve the quality of education. Vincent (1996:01) agreed with Berger (1991:211) when stating that "parental involvement in education existed in the

nineteenth century, it could thus be declared that parents have been educating children at home since prehistoric times.

Parent involvement has been defined and measured in multiple ways, including activities that parents engage in at home and at school and positive attitudes parents have towards their child's education, school, and teacher. Parents convey attitudes about education to their children during out-of-school hours and these attitudes are reflected in the child's classroom behavior and in the teacher's relationship with the child and the parents.

The academic performance of a student is influenced by the parental background, social, economic and cultural practices. Parents need to play their role fully in order to promote the academic performance of their children in school. According to Carl and Christine (2009), a child needs to be provided with all the basic needs at home in order to do well at school. A hungry pupil will not concentrate in class leading to academic under achievement. Children need to be challenged by parents from home in order to do well at school. Parents should avoid giving out too much pocket money to their children without guidance regarding its use. Some children get into drug abuse and other malpractices (MOEST, 2001). Children need to be trained to be independent, disciplined and responsible. In addition, when children feel appreciated at home they do well in school

Graetz (1995) conducted a study on socio-economic status of the parents of students and it was revealed that the socio-economic background has a great impact on student's academic performance. Pedrosa *et. al* (2006) in their study on social and educational background found that students who come from deprived socio-economic and educational background performed relatively better than others coming from higher social-economic and educational area. Eamon (2005) students who usually come out from low socio-economic status or area show low performance in studies and obtained low scores as compared to the other students or their counter parts".

#### **2.4.1 Influence of Teachers on Students' Academic Achievement**

Olaleye (2011) establishes that there was relationship between teachers characteristics and students academic performance. Gravestock & Gregor-Greenleaf (2008) states that the explanations for good or poor student's academic performance have been quite far-reaching yet debate still exists among scholars as to what contribute singly or jointly to students' poor performance. The teacher characteristics found to be dominant in cross-country studies are related to; qualification, experience, attitude and personality.

Akinsolu (2010) asserts that availability of qualified teachers determined the performance of students in schools. Coonen (1987) emphasizes that teachers involved in in-service training were more effective in classrooms as compared to teachers who had not undergone training.

Wirth & Perkins (2013) indicate that teacher's attitude contributed significantly to student attention in classrooms whereas Adesoji & Olatunbosun (2008) illustrates that student attitude was related to teacher characteristics. This therefore meant that teacher's attitude directly affected students' attitude. Adu & Olatundun (2007) contend that teachers' characteristics (personality) are strong determinants of students' performance in secondary schools.

A positive student-teacher relationship has been defined as the teacher's perception that his or her relationship with the child is characterized by closeness and a lack of dependency and conflict. Closeness is the degree of warmth and open communication between the student and teacher, dependency is the over-reliance on the teacher as a source of support, and conflict is the degree of friction in student-teacher interactions (Birch & Ladd, 1997). Previous research found that close, positive student-teacher relationships are positively related to a wide range of child social and academic outcomes in school (Hughes et al 2005). Specifically, a close student-teacher relationship is an important predictor of a child's academic performance (Hamre & Pianta, 2001).

Therefore, the student-teacher relationship was examined for its ability to explain the relation between parent involvement and a child's academic performance. An overall "Positive Student-Teacher Relationship Scale" is calculated by summing the items on the "Closeness" scale and the reverse-score of the items on the "Conflict" and "Dependency" scales.

#### **2.4.2 Teacher Factors Influencing Academic Performance**

Academic performance in secondary schools is recognized by sufficient preparation of teachers, and teachers' tolerance seriously hampers its achievement. Brown et. al. (1994) stated that no matter how kind, and well-meaning a teacher may be he or she cannot possibly succeed unless he/she has a thorough knowledge of the subject matter he/she is teaching and a good general knowledge.

Teaching does not happen accidentally, and for it to be effective it needs thorough planning and preparation. Teachers' commitment, preparedness, team teaching and challenges faced by teachers in teaching were found to influence students' academic performance of secondary schools.

Ofoegbu, (2004) further elaborated that the ineffectiveness of teachers in classroom interaction with the students could be responsible for the observed poor performance of students.

#### **2.4.3 Parental Involvement in Their Children's Academic Achievement**

Parental involvement can be defined as any interaction between parents and children at home or with the school to ensure that the children's academic performance is going in a positive way. Feurstein (2000) defined parental involvement as activity encompassing a wide range of behaviors discussing school activities with children to attending parent-teacher conference.

Moreover, Holloway et al. (2008) defined parent involvement as the initiation of home based behaviors like monitoring homework as well as school based activities such as attending school events and communication with teachers. In a more constructive way, Ralph McNeal Jr. (2001) listed four elements of parental involvement. One of the most important elements of this model was parent child discussion. Other elements of Ralph McNeal Jr. model were parents' involvement in Parent Teacher Organization, direct engagement in school activities and Monitoring children's progress.

Parents play a significant role in their children's moral thinking (Grusec, et al 2000). Cotton and Wikelund (2005) assert that the more intensively parents are involved in their children's learning; the more beneficial are the achievement effects.

Thus it is believed that when parents monitor homework, encourage participation in extracurricular activities, are active in teacher-parent association and help children develop plans for their future children are more likely to respond to and do well in school. Mc Millan (2000) noted that parental pressure has a positive and significant effect on student's academic performance in secondary.

Valez in Ryan (2005) reported that academic achievement is positively related to having parents who enforce rules at home also the involvement improves faces of children's education such as daily attendance (Simon 2000). Parental involvement in their children's education has been linked to increased levels of academic performance in the classroom (Bobetsky, 2003). Increased levels of parental expectations to high academic performance leads to increased student academic performance, as well as an increase in the amount of time spent completing homework outside the classroom. Furthermore it is argued that parent's expectations are very powerful as they encourage students to shine academically (Catsambis, 2001).

#### **2.4.4 The Role of Parents in Enhancing Academic Performance**

The parental role in education involves educating children both at home and in school (Christenson & Sheridan, 2001, as cited in Deslandes & Bertrand, 2005:164). Furthermore, standing (1999:58) views the parental role in education as an activity that involves a range of pedagogical and educational tasks that articulate the school, including the provision of a positive learning environment, and the organization of routine household tasks that fit the school day. The parents' role in their children's education presents significant evidence when their role in education takes a priority. Parents play a significant role in improving students' academic results when they are involved in their learning.

#### **2.4.5 Factors Affecting Academic Performance**

According to Ahmed (2003) facilities like availability of library facilities in school enhances good academic performance of pupils. He adds that such school facilities provide educational resources that facilitate effective teaching and learning in schools. Educational facilities contribute to a skilful teacher to achieve a level of instructional effectiveness that far exceeds what is possible when they are not provided.

Fowowe (1988) further emphasized that a library must be up-to-date and at the same time have older materials. It must be properly supported financially to fund materials and services among others. He concluded that a well-equipped library is a major facility which enhances good learning and achievement of high educational standards.

Farombi (1998) Add that school libraries may not be effective if the books therein are not adequate and up-to-date. Its impact may only be meaningful if the library could always be opened to the students for a considerable length of time in a school day.

Ahmed (2003) adds that in most of Government secondary schools teaching and learning takes place in the most uncondusive environment, lacking the basic materials like books and thus hindering the fulfillment of educational objectives. Distance from home to school is yet another cause of pupil poor academic performance. Kanyika (2000) and Mbozi (2008) argue that when pupils travel long distances to school there are high possibilities of such pupils reporting for school late and very tired reducing their level of concentration when learning is in progress.

Ali Shoukat at el, states that the factors affecting academic performance are gender, age, schooling, father/guardian social economic status, residential area, medium of schooling, tuition trend, daily study hours and accommodation trend are the factors affecting academic performance.

#### **2.4.6 Quality Factors Affecting Academic Performance of Students**

According to Fasasi, (2006) Students constitute a vital input into the education system. Without them, all other inputs cannot achieve educational objectives. At the entry point of the educational system, the students are expected to be of high quality.

That is, they should meet the expected standard of the level or class in which they are to be enrolled. Incidentally, students of poor ability have been admitted or promoted into higher class in our educational institutions.

Darling et al (2000) contends that teachers who lack knowledge of content and pedagogy or teaching strategies cannot offer their students adequate learning opportunities. Conversely, teachers of high quality could impart right skill, knowledge and attitude. Teachers as inputs, therefore, constitute a major factor of quality assurance (Fasasi, 2006). Regardless of the efforts being made by the Tanzania Government and other stakeholders to expand education since, 2004 and the supply of necessary materials needed in the schools but still there is a problem of low performance among student's secondary schools.

#### **2.4.7 The Effects of Teacher-Student Relationships: Social and Academic Outcomes**

Teachers play an important role in the line of students throughout the formal schooling experience (Baker et al 2008). Although most research regarding teacher-student relationships investigate the elementary years of schooling, teachers have the unique opportunity to support students' academic and social development at all levels of schooling. Teachers who support students in the learning environment can positively impact their social and academic outcome, which is important for the long-term trajectory of school and eventually employment (Baker et al. 2008)

When teachers form positive bonds with students, classrooms become supportive spaces in which students can engage in academically and socially productive ways. Positive teacher-student relationships are classified as having the presence of closeness, warmth, and positivity (Hamre & Pianta, 2001).

Students who have positive relationships with their teachers use them as a secure base from which they can explore the classroom and school setting both academically and socially, to take on academic challenges and work on social-emotional development (Hamre & Pianta, 2001).

This includes relationships with peers, and developing self-esteem and self-concept (Hamre & Pianta, 2001). Through this secure relationship, students learn about socially appropriate behaviors as well as academic expectations and how to achieve these expectations (Hamre & Pianta, 2001). Students in low-income schools can especially benefit from positive relationships with teachers (Murray & Malmgren, 2005).

Students in high-poverty urban schools may benefit from positive teacher-student relationships even more than students in high-income schools, because of the risks associated with poverty. Risk outcomes associated with poverty include high rates of

high school dropout, lower rates of college applications, low self-efficacy, and low self-confidence (Murray & Malmgren, 2005).

