

**PARENTS' PARTICIPATION IN THEIR CHILDREN'S
LEARNING IN SELECTED WARD SECONDARY SCHOOLS: A
CASE OF MULEBA DISTRICT**

By

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**A Dissertation Submitted to the Faculty of Social Sciences in Partial Fulfillment
of the Requirements for the Award of Master of Arts in Education (MAED) of
Mzumbe University**

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CERTIFICATION

We, the undersigned, certify that we have read and hereby recommended for acceptance by the Mzumbe University, a dissertation entitled Parents' Participation in their Children's Learning in Selected Ward Secondary Schools: A Case of Muleba District, in partial fulfillment of the requirements for the award of the degree of Master of Arts in Education of Mzumbe University.

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DEDICATION

This dissertation is dedicated to the Blessed Virgin Mary, the mother of God (the Incarnate Son of God- Jesus Christ) for her maternal spiritual and physical nourishment to me during my entire master's academic life.

Secondly, this work is dedicated to my beloved parents, my first school on earth where my learning began, that is, the late my father John Rweyemamu who died so untimely in a fatal accident before he enjoyed the fruits of his son's education but who constantly had had parental zeal to support me educationally. Also, to my affectionate living mother Arodia Tibaijuka who I pray that she benefits from academic fruits of her son.

LIST OF ABBREVIATIONS AND ACRONYMS

DSEO	District Secondary Education Officer
LSAC	Longitudinal Study of Australian Children
NECTA	National Examinations Council of Tanzania
NMSA	National Middle School Association Research Summary
OECD	The Organisation for Economic Co-operation and Development
PCB	Physics, Chemistry and Biology
PGM	Physics, Geography and Mathematics
SES	Socio-Economic Status
TIPS	Teachers Involve Parents in School work
U.S	United States
URT	United Republic of Tanzania
WEO	Ward Education Officer

ABSTRACT

This study explored the role of parents in the learning of their children in ward secondary schools in Muleba district. Specifically, the study aimed to find out how parents participate in their children's learning process, to identify factors determining effective participation of parents in their children's learning and to find out parental factors that affect students' learning. The study employed interpretivism as a philosophical thinking that entails a qualitative approach. In terms of design, the study employed an exploratory research design. Sixty-one (61) respondents were purposefully selected to participate in the study sample. Data were obtained through questionnaires, interview and focus group discussions. The documents were also reviewed including parents' meetings minute books, parents' logbook, students' academic record files, government educational policies and circulars. The collected data were transcribed, coded and then categorized with the aid of Atlas ti software. Themes were then formulated through thematic analysis and interpretations. Findings revealed that parents participate in their children's learning at home and at school primarily through provision of educational materials, creating conducive home environment, inspiring children to learn and through school-parent communication. However, the level of participation of the parents is quite variant in accordance with the parents' socio-economic status particularly the educational and income levels. Hence, the study recommends that the government and schools should provide seminars and education to awaken parents of their responsibilities to facilitate their children's learning both at school and at home.

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CHAPTER ONE

INTRODUCTON

1.1 Introduction

According to Epstein (1995), three major contexts are recognized (the family, the school, and the community) in which students learn and grow. In this study, there are practices that schools and families (parents) perform independently and interdependently in order learning for the children to take place effectively and efficiently. The main focus in this study is to find out how parents' roles in ward secondary schools influence children's learning. Therefore, this chapter covers background to the study, statement of the problem, objectives of the study-general and specific objectives, research questions, significance of the study, scope of the study, limitations of the study, definitions of operational terms and organisation of the study.

1.2 Background of the Study

The children's first school on earth is the parents. It is from the parents that they learn various life practices such as language, greeting and other forms of socialisation. Children have two main educators in their lives: their parents and their teachers at school (Kibaara & Ndiragu, 2014). In deed there is no clear-cut demarcation between where the roles of parents start and end and where the teachers' role starts and ends in educating the child. Parents being so important it has been realised that the nature of their participation in their children's education determines their academic performance. When schools and families work together children have higher achievement in school and stay in school longer (Handerson & Mapp, 2002; Jeyness, 2005).

Parent participation has been defined in various ways. Fehrmann, Keith and Reimers (1987) defined parent participation as actual or perceived expectations for performance, verbal encouragement or interactions regarding homework, direct reinforcement for academic improvement and general academic guidance or support.

Ho and Willms (1996) defined parent participation through four perspectives, that is, home discussion, home supervision, school communication and participation. On the other hand, Dimock, O' Donoghue and Robb (1996) proposed a range of dimensions that include: school choice (that is, parent select the education institutions and experiences for their children), involvement in school government and decision making; involvement in teaching and learning activities in the classroom and at home (for example parents volunteer in the classroom, converse with teachers outside of formal meeting, help with homework and discuss school related issues with children) and communication between home and school for example, parents contact the school and receive communication from the school.

In this study parents' participation is referred to those activities and/or behaviours demonstrated by the parents either at home or at school that equip the students in ward secondary schools to learn effectively and efficiently thereby influencing their academic performance at school, as reflected in their internal and external examinations results in ward secondary schools. Most of the activities observed were: home discussion, home supervision, school communication and participation, career guidance and choice, buying the child school materials or needs such as uniform and stationery, payment for other services such as food, breakfast (fee not included), transport fare, creating conducive home environment for studies such as not overloading the child with household chores and assurance of energy (light) for private study.

The origin of the nature of parents' participation in their children's learning began with the language compensation programmes in the U.S and Europe in 1960s and 1970s (Brooks-Gunn, Berlin, & Fuligni, 2000). These programmes intended among other things to motivate parents particularly of low socio-economic status and ethnic minority to prepare their children for a more successful school career and to prevent educational delays on the part of the children at risk (White, Taylor, & Moss, 1992). Hence, the need for linkage between families (parents and children) and schools gained an impetus due to an increase in the number of programmes in the U.S and Europe to improve parents' participation. There are numerous factors related to parents' participation which in turn influence their future academic performance for

example parents' academic ambition influences children's learning and performance directly and indirectly (Bandura, 2005). It is propounded that parents' beliefs on the abilities of their children affect children's learning, perception on individual abilities, attitudes and expectation for academic success (Hill, 1990). A study aiming at evaluating parental ambition on mathematics performance revealed that those children who perceived that their parents had higher ambition on them performed better in learning, tests and examinations (Harackiewicz, 1996). Furthermore, research has shown that successful students academically have been due to academic support through their parents' participation both at school and at home (Sheldon, 2009).

The Longitudinal study of Australian Children (LSAC) in which parents' participation was tested based on several categories (Gray & Smart, 2008) revealed profound effects on children's learning and academic performance. The data were collected in 2006 for the kindergarten cohort (children born between March 1996 and February 2000). In 2006 they were in year 1 and year 2 of school. Their mean age was 6.8 years. The findings of these exploratory analyses of parents' participation in their children's education indicate relatively high levels of parental engagements. The study shows that the parents frequently engaged themselves in school affairs in various ways; visiting the schools, communicating with their fellow parents and even visited the classrooms. Generally, the findings indicate that the level of participation of these parents influenced the children's level of competence in language and literacy, mathematical thinking and approaches to learning.

Policy makers and educators believe that parental participation is a reliable solution to overcome almost all educational challenges especially inequalities attributed to social stratification. John Wherry, president of the parent institute in Fairfax station, Virginia, presented in a newsletter of his institute (August 2004) the benefits of parents' participation. The benefits were such as parental involvement showed success rate 30% higher than those from families with below, medium parental involvement. Similarly, reading scores grew at a rate of 50% higher than in schools where teachers reported low level of parent commitment; students with involved parents earn higher grades, pass their classes, earn credits and show good behaviours.

In Tanzania, the government having realised the importance of parents in running education established the school boards which mainly involve the parents. The school boards were established by the education act No. 25 of 1978-section 38 (URT 1978). The rationale behind was to institutionalise a sound administrative and management system of secondary schools in Tanzania to ensure an increased sound community opinion generally in all school affairs. Parents are thus given a forum to discuss issues of education, learning in particular, in these schools. Similarly, at the primary school level the parents in Tanzania are assumed a chance to discuss educational issues about their children's schooling through the formed instrument which is the committee. The school committee is a group of elected members responsible for managing and overseeing the activities of a primary school and to provide it with community support. One of its roles is to sensitise, involve and effectively communicate education information to all parents, pupils, community, stakeholders and ward and local authority. In Tanzania, although there are some instances that call upon parents to participate in their children's learning process mainly through formation of school boards, their participation is very constrained by several factors, for example, lack of knowledge on content. They, therefore, find it difficult to determine and understand what was done at school (Mji & Mbinda, 2005). It was thus very significant that this research intended to explore how parents participate in the learning process of their children at home and at school and how participation influences children's academic performance.

1.3 Statement of the problem

Educational researchers have found a strong positive relationship between school-initiated parental involvement practices and children's school outcomes (Greenwood & Hickman, 1991). Hoover-Dempsey, Bassler and Brissie, (1987) found that higher levels of teacher communication with parents of middle school children were positively related to parents' attendance of parent-teacher conferences and school activities. As such parents are involved in the learning of their children. In Tanzania the participation of parents in their children's learning is articulated in the education act No. 25 of 1978-section 38 (URT 1978), where parents are equipped with the power to participate in the decision making of the school affairs. Furthermore, in the

education circulars of 2015 and 2016 (URT, 2015, URT, 2016) it is stipulated that parents should participate in their children's learning through buying teaching and learning resources. However, so far, the parents' participation in their children's learning in Tanzanian ward secondary schools has not reached the maximal level as revealed by studies. Kapinga (2014) found out that parents' level of education which influenced the rate of parents' participation in students' learning, is still very low. Uwezo (2013) found out that one out of four parents helps children with homework, and one out of four had discussed about education at a school committee meeting while four out of ten had spoken with their children's teachers at least once in the past year (2012). Moreover, Masabo, Muchopa and Kuoth (2017) reveal that parents do not participate fully in their children's learning especially on contributing food for their children. Therefore, these studies indicate that most parents in Tanzania are not fully involved in their children's learning process in secondary schools. Owing to such circumstances this study aimed to explore the extent to which parents participate in their children's learning through various school activities either at school or at home so as to enhance learning in ward secondary schools.

1.4 Objectives of the study

1.4.1 General objective

The main objective of the study was to explore the contribution of parents to their children's learning towards academic performance among ward secondary school students in Muleba district.

1.4.2 Specific objectives

This study aimed at specifically achieving the following objectives;

- i. To find out how parents participate in their children's learning processes.
- ii. To identify factors determining effective participation of parents in their children's learning.
- iii. To find out parental factors that affect students' learning.

1.5 Research questions

- i. How do parents participate in their children's learning?
- ii. What are the factors affecting effective participation of parents in their children's learning?
- iii. What are parental factors that affect students' learning?

1.6 Significance of the study

It is the expectation that the research findings will be profitable in various ways to the educational stakeholders as follows.

In the first instance it enlightens the parents that they may know that they are the key stakeholders in ensuring that their children are learning effectively which in turn will affect their academic achievement. The research findings reveal to them to what extent have they participated and what is more required of them to participate fully so as to realise their children's potential educational capabilities.

The study also sheds light to teachers as being educational stakeholders in making sure that their students' parents are influenced by the school to fulfill their parental duties so as to achieve the common goal, that is, students' academic achievement.

The study also is useful to government and educational leaders in Muleba district through devising effective and efficient ways of involving the parents in contributing to their children's learning by participating in school activities that call their attention to improve school academic achievement.

The study equips other future researchers that will be doing research related to this topic with information that will enable them get a gap as the starting point to conduct research.

1.7 Scope of the study

The study focused on the participation of parents in their children's learning process which in turn later influences their academic performance. The study was conducted in Muleba district found in Kagera region. Muleba district was chosen as it has a large number of ward secondary schools compared to other districts in Kagera region in which its representative samples equally represent others and give a clear picture

of the extent to which parents involve themselves in children's school affairs. For example, the total number of secondary schools in each district are; Bukoba Municipal (30), Ngara (28), Muleba (49), Kyerwa (25), Biharamulo (20), Bukoba District Council (36), Karagwe (26) and Missenyi (27). Out of 49 secondary schools found in Muleba 39 are Ward Secondary schools whose number still surpasses the total number of schools found in each district. Also, among eight districts found in Kagera region Muleba has been performing poorly both in form four national and regional mock examinations. For example, in national examination results Muleba ranked 6th of 8 districts in the region in 2016 while in 2017 her position was 7th. As regards to Mock examination in 2017 Muleba became the last (8th). Therefore, in such poor academic environment the researcher intended to investigate the role parents play in their children's learning process either at school or at home in Muleba district.

1.8 Limitations of the study

In this study there are some limitations encountered by the researcher. The first one was that the areas of study were not so easy to access especially Kibanga Ward as it was raining heavily during data collection time. The roads were so muddy and very slippery thereby leading a researcher's motorcycle getting stuck. Hence, data collection activity consumed much time not as expected. Similarly, it happened that sometimes it started raining very heavily in the middle of either an interview or Group Discussion leading to two interruptions. First, voice recording was very impossible leading to non inter audibility between a researcher and respondents caused by rain falling on iron sheets. It thus led to the extension of conducting research as unexpected. However, this did not affect the data collected.

While conducting research a researcher also faced the challenge of language barrier as four respondents were not able to do an interview in Kiswahili instead, they were in favour of Kihaya (a local language) hence a researcher had to translate an interview guide on the spot into Kihaya which consumed much time.

Apart from that a researcher prior conducting research had planned to hold a Focus Group Discussion with Board Members but he was advised that they could not agree to gather together at school in order to bring input together about the topic of discussion as well as saving time. On the contrary a researcher was advised that it could be impossible for Board Members to come to school as most of them were coming very far from school hence calling them to school, they would demand transport fare. Consequently, a researcher had to switch to an interview with these Board Members. This incident increased the length of conducting research as the research had to follow them individually at their homes and at their convenient time.

1.9 Definitions of Operational Terms

In this study the following term should be defined as follows;

- Parents' participation also synonymously used as parent's involvement refers to those activities and/or behaviours demonstrated by the parents either at home or at school that equip the students in ward secondary schools to learn effectively and efficiently thereby influencing their academic performance at school as reflected in their internal and external examinations results in ward secondary schools. Most of the activities that were observed are: home school communication and participation, career guidance and choice, buying the child school materials or needs such as uniform and stationery, payment for other services such as food, breakfast (fee not included), transport fare, creating conducive home environment for studies such as not overloading the child with household chores and assurance of energy (light) for private study.