There are several factors that can protect against the negative outcomes often associated with low-income schooling, one of which is a positive and supportive relationship with an adult, most often a teacher. Low-income students who have strong teacher-student relationships have higher academic achievement and have more positive social-emotional adjustment than their peers who do not have a positive relationship with a teacher (Murray & Malmgren, 2005).

Teacher-student relationships have a significant effect on the academic performance of students. Teachers' interactions with students can affect classmates' perceptions of individual students, in turn affecting which students classmates choose to interact with and accept. Conflicting interactions between teachers and students may convey a lack of acceptance, causing other students to also reject the student involved in the conflict with the teacher (Hughes et al. 1999).

## **2.5 Research gap**

Academic performance in Secondary School in Tanzania is influenced by many factors. Various researchers discuss on the influence of Teachers on Students academic achievement. Olaleye (2011) states that there is relationship between Teachers distinctiveness and Students academic performance. Akinsolu (2010) added that accessibility of skilled teachers influence the performance of Students in Secondary School.

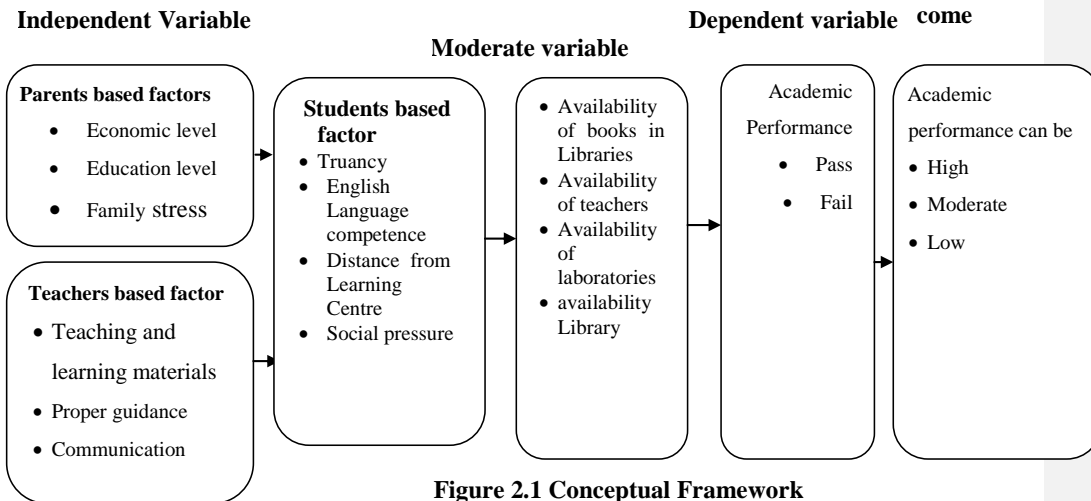
On other hand Ferstein (2000) discusses the Parents participation in student's academic performance and he stated that Parents play a Significance role in shaping the behavior of students which have influence in their academic performance Valez and Ryan (2005) added that academic success is completely related with Parents who insist their child to work hard on studying at home also the attachment of parents improves students morally in attending at School such as daily attendance.

Also (Christenson&Sheridan, 2001, as cited in Deslandes&Bertrand 2005:164) stated that the parents role in education matters include teaching Children at home and Furthermore (Baker *et al* 2008) discusses the effect of Teacher –Student Relationship and states that Teacher who supports students in the learning environment can positively impact the social and academic result which is important in future. In spite of many efforts taken by various researchers in addressing the problem of low academic performance in Public Secondary School. The Performance of Students in Form Four National Examination is still low at Mpwapwa District Council. Many studies fail to discuss the relationship between Teachers, Students and Parents' towards academic performance in Public Secondary School. This bridges a gap and motivates a researcher to assess the relationship between Students, Teachers and Parents towards academic performance in Secondary School at Mpwapwa District Council.

## **2.6 Conceptual framework**

According to Mathooko et al (2011), conceptual framework is a model of how one theorizes or makes logical sense of the relationship among several factors that have been identified as important to the problem. Mugenda and Mugenda (2003) define a conceptual framework as a hypothesized model identifying the concepts under study and their relationships

### Conceptual Frame work



**Figure 2.1 Conceptual Framework**

Source: Researcher's idea, 2019

#### 2.6.1 Independent Variable (s)

The independent variables under this study are the relationship between students, parents and teachers. These variables can change as it depends on other factors in order to achieve high academic performance in secondary schools.

#### 2.6.2 Dependent variable (s)

The dependent variable of the study is academic performance. Academic performance is measured through results of Examination conducted in a particular Secondary.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter presents research methodology used by to meet the intended the objectives. This chapter discusses the research design and details of the target population, Sample size and sampling procedures, research instruments, instrument reliability and Validity, data collection procedures and data analysis techniques.

#### **3.1 Research Design**

Research design is the conceptual structure within which research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2008) in literature, there are several categories of research designs namely exploratory, explanatory, case-study and descriptive (Easwaran & Singh, 2010).

According to Trochim (2006) research design refers to the general strategy that researcher chooses to integrate the different components of the study in a coherent and logical way, thereby, ensuring that the researcher are effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data.

There are about three research designs; qualitative research design the one that generates words as data for analysis (Creswell,1998; Patton, 2009), quantitative research design is the one that generates numbers as data for analysis (Patton and Cochran, 2002), and mixed-method design comprises both qualitative and quantitative research designs.

Under this study, a researcher used qualitative and quantitative approaches. A qualitative approach enable researcher to put explanation on the data collection from the field. A quantitative approach dealt with the computation of empirical variables.

This study employed a cross-sectional survey design because it allows the researcher to use other methods of data collection in order to reach the validity and reliability of the study. A case study is cheaper and less time consuming due to limited of resources; lastly it gives the researcher the chance of having much focused study.

### **3.1.1 Validity and Reliability**

Validity refers to accuracy and meaningfulness of implication which was based on research outcome (Mugenda & Mugenda 1999) defines validity as the result which was enlarged by using more than one method. The researcher under this study employs interviews, Questionnaire and Documentary review as methods of collecting data in order to obtain information from different source which are relevant to the study

Bryman (2001), reliability deals with looking whether the results of study are repeatable. Also it implies strength or fidelity of a tool or process in order to obtain information. Under this study researcher conduct pilot study in Four selected Secondary School at Mpwapwa District Council and explain the purpose of the study data expected to be collected that it is for academic purpose also the researcher give assurance of confidentiality and secrecy of the information obtained furthermore the researcher clarify the questionnaire to be distributed so as to create awareness to respondents and 44 teachers, 67 parents and 80 Students accept to receive questionnaire. The researcher used questionnaires method to enhance instrument reliability.

### **3.2 Area of the Study**

The research was conducted at Mpwapwa District the researcher chose Mpwapwa, Luhundwa, Wotta and Mount Igovu secondary schools in order together data related to the study. The reasons of selecting these Schools is due to the fact that, the researcher investigates the trends of performance of these Schools and find that they perform differently in National examination in last two years, Mpwapwa and

Luhundwa Secondary School are performing better in form four national examination for last two years while Mount igovu and Wotta Secondary school are not performing good at District level and Regional level hence the researcher investigate more about the reason behind of this deference, also the researcher link with current results so as to come up with critical understanding of variations and the reason behind. Also the researcher selects these schools due to time and cash constraints as it is not possible to cover all Government secondary schools in Mpwapwa District. (Appendix I Map of MDC, Appendix II organizational structure of MDC Appendix III Secondary School Organization structures).

### **3.3 Target Population**

Finn *et al* (2000) assert that, target population, refers to the specific nature in a given population which depends on the purpose of investigation. Arguably, target population consist all the people or objects with common characteristics to which investigators interested in generalizing their results. A population refers to the group of individuals from which sample are taken for measurement. A population should have at least one thing in common (Kombo et al, 2006).

Therefore, the target population for this study involved teachers, students and all members surrounding the selected Secondary Schools that found at Mpwapwa District Council.

### **3.4 Unity of Inquiry**

This refers to the unit which comprise individual, household, corporation, about which information is required in a research project, A Dictionary of Sociology (2019).Sometime unit of enquiry (is called the unit of analysis) with the sampling unit. The unit of inquiry under this study is Students, Teachers and Parents.

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

According to Cohen et al. (2000), sampling refers to small cluster of the respondent's from the population in which the researcher is interested in gaining information and drawing conclusion. The researcher applies sampling for the purpose of measuring some elements of the population and drawing conclusions regarding the entire population.

Hence, sampling is defined as a process of choosing a given number of representatives of the targeted population in such a way that they represent all attributes of the population. Two sampling techniques was employed in this study which are - purposive and simple random sampling.

#### **3.5.1 Purposive sampling**

Refers to the non probability sampling whereby partakers or participants are selected purposively due to the potential data and fact they have in a given field of study, typically it involves small number of respondents (Kothari, 2008). This technique was used to select District Education Officer. The reason of using this technique was to help the researcher to obtain a concrete data from District Education Officer who deals with education matters within the council.

#### **3.5.2 Simple random sampling**

Refers to probability sampling where all members in the population have equal chance of being selected to form a sample. (Kamuzora, 2008). Simple random sampling technique was used to select Teachers, Parents, and Students from four Public Secondary School at Mpwapwa District Council. In order to get the number of students and Teachers to be involved in the study the researcher visit the Selected Secondary School and ask the Headmaster or Headmistress the Number of Teachers and Students at School.

On the other hand, random sampling procedure was applied in selecting students and teachers. Students were selected by count the number from 1 to 40 and all who announced 40 were involved in the study. Pieces of papers written YES and NO were put into a box and then teachers were asked to pick one each to obtain the required number of teachers. Those who chose YES were involved in the study. This technique was applied to avoid biases because all respondents have equal chance of being selected. Also the researcher gets the number of parent's trough Ward Executive Officer (WEO)

**Table 3.1 Sample and sampling**

The study used 50% to get teachers at each secondary school 3% to get parents at each secondary school 3% to get students at each secondary School		Percentage	Sample
1	34 Teachers Mpwapwa Secondary	$50/100 \times 34$	17
2	12 Teachers Luhundwaa Secondary	$50/100 \times 12$	6
3	18 Teachers Wotta secondary	$50/100 \times 18$	9
4	23 Teachers Mount Igovu Secondary	$50/100 \times 23$	11
5	477 Students Mpwapwa Secondary	$3/100 \times 477$	14
6	384 Students Luhundwa Secondary	$3/100 \times 384$	11
7	646 Students Wotta Secondary	$3/100 \times 646$	19
8	633 Students Mount Igovu Secondary	$3/100 \times 633$	19
9	477 Parents from Mpwapwa Secondary	$3/100 \times 477$	14
10	384 Parents from Luhundwa Secondary	$3/100 \times 384$	11
11	646 parents from Wotta Secondary	$3/100 \times 646$	19
12	633 Parents from Mount Igovu Secondary	$3/100 / 633$	19
	TOTAL		169

**Source: Researcher's, 2019**

The researcher used 50% of total population of each Secondary School to select the sample of teacher to be involved in the study. Also the researcher use 3% of total population of each secondary school to get sample of parents. Furthermore the researcher uses 3% to select students at each secondary school to be involved in the study.

### 3.5.3 Sample Size

Sample Size refers to the process of selecting respondents from the general population to represent the entire population in a specific study. The sample size of this study was 169. The sample size of parents, teachers and students was selected in four public secondary schools at Mpwapwa District Council. Student, Teachers and parents was sampled so as to get the real sample from a population which used by researcher in collecting Data.

**Table 3.2 Sample composition**

	Respondent category	Population	Sample size	Area of study
1	District educational officer	1	1	Mpwapwa District Council
2	Teachers	12	6	Luhundwa Sec School
		18	9	Wotta Sec School
		23	11	Mount igovu Sec School
		34	17	Mpwapwa Sec School
3	Parents	384	11	Luhundwa Sec School
		477	14	Mpwapwa Sec School
		633	19	Mount igovu Sec School
		646	19	Wotta Sec School
4	Students	477	14	Mpwapwa Sec School
		384	11	Luhundwa Sec School
		633	19	Mount igovu Sec School
		646	19	Wotta Sec School
	<b>Total</b>	<b>4368</b>	<b>170</b>	

**Source: Researcher's, 2019**

The researcher use Simple random sampling to select the sample size of 170 which represent the total population of 4368 from four secondary Schools at Mpwapwa District Council. The Population includes Teachers, parents and Students.

### **3.6 Data Collection Method**

Qualitative and quantitative methods were employed in the study during data collection. Questionnaires and interviews methods were used to collect information. Questionnaire was used for teachers, parents and students and structured interview schedule was used for District Education Officer. To get reliable data, the researcher rely on both primary and secondary data (Kothari 2007).

Several data collection techniques namely interviews, and questionnaire, was employed in data collection exercises. This section therefore discusses the methods of data collection to be used. Primary data are original in character.

#### **3.6.1 Primary Data**

As discussed earlier, primary data is the first-hand data from the field obtained by different data collection techniques. Primary data were collected by using the following research Instruments;

#### **3.6.2 Interview**

Interview refers to face to face dialogue between the interviewer (researcher) and interviewees based on prepared and unstructured questions which were aimed at collecting information from the particular respondent this can be open or structured. Also it refers to the oral conversation where the investigator gathers information through verbal direct interaction with participants. Interviews enable the researcher to obtain quality data in a relatively short period of time from knowledgeable people.

Before conducting the interview the researcher request permission to District Executive Director (DED) to conduct interview with DEO then the researcher make appointment with her/him on the date, time and place, interview to be conducted.

Both (Structured and unstructured interview) methods was conducted between the researcher and District Education Officer to solicit information, views, ideas and opinions which aims in obtaining information about the relationship between

students, teachers and parents towards academic performance. (Interview guide, appendix VII).

### **3.6.3 Questionnaires**

A questionnaire is a data collection tool used to collect data over a large number of respondents the questionnaire was developed based on the recommended guidelines. Under this study both close ended and open-ended questions were designed to facilitate the easiest way of gathering the information. Additionally, questionnaires are quick to collect information and hence, they can be analyzed more scientifically and objectively.

Questionnaire were prepared and distributed to the teachers, parents and students from four Public Secondary Schools by researcher and the researcher administer personally or through emails and telephone to make clarification whenever they fail to understand and questionnaire were collected after one week when all respondents complete to fill it.

The reason of using questionnaires is due to the fact that it enables the researcher to obtain views and experiences from the respondents who are key player in a given field of study, and it is affordable compared to other methods of data collection (Appendix IV, V VI a sample questionnaire).

### **3.6.4 Secondary Data**

Secondary data refers to the data that have been already collected and are readily available for use from other sources. Such data are cheaper and more quickly obtainable than the Primary data also may be available when primary data cannot be obtained at all. The Researcher employs these methods as it saves time and helps the researcher to improve the understanding of the problem and provides a basis for comparison for the data that is collected by the researcher. The researcher was employed the following method of Secondary data.

#### **3.6.4.1 Documentary review**

Is a way of collecting data by reviewing the existing documents in a particular organization and this is the secondary method of data collection as it reviews the existing document which is ready for use. Under this study researcher review, meeting minutes, attendance of students and teachers in four Secondary Schools at Mpwapwa District Council (MDC).

### **3.7 Data Analysis Techniques**

Both qualitative and quantitative techniques were applied in data analysis. Quantitative and qualitative methods were employed basing on the nature of information that was obtained during the research exercise.

#### **3.7.1 Quantitative data analysis**

Quantitative data were analysed in the form of numerical values accompanied by charts, graphs, tables and percentages. The aiding tool for analysis were Statistical Package for Social Science (SPSS) and Microsoft Office for Charts Quantitative method involves the use of factual and logical interpretation of data, comparison and explanation of the data through interviews that provide the qualitative insights into the collected data.

#### **3.7.2 Qualitative data analysis**

Laws et al (2003) pointed out that if the researcher needs to build up in detail knowledge about a certain incident, the use of qualitative method is recommended especially interviews method. Also, qualitative design permitted researcher to make description of data. In qualitative research design, the researcher is allowed to put explanation on the data collection from the field (Patton et al. 2000).

On other hand Qualitative means were employed to describe information that is not in numerical nature. In analyzing qualitative data, coding, memoring and integrative

diagrams may be used aiming at achieving credibility, transferability dependability and conformity.

Finally, the researcher reveals the internal validity, reliability and objectivity of the research conducted.

### **3.8 Ethical Consideration**

The researcher was seeking permission from the management of Mpwapwa District Council where the study was conducted .This permission includes access to organizations documents, the use of polite language, interviews with the staff, field visits to the organization, clearance letter from Mzumbe University, and before collecting Data, the researcher was explaining the purpose and objectives of the study to all the respondents by observing their confidentiality and rights. The study was protected by confidentiality and secrecy of the respondents (especially workers) by not using their names in the report.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### 4.0 Introduction

This chapter presents the findings of the collected data on assessing the relationship between students, parents and teachers towards academic performance in Public Secondary Schools are presented using tables, graphs and charts. The analysis was done by using qualitative and quantitative techniques.

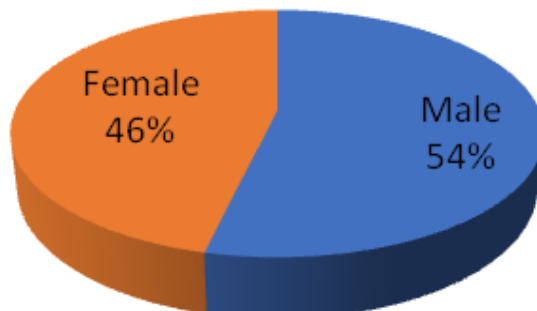
Comment [k1]: I suppose you mention them

#### 4.1: Demographic of Respondents

In this study, it was considered important to know gender, Marital Status, age, education level, Working experience, and Terms of employment of respondents. These variables have influence on academic performance as presented below.

##### 4.1.1 Gender of the Respondents

In this study the researcher requested the respondents to identify their gender. It was found that large number of respondents was male 54% compared with female 46%.



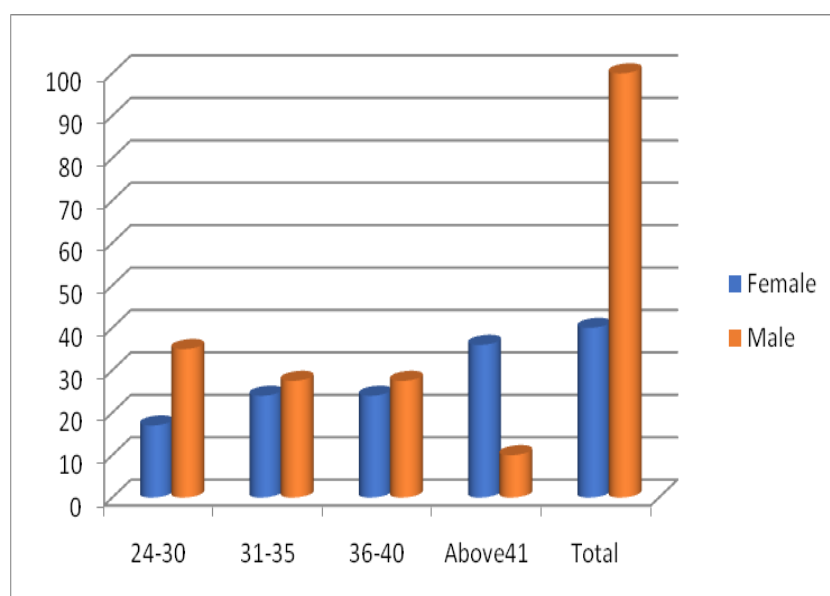
**Figure 4.1 Gender of all Respondents**

Source: Field data, 2019

Figure 4.1 shows the gender of all respondents. So it is essential to check gender of respondents as it has relationship with academic performance. The study found that 88 respondents were male 54% and 76 were female 46% as shown in the Figure above.