1.10 Organisation of the dissertation

This dissertation is set in six chapters, namely; - an introduction, literature review, research methodology, data presentation, discussion of findings and the sixth chapter is summary, conclusion and recommendations. Therefore, the first chapter an introduction comprises of subsections; background of the study, statement of the problem, objectives of the study (general and specific objectives), research questions, significance of the study, scope the study, limitations of the study and organisation of the study.

Chapter two explains literature review with sub parts which are; theoretical literature review, roles of parents in their children's learning process, factors influencing parents' participation and their impact on child's learning, the conceptual framework, theoretical framework and lastly empirical literature review.

Chapter three describes the methodology that was employed in conducting the study. It consists of research approach, research design, area of the study, target population, sample and sampling techniques, data collection methods, data analysis, validity, reliability and ethical issues. Chapter four gives the presentation of the findings.

Chapter five discusses the findings and chapter six winds up with a summary, conclusion and policy recommendations pertaining to the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of different literary works which are relevant to this study. The chapter is all about the role of parents in their children's learning process, factors influencing parents' participation and their impact on child's learning, Epstein's conceptual framework of six types of involvement, the theoretical framework, the empirical studies related to this study and the research gap.

2.2 Theoretical Literature Review

2.2.1 Role of parents in their children's learning process

The parents' role in educating the child is an endless endeavor from birth to formal school. As such it has aroused interest among educationists of various kinds particularly educational philosophers, sociologists and psychologists. For example, John Locke (1689) a philosopher as cited in Spera (2005) asserted that children are born with a "tabula rasa" or a blank slate by which parents and society could easily transmit their values and beliefs to their children. Similarly, Jacques Rousseau (1762) a philosopher cum sociologist as cited in Spera (2005) believed that children are born "innately good" and that it is up to parents and society to uphold and further teach the values inherent in children. Parents participate in various ways to ensure that their children learn effectively and efficiently either at school or at home. As such there are various studies that indicate that the parents play vital role in the education of them by engaging themselves in different activities either at school or at home which in turn have great impact in their children's learning outcomes as explained below;

Parents' help in doing homework

Homework can help students develop good study, organisational and time management skills. The research literature on the effects of homework on achievement indicates that homework is associated with higher achievement at the middle and secondary school levels but not at the elementary school level (Cooper & Valentine, 2001). In most cases the parents assist their children to do homework.

Studies by Van Voohis (2003), Epstein and Van Voohis (2001) have explored the different reasons why teachers assign homework and have developed an interactive program in which parents and students work on homework together. Their TIPS (Teachers Involve Parents in School work) program concurs with Epstein's ideas (Epstein,2001) which encourage students and parents to work together in learning activities in their homes. Their research indicates that this approach increases students' achievement. Furthermore, some research findings have proved that parents' involvement in monitoring their children after school activities especially homework together with controlling their peer group members has led to students' achievement in education (Muller& Kerbow, 1993). Hence, by providing homework the teachers are communicating with the parents on what is going on at school and in turn the teachers get feedback through the nature of performance by the child. In this study the level of parents' participation in doing and monitoring homework revealed the extent to which parents participate in their children's learning.

Parents' concern in assessment

In education, assessment is the process of coming to understand what a student knows and can do after learning has taken place (O'Donnell, Reeve & Smith,2007). Assessing the students in classroom is one of the most important activities that teachers undertake. The fundamental role of assessment in classroom is to provide feedback to students, their parents, the teacher, other educators and the large community. The three primary audiences are students, parents (or guardians) and the teachers. According to O'Donnell, Reeve and Smith (2007) parents have concerns in assessment. As such they often ask various questions which to some extent reflect their participation in their children's learning. Some of the major questions and concerns that parents and caregivers bring to assessment are: -How is my child doing? What can I do to help? What are my child's strengths and weaknesses? How is my child getting along socially? How is my child doing compared to other children (in the class, in the school, in the nation?) Is my child working up to his/her potential? All these questions have an element of concern of the parent towards assisting the child to learn well and thus later achieve well in the subsequent examinations. In this study the parents' level of participation was determined based

on how the parents made a follow up of their children's assessment in class such as test and examination results.

Parent-teacher meetings

The primary form of teacher to parent communication is the regularly scheduled parent/teacher conference. This is a very important interaction from several perspectives as per Smith (2001). And in fact, it is one of the indicators to show how the parents participate in their children's learning.

First, it opens communication between the parent and the teacher. Second, it is the communication between the teacher and the community. Teachers and parents have a great role in ensuring that the children participate fully in the teaching and learning process. Therefore, parents being important stakeholders in their children's learning if not well informed of the progress of their children, this might affect children's academic achievement in the long run. Many parents are eager to help their children in their school related activities but are not sure what to do. It is during these conferences (meetings) that the schools must conscientise and sensitise them. Some parents feel that helping their children with school work is not their responsibility or they simply do not have the time or academic ability (O'Donnell, Reeve & Smith, 2007). In Tanzania most of the issues concerning the children's welfare are discussed in school boards first and then during the parents-teacher meetings. For example, in the Education Circular No. 3 of 2016 (URT, 2016) school boards after receiving endorsement of councils and regional authorities can ask for voluntary contributions from parents to cover some operating costs such as provision of food for day students. All in all, it is through the meetings that parent –teacher communication is cherished and maintained. The parents get to know about the academic progress of their children' learning and decide on their education development and achievement.

School-parent communication

There is a great connection between the school and home environment for the child to learn effectively and thus perform well in the studies. It has been propounded that if the link between the school and home is consistent and cohesive then the child learns comfortably and subsequently performs better (Epstein & Sheldon,

2002). This is because during the adolescent development there are a lot of complexities in youths and unless they are guided, they might end up engaging themselves in bad behaviors and thus perform poorly in their studies.

In Bronfenbrenner's theory, linkage between the family and the school are important meso system (Fiese, Eckert & Spagnola, 2006). The school-family connection can be looked at in two perspectives. In the first place, parents are as managers. Parents can play important roles in rearing their children and which in turn may affect positively or negatively their learning at school and ultimately their academic achievement. According to Parke and Banel (2006) parents are managers of children's opportunities as monitors of their behaviour and as social initiators and arrangers. Parental monitoring may determine the behaviour and discipline the child, which also consequently affects their learning and academic performance. For example, studies by Laird, Criss, Michael, Pettit, Dodge, and Bates (2008) show that the parenting may determine whether an adolescent becomes a delinquent or not. They further assert that the parents' less or higher knowledge on monitoring their children may predict the children to associate with good or bad peers. This in turn may either affect the child's learning at school. If the child is in constant companionship with friends who are determined to work hard then they are likely to perform better, but if the child is associated with peers who are very lazy and not concerned with school activities then their performance becomes very poor ultimately.

Additionally, in an interview with school principals the studies by Brent (2000) reveal that when parents participate actively as volunteers in various school activities, they acquire knowledge on how the school operates thereby demonstrating greater respect for teachers and administrators. As the result the parents get to know the school practices and how to direct their children appropriately to do better in their learning. Also, such an attitude may lead the school to operate effectively and hence increase students' achievement and the quality of education to the entire school.

Again, the study by Loukas, Prellow, Suizzo, and Allua, (2008) indicates that maternal monitoring was linked to a lower incidence of delinquency in Latino girls.

Similarly, research findings have proved that family management practices are positively related to students' grades and self-responsibility and negatively to school related problems (Eccle,2007, Taylor & Lopez,2005). Most of the family managerial activities which also affect learning and academic performance among school children are such as the way family is organised especially on routines for doing homework, chores, bedtime, playing with peers and so on. This idea concurs with Scott-Jones (1995) who states that specific parental practices such as monitoring of after school activities, helping with home work, attending parent-teacher conferences on student school-based outcomes have great impact on students' learning. This is backed up by the research done by Mandara (2006) in which it was found out that African American parents monitored their son's academic achievement by ensuring that homework was completed, restricted time spent on non-productive distractions (such as video games and TV) and participated in a consistent, positive dialogue with teachers and school officials, their sons' academic achievement benefited.

The other aspect of school-family connection is parental involvement and school-family-community linkage. There is a strong link between educational benefits to children and various forms of family engagement, such as encouragement to succeed academically, involvement at-home activities such as help with homework, volunteerism in schools, and participation in governance activities (Cochran & Henderson, 1986; Epstein, 1996; Epstein, Simon, & Salinas, 1997; Henderson & Berla, 1994; Henderson & Mapp, 2002; Schweinhart & Weikart, 1992). The educational benefits resulting from parents' participation to children include higher grades and test scores, better school attendance, higher graduation rates, greater enrollment in postsecondary education, and more positive attitudes about school (Henderson & Berla, 1994; Henderson & Mapp, 2002). Even though some parents give less attention to make follow up over their children's school progress, yet they continue to have great influence on their children's school development. For instance, parents can open a way through guidance and then the children accomplish the responsibilities by themselves (Huston & Ripke, 2006). Parents also play a vital role in supporting and stimulating children's academic achievement. As such the

value parents place on education may determine the extent to which their children may achieve academically. Besides that, the parents are said to influence their children on activities out of school (Eccle, 2007). For example, the participation of children in such activities as sports, music and games is heavily dependent on the extent to which parents do consent. It is advised that teachers need to enlighten parents on the importance of participating in school affairs. This is asserted by Epstein (2001, 2005, 2007) when she explains that almost all parents want their children to succeed in school but need clear and useful information from their children's teachers and from other school and district leaders to help their children develop their full potential. For example, sometimes parents ask their child, "how was school today?" We know that may end with the child responding, "fine" or "okay" and not much more. Therefore, this calls upon teachers to guide the parents to ask constructive questions such as "would you read to me something you wrote today?" or "could you show me something you learned in maths today?" or similar direct questions about work and projects in other content areas. Conversations or homework assignments that enable students to share ideas and celebrate successes are likely to promote positive school related parent child interactions.

It is very evident that the less the parents concern themselves with their children's schooling the more likely they are to perform (achieve) lowly (Anguiano, 2004). This can be confirmed by the study by Mahuro and Hungi (2016) that was conducted in Iganga and Mayuge districts in rural Eastern Uganda. It was a cross-sectional survey involving 2669 grade six students attending public and private schools. The study dealt with two of the six types of parental involvement by Epstein's parental involvement framework, namely parenting and communication. This study has revealed that consistent communication form of parental involvement, such as providing conducive environment at home, checking students' progress record and random visits to school, significantly increases students' numeracy and literacy scores. Other similar studies which verify that parents' participation in their children's school affairs may accelerate students' good grades and academic achievement are those done by Epstein (2005) as well as Sheldon and Epstein, (2005). The writers insist the role of parents in various educational processes of their

children. They further assert that parents can be used to reduce absenteeism and drop outs (the factors which affect the child's learning and their ultimate academic performance). Therefore, it is very important that the parents should not neglect to participate in the school activities that may directly or indirectly affect their children's learning and which in turn lead into academic achievement.

2.1.2 Factors influencing parents' participation and their impact on child's learning

There are several factors that either lead parents participate or not to participate in issues related to their children's learning. The participation or non-participation of these parents may determine the rate of learning of the child. These factors are given below.

The family socio-economic status (SES)

Variation in levels of parents' participation in children's learning at home and at school is strongly influenced by family socio-economic status (Boethel, 2003). Studies indicate that parents' SES is associated with parents' participation in homework (Revicki, 1981) and student achievement (Acock & Demo, 1994, Dornbusch, 1986, Kinard & Reinherz, 1986) as in Balli, Demo and Wedman (1998). Dornbusch (1986) analysed survey data from 8000 high school students and revealed that the most outstanding determinant parental factor in influencing students' achievement was education. Education as the main factor is also verified by Deslandes and Bertrand (2005) who found that adolescents from traditional families and well-educated parents reported more effective support (parent encouragement and praise, help with homework, frequent discussions about school and attendance at school performances or sports events) than adolescents from nontraditional families and less educated parents. Similarly, studies by Revicki (1981) which involved a sample of 321 second grade children found that the higher the family income the more likely parents were to volunteer in the classroom and attend parent teacher conferences. Higher income was also associated with higher student achievement on standardized tests. Therefore, parents' socio-economic status determines the nature of participation in their children's learning. Some studies further show that parents with low SES often have fewer years of education and hence have negative

experience with schools. As such they may feel unprepared to be involved. Drissen, Smith and Slegers (2005) cite Vogel (2002) who puts it clearly that the parents' SES may influence their participation in their children's educational issues. His research conducted in the Netherlands identified four parental groups with their SES. The first group, partners, were highly active in informal and formal engagement activities, from volunteering to engagement in the formal governance of the school. These parents were more likely to have a high SES. A second group was called participants. They were highly involved in informal activities at the school and had middle to high SES. The third group were delegators, who viewed teachers as the appointed experts and therefore responsible for the education of their children. The fourth group was the invisible parents, who were not engaged or visible to the school. The invisible parents were primarily parents with low SES.

Parents' self-efficacy in guiding their children's learning

Parents' self-efficacy is based on Bandura's (1997) self-efficacy theory. It considers the influence of belief that one can achieve specific outcomes on behaviour choices. Hence, the parents are more likely to be involved if they believe that they have the skills and knowledge to help their children. If the parents believe that their participation in helping their children will facilitate the learning of the children and contribute to academic performance, then they will engage themselves fully. On the other hand, if the parents have low self-efficacy that their help does not have effect to their children learning they are less likely to participate. According to Bandura the efficacy beliefs will influence parents' decision about the avenues and timing of efforts to become involved in their children's education. For instance, parents with a strong sense of efficacy are more likely than low-efficacy parents are to help their children resolve a misunderstanding with the teacher because they believe that they are capable of offering and helping their child to act on appropriate guidance. Generally, the parents will most likely engage themselves when they believe that their participation will bring changes to their children's leaning (Hoover-Dempsey, Bassler & Brissie,1992).