#### 4.1.2 Age of Parents and Teachers

The study scanned the age of respondents in order to recognize their age. The study found that large number of parents and teachers were aged between 31 to 40 years, as presented in Figure 4.2 below.



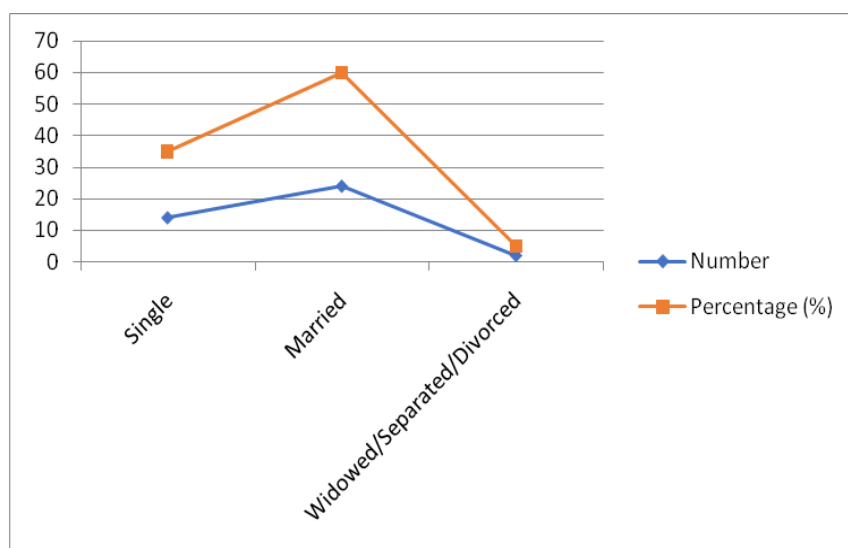
**Figure 4.2 Age of all Respondents**

**Source: Field data, 2019**

Figure 4.2 above presents the age of all respondents involved in the study. It is important to look at the age of the respondents as it has influence on academic performance. The study revealed that large number of respondents is below the age of 41 they are between 31- 40 years.

### 4.1.3 Marital status of Teachers

The study was attracted to asses respondent's marital status and was found that large numbers of Teachers were married followed by employees who are single and few are widower/separated and divorced as shows in the table below.



**Figure 4.3 Marital Statuses of the Respondents**

**Source: Field data 2019**

The result in figure 4.3 shows that 60% of Teachers are married, 35% are single and 2% are widowed/Separated/Divorced it is essential to know the marital status of employees as it has implication on academic performance in Public Secondary Schools because teachers who married, have greater chance to take care of students like their children and they provide counseling, educating them on the importance of education and this motivated students to work hard hence the academic performance becomes higher.

#### 4.1.4 Education level of Respondents

The study was concerned with assessing the educational level of teachers and parents as it plays the significant role on academic performance in Public Secondary Schools. Therefore it is important to understand the level of education of the respondents in order to recognize the ability and capabilities of teachers in teaching and recognizing the ability of parents to insist students of education matters.

**Table 4.1 Education level of Teachers and Parents**

Respondents details of Teaches	Number	Percentage (%)	Respondents details of Parents	Number	Percentage (%)
Diploma	8	20	Standard Seven	49	80
Degree	17	42.5	Form four	2	3.3
Masters	15	37.5	Form six	8	13.1
			Certificates	2	3.3
<b>Total</b>	<b>40</b>	<b>100</b>		<b>61</b>	<b>100</b>

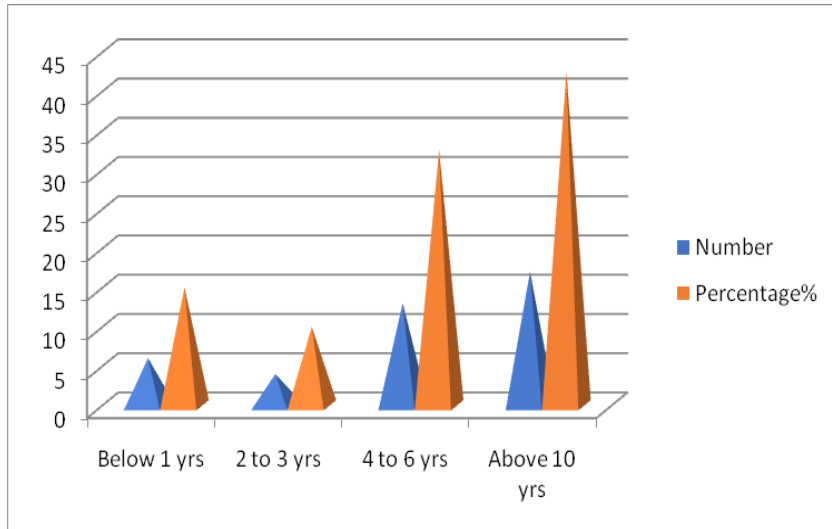
**Source: Field data, 2019**

Table 4.1 above shows the education level of all respondents. The study found majority number of teachers 42.5% has degree qualification, 37.5% have Masters and small number 20% has Diploma. The study revealed that large numbers of parents are standards seven 80% followed by form six 13.1 and form four and certificate has 3.3%.

#### 4.1.5 Work experience of respondents

The researcher studied the job experience of respondents as it has impact on academic performance in Secondary School. Respondents who served for many years have more experience, knowledge and skills on how to teach students in order to improve performance as shown in the Figure below.

**Comment [u2]:** I suppose this be 'job'



**Figure 4.4 Work experiences of respondents**

**Source: Field data, 2019**

Figure 4.4 show work experience of respondents, the finding shows that most respondents 42.5% had an experience above 10 years. 32.5% had an experience of 4 to 6 years 15% had an experience below 1 year and 10% had an experience of 2 to 3 years.

#### **4.2 Kind of support student get from parents and teachers**

The study is examining the kind of support student get from parents and teachers. It was revealed that the kind of support provided by parents and teachers to students is as follows:

##### **4.2.1 Doing correction in the classroom**

The study found that 88.9% teachers are doing correction of quiz, test and examination given in the classroom several times 7.9% rarely do corrections and 1.6% is not doing well and 1.6% never do correction. This shows that teachers at

Public Secondary School at Mpwapwa District Council provide support to students towards academic performance and it revealed that there is good relationship between students and teachers.

#### **4.2.2 Making follow up on Student's Notes Writing**

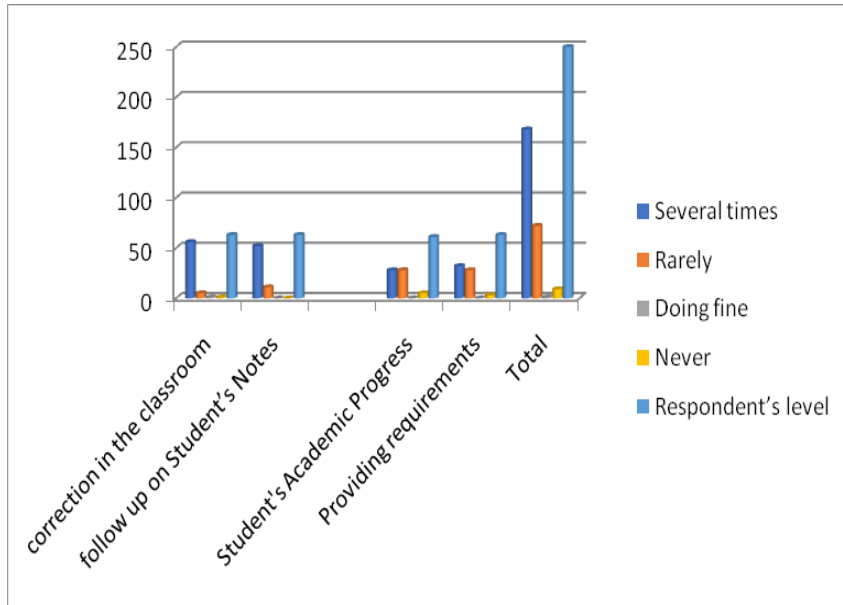
It was found that 82.5% teachers make follow up to see if students writes notice in the classroom several times and 17.5% rarely make follow up to see if students write notes in their excise book. Also the study found that 35% of parents make follow up when students are back at home to see if students attend at school and write notes. This reveals that parents do not provide good support to the students and their relationship was not good in academic matters.

#### **4.2.3 Inspection of student's Academic Progress**

The study found that 36.1% parents never make inspection on student's academic progress 34.4% inspect several times and 29.5% inspect rarely. this shows that parents does not provide good support to the students. The relationship between the parties is not good because just few parents who go to school to see the student's academic progress without receiving message of call from teachers. Few of them inspect students' academic progress after receiving a call from teachers some of them wait until they receive report from school. Parents, who have good and positive relationship with students, inspect student's academic progress when they come back from schools for the purpose of observing if students write notice, attend classes and do correction.

#### **4.2.4 Provision of requirements**

The study found that (45%) parents at Mpwapwa District Council provide support to students by ensuring that students get all requirements needed at school such as buying books, exercise books, pen, ruler, pencil, uniforms. This shows that large number of parents does not provide support to the students and the relationship between the parties is not good. As indicated in the Figure below



**Figure 4.5 General Opinion on kind of support student gets from parents and teachers**

Source: Field Data, 2019

### 4.3 Support students get in relation to academic performance

It was revealed that students who get support from teachers and parents perform better. It is also evidenced that students whose parents and teachers are more involved in their education, have higher levels of academic performance. Teachers who severally make corrections to class activities, motivates students to study hard, hence influence students to perform better in their examination.

#### 4.3.1 Doing Corrections

When teachers support students by doing correction on the exercise, quiz and examinations given in the classroom this helps students to understand more and when the question appear in the examination which are relating with those which are

solved in the classroom students be in a position to answer question with confidence hence the academic performance of students becomes higher.

#### **4.3.2 Making follow up on Student's Notes Writing**

When parents at home and Teachers at school make follow up to see if students writes notes, it helps students who are lazy in writing notes to improve their academic performance through writing notice, reviewing during study time and seek help to other students or teachers. it also helps to students who cannot capture each and everything in the class, through notes students can pass through and understand.

#### **4.3.3 Inspection of student's Academic Progress**

Parents make close follow-up of their children on their school attendance and performance, motivates students to study hard and improve performance. Effective follow-ups can be done through insisting children to attend school, parents attending meeting at school and discuss academic progress of students, inspect exercise books to see if students attend in the classes and write notice. all these follow-ups done by teachers and parents motivate students to study hard hence the academic performance at school become high.

#### **4.3.4 Provision of requirements**

Parents who provide important requirements to students motivate students to improve academic performance and do better in their examinations. Teachers who provide notice, review questions and solve difference past paper in classroom also help students as parents do.

#### **4.4 Teachers role in improvement of academic performance**

The study examined the extent teachers ensure the academic performance in their Schools. It was found that in Mpwapwa District Council (MDC) teachers use different strategies in ensuring the academic performance is improved at their school.

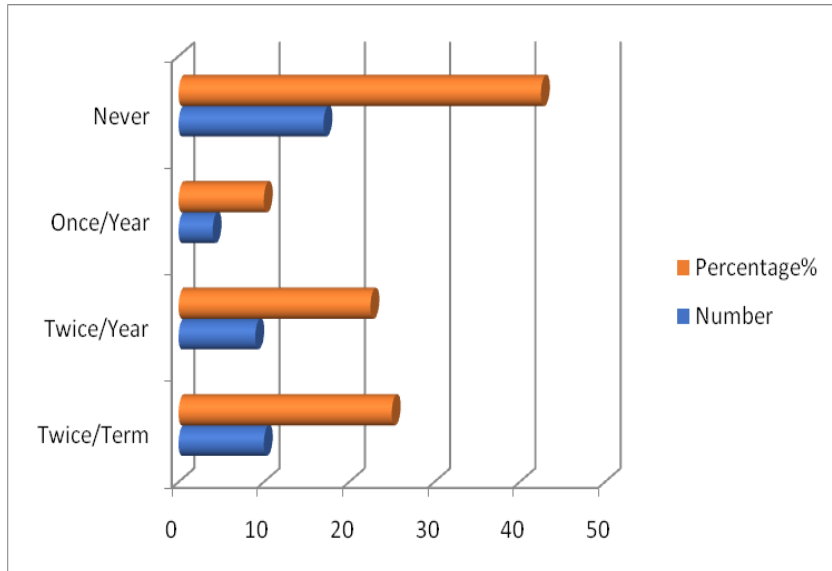
**Comment [u3]:** You better name them

#### **4.4.1 Practice Examinations and sharpen students on Examination Techniques**

The study found that teachers practice examinations to students as the strategies of improving academic performance at their school. It was revealed that when students do several examinations it becomes easier to applying knowledge to different types of questioning which they face in the examination. In Mount Igovu, Luhundwa, Wotta and Mpwapwa secondary schools teachers provides several tests like weekly test, monthly test, conduct joint examination, provide a lot of quiz, giving more exercise, solving different past papers several times. Also teachers teach students different techniques used in the examination and essay writing as there are various techniques used to set questions in examinations For example some question requires students to Describe, Explain and Suggest.

#### **4.4.2 Parents and teachers meeting**

Meetings that include parents and teachers play a significant role in improving academic performance of students in secondary schools. Parents and Teachers meeting discuss the issues concerning student's academic progress. The study found that 42.5% teachers never conduct parents meetings in their schools, 25% they conduct parents meeting in their school twice per term, 22.5%, conduct parents meeting twice per year and 10% conduct once per year parents meeting. This shows that the relationship between parents and teachers is not good hence these affect the academic performance in most of secondary School as indicated in the figure below.



**Figure 4.6 Parents Meeting at School**

**Source: Field Data, 201**

It was revealed that 50.8% of Parents attend meetings several times, 39.3% rarely attend meetings and 9.8% never attend meetings. This shows that the relationship between parents and teachers is not good and these has an impact on academic performance in secondary school at Mpwapwa District Council

Furthermore teachers are making follow up on student academic progress rewarding students who perform better in terminal and annual examination. They also ensure that students live nearby school, have good discipline conduct remedial teaching, and administer debates, clubs, and group discussion. All these strategies are used to ensure academic performances are improved at Public Secondary School at Mpwapwa District Council.

#### **4.5 Factors affecting the relationship between students, teachers and parents towards academic performance in secondary schools**

The study was interested to assess if there is any factor that affects the relationship between students, teachers and parents towards academic performance in secondary school. 62.5% of respondents said that there is a factor which affects the relationship between students, parents and teachers and 37.5% state that there is no factor which affects their relationship.

##### **4.5.1 Lack of effective communication**

The study found that lack of effective communication between teachers, students and parents affects their relationship. Communication strengthen the relationship through communication is where parents can understand the academic progress of students, getting information about the school meeting also when communication is effective students can be in a position to express their problems to their teachers and get assistance on academic issues and family matters. Teachers can be in a position to help slow learners in academic issues. If communication is ineffective, the relationship between the parties becomes poor.

Furthermore the findings based on the interview with District Education Officer, she said lack of effective communication is a challenge on maintaining relationship between teachers and parents, and students and teachers. when there is ineffective communication between students and teachers students will lose confidence of seeking help to teachers whenever they get difficulties in studies.

##### **4.5.2 Distance from home to school**

It was found that students who stay far from the school especially for day secondary schools experiences long walking distance, late reporting at schools and becoming very tired before the lessons start. All these, reduces their attention in learning hence resulting to poor academic performance. Furthermore, it reduces the warm relationship between students and teachers, because sometimes students fail to attend

schools without information. A result is that students miss assistance from teachers and consequently drop their academic performance.

#### **4.5.3 Low understanding on education matters**

Low understanding on education matters affects the relationship between the parties. Parents with low understanding on educational matters fail to: insist their children to attend at school, to provide all requirements needed by students, to attend meeting at school to discuss academic progress of student, to inspect exercise books to see if students write notice and attend in the class, also parents will not ask teachers on her/his child academic progress at school. These affect the academic performance of students because students lack support from parents, a result, students will not be motivated to continue with studies.

#### **4.5.4 Lack of several meetings**

The findings based on interview done with the District Education Officer (DEO) revealed that there are challenges which affect the relationship between students, parents and teachers towards academic performance. She said that lack of meeting between teachers and parents is a challenge that causes failure to discuss issues concerning student's academic progress and making follow-up on student progress.

#### **4.5.5 General findings**

The findings from the study revealed that the relationship between students, teachers and parents towards academic performance is not good at Mpwapwa District Council. They lack effective communication which is essential for building relationships. Teachers try to play their role such as teaching students and ensuring that they finish syllabus on time, teaching remedial classes, providing several exercises, tests, examinations, solving different past papers, and conducting meetings with parents to discuss academic progress of students. All these aim at improving performance in form the national examination.

The study also found that few parents to play their role through attending meeting at school where they discuss with teachers on the academic progress of students; they look the exercise of students to see if they writes notes, do homework, and make correction whenever needed. Parents who have good relationship with their children improve their children morale of studying hard than those who don't have good relationship with their children.

Furthermore, the study found that few students seek help to teachers when they face difficulties in their studies like facing difficult questions, failure to understand the topic in the class also they advised their parents/ guardian to visit at school to know their academic progress.

The findings based on the interview with DEO on the key strategies that were used to improve the relationship between students, teachers and parents towards academic performance were as follows: the parties should ensure and emphasize communication between them also they should ensure that there are enough meetings between teachers and parents, these enhance cooperation and interaction as each part participate fully on guiding students toward academic performance.

Therefore the improvement of relationship between the parties results to good academic performance in public secondary schools at Mpwapwa District Council

## **CHAPTER FIVE**

### **DISCUSSION OF THE FINDINGS**

#### **5.0 Introduction**

This chapter is about interpretation of the findings basing on research objectives. The researcher assesses the relationship between student's teachers and parents towards academic performance.

#### **5.1 Characteristics of Respondents**

Respondent's profile characteristics consist of, gender, Marital Status, age, education level, Working experience, of Teachers, Parents and Students in Mpwapwa District Council (MDC). Respondents who were targeted to fill questionnaires were those who work in four Public Secondary School at Mpwapwa District Council and parents. The findings show that there were more male than female in the study that means, Out of 164 respondent's 88 were male and 76 were female. The majority of the respondents were aged between 31 up to 40 years followed by those aged 41 and above years. In term of marital status, most respondents 24 were married respondents, and 14 respondents were single. Majority of respondents were degree holders in level of education followed by those who have Master degree and all respondents were in permanent employment.

#### **5.2 Kind of support student get from parents and teachers**

From the findings it can be discussed that parents and teachers provide support to student. Teachers from four secondary schools and parents who are involved in this study commented that the support provided by parents and teachers contributes almost 98% of students 'academic performance.

They further said that students who came from family which provide support students use their time thinking about their studies as well as their future life.

Moreover, they added that, students who get support from parents get time to tell their parents what they need and parents get time to inspect their exercise to look if their child write notice, do homework and make correction where they do wrong and look what they have been covered at school . Students who are free to express themselves and this enable their parents to know their needs like books for text and reference and other school requirements and buy for them. Also students need to be challenged by parents at home in order to do well at school this encourages students to work hard expecting more rewards. And students have confidence to seek help to teachers whenever they face difficulties in their studies if there is good relationship between them. This helps them to perform better in their studies.

On other hand Students who perform low in academic matters seems to be affected by lack support from their parents as well as teachers. While in some circumstance they perform better but their future seems to be vague since their parents do not promise them anything as a motivation.

Also students who lack support ends up being truants and these affect their syllabus coverage, they cover little compared to what they are required to answer in examinations, so this hinder them to pass their form four national examination well.