The role of the school in motivating parents' participation

Parents' communication with schools and parental participation are influenced by school characteristics (Feuerstein, 2001). Seeley (1982) asserts that parents' participation might be facilitated if the relationship between parents and teachers became a true partnership based on mutual sharing, helping and accountability. The key variables that influence parental involvement growth and hence, the capacity of developing pupils' achievement, are teachers' skills and parents' life contexts (Hoover-Dempsey & Sandler, 2005; Hong & Ho, 2005; Yamtim, Wongwanich & Suwanmonkh, 2006). This implies that teachers can promote parental involvement in their children's education. However, Hoover-Dempsey and Sandler (1997) observe that schools cannot hope to counteract the factors pertaining to the parents' background entirely, but they may influence selected parental variables to increase parental involvement, which is instrumental in pupils' learning and achievement at school. Therefore, it is important for principals and teachers to respect both the parents and families irrespective of their socio-economic status and to obtain parents' perspectives and not disregard them. More still the schools or educators in general must utilize interventions and strategies to help children succeed while promoting parent involvement regardless of the nature/status of their families especially the dysfunctional or disadvantaged families (Muola, 2010).

The school may either act as the motivating agent by providing an environment that influences the parents to be involved in school programmes or it may not encourage the parents to engage themselves in their children's learning affairs in various ways. Supporting environment to involve parents in school affairs can be done through teachers' knowledge of the vital role by parents in determining the academic achievement of the students and as well as the support from school leadership and administration. Kerbow and Bernhardt (1993) asserted that some schools appear to have more ability than others to promote parent participation. Schools can enlighten the parents on the importance of participating and thereby providing a range of activities and plans that encourage their involvement. On the other hand, the schools may discourage the parents from partaking in school activities and thereby affecting

the school performance. A school climate that conveys to parents that they are welcome in the school is very crucial. Parents can also be encouraged to participate fully by being kept well informed regularly of their children's learning and academic progress. Parents tend to be more involved if they perceive that teachers and students both want and expect their participation (Hoover-Dempsey 2005, Hornby & Lafaele, 2011). Therefore, the school's best interest can be served by devising the most appropriate approaches that principally instill the culture of participating by the parents which in turn influence children's school success. This could be realised in different ways as (Hoover-Dempsey, Bassler & Brissie, 1992) put it, schools might regularly send home relatively specific instructions for parents about strategies for helping children with specific types of homework assignments.

Also, schools might issue specific invitations related to volunteering for specific assignments (for example, making posters, doing classroom aide work) and follow up with brief notes of thanks for a valued job well done. Furthermore, the study by The Manchester Transition project (Dyson, Beresford & Splawnyk, 2007) demonstrates the importance of a whole school approach to parental engagement. The aim was to increase the capacity of nursery and primary school staff in Manchester to support parents, particularly at the transition into foundation stage, and from foundation stage into year one.

The project involved eight schools and lasted for two years. Nursery staff received 3½ days training and year one staff received 2½ days training. All staff had access to coaching sessions, and they were encouraged to share their learning with others in the school through staff meetings and meetings with heads and governors. Parents with children at foundation stage were offered: a home visit or a one on one interview with staff; an opportunity to meet other staff and parents; booklets and other day to day means of communication, a stay and play session; a parenting workshop and a focus group. Further support was available through a teaching assistant. Year One parents attended a class meeting to receive information about the project. They also received a pack of activities to use at home before the children arrived at school, workshops on literacy and numeracy and a celebratory assembly. All participating schools were able to identify new parental engagement practices

stimulated by the Project. Examples include homework projects, stay and play sessions and family learning events, and these had since become embedded in the school. Based on evidence from school and parent evaluation questionnaires, and a limited comparative analysis of data from 10 schools randomly assigned to control and intervention groups, the impact of the programmes included: parents and teachers reported improvements in children's phonological awareness, phonics, communication and language skills, self-esteem, there was increased dialogue and time spent between parents and children, there was building relationships between parents and schools, also learning through play at home increased and lastly reaching a wide range of parents.

Child characteristics

The child characteristics may also influence parents' participation. Eccles and Harold (1996) contend that parents of high achieving children tend to participate more in school activities than do parents of low achieving children. Similarly, Epstein (2001) asserts that parental participation decreases dramatically as children move into secondary school. Age of the children also determines the nature of parent participation in the education process. This is verified by Hornby and Lafaele (2011) when they assert that as children approach middle and high school, they feel that some of the responsibilities for instance homework should shift from parents to themselves. Similarly, Griffin and Galasi (2010) observe that children claim that their parents do not have adequate knowledge and skills to handle their school activities especially the homework.

2.1.3 Epstein's conceptual framework of six types of involvement

Parents' participation in their children's education ranges in various activities either at school or at home. The conceptual framework of this research in measuring how parents involve themselves in their children's learning based on Epstein's framework (1995). Epstein asserts that parental involvement in the field of education addresses parents' activities in support of learning at home, in school, and in the community. It includes six items that also acted as the yardstick to the

researcher to determine the extent the parents participate in their children`s learning both at school and at home. These items are shown below and elaborated.

Parenting: Help all families establish home environments to support children as students.

Communicating: Design effective forms of school to home and home to school communication about school programs and children`s progress.

Volunteering: Recruit and organise parent help and support.

Learning at Home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

Decision Making: Include parents in school decisions, developing parent leaders and representatives.

Collaborating with Community: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

2.1.4 Theoretical framework

This study was guided by the social capital theory as well. OECD (2001) defines social capital as networks together with shared norms, values and understandings that facilitate cooperation within or among groups. According to Martinez-Gonzalez and Rodriguez-Ruiz (2007), social capital refers to the quality and depth of relationships among people in a family or in a community. This capital is created by the relationship between children and parents (and other family members) and the resources that are generated for meeting the child`s welfare. To Portes (1998) social capital is the idea that involvement or participation in social groups has positive consequences for the individual and the group or community. Thus, when parents of a particular school participate in an advocacy group such as Parent Teacher Association it helps a parent to learn about school and enhances school community cohesion. The theory was propounded by Lyda Hanifan in 1916(Gudmundsson & Mickiewicz, 2012). Hanifan (1916) dealt with the role of rural community schools.

He showed some theoretical insight by identifying social capital with the building up of social connections and sociability in terms of good will, fellowship, sympathy and social intercourse. It was later developed into the form of theory known as social capital theory by Robert Putman in 1995 by explaining that social capital means features of social life, that is, networks, norms and trust that enable participants to act together more effectively to pursue shared objectives (Putman, 1995). By observing the American society, Putman argued that the decline of the community networks that once led Americans to bowl together represents a loss of social capital. Something similar to that, Sil (2007) on social capital views social networks within parent groups and between parents and teachers as providing common positive outcomes for everyone in school. She asserts that family and school partnerships are more important for student's success than family structure such as marital status, parent's educational and income levels, race or family size. However, Dika and Singh (2002) go beyond Sil's explanation by contending that family structure, family discussion, parental monitoring, parent-teen connection, family expectations and obligations and parents' communication with their children's school and friends form social capital in school which in totality affect students' academic achievement in different ways and manners.

OECD (2001) gives three categories of social capital which are; bonds: links to people based on a sense of common identity ("people like us")-such as family, close friends and people who share our culture or ethnicity, bridges: links that stretch beyond a shared sense of identity for example, to distant friends, colleagues and associates and linkages: links to people or groups further up or lower down the social ladder.

Why social capital theory to this study?

This theory is very useful to this study in various ways;

Social capital has been used to explain why parental involvement has an impact on children's learning and the ultimate achievement and adjustment to school. This is in line with Coleman's (1988) definition of social capital simply as the relationships between children and parents that promote success in the field of education. According to this theory, parental school involvement increases parents' access to

social networks and information (Coleman, 1988, 1991, Lareau, 1987, Lareau & Horvat, 1999). Hence, this study investigated the extent to which parents make connection among themselves and their children's school which in turn affect the children's learning. Parents through their interaction with teachers at school they get to know about the norms and general school social aspects and hence adhere to them. This is similar to Woolcock and Narayan's (2000) idea that when parents know their school principal or teacher, they may have more decision-making power, and are thus able to support the implementation of policies that positively affect their children. Also, through parents' meetings they exchange important information about school and discuss how to improve the school welfare.

2.2 Empirical Literature Review

This section deals with various studies that are related to the issue of parents' involvement in their children's learning, which have in turn influenced their academic achievement. These are research related works. Several empirical studies have been reviewed such as Deslandes and Bertrand (2005) in Canada, Rollande (2000) in USA, Henderson and Berla (1994), Mahuro and Hungi (2016) in Uganda, Kibaara and Ndiragu (2014) in Kenya, Kapinga (2014), Kimaro and Machumu (2015) and Masabo, Muchopa and Kuoth (2017) in Tanzania.

Deslandes and Bertrand (2005) based on Hoover and Sandler (1995, 1997) findings in Canada observed the model of the parents' involvement on four psychological constructs of parent involvement, that is, relative strength of parents, self-efficacy for helping adolescents succeed in school, parents' perceptions of teacher invitations to become involved and parents' perceptions of students' invitations to become involved clearly reveal the role of parents in ensuring that their children learn and achieve well in their academic endeavor. Through survey the authors got response from 770 parents of adolescents in 5 Quebec secondary schools, 354 parents of 7 graders, 231 parents of 8th graders and 185 parents of 9th graders. The nature of parents' participation was tested in two areas namely, their participation at home and at school. The studies revealed that parents decided to participate in school related activities either at school or at home with the aim of helping their children to succeed academically. Indeed, the parents believed that when they participate in answering

their children's current issues or events, they could make a difference in their adolescents' school performance and that their assistance was better than any other source of influence. This thus indicated the construct-parents' self-efficacy.

The same study clearly verifies parents' involvement in their children's school affairs through their activities at home. The parents were noted helping their children in homework, they could carry discussion about school, make future and talk about course options. On the other hand, the studies expose parents' involvement at school in various ways. One of the ways is through attending conferences about their adolescents as well as through attending extracurricular events at school.

Moreover, the studies by Balli, Demo and Wedman (1998) which dealt with family involvement with children's homework on mathematics in Mid-Western School clearly indicate the nature of parents' participation. There were 74 sixth grade students and their families. The students were enrolled in one of three mathematics classes throughout by the same instructor. In one class there were no homework involvement prompts, in the second-class students were prompted to involve family members and family participation. The homework intervention consisted of 20 mathematics homework assignments developed by Epstein (1998) as part of a programme called "Teacher Involve Parents in Schoolwork" (TIPS). Students in all three groups were surveyed to determine if their families had been helping them with mathematics homework. Students' reports of family involvement recorded on each homework assignment were tabulated for Groups 2 and 3 (Group 1 assignments did not request student reports of family involvement. According to these reports 90.6% of family involvement with mathematics homework was parent involvement and 9.4% was involvement with other family members including grandparents, brothers and sisters.

Parental involvement consisted of mothers helping with 61.7% of the assignments while fathers assisted with 26.1% of the assignments and mothers and fathers both helping with 2.8% of assignments. The study further reveals that there is the likelihood for families to be involved in homework if both the child and child's teacher prompted them to be involved. Also, when the students were given a posttest there was a slight difference in their scores in which the student and family prompt group had the highest average homework scores (81.8%), followed by the student prompt group (79.3%). The group that received no prompt had the lowest average homework scores (75.5%).

Generally, the research indicates that parental involvement is very significant towards their children's learning and achievement. However, it could do better if the parents are asked to do so by teachers. Again, the findings suggest that two-parent families are more likely to help with homework than are single parent families. This reality is also supported by Bronstein, Clauson, Stoll and Abrams (1993) as well as Furstenberg and Nord (1985).

Furthermore, the study done by Rollande (2000) likewise pinpoints out the role of parents in their children's school affairs. The study examined the reciprocal influence between parenting style and parental involvement in schooling practices and adolescent autonomy. The sample consisted of 872 adolescents with an average age of 14 years and a half (equivalent to freshmen in USA school system) and attending five French-speaking public high schools in the province of Quebec. The nature of investigation was based on subscales developed by Steinberg, Lamborn, Dornbusch and Darling (1992) and these are warmth, supervision and psychological autonomy granting. Of the three entities a dimension of parental involvement in school was found to be rather stable over the two-year span. It was also found out that adolescents, who described their parents as giving them encouragement, praise as attending school as audience, helping them with homework when asked and discussing which courses to choose are also more likely to become autonomous over time.

Moreover, in a review of 66 studies of how students succeed in school, Henderson and Berla (1994) found that parental involvement in children's education contributed to one or more of the following; higher student achievement in grades, test scores and graduation rates, better attendance at school, more regular completion of homework, more positive attitudes and behaviour in school, greater enrollment in post-secondary education. They thus, concluded substantially that "The evidence is now beyond dispute. When schools work together with families to support learning, children tend to succeed not just in school, but throughout life".

Another study concerning parents' involvement in their children's learning and subsequent academic achievement was conducted by Kibaara and Ndiragu (2014) in 21 public secondary schools in Nyeri County (Kenya). The study was guided by ecological systems theory that was advanced by Urie Bronfenbrenner in 1977 which is based on academic achievement. It involves various dimensions of students' interactions namely school, family, community and social factors (Pena, 2007). The study deals in details with six forms of involvement based on the relationships between the family, school and community. These range from parental skills, communicating, volunteering, learning at home, decision making and collaborating with the community. However, of the three partners, that is, the family, school and community, the family seems to play a pivotal role in the improvement of children's education especially on daily attendance (Kibaara and Ndiragu, 2014). The study showed that high percentage parents participate freely in decision making meetings. The students who were involved in the study showed that their parents are highly involved in checking their report forms and attend school meetings and guide them in career choice. Generally, the study mainly revealed that parents are involved in their children's learning namely through fees payment, monitoring homework and attending programmed school meetings. However, despite parents being involved the performance is still very low that is, there is no noticeable improvement in students' performance.

The study by Mahuro and Hungi (2016) that was conducted in Iganga and Mayuge districts in rural Eastern Uganda portrays parents' participation in their children's learning. The study has revealed that consistent communication form of parental involvement, such as providing conducive environment at home, checking students' progress record at school and random visits to school, significantly increases students' numeracy and literacy scores.

Another study on parents' participation was in Tanzania; conducted in Iringa Municipality by Kapinga (2014). In this study it was found out that parents' level of education influenced the rate of parents' participation and students' academic achievement, for example, the study indicated that parents who reached secondary education or higher education level knew the need of buying books, models and maps for their children. Also, the findings revealed that the availability of these items varied with SES. Parents with high SES afforded to supply some of these items to their children while parents of low SES did not. These had an impact on learning for students. On home environment the study based on the availability of learning facilities such as books, desks, computers, charts, maps and electricity. The findings revealed that availability of these items varied with SES. Parents with high SES afforded to supply some of these items to their children while parents of low SES failed.

A study by Uwezo (2013), in Tanzania, found that one out of four parents help their children with homework, and one out of four had discussed about education at a school committee meeting while four out of 10 had spoken with their children's teachers at least once in the past year (2012). Generally, the study indicates that most parents are not fully involved in their children's learning process in secondary schools.