However, on the other side teachers said that not all students who are receiving support from their parents and teacher their academic performance is good, sometimes they fail their examination even though they get support. For the students who lack support from parents and teachers, there are some who fail their examination because of psychological affection resulted from their parents. But there are some students who take their family problems as a challenge to their future hence they study hard and perform well.

*Anna Egalite* (2016), educated parents consider the quality of the schools, once their children are selected to join also they pay attention to the quality of teachers and ensure that their children are effectively served. Also they participate in parent-teacher conferences. This supports the study because parents understand the importance of education that's why they consider the quality of teachers and school where their child study.

Also the parents have good relationship with students and parents that's why they attend parents and teachers conference or meetings where the student's academic performance is discussed.

According to (Kellaghan *et al* 1993) Parents transmit attitudes about education to their children during out-of-school hours and these attitudes are reflected in the child's classroom behavior and in the teacher's relationship with the child and the parents.

Therefore parents support students by ensuring that they select school where students will get quality education.

### **5.3 Support students get in relation to academic performance**

From the findings it can be discussed that the support provided by parents and teachers to students plays a significant role on academic performance for stance when parents provide all requirements needed by students such as exercise book ,pen, pencil, uniform this will motivate students to study hard without any stress hence the academic performance be high on other hand when teachers teach students different techniques in answering questions and solve different past papers, do remedial classes, these improves the school performance of students.

Therefore, study found that students who came from families with good relationship they are free to express themselves this enable their parents to know their needs like books for text and reference and other school requirements also they use their time thinking about their studies and students who have good relationship with their teachers there are free to seek help whenever they face difficulties in their study. `

#### **5.4 Teachers role in improvement of academic performance**

The findings shows that teachers from Mpwapwa, Luhundwa, Mount Igovu and Wotta Secondary schools they have various strategies which they use to ensure the academic performance is improved in their schools.

Some of strategies which are employed are to ensure that there is effective communication between the parties, to provides several tests like weekly test, monthly test, conduct remedial teaching, conducting joint examination, providing a lot of quiz, giving more exercises, using debate, clubs, using group discussion, solving different past papers several times. Other strategies are: Ensuring students live nearby school for those who are in day secondary school, finishing topics on time, giving punishment in order to shape behavior, rewarding students who perform better in terminal and annual examination, creating awareness to the students on the importance of education several times in classes and on parade.

The findings from the interview with District Education Officer (DEO) found that Cooperation between teachers and parents and good communication can enhance each part to participate fully on guidance towards the student's academic progress.

According to Noble (2006) Guidance is among of factor which helps student to improve his attitudes and study habits and this is directly relative to academic success. Students who are well guided by their parents perform better in the examinations.

According to Pam Lowe (2011) there are many ways used in adding academic Achievement in secondary school: such as shared vision, Change agent, Increase Rigor, and teach students how to learn.

#### **5.5 Factors affecting the relationship between students, teachers and parents towards academic performance in secondary schools**

According to Amitava Raychaudhuri, et al. (2010) Students' academic performance depends on a number of socio-economic factors like students' attendance in the class, family income, mother's and father's education levels, teacher-student proportion,

presence of qualified teacher in school, gender of the student, and distance of schools.

The finding shows that there are several factors which affect the relationship between students, teachers and parents towards academic performance as follows: lack of effective communication is considered as the major factor which affects the relationship between the parties, Also Truancy of students affects the relationship some students do not attend at school and some they attend but they go back at home before time and parents do not take concern on this hence these affect their syllabus coverage. They cover so little compared to what they are required to give out in examinations, so knowledge they get do not enable them to pass the national examination well.

Furthermore distance from home to school affects the relationship because when students work for long distances to school there is a high possibilities of reporting for school late and very tired this reduce their level of attention when learning is in progress hence students' performance will be poor because of low concentration in class sometimes students will be punished by been late at school and miss some of periods in class.

On other hand when teachers provide punishment students in order to shape their behavior some of them they resist to do the punishment and when teacher send a message of call to parents to come at school some of parents they resist and some defend their child as if they didn't do the mistake hence this affects the relationship of teachers, parents and students as it will result to hostility.

According to El-Shaarawi (2006) students' academic performance is affected by internal and factors. Internal factors includes students capability in English, class schedules, class size, English text books, class test results, learning facilities, homework, environment of the class, complexity of the course material, teachers role in the class, technology used in the class and examinations systems.

External factors include supplementary activities like family problems, financial, social and other problems.

### **5.6 General Discussion**

The researcher assesses the relationship between parents, students and teachers towards academic performance the findings revealed that many respondents commented that most of students who have good relationship between their parents and teachers they get chance of performing well than those who lack that relationship. They said that effective communication is essential for building relationship between the parties.

Furthermore Parents who have good affiliation with their children improve their morale of studying hard than those who don't have good relationship with their children.

## **CHAPTER SIX**

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

#### **6.0 Introduction**

This study found the relationship between students, teacher and parents in public secondary school. Specifically the study intended to assess the relationship between students, teachers and parents towards academic performance. This chapter presents the summary, conclusion and recommendations, policy implications to the study.

#### **6.1 Summary**

The findings showed that the relationship between students, teachers and parents in Public secondary school at Mpwapwa District Council (MDC) is not good.

##### **6.1.1 Kind of support student get from parents and teachers**

In findings a researcher found that students who get support from parents and teachers have a greater chance to perform better than those who do not. On other hand some students who lack support they perform better in their examination and some students who get support their performance is low basing on their own efforts in studying some of them their not serious in their study.

##### **6.1.2 Support students get in relation to academic performance.**

The findings found that support which students get have impact on academic performance.

##### **6.1.3 Teachers role in improvement of academic performance**

A researcher found that their many strategies used by teachers in Mpwapwa District Council (MDC) to improve the academic performance in their School

First strategies is to ensure there is effective communication between the parties, if communication is effective it will be easy for each part to play their role hence the academic performance in secondary school will be improved.

Second strategies is to provides several tests like weekly test, monthly test, conduct remedial teaching, conducting joint examination, providing a lot of quiz, giving more exercises, using debate, clubs, using group discussion, solving different past papers several times

#### **6.1.4 Factors affecting the relationship between students, teachers and parents towards academic performance in secondary schools**

There are many factors which affect the relationship between teachers, parents and students towards academic performance. The researcher found that lack of effective communication between the parties, low understanding on education matters, wrong information, distance from home to school, punishment, family problems, truancy, some students involves in love affairs, all these factors affects the relationship towards academic performance.

#### **6.2 Conclusion**

The result of this study showed that the relationship between students, teachers and parents was most affected by lack of effective communication between the parties. Also it was found that there are many efforts made by teachers of Mpwapwa, Luhundwa, and Mount Igovu and Wotta Secondary School in improving academic performance in their school , such as provision of several tests like weekly test, monthly test, conduct remedial teaching, conducting joint examination, provision a lot of quiz, giving more exercises, using debate, clubs, using group discussion, solving different past papers several times, Ensuring students live nearby school, finishing topics on time, giving punishment in order to shape behavior, rewarding students who perform better in terminal and annual examination, creating awareness to the students on the importance of education several times in classes and on parade,

Generally children or students need love, care, listening, motivation and encouragement, these are the most important things for a child development on academic matters and the parents and teachers are the ones who are responsible make this child to perform better in their studies.

### **6.2.1 General findings and general discussion**

The findings shows that in Mpwapwa District Council (MDC) there were more male than female in the study whereby male were 54%. Large numbers of the respondents were aged between 31 to 40 years. In term of marital status, most of respondents 60% were married. In terms of education, a large number of teachers (42.5%) had degree level of education and larger numbers of parents (80%) are standard seven the findings show that in Mpwapwa District Council (MDC). In term of experience, the findings show that most respondents of 42.5% had an experience of above 10 years. Through findings students who get support from parents and teachers perform better than those who do not and there was factors which affect the relationship between the parties and various mechanisms were used to maintain their relationship. Various strategies were used to improve the academic performance at Mpwapwa District Council.

### **6.3 Recommendations of a study**

Based on the study, the following recommendations were made;

#### **6.3.1 Kind of support Students get from Parents and Teachers**

Basing on the findings it was found that the support which Students get from Parents and Teachers plays a significant role on academic performance in Secondary School

#### **6.3.2 Doing correction in the classroom**

The study found that 88.9% teachers from Mpwapwa , Luhundwa, Mount Igovu and Wotta are doing correction of quiz, test and examination given in the classroom several times 7.9% rarely do corrections and 1.6% is not doing well and 1.6% never

do correction. This shows that teachers at Public Secondary School at Mpwapwa District Council provide support to students towards academic performance and it revealed that there is good relationship between students and teachers.

### **6.3.3 Inspection of student's Academic Progress**

The finding from the study shows that Parents make close follow-up of their children on their school attendance and performance, motivates students to study hard and improve performance. Effective follow-ups can be done through insisting children to attend school, parents attending meeting at school and discuss academic progress of students, inspect exercise books to see if students attend in the classes and write notice. all these follow-ups done by teachers and parents motivate students to study hard hence the academic performance at school become high.

### **6.3.4 Provision of requirements**

The finding shows that Parents who provide important requirements to students motivates them to improve academic performance and do better in their examinations. Teachers who provide notice, review questions and solve difference past paper in classroom also help students to improve academic performance as parents do.

Basing on the findings above it was recommended that that Parents and teachers in Mpwapwa District Council (MDC) should build close relationship with their children in order for them to perform better in academic matters. As we know that parents and teachers was the first motivators of the child's education, therefore parents must talk with their children positively instead of telling their children to share the house burden they must encourage them to study hard so that they can get better life.

Parents ought to be educated on the importance providing support to their children in their future career. They should be advised to use the little income they have to buy at least few books for their children. This can help to reduce the problem of text books in Secondary schools.

#### **6.4 Support students get in relation to academic performance**

The findings revealed that students who get support from teachers and parents perform better in form four National Examination. It is also evidenced that students whose parents and teachers are more involved in their education, have higher levels of academic performance. Teachers who severally make corrections to class activities, motivates students to study hard, hence influence students to perform better in their examination.