Furthermore, the study by Kimaro and Machumu (2015) on impact of parental involvement in school activities on academic achievement of primary school children in Arusha city, clearly indicates how far the parents in Tanzania are trying to participate in their children's learning. The study found that there is the positive

relationship between parents' participation in their children's education and the academic achievement, for example, through parent school communication.

Therefore, this research in a similar manner, aimed at exploring to what extent Tanzanian parents engage themselves in their children's learning through school related activities whether at home or at school and what are their significant contributions in influencing their effective and efficient learning and the impact on academic achievement.

2.3 Research Gap

The studies done so far in Tanzania in relation to parents' participation in their children's education concentrate on single parental factor towards academic performance. They indicate either how parents participate in school activities and their impact on academic performance or how parental socio-economic factor influences academic performance. For example, the studies by Kapinga (2014) dealt with assessing the impact of parental socio-economic status (SES) on students' academic performance in secondary schools. Likewise, studies by Muchopa and Kuoth (2017) investigated the influence of parental involvement in school activities on students' academic performance in community secondary schools while (Kimaro & Machumu, 2015) examined the impact of parental involvement in school activities on academic achievement. Therefore, in this study the researcher aimed at bridging this gap by looking at how and to what extent parents generally participate in the learning of their children both at home and at school and how their participation enhances children's learning.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This part presents the methodology that was employed in conducting the study. It consists of research approach, research design, area of the study, target population, sample and sampling techniques, data collection methods, data analysis, validity, reliability and ethical issues.

3.2 Research approach

The research employed qualitative approach. The qualitative approach was chosen as the study intended to collect information that required detailed explanations from the respondents to understand the nature of parents' participation in their children's learning which in turn influences their academic achievement. Qualitative approach was also preferred since it helped the researcher to interact with the participants in real-life settings, where they could express their views and perceptions (Des Vos, 2002).

3.3 Research design

The study employed exploratory research design in which the researcher tried to explore various phenomena related to parental factors that to some extent influence the child's learning process. The study then based on interpretive philosophical thinking to construct meaning from the social environment that was studied.

3.3 Area of the study

The study was conducted in Muleba district which is one of the eight districts in Kagera region. Muleba district has 49 secondary schools, out of which 38 are community secondary schools and 11 are private secondary schools. Two community secondary schools, namely, Rulongo secondary which is found in Kashasha Ward and Kibanga secondary which is in Kibanga Ward were purposively selected for the study sample. Of the two schools involved in the study, Kibanga secondary was selected because it has been doing well in the various Mock and national

examinations among Ward Secondary schools found in Muleba District. It has been within the best ten Ward secondary schools consecutively for five years (2014-2018) and the second school, Rulongo was selected purposively due to being among the last ten schools frequently for five years (2014-2018). These schools were studied based on the nature of parents' participation in various school activities with the aim of exploring their involvement and their influence in their children's effective and efficient learning.

Muleba district was preferred because in both national and regional Mock examinations among eight districts in Kagera region, Muleba has frequently been performing poorly compared to other districts. For example, in national examination results Muleba ranked 6th of 8 districts in the region in 2016 while in 2017 her position was 7th. As regards to Mock examination in 2017 Muleba became the last. Therefore, the researcher wanted to find out the contributions made by parents in the learning process of their children in this area. Similarly, Muleba district was involved in the study as it has a bigger number of secondary schools compared to other districts in the region as such it has a very reliable representative sample compared to others. For example, the total number of secondary schools in each district are; Bukoba Municipal (30), Ngara (28), Muleba (49), Kyerwa (25), Biharamulo (20), Bukoba District Council (36), Karagwe (26) and Missenyi (27). Out of 49 secondary schools found in Muleba, 39 are Ward Secondary schools whose number still surpasses the total number of schools found in each district.

3.4 Study population

The population involved in this study comprised of educational stakeholders from the district level to the communities where these schools are found. The study included District Education Officer, teachers, students, school board members and parents in the area that was studied.

3.5 Sample and sampling techniques

3.5.1 Sample size

A sample is a small group of respondents drawn from a population in which the researcher is interested in gaining information and drawing conclusion (Ezzy, 2002).

While a sample size according to Kothari (2004) is a number of items to be selected from the universe to constitute a sample. The study comprised of sixty-one (61) participants. And these are 2 ward Education Officers, 10 school board members, District Education Officer, 2 heads of schools, 2 senior academic masters/mistresses, 10 teachers, 17 students and 17 parents. The researcher purposely used this sample as they were reliable for the study (Kombo, 2006). It was a group of people that was considered to have special knowledge and experience over the investigated issue, that is, parents' participation in their children's learning. They were the key informers in the study.

3.5.2 Sampling techniques

The technique that was used in drawing the representatives from the studied population and the sample schools was purposive sampling which was employed to get 2 ward Education Officers, 10 school board members, District Education Officer, 2 heads of schools, 2 senior academic masters/mistresses. Again, purposive sampling was used to get 2 sample schools, one high performing and the other low performing. Furthermore, purposive sampling was employed to get 12 better performing students in the Form Four National Examination Results in 2018, that is who got Division one, two and three and 5 poorly performing students who got Division Zero. Purposive sampling was mainly applied to get them as they were information rich on the phenomenon being investigated (Creswell, 2014).

Table 3.1: A summary of the sample size of the study

Type of respondents	Number of respondents
District Secondary Education Officer	1
Ward Education Officers	2
Heads of schools	2
Academic teachers	2
School board members	10
Teachers	10
Parents	17
Students	17
Total	61

Source: Researcher, March 2019.

3.6 Data collection methods

The data were collected using four methods which are questionnaires for students, interviews for District Education Officer, heads of schools, ward education officers, academic masters/mistresses, school board members and the parents, documentary review and focus group discussion for teachers. The questionnaires were administered to students to allow a collection of detailed data within a short time and to solicit much information related to parents' role in their children's learning. The students were anticipated to have more information about their parents' participation in their learning.

The interview was employed to District Secondary Education Officer, Ward Education Officer, heads of schools, academic teachers, parents and school board members to allow them to express their views freely regarding parents' participation. Hence, they helped to provide very important information concerning with parental role in learning both at school and at home.

Documentary review was employed to get information about the parents' meeting carried at school in a year. This information was obtained from the parents' meeting minutes; parents' log book was examined to check their visitation at school for their children's learning and academic progress. However, it was only Rulongo secondary which had parents' log book while Kibanga did not have parents' logbook. Lastly, this method was applied to check students' academic record files with their parents' recommendations and students' attendance book. The documentary search helped to

provide insights into how the parents, children and the school play their parts in children's learning. As such the data obtained in this way have intercross validating and augmenting evidences obtained from other methods and sources of data (Yin, 1994).

To teachers focus group discussion was applied to get information from them. Focus group discussion was employed as it allows to bring in new perspectives that were not originally considered (Krueger 1988; Morgan1988). Also, the interplay among participants (teachers) did not only stimulate thinking among them, but it also provided a school community approach in which the teachers as the main educational stake holders had a forum in their entirety to give their opinions and views regarding the role of parents in their children's learning (Rubin and Rubin, 2005).

Table 3.2: Summary of sample, Sampling Techniques and Data Collection Methods

S/NO	Type of participants	No of participants	Sampling techniques	Data collection methods
1.	DSEO	1	Purposive	Interview
2.	Ward Education Officers	2	Purposive	Interview
3.	Heads of schools	2	Purposive	Interview
4.	Academic teachers	2	Purposive	Interview
5.	School board members	10	Purposive	Interview
6.	Teachers	10	Purposive	Focus group discussion
7.	Parents	17	Purposive	Interview
8.	Students	17	Purposive	Questionnaires
	Total	61		

Source: Researcher, March 2019.

3.7 Reliability and Validity of data collection instruments

3.7.1 Reliability

According to Cohen (2007), the reliability of the instrument is the measure of consistency over time and over similar sample. Similarly, Best and Kahn (2004) define reliability as the degree of consistency that the instrument of procedure demonstrates. In order to ensure the reliability of research instruments the researcher prior gathering data from participants he first carried out the pilot study in one school which was not among the sample schools which were to be studied. This helped him to foresee the effectiveness of the instruments before the actual research was done. Therefore, errors were corrected in advance. As regards to appropriateness of the language, if the language used in the instruments posed a challenge to respondents

the researcher reinterpreted or reframed a question to make it easily understood. Similar situation relating to language happened when four of the respondents in an interview claimed to be not conversant with Swahili language in which the researcher decided to use Haya language a local language so as to obtain intended information from them. To some respondents who were anticipated to be not conversant with English language especially the students and parents, their instruments were formulated in Kiswahili. Again, the researcher observed Cohen, Manion and Morison's (2000) advice in maintaining reliability by avoiding use of leading questions because they would influence answers from the respondents.

3.7.2 Validity

Validity is the quality of the data gathering instrument or procedure that enables it to measure what it seeks to measure (Best & Kahn, 2004). The researcher to ensure the validity of the research instruments; he used multiple instruments in collecting data, that is, triangulation, putting into consideration that one research method (instrument) appropriate for one question may be inappropriate for another. According to Leedey and Ormrod (2001), triangulation entails the use of multiple methods in data collection. They add that it is "a validity procedure where researchers search for convergence among multiple and different sources of information" to formulate themes or categories in a study.

3.8 Data analysis methods and presentation

The qualitative data obtained through interview and Focus Group Discussion after being recorded using an instrument known as Olympus Voice Recorder were then transcribed, encoded and then through the aid of atlas ti were subjected to thematic analysis and interpretations. Thematic analysis was used to identify the main themes from the coded text. Transcripts were coded electronically using main codes, sub-codes and then categories. On the other hand, some few quantitative data that were particularly obtained through questionnaires administered to students were computed through computer excel into percentage to aid comparison.

3.9 Ethical implications

To adhere to ethical issues, first the researcher obtained research clearance from Mzumbe University with an introduction letter which explained the purpose of the study, then he asked for the permit from district administration to conduct research in Muleba district in the schools that were selected as sampled study areas. Similarly, the photographs and the tape records were done following the consent of the informants before they were taken. Also, the researcher obtained informed consent from subjects that were involved in the study. This went hand in hand by writing a letter to the respondents explaining the purpose of the research in advance. The informants were informed in advance on their voluntary participation and freedom to withdrawal from the study. Moreover, all sources were acknowledged to avoid academic plagiarism. Lastly, the researcher handled the information given by the respondents with high degree of confidentiality and honesty.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the findings in which they are presented according to the specific objectives intended to be achieved by this research. The specific objectives were: - to find out how and to what extent parents participate in their children's learning process, to identify factors determining effective participation of parents in their children's learning and to find out parental factors that affect students' learning.

4.2 Parents' participation in their children's learning process

In this study the parents were found participating in various ways in their children's learning process namely; through provision of educational materials needed in school for a child, inspection of students' work, attending parent school meetings, parents' follow up for a child's academic progress, encouragement and motivation to students, making discussion on school related issues, provision of study time and learning home environment, construction of various school buildings and provision of furniture. The explanation of each kind of participation is given in the sections that follow;

4.2.1 Provision of educational materials needed in school for a child

In the first place the parents were noted to buy various educational materials such as school uniform, exercise books for writing notes, pens, rulers and bags for carrying them. This information was obtained from the questionnaires given to students in which they were asked to give ways the parents help them in study. Findings revealed that parents availed their children all the above educational materials. In an interview with parents, ward education officers, district secondary education officer and academic teachers unanimously disclosed that parents fulfil their obligation by purchasing educational materials to their students.

4.2.2 Inspection of students' work

In this study it was found out that the parents try their level best to inspect their children's school work especially home work to discern whether children participate fully in learning. When the parents were asked to explain what things, they inspect in their children's work, they answered that they check the dates written in the books so as to know whether a child attends school daily as the dates act as the indicator for students' attendance as well as the proof for effective learning at school. Also, when parents inspect the exercise books, they observe whether a child is scoring well in the exercise given. For example, one parent said that

Although I do not have secondary education and do not know English language, I am able to identify the tick or the cross'. He added that 'when I see the ticks are many compared to crosses, I know that my child is doing well at school in certain subject but when I see the crosses are more than the ticks then I know that my child is not doing well.

Similarly, the questionnaires given to students revealed that the parents make inspection of their work, one of the question items wanted to know how often a parent inspects a student's work. The findings vindicate that most of the parents inspect the children's work while very few do not inspect. The same question was asked in an interview with parents, and all the interviewees agreed that they inspect their children's work although the effectiveness and the frequency of inspection differ, for example, there are those who inspect regularly and there are those who seldom inspect the work. Also what they inspect differ, as most of them claimed to have no knowledge of English language in such a way that they end up looking at minor things which cannot lead into academic improvement of a child, for example one parent when asked what she inspects she said that *'as I do not know English I end up looking at the hand writing of my child'* and another one said that *'I inspect but the words look to me like **stars in the sky** as I do not know English'*. On the other hand, the remaining a few parents reveal that they do not inspect the work as they do not know English similarly do not find the need and importance of inspecting a child's work.

4.2.3 Attending parent school meetings

In this research it was revealed that parents participate in meetings through which they get various information about school and their children. Through documentary analysis the parent-school meetings are very significant towards students' academic progress. For example, at Rulongo secondary school, in the parent school meeting minutes, various issues related to academic achievement were realised being discussed. The register book for parent attending meeting bears three columns, namely, name of parent or guardian, signature and the name of student for whom the parent attends meeting. In the meeting some agenda that aim at improving academic performance were noted namely; to make a follow up on girl students so that they may not engage themselves in misbehaviours that may result in pregnancy, they also discussed that the speed of constructing building is very low as parents do not give contributions as expected, there is debt for porridge contribution due to some parents not having paid for their children. Again, parents suggested that in order to combat truancy local militia should be used to arrest them under the supervision of WEO. Additionally, every parent should bring a report of his child following his/her absence from school.

Through meeting, it was revealed in an interview with DSEO that either District educational leaders or teachers at school level parents are reminded of their responsibilities to make various contributions so that a student may learn comfortably, effectively and efficiently. Similarly, the interview between a researcher and academic teachers confirmed the parent school meeting to be the major means of communicating student's academic progress, for example, an academic teacher of Rulongo secondary said that *'we usually discuss various academic issues and reach the consensus although the implementation is normally almost zero.'* Similar to that the Academic Teacher at Kibanga secondary school in an interview noted that before closing school at the end of semester parents are called at school for a meeting in which they are informed of school academic progress and discuss various academic issues of the school and students' affairs. After the meeting each parent is given his/her child's examination result.