##### **6.4.1 Doing Corrections**

The findings shows that teachers who support students by doing correction on the exercise, quiz and examinations given in the classroom this helps students to understand more and when the question appear in the examination which are relating with those which are solved in the classroom students be in a position to answer question with confidence hence the academic performance of students becomes higher.

##### **6.4.2 Making follow up on Student's Notes Writing**

The study revealed that when parents at home and Teachers at school make follow up to see if students writes notes, it helps students who are lazy in writing notes to improve their academic performance through writing notice, reviewing during study time and seek help to other students or teachers. It also helps to students who cannot capture each and everything in the class, through notes students can pass through and understand.

##### **6.4.3 Inspection of student's Academic Progress**

The study shows that when Parents make close follow-up of their children on their school attendance and performance, motivates students to study hard and improve performance. Effective follow-ups can be done through insisting children to attend school, parents attending meeting at school and discuss academic progress of

students, inspect exercise books to see if students attend in the classes and write notice. All these follow-ups done by teachers and parents motivate students to study hard hence the academic performance at school become high.

#### **6.4.4 Provision of requirements**

The finding shows that Parents who provide important requirements to students motivate students to improve academic performance and do better in their examinations. Teachers who provide notice, review questions and solve difference past paper in classroom also help students as parents do.

It was recommended that Teachers should be the tied with parents and students in order to discuss problems which were facing students as well as discussing the strategies to be used in order to improve academic performance . Teachers also should build relationship with their students in order to know the problems facing their students and they should try to be flexible not too harsh to their students so that students can be free to ask them question and seek advice Whenever they face difficulties in studies as well as in their homes. This will be helpful especially to students do not get support from their parents

#### **6.5 Teachers role in improvement of academic performance**

The findings from the study found that in Mpwapwa District Council (MDC) teachers use different strategies in ensuring the academic performance is improved at their school.

**Comment [u4]:** You better name them

##### **6.5.1 Practice Examinations and sharpen students on Examination Techniques**

The finding shows that teachers practice examinations to students as the strategies of improving academic performance at their school. It was also revealed that when students do several examinations it becomes easier to applying knowledge to different types of questioning which they face in the examination. In Mount Igovu, Luhundwa, Wotta and Mpwapwa secondary schools teachers provides several tests

like weekly test, monthly test, conduct joint examination, provide a lot of quiz, giving more exercise, solving different past papers several times. Also teachers teach students different techniques used in the examination and essay writing as there are various techniques used to set questions in examinations For example some question requires students to Describe, Explain and Suggest.

### **6.5.2 Parents and teachers meeting**

The study found that meetings which include parents and teachers play a significant role in improving academic performance of students in secondary schools. Parents and Teachers meeting discuss the issues concerning student's academic progress. The study found that 42.5% teachers never conduct parents meetings in their schools, 25% they conduct parents meeting in their school twice per term, 22.5%, conduct parents meeting twice per year and 10% conduct once per year parents meeting. This shows that the relationship between parents and teachers is not good hence these affect the academic performance in most of secondary School as indicated in the figure below.

It was recommended that teachers should practice different types of examination also Teaches should ensure that they conduct meetings with Parents several times in order to discuss the academic progress of Students

## **6.6 Factors affecting the relationship between students, teachers and parents towards academic performance in secondary schools**

The findings from the study shows that 62.5% of respondents support that there is a factor which affects the relationship between students, parents and teachers and 37.5% said that there is no factor which affects their relationship

### **6.6.1 Lack of effective communication**

The findings show that lack of effective communication between teachers, students and parents affects relationship between the parties also communication strengthen

the relationship through communication is where parents can understand the academic progress of students, getting information about the school meeting also when communication is effective students can be in a position to express their problems to their teachers and get assistance on academic issues and family matters. Teachers can be in a position to help slow learners in academic issues. If communication is ineffective, the relationship between the parties becomes poor.

Furthermore the findings based on the interview with District Education Officer, she said lack of effective communication is a challenge on maintaining relationship between teachers and parents, and students and teachers. When there is ineffective communication between students and teachers students will lose confidence of seeking help to teachers whenever they get difficulties in studies.

#### **6.6.2 Distance from home to school**

The study found that students who stay far from the school premises especially for day secondary schools experiences long walking distance, late reporting at schools and becoming very tired before the lessons start. All these, reduces their attention in, listening learning hence resulting to poor academic performance. Furthermore, it reduces the warm relationship between students and teachers, because sometimes students fail to attend schools without information. A result is that students miss assistance from teachers and consequently drop their academic performance.

#### **6.6.3 Low understanding on education matters**

The study found that low understanding on education matters affects the relationship between the parties. parents with low understanding on educational matters fail to: insist their children to attend at school, to provides all requirements needed by students, to attend meeting at school to discuss academic progress of student, to inspect exercise books to see if students write notice and attend in the class, also parents will not ask teachers on her/his child academic progress at school these affects the academic performance of students because students lacks support from parents, a result, students will not be motivated to continue with studies.

#### **6.6.4 Lack of several meeting**

The findings based on interview done with the District Education Officer (DEO) revealed that there are challenges which affect the relationship between students, parents and teachers towards academic performance. She said that lack of meeting between teachers and parents is a challenge that cause failure to discuss issues concerning student's academic progress and making follows up on student progress

It was recommended that communication between the parties should be effective and Parents should be educated on the importance of education to their Child also Parents and Teachers meetings should be conducted several times.

#### **6.4 Area for Further Study**

The intention of the study was assessing the relationship between students, parents and teachers towards academic performance in Mpwapwa District Council (MDC). Based on the result of the study, the researcher concludes that;

- i. This study recommends that another study should be carried out in other districts apart from MDC to see whether similar or different results will be obtained.
- ii. A similar study should be conducted for other Public secondary school apart from Mpwapwa, Luhundwa. Mount Igovu and Wotta secondary Schools. This will enable researchers to have comparative analysis which will guide to formulate a policy for best practice on relationship between students, teachers and parents towards academic performance
- iii. Moreover the current study was quantitative and qualitative in nature, with a small sample size; there is a need to conduct a study with a large sample on the relationship between students, teachers and parents towards academic performance.

### **6.5 Policy implications**

Education policies are very important to teachers because is the guidelines on how teachers should teach the students. Also it defines the philosophies and values on how teachers should teach students. Therefore the Ministry should formulate a good policy which will be implementable to all education stake holders and these will help the parties to maintain their relationship.

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Comment [u5]: Kindly italicise the titles

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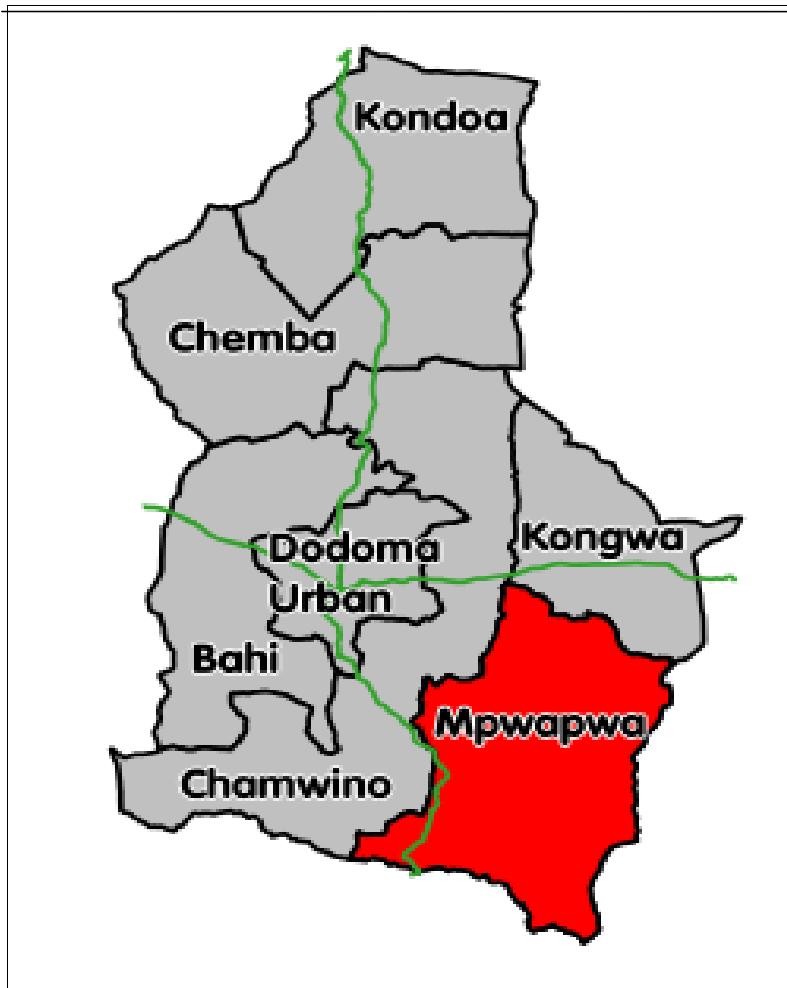
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APPENDICES