Not only are meetings major means of communication between parents and school thereby participating in their children's learning but also parent meetings are conducted in all villages in both Kashasha and Kibanga wards. In an interview with one of Board members of Rulongo secondary school said that Kashasha Ward has started since 2018 to educate parents on the importance of participating fully in their children's learning. He said that each village conducts meeting regularly whereby the Ward Education Officer explains clearly to parents on their roles towards academic success of their children. The WEO himself confirmed this in an interview with a researcher that since November 2018 through village and sub village meetings parents are educated on their responsibility particularly related to Basic Education Circular no 6 of 2015.

4.2.4 Follow up for a child's academic progress

With regard to follow up of children's academic progress, findings indicated that very few parents make a follow up on their children's academic progress. For example, the headmaster of Kibanga secondary school said that the parents of some students who make a follow up on their children's academic progress is about 10% of all students enrolled at school. He said that those parents who come to school are usually summoned by school administration or an individual teacher. On the other hand, the headmaster at Rulongo secondary complained that most of the parents at that school do not bother to make a follow up of their children's academic progress. He said it is about 5% of the parents who come to consult school administration for their academic progress. At Rulongo secondary a researcher observed Parents' Log Book and found out that throughout a year 2018 parents who came to visit school were either invited at school for indiscipline cases of their children or on their accord came to school to report indiscipline cases of their children.

4.2.5 Encouragement and motivation to students

In this study the researcher through questionnaires to students and through an interview with parents investigated parents' motivation and encouragement to children. Parents were asked to show whether they encourage their children so that they may work hard in their learning. If the answer were yes, then a parent was supposed to explain how. On the other hand, the students were given options to rate

the motivational forces by their parents. They were asked to state whether they are encouraged through words, presents (gifts) such as clothes and visiting various attractive centres. It was found out that most students are motivated through mere words and through gifts. While a few were totally not motivated. The parents' major motivational means was through words by encouraging their children to study hard and persistently struggle so that after school they may get good job and raise their personal and family incomes. Very few parents seemed to have motivated their children through presents for example a mother of two children who were the only ones who got the highest division at Rulongo secondary school said that she gave them money as the gift and as the sign of congratulations.

4.2.6 Provision of study time and learning home environment

Another way of parents' participation in their children's learning is through providing them enough time for study and creating home environment for study. The nature of the ward secondary schools is that they are day schools. Hence, they go to school early in the morning and come back by late evening for both Kibanga and Rulongo secondary schools around 5:00pm. This research among other things operationally defines and regards parents' participation in their children's learning as creating home environment for studies such as not overloading a child with household chores and assurance of energy (light). Through students' questionnaires one of the items aimed at determining the time provided at home for study; it was revealed that most students do not get enough time to study as they are given a lot of work at home after school. These works are such as fetching water from river, searching for firewood, feeding animals, cooking and weeding in the farm. The students revealed that by the little time remaining to study they are exhausted and hence fail to concentrate. However, some teachers, heads of school and DSEO showed that some students may be tired by the time they reach home due to long distance they have to walk from school. For example, in a discussion with teachers at Kibanga secondary school it was found out that there are some students who walk up to 8km and thus 16 km to and from school.

On the other hand, by focusing on home environment for study it was evident that most homes are not conducive for study. Through observation and interviewing the parents it was evident that most of homes were not supportive for self -study. Also, among the challenges and problems posed by students in the questionnaires is lack of good light for study. In this study most of homes of the students surveyed were not supportive for one to study contentedly. Five students had their houses made of mud with very small windows which could not allow conducive ventilation of air as shown in the picture below. Majority of homes had no chairs and tables that could be used for studying comfortably, for example, out of 17 households 9 had no chairs and tables as such students were seating on the floor to study. They had no good source of light for studying in which they use hurricane lumps for studying which is dangerous. For example, of all 17 households visited only two had electricity and the remaining 15 had either oil lumps or hurricane lumps for study. A mother of one student narrated to a researcher that her child usually lay a mat down on the floor with grass that one day they were rescued from a danger of that grass catching fire at night when a child was left alone studying at night. Apart from that through an interview with a board member of Rulongo secondary an interviewee confirmed that

It is true most of the homes are not friendly for a child to study for example she said that some homes are used like a bar. In the bar there are noises all the time that cannot allow the students to study or do her homework. On top of that some students are serving beer in their home bars in such a way that they sleep late which affects their learning capability at school.



Figure 4.1: to show majority of homes with unfavourable environment for study.

Source: A researcher, March 2019.



Figure 4.2: to show majority of homes with unfavourable environment for study.

Source: A researcher, March 2019.

4.2.7 Making discussion on school related issues

In this study questionnaires to students aimed at testing whether parents discuss school issues with their children. The questionnaires revealed that most of the students normally discuss school related issues and very few do not discuss with their parents. On the other hand, in an interview with parents it was found out that most of the parents usually discuss school related issues with their children.

Among the parents who usually discussed with their children seemed to know even the number of subjects which their children study at school. Furthermore, some parents even knew the combination their children were likely to pursue according to the Form Four Examination results.

4.2.8 Construction of various school buildings and provision of furniture

In both Kibanga and Rulongo secondary schools the parents participate in school construction though at various levels of participation as reflected in the interviews with DSEO, WEOS, secondary board members and heads of schools. According to DSEO parents are required to contribute physical materials and not money. For example, in the case of construction, parents through their communities are providing sand, bricks, water and woods. He said that before promulgation of Basic Education and Free Education Policy parents were actively participating in school construction but due to false perception of Free Education Policy the morale of participating in construction is very low. At Kibanga secondary school the headmaster said that some parents even contributed for the wiring and now a school has electricity. Similarly, an academic teacher at Kibanga said that there was a shortage of 80 chairs and 80 tables for 2019 Form one students as the result in December 2018 there was parents' meeting for students of form one and they agreed to bring chairs and tables and the programme was successful by 100%.

Therefore, in this section it has been observed that parents participate in children's learning in various ways. However, the major way is through buying for them school basic needs especially uniform, pens and exercise books. The other needs which are equally important like the latter to parents are not important for a child's effective

learning both at school and at home. These are such as facilitating the means of transport to and from school and incurring costs for a student's food.

4.3 Factors determining effective participation of parents in their children's learning

As the parents strive to participate in various ways in their children's learning there are different factors that determine their rate of participation as delineated below;

4.3.1 Long distance to school and unfavourable geographical area

In both studied schools Rulongo and Kibanga the students have to walk a distance which ranges from 1km to 8km. But most students walk a distance between 4km to 8km. Such a distance is too long for a child who is to study comfortably both at home and at school. All seventeen (17) students who were involved in this study complained of long distance for walking daily as reflected in the questionnaires the difficulties they face in their learning. On the other hand, long distance acted as the determinant factor for a parent to make a follow up of their children's learning in twofold ways; first, they were unable to travel to school to get information of the children regarding the teaching and learning process. Ten (10) parents out of seventeen (17) as per interview said that it is due to long distance they were unable to participate in their children's learning. Most of the parents usually went to school following the invitation from school for special cases.

4.3.2 Language barrier

There are various ways parents have to participate in their children's learning such as making a follow up at school of a child's learning progress, inspecting a child's work, helping a child to do homework and attending parent-teacher meetings. However, the language used in the student's classroom work is English and that used in communication with teachers and at the meeting is Swahili language. In this study during an interview all seventeen (17) parents acknowledged to have no knowledge of English language as the result some said that they do not check their children's work because the language used is unknown to them. Furthermore, some parents (9) in an interview said that they simply inspected a child's work to see to what extent a child gets ticks and crosses and ends there nothing to comment or add.

In questionnaires some students said that their parents do not inspect their work because they do not understand English. Also, in a focused group discussion ten (10) teachers said that some parents do not come to school to make a follow up because they do not know how to speak Swahili, therefore, they fail to communicate with teachers about the progress of their children. This fact is true because a researcher met three parents who refused to be interviewed in Kiswahili as a result a researcher had to switch to local language (Kihaya) in order to get information from them. Similarly, in an interview with two (2) heads of schools it was realised that very few parents participate in parent-teacher meetings as they are not conversant in Kiswahili.

4.3.3 Provision of excessive domestic chores

In this study most of the activities that were observed were: home discussion, home supervision, school communication and participation, school choice, career guidance and choice, buying the child school materials or needs such as uniform and stationery, payment for other services such as food, breakfast (fee not included), transport fare, creating conducive home environment for studies such as not overloading the child with household chores and assurance of energy (light) for private study. House chores were among the elements that were observed in which the students through questionnaires had to give the challenges and problems encountered in the learning process. Eight (8) students out of seventeen (17) students revealed that they were facing a lot of works after coming from school. This led them to get tired and being unable to study comfortably. For example, a respondent said that by the time she wants to study at home she is already exhausted due to many house activities ranging from fetching water on her head, weeding in the family farm and even cooking family food. Another respondent, a girl whose parents separated, a mother having got married to another man and her father abandoned the family, as revealed in an interview with the guardian-grandmother, she said that the girl acted as the head of family by looking after her younger brothers and sisters. That student after coming from school she had to look for food to cook for the family, she had to make sure she took care of the family farm by weeding and had to find firewood. On top of that she had to study or do her homework. Despite all these challenges, she

managed to score Division III probably if she had not a lot of house chores, she would have scored better than that.

4.3.4 Orphanage

Both parents have great and different roles to play in the learning of a child. A mother cannot play the role of a father and a father cannot play a role of a mother. If it happens that one of them is dead or both of them a child faces difficulty in his/her learning. In this study three children happened to be orphans in which two had lost a father and one had lost a mother. The widows complained much that they suffered much with their children in serving their children's education. For example, a mother said that there was time when they could not get a meal at home and a child having come from school and then finding no food it was a sad experience to him. She also said she reached the extent of missing money to buy for him school uniform and she could be summoned at school due to her child having no shoes or a shirt and then she could ask for time from the head of school to go to work in order to get money for buying them. When a boy reached Form Three due to his home being very far from school, he could find a room to rent but a house lord having realised that a child faced difficulty in paying for a rent because of being orphan he offered a room freely. However, a boy continued to live a miserable life. A mother added that every week she could give him one thousand (Tsh. 1000/=) and about 5kg of flower. In general, a boy studied school with much difficulty. Another widow was very old and whose son was the last born child complained of suffering much in enabling her son to study as she was always wanting at home. She could not manage to get all necessary needs for her son to study. She even missed money to buy oil for lump in order to enable him study.

The third child had no mother who died while she was only two years old. Through an interview with the father it was evident that she missed maternal care as the result she was even affected psychologically. Additionally, she lived all the time under the guidance of a step mother who according to her questionnaire could not support her adequately as required.

4.3.5 The nature of the school's programmes to integrate parents in their children's learning

For parents to participate in their children's learning it depends on how the school involves the parents in the school programme. In the programmes where the schools invited parents, the parents tended to participate. This is in line with the findings by (Hoover-Dempsey 2005, Hornby and Lafaele, 2011) when they assert that parents tend to be more involved if they perceive that teachers and students both want and expect their participation. In the studied schools, parents appeared to engage themselves more in school-initiated activities than those expected of by schools. For example, the parents who were invited by the schools to discuss students' affairs related to learning they responded positively and made a follow up. But in issues expected of the parents to participate such as inspecting a child's exercise books to check whether children are learning the parents did not inspect them. Furthermore, parents are expected to make a follow up on a child's academic progress at school, but their response in this in both schools was very minimal.

4.3.6 Priority to education

This is another parental factor that determines the parents' level of participation in their children's learning. This factor relates to Albert Bandura's (1997) self-efficacy theory. It considers the influence of belief that one can achieve specific outcomes on behaviour choices. In this study it was observed that the more parents are interested in the education of their children the more they participate and the less interested, the less they participate. For example, in an interview with one of Board members at Rulongo secondary it was realised that parents do not offer various contributions due to lack of interest and priority to education. In the case of contributing for porridge it was agreed in the parents' meeting that each parent should contribute Tsh 150/= per day. However, the programme was not implemented as most of the parents did not make contribution. The board member argued that it is not because parents are poor but due to less or lack of priority and interest to their children's education and school affairs in general. She also said that one might find a parent having several cows and goats but cannot sell one to pay for his/her child's contributions at school.

In a Focus Group Discussion at both Rulongo and Kibanga secondary schools, teachers said that most parents do not regard their children's education as a kind of investment. They said that before an introduction of Free Education the parents were much concern with the money they were paying but now they think they have nothing to lose even if a child fails in an examination. One teacher in a discussion pointed out that he knew one parent from Kairungu village in Kibanga ward who had ill-advised his child to write wrong answers in Primary school leaving examination so that he should not pass an examination to join form one. The reason behind was to avoid responsibilities for meeting educating cost for a child in secondary school such as buying counter books.

4.4 Parental factors that affect students' learning

4.4.1 Misinterpretation of free education policy

The Free Education Policy was introduced in Tanzania in November 2015 in which some contributions that were being done by parents were abolished. The abolished ones were school fees for ordinary secondary education schools, examination fee and money for school security. However, the policy did not exempt them from fulfilling some basic responsibilities as per Education Circular no 3 of 2016 about implementation of Basic Education without pay some responsibilities of the parent are such as to cooperate with school administration to make arrangement for lunch for day schools and those with hostels and payment for non -government employee science teachers. Contrary to that, most of the parents misinterpreted that and therefore refused to pay money for buying lunch and porridge for their children. Also, due to the fact that there is a very shortage of science and mathematics teachers in ward secondary schools the parents before Free Education Policy, used to make contributions to hire science and mathematics teachers but now they have withdrawn from that responsibility under the pretext of Free Education Policy.

But the victims to suffer from that are their students in these ward secondary schools. For example, at Kibanga secondary there are no physics, Biology and Chemistry teachers while at Rulongo secondary there are no physics and chemistry teachers in which the students do not learn them, however, they are seating for them in examinations resulting into very poor performance. At Rulongo secondary the

parents in their meeting, had agreed to pay 8000/=Tsh per year for each student so as to employ science teachers and some parents had started paying that money but with the introduction of Free Education Policy according to the head master in an interview with the researcher, the parents demanded back their money and those who had not paid did not pay. At the same school the parents had started paying for porridge but with the notion of Free Education they stopped paying for it and a researcher found in the parent meeting minutes a school having a debt of Tsh. 1,582,500/= to a bidder for porridge which had existed for almost two years. The similar case was evident at Kibanga secondary school in which the parents had started paying for porridge for their children but with an introduction of Free Education Policy they stopped contributing for porridge. According to teachers the parents' answer was *"it is free education why should we pay for porridge"*.

4.4.2 Low level of education

The level of education determines the nature of parents' participation in their children's learning and education process in entirety. Education as the main factor is verified by Deslandes and Bertrand (2005) who found that adolescents from traditional families and well-educated parents reported more effective support (parent encouragement and praise, help with homework, frequent discussions about school and attendance at school performances or sports events) than adolescents from nontraditional families and less educated parents. In this study sixteen parents interviewed had only primary education whereby one of them had only managed to reach standard Four. Another parent had not happened to go to school and she did not know even to read and write as the result her son was being helped by his brother who had ordinary level education. Therefore, their level of participation in their children's learning and education process was greatly affected with their low level of education. For example, some parents did not know even the kind of subjects being learned by their children. All the parents admitted that they did not help their children in doing homework as they did not know subject content. Others said that they did not find the need of inspecting their children's work as they did not know English language. The Academic teacher at Rulongo secondary proved this in an interview that parents know that after taking a child to school the rest is for teachers.

He said that teachers are the ones to know how to teach a child. One of school Board Members in an interview said that due to low level of education most parents think that when they take a child to school for registration it is over nothing else a parent should add. He said that they claim the remaining duties and responsibilities are for teachers. That the parents say that for them they do not know how to teach therefore the rest is left to the teacher.

4.4.3 Parents' low income

The parents' income influences the level of participation in their children's learning. Studies by Revicki (1981) found that the higher the family income the more likely parents were to volunteer in the classroom and attend parent teacher conferences. Higher income was also associated with higher student achievement on standardized tests. In this study it was realised that most of the parents have low income as reflected in their inability to offer certain services to their children. The evidences are from the researcher's observation, interviews and students' answers in the questionnaires. The headmasters of the two schools; Kibanga and Rulongo secondary said that most parents could not contribute food for their children by claiming that they do not have enough food at home to consume and to give a child at school. They said that it is better for a child to persevere at school the whole day and then join with a family to get meal. One parent whose twins were involved in this study and who walked about twelve km to and from school acknowledged that there is long distance, but she could not buy them a bicycle due to low income. She said that she always encouraged them by stating some example of their elder brother and sister that they in the same way walked the same distance, but they endured and succeeded and are now studying at the universities.

Another parent said that they would like to have electricity at home but due to low income they are using hurricane lamp as the source of light. Similarly answers from students' questionnaires revealed that most of the parents have very low income. For example, in the challenges as asked in the questionnaires the students said that the parents fail to pay money for porridge, lunch, fail to buy for them bicycles, do not give them money to pay for private tuition and to buy reference books due to low income. Similarly, majority of parents' houses involved in this study reflected the

low income of parents as they were poorly built and barely had furniture particularly tables and chairs.

4.4.5 Parental conflicts/broken families

In order for a student to study comfortably at home there should be supportive environment both psychologically and physically. The parents and siblings in general are supposed to create peaceful environment. In this study there were four households whose parents were either addicted to drunkenness or to constant fights and abuse. In one family the mother in an interview said that her daughter could have passed well the form four national examination but her husband was always quarrelsome at home especially when he is drunk. She said that whenever he came at home, he used to chase away all the family members outside. As the result the child did not get time to study thereby even being affected psychologically and sometimes due to lack of sleep at home, she kept on sleeping in class. Additionally, the mother said that she is sometimes not at home and vacates to her parents' home thereby leaving behind her school going children. These children miss someone at home to prepare for them food and then have to cook food after school. This affects their learning both at home and at school.

Another parent (a mother) said that her husband does not stay at home most of the time he is in Lake Island and he never sends any money at home for use. Nevertheless, whenever he comes at home, he brings quarrels and drunkenness thereby creating unconducive environment for a child to study. In another situation the researcher came across a home whose parents are absent but only children are the ones taking care of themselves. The father does not live at home but in interlacustrine areas of Lake Victoria doing his own business and the mother due to constant beating by her husband on top of drunkenness she decided to jilt her husband and got married to another man to a very far distant ward. Owing to such circumstances the children are the ones taking care of themselves with some help from their grandmother who lives in another area about 2km from their home. The girl (student) of this family and her grandmother proclaimed that if it were not hardship at home, she could have scored more in Form Four Exam as she got Division III of 25 points.

4.4.6 Parents' interest in education

The interest in education by parents greatly influences parents' participation in the learning of their children either at home or at school. In this study it was observed that students whose parents had great interest in education achieved more in Form Four National Exams compared to those with low interest. The interest was verified by the questionnaires given to students whose one item aimed at discerning follow up by parents about their children's academic progress. An interview with parents aimed at disclosing the ways a parent helps his/her child to study comfortably both at school and at home, self-initiative to inspect a child's work, and getting time to discuss with a child school related issues. It was found out that parents who support their children's learning achieve well in their exams, for example when a researcher interviewing a mother of twins revealed that she and her husband support their children despite their low economic status. She said that her husband does not make close follow up on their children's learning and education in general his own task is to work hard and find money. That is why all the time he is absent from home and a wife has to fulfil all responsibilities at home and at school as a parent. She is the only one to attend parent-school meetings, to make a follow up at school on the academic progress of the children and she has to prepare food for the children. And the twins scored Division II in Form four examination of 2018. The similar case was realised to a mother of two children a girl and a boy who were the only ones who scored Division II at Rulongo secondary in 2018 in a class with 86 candidates which is about 2% of all candidates.

4.4.7 Drunkenness by parents

Drunkenness is an impending factor towards students' learning and academic achievement. In this study some fathers were a stumbling block in a family towards their children's learning. One mother in an interview said that her husband drinks too much and therefore the house is always in quarrel a factor that hinders a child to study comfortably at home even at school. Another mother in interview said that due to drunkenness the father does not contribute anything in the child's learning. As such she is the one to incur all costs at home something which limits her in providing educational needs especially uniform. She said that once a boy had torn trousers and

shoes and she was constantly being called at school and advised by school head to buy them for her child. She also said that a child always felt inferior and unhappy before her classmates.

In another instance the researcher found a family without parents not because they are dead but being absent a mother jilted her husband and got married to another man and a father had escaped from home and went to live along Lake Victoria. In an interview with their guardian a grandmother said that the mother left home almost eight years ago and their father could not tolerate the situation because the mother was the one taking care of a family despite all sufferings from a constantly drunkard husband. As a result, the abandoned children were supposed to study while taking care of themselves. The grandmother said that it is a pity that the children have to search for food for themselves and mostly they have only one meal that is dinner for a day. A student from this family who was a respondent in this research scored Division III in Form Four Examination in 2018. The grandmother commented that if the home were favourable, she would have probably scored better than what she scored.

4.4.8 Provision of breakfast and lunch at school for the children

In an education circular no 3 of 2016 on the implementation of Free Education Policy a parent has a responsibility of providing porridge and lunch for day schools. The main aim is to ensure that a child has energy to participate fully in learning. A child who is hungry learns with difficulty. According to Maslow's hierarchy of needs (1954) if a child lacks basic needs such as food, shelter and simple health, a child will not be in conditions to learn. It is also evident that whether or not a child has eaten a meal before arriving at school influences his or her ability to pay attention, and therefore learn comfortably (Behrman, 1996). In the studied areas that is, Rulongo and Kibanga secondary the students are neither getting porridge nor lunch at school. It was found out in this research from an interview with teachers, parents and school board members that most of the families eat supper around 8:00pm to 9:00pm. Then students from morning to around 5:00pm do not eat anything. It is incredible the way they survive throughout the day. The teachers said that when it is afternoon most of the students have no concentration in class. The

parents on the other hand, despite being educated through various meetings on the importance of providing food to the students they seem not to give it priority. For example, in a group discussion with Rulongo secondary teachers it was said that with all the efforts to educate parents, they gave very discouraging answers that they (parents) studied without getting food but they were not affected hence their children should study in the same way. From the findings the teachers commented that children do not follow up well during the teaching and learning process the lessons, because of hunger.

Therefore, parents do not participate maximally in the learning of their children partly due to low income in which they fail to provide basic needs to their children such as food and breakfast. Another hindrance to their participation is due to low education and interest in the learning of their children as well as personal failure to recognise the importance of their participation.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

This section discusses various research findings relating to parents' participation in their children's learning. Generally, this part discusses the major findings related to the objectives addressed by this study. The specific objectives were to find out how parents participate in their children's learning processes, to identify factors determining effective participation of parents in their children's learning and to find out parental factors that affect students' learning. The major themes discussed in this area are; socio-economic status of parents, long distance to school, school-parent communication, parent self-efficacy, the relationship between parent's follow up and student's academic performance, misinterpretation of Free Education Policy and lack of effective school strategies to involve parents in their children's learning.

5.2 How parents participate in their children's learning processes

In this study it was found out that parents participate in various ways in their children's learning, however, there is the variation of participation among these parents depending on individual factors. The parents were found participating through provision of educational materials needed in school for a child, inspection of students' work, attending parent school meetings, parents' follow up for a child's academic progress, encouragement and motivation to students, making discussion on school related issues, provision of study time and learning home environment and construction of various school buildings and provision of furniture. Of these ways the parents were found to participate fully and to the great extent through provision of educational materials needed in school for a child. Parents buy exercise books, pens, pencils, rulers, mathematical sets and school uniforms for their children. The parents fully understand that it is their responsibilities to purchase these educational materials.

This was consistent with Epstein (1995) findings that the most basic involvement of parents in their child's schooling is the provision of basic needs, monitoring of school activities, and providing home environments that were learner friendly.

The other way through which parents participate in their children's learning is through inspecting children's work. Parents' inspection of a child's work is very instrumental in enhancing the learning process at school or at home. It was found out that parents' rate and extent of inspecting children's work is very low and suggest that parents' role in leading a child to learn at home and at school is very minimal. Parents only inspect superficial forms of learning such as checking the dates to verify whether a child attends school or teachers teach at school and through checking whether the students' work is marked or not by observing the crosses and ticks found in the exercise books. The inspection is very superficial as the level of education of parents is very low. Most of the parents had primary education and therefore they claimed to have no necessary knowledge to inspect secondary school content, that is knowledge and concepts. Therefore, the low level of parents' inspection of a child's work impacts the child's learning at home and at school.

With regards to school-parent communication the following was observed. There is mutual interdependence between the school and the parents in order for the child to learn suitably and ultimately attain good scores. When parents and teachers share information, children's learning becomes more effective and the bond between parents and teachers is reinforced. As such, each part has the roles to play in order to meet the common end. Parents' communication with schools and parental participation are influenced by school characteristics (Feuerstein, 2001). Seeley (1982) asserts that parents' participation might be facilitated if the relationship between parents and teachers became a true partnership based on mutual sharing, helping and accountability. The key variables that influence parental involvement growth and hence, the capacity of developing pupils' achievement, are teachers' skills and parents' life contexts (Hoover-Dempsey & Sandler, 2005; Hong & Ho, 2005; Yamtim, Wongwanich & Suwanmonkh, 2006). This implies that teachers can promote parental participation in their children's education. However, Hoover-Dempsey and Sandler (1997) observe that schools cannot hope to counteract the

factors pertaining to the parents' background entirely, but they may influence selected parental variables to increase parental involvement, which is instrumental in pupils' achievement at school. In this study the parent-school communication in both studied schools, that is, Rulongo and Kibanga secondary schools is very minimal. However, of the two schools that of Rulongo secondary is very far behind that of Kibanga secondary. In both schools the major means of communication between parents and schools are parent-teacher meetings. At Kibanga secondary there are two parent -teacher meetings while at Rulongo secondary there are four parent-teacher meetings one at the beginning of the term and another is held at the end of the term and a year having two terms there is a total of four meetings in a year. At Kibanga each meeting is held at the end of a term. During these meetings the parents are educated on various issues related to the learning of their children and how they should engage themselves in the learning of their children either at home or at school. The parents discuss the academic issues of a particular school together with teachers. For example, at Rulongo secondary a researcher passed through the meeting minutes and found that the parents discussed on how to contribute money and employ temporary science and mathematics teachers.

They also discussed on the possibility of offering porridge for the students in which each parent was supposed to contribute Tsh. 150/= per student per day. As regards to contribution of money to employ temporary teachers they consented to contribute Tsh. 8000/= per year per student. Despite the efforts to call meetings at Rulongo secondary in an interview with the head of school, an academic teacher and board members it was learned that there are no expected outcomes. Even the rate of meeting attendance by parents at Rulongo is very low, for example, in a meeting held in October 2018 only 212 parents out of 551 attended, putting into consideration that among 212 parents 35 parents had 2 to 3 children at school. In an interview with an academic teacher at Rulongo secondary he said that the response of parents in attending the meeting is not satisfactory although sometimes they may end into misunderstanding. He added that more often than not what is agreed upon during the meeting the parents never implement them. For example, they agreed to contribute for porridge for their children but very few parents paid the required amount hence

culminating into stopping to prepare porridge for the children. On top of that the parents have a debt of Tsh 1582,500/= to a porridge bidder for two years now. Also, the academic teacher commented that those who attend parents' meeting are mostly not blood parents but are either brothers, sisters, guardians, a neighbor or any other relative something which suggests that parents do not value much the academic concerns of their children. On the other hand, at Kibanga secondary, teachers, head of school and some board members commented that although parent-teacher meetings are the major means of communication the implementation of what is usually agreed is very low. Therefore, despite school-teacher meetings being the major means of communication between a school and parents these meetings have not been effective and efficient. However, at Rulongo secondary it is less effective compared to Kibanga secondary.

Furthermore, the parents participate in their children's learning by making follow up of their academic progress at school. From the findings it is evident that parents who make close follow up of their academic progress facilitate the learning of their children. They not only facilitate learning but also enhance discipline and good behaviour. This is in line with Epstein (2005,2007) when she explains that almost all parents want their children to succeed in school, but this needs a thorough follow up on their academic progress at school. Indeed, it is very evident that the less the parents concern themselves with their children's schooling the more likely they are to perform (achieve) lowly (Anguiano,2004). This is equally confirmed by the study by Mahuro and Hungi (2016) that was conducted in Iganga and Mayuge districts in rural Eastern Uganda. The study has revealed that consistent communication form of parental involvement, such as providing conducive environment at home, checking students' progress record at school and random visits to school, significantly increases students' numeracy and literacy scores.