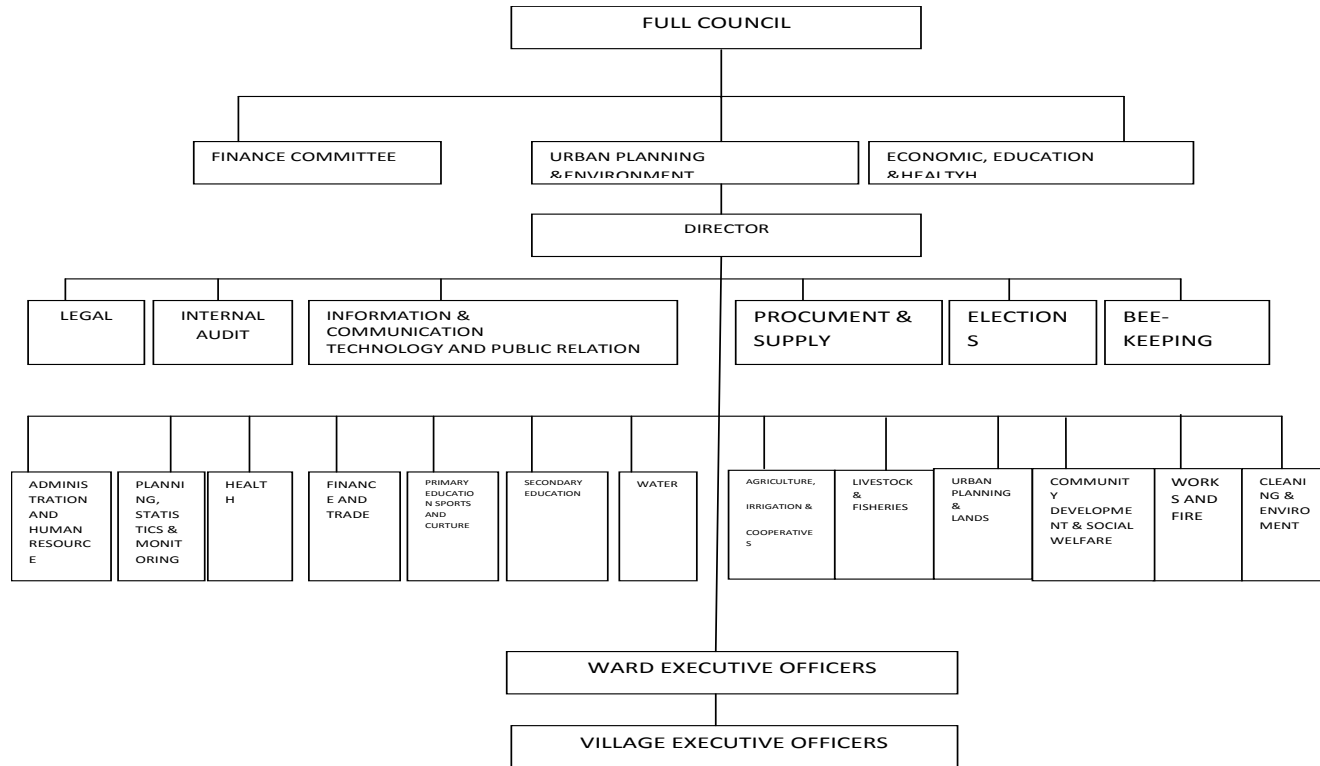
APPENDIX I

MPWAPWA DISTRICT COUNCIL MAP



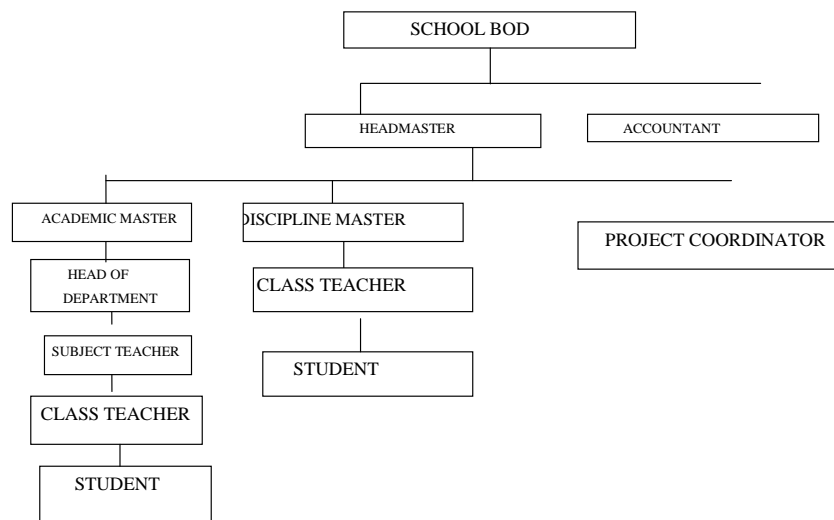
SOURCE: MPWAPWA DISTRICT COUNCIL 2019

**APPENDIX II**  
**THE COUNCIL ADMINISTRATION ORGANIZATION STRUCTURE**



SOURCE: MPWAPWA DISTRICT COUNCIL 2019

**APPENDIX III  
ORGANIZATION STRUCTURE FOR SECONDARY SCHOOL**



SOURCE: MPWAPWA DISTRICT COUNCIL 2019

**APPENDIX IV**  
**QUESTIONER**

My name is Dorcas Aarona master's student from Mzumbe University (Main Campus) Pursuing Master degree in Human Resource Management. These questionnaires will help me to collect data concerning my research titled **Assessing the Relationship between Students, Teachers and Parents towards Academic Performance in Secondary Schools, In Mpwapwa District**

I would like to assure you that this study is purely for academic purposes and not otherwise.

Please respond to all the items in this questionnaire.

Please fill the necessary information as required.

Do not write your name(s)

**QUESTIONNAIRES FOR TEACHERS**

**Instructions:**

**SECTION A**

1. What is your sex
  - a) Male ( )
  - b) Female
  
2. Marital status
  - a) Single
  - b) Marriage
  - c) Divorced ( )
  - d) Widower
  - e) Separate

3. Your age
- a) 24-30
  - b) 31-35 ( )**
  - c) 36 – 40
  - d) Above 41.
4. What is your high-level of formal schooling
- a) Certificate
  - b) Diploma ( )
  - c) Degree
  - d) Other specified
5. Your Experience
- a) Below 1 Year
  - b) 2 to 3 Years
  - c) 4 to 6 Years ( )
  - d) 6 to 10 years
  - e) Above 10 Years

6. What is your term of employment? .....

**SECTION B:**

7. Do parents come to school to see their student's academic progress?
- a. They never come at all.
  - b. They come several times ( )
  - c. They always come
  - d. Only when Teachers send them a message to come
8. Do students come to seek help when they get difficult questions to teachers?
- a. They rarely come
  - b. They always come ( )
  - c. They never come at all.

Explain where necessary

.....  
.....  
.....  
.....

9. As teachers, do you have parents meetings at this school? How often?

- a. Twice for each term
- b. Twice for every year ( )
- c. Once per year
- d. not at all

10. Is there any factor which affects the connection between students, teachers and parents towards academic performance in secondary schools?

- a. Yes
- b. No ( )

If Yes mention few factors

.....  
.....

11. What are strategies do you use to improve academic performance in your School? Mention

.....  
.....  
.....  
.....  
.....

**APPENDIX V**  
**MASWALI KWA WANAFUNZI**

Tafadhali jibu maswali yafuatayo kwakuweka tick mahali panapohusika

1. Jinsia
  - (a) Me
  - (b) Ke
  
2. Je waalimu wanafuatilia notes kwenye madafutari ya wanafunzi?
  - a) Wanafuatilia mara kwa mara
  - b) Wanafuatilia marachache**
  - c) Hawafuatilii kabisa
  - d) Wanafuatilia wakatiwa kaguzi za shule
  
3. Mkifanya mazoezi waalimu wanafanya masahihisho darasani?
  - a) Yanafanywa marakwamara
  - b) Mara chachesana**
  - c) Hayafanywi ipasavyo
  - d) Hayafanywi kabisa
  
4. Je mzazi/mlezi anafuatilia madaftari/maendeleo yako ya shule?
  - a) Mara kwamara
  - b) Mara chache sana**
  - c) Hajawahikabisa
  
5. Je mzazi/mlezi hupata muda wakufuatilia maendeleo yako shuleni bila kuitwa nawaalimu?
  - a) Anafuatilia mara chache
  - b) Hufuatilia mara kwamara**
  - c) Hafuatilii kabisa mpaka akiitwa na uongozi wa shule

6. Je umewahi kumshauri mzazi/mlezi wako kuja shuleni ilikujua maendelo yako?
- a) Nimewahikumshauri
  - b) Sijawahi kumshauri kabisa ( )
  - c) Naogopa kumshauri

7. Nini maonyako juu ya wazazi/waalimu kuboresha taaluma yako shuleni?

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**APPENDIX VI**  
**MASWALI KWA WAZAZI/WALEZI**

Maelekezo

Naomba ujibu Maswali yafuatayo

Usiandike Jina kwenye karatasi hili

1. Jinsia
  - a. Mwanamke ( )
  - b. Mwanaume
  
2. Umri wako ni kati ya;
  - a. Miaka25-30
  - b. Miaka31- 40 ( )
  - c. Miaka zaidi ya 41
  
1. Elimu yako ni;
  - a. Darasa la saba
  - b. Cheti ( )
  - c. Elimu ya sekondari
  - d. Elimu ya chuo
  
3. Je huwa unapokea taarifa zozote za wito toka shuleni anakosoma mwanao?
  1. Napokea mara kwa mara
  2. Napokea mara chache sana ( )
  3. Huwa sipokei kabisa
  
4. Je huwa unakagua maendeleo ya mwanao akirudi shule?
  1. Sijawahi kukagua
  2. Nakagua mara chache ( )
  3. Nakagua mara kwa mara

5. Je huwa unaenda kufuatilia taarifa za maendeleo ya mwanao shuleni bila kuitwa na waalimu?

1. Huwa nafuatilia mara kwa mara
2. Sijawah ikufuatilia ( )
3. Nafuatilia mara chache sana

6. Je huwa una hudhuria vikao baina ya wazazi nawaalimu vya kujadili juu ya maendeleo ya mwanao shuleni?

1. Sijawahi kuhughuria
2. Nimehudhuria mara chache ( )
3. Nimehudhuria mara nyingisana

7. Nini maoni yako ili kuboresha maendeleo ya mwanao shuleni?

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**APPENDIX VII**  
**AN INTERVIEW GUIDE**

1. What are your suggestion on the relationship flanked by parents, teachers and students towards academic performance?

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2. What are the challenges /limitations do teachers, parents and students face in maintaining their relationship towards academic performance?

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3. What strategies/mechanism should be accustomed in improving academic performance?

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Thank you for your cooperation.  
Dorcas Aaron (0762 506 199)