Dimock, O'Donoghue and Robb (1996) proposed a range of dimensions of parents' participation in their children's learning one of them being communication between home and school, for example, parents contact the school and receive information from the school. And one element of communication is through making a follow up of a child's academic progress at school. For a child to do better in his learning

process a parent has also to show interest and concern of what is going on in his/her child's learning process. In this study the interviews between heads of schools, academic teachers, Ward Education Officers, the parents, school board members and the researcher as well as students' questionnaires and focus group discussions with the teachers vividly verify that there is close relationship between the parent's follow up of his child's school learning and the academic performance. The more a parent frequently visits a school to consult teachers the more a student does better in his/her learning and the less frequent a parent makes a follow up to a child's learning process the less a child performs in class. Not only has this study proved that the follow up of a parent improves academic progress but it also reinforces a child to attend school regularly and have good discipline in general. In an interview with the headmaster of Kibanga secondary, he said that it is about 10% of parents who make follow up of their children's learning and it is within that small percent whose children perform well in the internal and external examinations. Similarly, teachers said that those parents who make follow up are those whose children are doing better in class. Additionally, Kibanga academic teacher in an interview with a researcher demonstrated that if a child knows that his parent makes a follow up regularly, then he knows that the parent is very serious and sensitive with his academic affairs and therefore makes efforts in learning and ultimately performs better in internal and external examinations.

He gave a very perplexing example that for those children performing worse in class if their parents make a follow up may either improve academically or may permanently abscond from school. In this example he said that there were two children of one parent in Form Two in 2017 who were performing poorly in class and whose parent was constantly making a follow up on their studies at school. As the result one decided to flee from school and from home. Another continued studying despite persistently doing worse academically but gradually improved and he is now in Form Four this year, 2019. This fact was concurrently witnessed at Rulongo secondary when in teachers' group discussion the similar example was given that one child who was in Form Two 2018 was constantly absent from school while he was leaving home daily pretending to go to school while he ended hiding

himself in the forest. Owing to such circumstances he was doing poorly in examinations and tests. After his uncle as a guardian suspected that he was not attending school he then regularly made a follow up and subsequently a child started attending school without missing thus performing better and he passed Form Two national examination. On the other hand, in an interview with parents especially of those who got Division Zero in Form Four National Examination their answers revealed that they never made initiatives to make a follow up of their children's academic progress in all four years of their stay at Kibanga and Rulongo secondary, for example one parent said that she and her husband had no time to make a follow up provided that their child was going to school they found no reason of making a follow up. She also added that after all the school is very far from here, therefore, this made it impossible for them to make a follow up.

5.3 Factors determining effective participation of parents in their children's learning

There are various factors that determined the nature of parents' participation in their children's learning. These factors are centred on the Socio-Economic Status of parents (SES). Variation in levels of parents' participation in children's learning at home and at school is strongly influenced by family socio-economic status (Boethel, 2003) and family knowledge of influences on learning, such as good nutrition and sleep hygiene (NAEYC, 2010). In this study the elements revealed under parents' SES are low level of education, high interest in education and parents' level of income. Dornbusch (1986) analysed survey data from 8000 high school students and discovered that the most outstanding determinant parental factor in influencing students' learning pace and ultimate achievement was education. Education as the main factor is also verified by Deslandes and Bertrand (2005) who found that adolescents from traditional families and well-educated parents reported more effective support (parent encouragement and praise, help with homework, frequent discussions about school and attendance at school performances or sports events) than adolescents from nontraditional families and less educated parents. Therefore, parents' level of education is very significant in influencing parental participation in a child's school learning (U.S. Department of Education, 1997). Regarding parents'

level of education 88% of the parents involved in this study had primary education (standard VII), 6% had standard IV and 6% had informal education, that is, had not primary education. Parents' participation in various issues was limited according to their level of education. First, one parent who had standard four education, his rate of making inspection of his child's work was very minimal in such a way that his answers depicted that he never made inspection. Also, he never discussed with his child school related issues. The same applies to that one who had not gone to school, answers through an interview with her depicted that she never made any follow up of her child's academic progress for all four years of studies at school. She never bothered whether the academic report for examination results were brought or not. Similarly, the 88% of those parents who had primary education through the students' questionnaires revealed that making follow up to a child's academic progress at school ranges between 2 to 4 times per term that is for six months.

The parents, due to low level of education they even misinterpreted the concept of free education policy of 2015. Free Education Policy was introduced in Tanzania in December 2015 following the Tanzania Educational Policy of 2014. In order to make it clear on how the Free Education would be offered the government decided to release various education circulars. The major Education circulars are no 3 of 2016 and no 6 of 2015. In these circulars it is well stipulated what parents are supposed to do, namely; to buy school uniforms and sports wears, learning tools including pens and exercise books, paying the transport fare for day scholars and during holiday for boarding schools and students living in government hostels, to cooperate with school management to make arrangement of providing lunch for day schools and those with hostels according to their circumstances. The agreement with the parents should be presented to the District Executive Director to get permit. Despite all these clarifications there are many confusions and contradictions among parents in interpreting this Free Education Policy thus leading them not to fulfill their obligations either due to ignorance or doing it deliberately to run away from their responsibilities. Hence, such a situation has resulted in most parents not participating fully in their children's learning according to this research's findings as delineated below;

First, the parents have failed to contribute money for provision of porridge and lunch at Kibanga and Rulongo secondary. Parallel to that the parents have failed to contribute money so as to employ temporary teachers for science and mathematics subjects. In both schools there is acute shortage of science and mathematics teachers a factor that hampers students' learning and which in turn leads to bad failures in these subjects. In an interview with heads of schools, academic teachers, Ward Education Officers, School Board Members and in teachers' focus Group Discussion it was evident that due to parents' misinterpretation of Free Education Policy the contributions which they ought to make are not made thereby affecting negatively the learning of their children and ultimate poor academic performance. The teachers said that in early days of the implementation of Free Education Policy they witnessed parents bringing Form one students without stationery, pens and school uniforms and when they were asked why a child doesn't have uniforms and all other basic learning tools the answer was the government has pronounced education is provided freely. In an interview with Kibanga academic master on whether a school provides porridge and lunch to students he said that at first some parents had started contributing money for their children's porridge and it was being provided to all students but following the declaration of Free Education Policy the parents refused to make contribution under the pretext that education is free.

The same was found at Rulongo secondary whereby the parents in their meetings had agreed to contribute Tsh.150/= per student per day for porridge and Tsh. 8000/= for employing science and mathematics teachers per student per year. However, following the declaration of Free Education Policy the parents stopped making contributions with the excuse of education being provided freely. When DSEO of Muleba was asked in an interview on this misinterpretation of Free Education Policy he said it is wrong for the parents to escape their responsibilities with an excuse of Free Education Policy, he said there are guidelines on how to involve parents in various services for the school. Generally commenting the services that were being provided by the parents, prior the introduction of Free Education Policy, currently are not provided thus affecting students' learning and the ultimate schools' academic performance.

As regards to helping a child to do homework all the parents unanimously agreed that they never helped their children to do homework because they did not understand the subject contents. This reality is in line with the opinions of the heads of the two schools, that is, Kibanga and Rulongo secondary schools, who said that the rate of parents' follow ups of their children's academic progress is 10% and 5% respectively. They said that parents never visit school for academic issues of their children. They only go to school when there are parent-teacher meetings or when called if their children have done wrongs.

Secondly, the level of parent's income as an aspect of SES due to the findings is very low. Most of the parents complained of having very low economic income and that is why they fail to fulfill various educational needs of their children. For example, all seventeen (17) parents interviewed do not pay contribution for their children's porridge and lunch. Also, all seventeen (17) children involved in this study walk for about 8km to 16km per day as the distance to and from school. Such a distance necessitates the parent to buy a bicycle for his child to facilitate transport to and from school. However, all seventeen (17) children involved in the study had no bicycles and therefore, they walked to and from school for all four years of study.

The government of Tanzania having seen that even distance to school may affect a student's learning pace it thus in its Education Circular no 6 of 2015 about the implementation of Free Education Policy clearly stipulates the responsibility of a parent. A parent should ensure that he/she facilitates moving to and from school of a child by paying the transport fare for day scholars and during holiday for boarding schools and students living in government hostels. Given the village circumstances where there is not the public bus transport a parent is supposed to buy a bicycle for his/her child. In an interview the DSEO acknowledged that according to the geographical area of ward secondary schools in Muleba district there are students who walk long distance of up to 8km implying 16 km per day to and from school. This distance affects students' learning capability as most of them are already exhausted by the moment they reach home as the result they fail to do after school activities such as homework and private study. All 17 students included in this study had no bicycles hence they walked to and from school for four years. So, the parents

having failed to buy bicycles for their children they failed to participate in their children's learning as well. And thus, leaving other factors remaining constant that influence student's learning and ultimate academic performance long distance might be among the contributing factors to poor academic performance among ward secondary schools. For example, a researcher happened to reach to the home of one student respondent to carry an interview with her parent, a parent consented that long distance was an obstacle to a student's learning. She added that during rainy season a child was sometimes not attending school and a student herself scored Division Zero in 2018 Form Four National Examination.

Another feature which proves that parents have very meagre income is that more than 90% of seventeen (17) children were not attending private tuition to supplement their studies especially science and mathematics subjects whose teachers were almost absent in these schools. In fact, all students showed interest and a need of studying private tuitions in these subjects. The children's questionnaires when asked to suggest problems/challenges they encountered they said that they did not attend private tuition at least to supplement what they learned in class due to low income of their parents. Similarly, in an interview with the parents it was significantly evident that they faced a challenge of low income in supporting their children's learning. Additionally, through the researcher's observation it was very clear that even the nature of the houses reflected that the parents are faced by poverty income. Most of the houses were made of mud and had no good ventilation of air.

Therefore, parents' participation was very minimal due to low SES. The same observation was drawn by Kapinga (2014) who realised that most of the parents in ward secondary schools in Kigoma had low socio-economic status and therefore failed to meet the basic requirements for conducive learning at children's home namely books, desks, computers, charts, maps and electricity.

5.4 Parental factors that affect students' learning

There are some factors that are related to parents and thus affect the learning of the students. These hinge on parenting style, parents' personality and family environment. In this study the parents' total behaviour appeared to affect the children's learning both at school and at home. These behaviours were both positive and negative. The positive behaviours were those behaviours which motivate a child to learn effectively either at home or at school for example showing the responsibility and concern about a child's needs which promote learning such as buying educational materials. On the other hand, negative behaviours are those which demotivated a child to learn effectively whether at home or at school such as refusing to buy educational materials for a child. Other negative behaviours which did not promote child's learning are such as drunkenness or alcoholism which in general deteriorated the home atmosphere. It was observed that for the parents who were always drunkard disturbed peace at home and accompanied with noises and quarrels which prevented children from studying. These parents similarly fought or beat the wives and all family members which actually did not support learning to take place both at home and at school.

As regards to parenting style, most of the parenting styles did not support learning as the parents never cared whether their children were learning at home or at school. They never made a follow up of the timetable of their children for example, the time they go or come back from school. The parents were also noted having language barrier a factor which affected children's learning in two ways, first it prevented them from communicating with the school and teachers in general. Most of the parents are not conversant with Swahili language in such a way that they even fail to give views and contributions during parent-school meetings. Secondly, because most of the subjects are learned in English, a language which is not understood to all parents involved in this study, they were then unable to inspect children's work effectively. The only thing they managed to inspect was the date and to see whether the work was marked or not. Another issue that was disclosed from this study is home environment which was either conducive or poor to support or not support learning to take place effectively. Most home environments were not supportive to

learning as the houses were poorly built especially having no good ventilation of air, no chairs and tables to seat and learn, no reliable source of light to study and there was no specific place or room to study. On the other hand, some houses had supportive environment for a child to learn, for example there were chairs, tables, special place/room for private study and had good source of light particularly electricity.

5.5 Emerging themes

There are emerging themes that are directly related to the participation of parents in their children's learning; first, other forms of parent-school communication apart from parent-school meetings, namely; examination result reports, writing a letter to parents for certain special cases, the students themselves as the agents of the school in facilitating communication between a school and a parent and placing the examination and test results in various centres as the means of communication, the second theme is parents' self-efficacy and the third-lack of effective school strategies to involve parents in their children's learning.

5.5.1 Other forms of parent-school communication

5.5.1.1 Examination result reports as the form of communication between a school and parents

At Rulongo secondary after preparation of students' results the students are required to bring the envelopes in which the results are enveloped and given to a child to take an envelope to his/her parent/guardian while at Kibanga secondary it is very different, after preparation of the results the school calls parents' meeting one day before closing the school and then discuss academic issues with parents. Then those best ten students are called to line up before all parents and are congratulated and given rewards thereafter the last ten students in each class are as well called to line up before fellow students and their parents and thereafter are given a punishment. Something similar in both schools the students' academic report form has a part in which there are various comments of the head of school, the subject teachers and class teacher. These comments are the form of communication between the school and the parents. However, after the holiday a parent is as well required to fill the part of his as the opinions on his/her child which is supposed to be taken to school for a

child's academic and behaviour improvement. At Rulongo secondary when some parents were interviewed whether they receive reports they said that they never receive these reports, for example two parents of two children who scored Division Zero in Form Four National Examination, they professed that they never received these academic reports of their children for four years and they said that they did not even either see the importance of receiving those reports that is why they never bothered to demand them from their children. On the other hand, despite those parents having taken the academic reports of their children by themselves from school 50% of them said that they never wrote their opinions in those reports as it is required. As such the parents demonstrate that their level of participation in their children's learning is very minimal.

5.5.1.2 Writing letters to parents

Writing letters to parents for certain special cases for the children is another form of communication between a school and a parent in both schools. When interviewed the heads of schools together with DSEO declared that whenever a student has a personal problem especially indiscipline cases a head of school writes a letter to a parent to inform him or to call him at school to solve that problem. For example, when a student is suspended from school a parent is informed of a child's mistake and told the date to come back to school.

5.5.1.3 Students as agents of school to parents

Nevertheless, the students themselves are the agents of the school to their parents hence act as the instrument of communication between a school and a parent. Whenever there is information to communicate to a parent, a school may announce to the children to inform their parents certain school issues. This method is not effective and reliable as each student may convey a message wrongly or may distort the information.

5.5.1.4 Placing the examination and test results on centres

The last means of communication between a school and a parent is through placing the examination and test results through various centres in Kibanga ward. According to the academic teacher of Kibanga secondary they devised this method of placing

the students' examination and test results as the way of informing the parent and the community of the children's academic progress. It was also meant to conscientise parents on the importance of making a follow up of their children's learning at school and at home. It was also a means of making children add efforts in their studies so as not to let down their parents and hence be humiliated in the community.

5.5.2 Parents' self-efficacy

Parents' self-efficacy is based on Bandura's (1997) self-efficacy theory. It considers the influence of belief that one can achieve specific outcomes on behaviour choices. Hence, the parents are more likely to be involved in their children's learning if they believe that they have the skills and knowledge to help their children. If the parents believe that their participation in helping their children will facilitate the learning of the children and contribute to academic performance, then they will engage themselves fully. On the other hand, if the parents have low self-efficacy that their help does not have positive effect on their children's learning they are less likely to participate. According to Bandura the efficacy beliefs will influence parents' decision about the avenues and timing of efforts to become involved in their children's education. For instance, parents with a strong sense of efficacy are more likely than low-efficacy parents are to help their children resolve a misunderstanding with the teacher because they believe that they are capable of offering and helping their child to act on appropriate guidance. Generally, the parents will most likely engage themselves when they believe that their participation will bring changes to their children's learning (Hoover-Dempsey, Bassler & Brissie, 1992).

In this study parent's self-efficacy is mostly determined by the nature of family income in which almost all the households involved in this study are stricken by poverty income. Also, self-efficacy is determined by the level of education of a parent and the ambition of seeing his or her child advancing to the level of education to which the parent did not reach. In an interview with various parents and guardians it was very clear that some parents put much effort in participating in the learning of a child in order for a child to advance more educationally and have good life for himself and for the parents. For example, a mother of twins said that she and her husband were struggling to facilitate for the learning of these children so that they

may advance in education and acquire good job for their betterment and that of the parents. She also said they (parents) were trying their level best to incur costs so that these children may have higher education than parents who had primary education. She said that she made sure that she fulfils all the obligations at home and at school while her husband was in making petty business to raise income for the family. For example, she said that she had to attend all parent teacher meetings, she had to prepare food for the children so that whenever they came back from school they could not miss food, she said that she frequently went to school to ask teachers about their academic progress and she said that she had telephone numbers of every teacher at school so that when she could miss time to go to school then she could call any teacher to inquire about her children's progress. Indeed, her children scored Division II in Form Four National Examination of 2018.

Another guardian parent who is a grandmother of a certain student in an interview told a researcher that she always encouraged her granddaughter to study hard so that she might pass well and advance and finally have a good job. The reason behind this encouragement is that this girl is the one who acts as the head of family in taking care of her young sisters and brothers because they were abandoned by the parents. A mother having been subjected to maltreatment of her husband decided to leave a family and got married to another far distant man and the husband decided to abandon children in order to escape from the responsibility of taking care of a family. Hence, a grandmother had a belief (self -efficacy) that despite all these difficulties her granddaughter could make it possible to pass an examination and advance academically so that in future she could take care of the grandmother and her young sibling. Fortunately, this granddaughter got Division III in Form Four National Examination in 2018.

On the other hand, some parents did not strongly believe themselves that they can help their children learn well and ultimately pass well due to either low education or negative attitude towards ward secondary schools naming them mushrooming schools which cannot give best learning. Also, these parents did not believe that their children can perform well. When interviewing a parent of a child who scored Division Zero in Form Four National Examination, he said that he himself had

primary education hence he found inspecting his child's work nonsensical to him as he could not even recognise the symbols found in her notes -books. He also said that he could not ask about the examination results reports from school for all four years of her study as he believed that these ward secondary schools have very poor quality of education. He finally, concluded that he knew that at the end his daughter could get Division Zero hence, for him he was not shocked by the results she got. Therefore, parents' self-efficacy in this study influenced the nature of their participation in their children's learning.

5.5.3 Lack of effective school strategies to involve parents in their children's learning

Epstein (2007) asserts that almost all parents want their children to succeed in school but need clear and useful information from their children's teachers and from other school and district leaders to help their children develop their full potential. For example, sometimes parents ask their child, "how was school today?" We know that may end with the child responding, "fine" or "okay" and not much more. Therefore, this calls upon teachers to guide the parents to ask constructive questions such as "would you read to me something you wrote today?" or "could you show me something you learned in maths today?" or similar direct questions about work and projects in other content areas. This shows the importance of teachers and school in general to devise strategies to make parents participate in their children's learning.

A parent may have a desire to help a child but may lack necessary skills to do it or may not see the importance of engaging himself in his/her child's learning. Therefore, parents' communication with schools and parental participation are influenced by school characteristics (Feuerstein, 2001). Similarly, Schuster (2003), asserts that cultivating teachers' and parents' relationship is vital to the development of team work and teachers and parents should be trained in communication skills to enable them to communicate effectively. The school may either act as the motivating agent by providing an environment that influences the parents to be involved in school programmes or it may not encourage the parents to engage themselves in their children's learning affairs. Kerbow and Bernhardt (1993) asserted that some schools appear to have more ability than others to promote parent participation. In this study

both schools; Rulongo and Kibanga secondary do not have effective strategies to involve parents in their children's learning. This can be verified variously as the results indicate. In one way the two schools provide neither breakfast (porridge) nor lunch. These are the essential things that a parent is required to offer to their children in order to learn comfortably which is also an implication that a parent participates in a child's learning process. Similarly, the frequency of inspecting a child's work is very low which is a proof that parents' participation is very minimal. Moreover, the two secondary schools surveyed have very acute shortage of science and mathematics teachers. It is recommended by the government that where the ward secondary schools do not have these teachers the schools should develop means of employing these teachers on temporary terms. However, these schools had not any strategic plans to involve parents in these school development plans. The only major means of involving parents noticed in this study is through parent-teacher meetings which are done maximally four times a year.

For example, at Kibanga secondary only parents meet twice a year during the end of a term mainly to take their children's examination reports while at Rulongo the parent-teacher meetings are held four times a year, two at the beginning of a term and two at the end of a term. How can a school manage to convey all parental skills such as the importance of inspecting a child's work and what to inspect, how to make a follow up on a child's academic progress at home and at school, the importance of taking care of a child's health including taking food at school and facilitating his movement to school, how to help a child do homework, how to monitor a child's behaviour at home and at school, making interpretation of various government educational policies and circulars. All these do not only need parent's meeting to inculcate them into parents' brains and make them as a culture but needs other strategies to supplement meetings. Other strategies employed by schools in involving parents in their children's learning are through sending results report to a parent to inform him of his child's academic development including his behaviour and character and then asking a parent to give his opinion. After giving an opinion and signing a report a child has to take it back to school.

However, in an interview with parents, some parents said that for four years they never received a report and could not bother to make a follow up. The head masters and academic teachers admitted that it is true there are some parents who never make a follow up of their children's academic reports. Apart from that those who never take their results report there are those who never bring back the part of a report to school as a parent's feedback to school. Hence, for the success of parents getting involved in their children's learning there is a need of devising methods on how to bring parents close to school so that they feel as part and parcel of the school's development programmes.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter is about summary and conclusion of the findings of this study. It also includes the recommendations pertaining to the role played by parents in their children's learning in ward secondary schools in Muleba district.

6.2 Summary of the study

Using qualitative approaches this study has explored the contribution of parents to their children's learning at home and at school among ward secondary school students in Muleba District. Two schools, that is, Rulongo secondary and Kibanga secondary were purposely selected as sample study areas based on the criterion of performance in external examinations mainly Form Four National Examinations Results and Kagera Regional Form Four Mock Examination results. Kibanga was purposively drawn from the Ward secondary schools as it has persistently been among the best ten ward secondary schools at least for five years (2014-2018). On the other hand, Rulongo secondary was purposively selected as it has been among the last ten ward secondary schools in past five years (2014-2018) persistently in National and Mock examinations. The main aim of involving these two differing ward secondary schools in school academic performance was to examine what roles do parents play in their children's learning.

Specifically, this study intended to find out how parents participate in their children's learning processes, to identify factors determining effective participation of parents in their children's learning and to find out parental factors that affect students' learning both at school and at home. The results have revealed several issues related to parents' participation in their children's learning as follows;

- i. Parents participate in various ways in their children's learning such as providing educational materials for a child, inspecting a child's work, attending parent-school meetings, making a follow up for a child's academic progress at school, encouraging and motivating a child in the process of

learning, providing of time for a child's private study and conducive home environment for study, discussing school related issues with a child, participating in the construction of various school buildings and provision of furniture.

- ii. The results disclosed that there are several factors determining effective participation of parents in their children's learning process namely; long distance to school and unfavourable geographical area, parents' language barrier thus failing to communicate with teachers, parents' failure to provide breakfast and lunch at school which is responsibility of a parent, children are given a lot of house works, children are not allowed by parents to participate in group discussion with fellow students, unfavourable home environment for study and orphanage.
- iii. More still the findings are showing that there are parental factors that affect students' learning and their ultimate academic performance in different ways such as having negative perception and misinterpretation of Free Education Policy a factor which leads parents not fulfilling their obligations, parent's low level of education, low priority to education and unconcern of education by parents, parent's low income, parental conflicts and broken families, great interest in education and drunkenness by parents.

Generally, the parents are trying to participate in their children's learning however, their participation is very minimal thus leading a child to study uncomfortably. It has been found out that parents' major means of participation in their children's learning is through parent-school meetings and providing educational materials such as exercise books, pens, and uniforms.

As regards to parents' obligations which do not require monetary value such as inspecting a child's work, making a follow up on a child's academic progress, frequent discussion with a child concerning school affairs, the participation of parents is still very low and therefore not paving an academic route of student's success.

6.3 Conclusion

For children to learn effectively and efficiently there are four main determinants namely, the parents, teachers (school environment), the Government support and personal initiatives of the children themselves. None of these should work independently if learning has to take place favourably towards a child's academic success. This research having intended to examine what roles a parent plays in a child's learning in ward secondary schools, it has realised that although some parents are involved in their children's learning either at school or at home; the participation level in Muleba District is still minimal. Hence, more initiatives are needed to conscientise parents to fulfil their parental responsibilities to facilitate their children's learning effectively. The detachment of parents to the rest of stakeholders such as teachers can have implications to quality of education.

6.4 Policy Recommendations

In view of the findings of this research the following recommendations are made with a clear intention of improving parents' participation in their children's learning in Tanzania with the view in mind of ameliorating students' learning process and their ultimate good performance in various examinations.

The parents are the major stakeholders of their children's learning process which in turn determines the educational achievements of these children. Hence, parents have a wider role to play in a child's learning process. It is more than providing educational materials which are traditionally well known such as exercise books, pens, rulers, mathematical instruments, school uniforms and sports wears. They should go further steps by ensuring that children have sounding health at school by providing them breakfast and lunch. Again, parents should buy reference books for their children so that they may supplement what is being taught at schools. Additionally, the parents have to ensure that they make a clear communication with a child's teachers even through digital means of communication mainly, cellular phones.

The school administration should devise effective and efficient strategies to convince parents understand the need and importance of participating in their children's learning. Some parents would like to participate fully in school activities that affect their children's learning but do not have necessary skills to do so. Also, school administration should have a culture of recording parents who make a follow up of their children's learning. Parents' Logbook should be established in schools and proper records made. This is meant to prove to parents that their participation is valued by the school. Moreover, ward secondary schools should inaugurate Parents' Day so that the parents may have a culturally recognised day of exchanging views among themselves thereby in the long run they ascertain that these Ward Secondary schools belong to the parents and the communities rather than thinking that they belong to the government and therefore seem to leave everything to the teachers and the government in general.

The political leaders at the ward level particularly the village chairpersons, ward councillors and Ward Executive Officers should have a clear knowledge of how education is run, and they should be conversant with various government educational policies and circulars. This is due to the fact that they are closer to parents than the teachers and the school in general. They can help interpret various educational policies and circulars so as to avoid the danger of misinterpretation as was the case of Free Education Policy.

The government being the main stakeholder of education its role in involving parents cannot be overlooked. That is why most of the governments in the world give heavy weight in parental involvement. In some countries, to make it easier for parents to get involved, government funding is available to encourage parent participation (Ontario Ministry of Education, 2013). Some world governments have established laws and policies that require parents' participation in the teaching and learning process in some years' programmes for example, in the United States parents' participation components are required in the federal Elementary and Secondary Education Act (ESEA), and various federal and state education programmes including Early Ones (Michigan Department of Education, 2001). Hence, the government of Tanzania is advised to establish programmes of educating parents on

the importance of their participation. This could be done through providing seminars and trainings to School Board Members who are the representatives of parents so that after getting this knowledge they in turn pass this knowledge to their fellow parents. Additionally, after establishing some programmes such as that of involving parents by schools in providing food to students it should establish laws to enforce what has been promulgated rather leaving at a risk of not being implemented in the hands of school heads. Furthermore, the government should establish radio programmes that regularly educate parents on the importance of participating in their children's learning. This should go hand in hand with establishing various magazines and newspapers to educate parents on how to participate in their children's learning. This possibly may mitigate the dangers of misinterpreting government policies and circulars. Last, the government should build hostels and dormitories for Ward secondary students with an intention of improving two things; namely, to solve the problem of long distance to children, to solve the problem of hunger and to avoid some unfavourable home environment that was detected as a main hinderance to some students in the area studied.

The Regional and District Educational Officers should establish strategies of disseminating knowledge to parents on how to participate in their children's learning. This should go hand in hand with interpreting educational policies and circulars so that they may not lead into misinterpretation.

6.5 Areas for further studies

The present study dealt with the parents' participation in their children's learning in ward secondary schools in which it was discovered the parents really participate but their level of participation is very low to produce the required results that is students' comfortable learning at home and at school. It has also been realised that some parents do not participate fully due to limited knowledge on the importance of their participation. This knowledge they are supposed to get it either from the schools to which they are affiliated or to their communities through the aid of government personnel at the village and ward levels. The study, therefore, suggests further research on the roles of ward secondary schools in involving parents in their children's learning process.

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APPENDICES

APPENDIX 1: AN INTERVIEW SCHEDULE WITH THE DISTRICT SECONDARY EDUCATION OFFICER

I am Medard Mukurasi, a student at Mzumbe University in Morogoro pursuing master's degree in Education. One of the requirements to graduate is to conduct research. Therefore, I kindly request you to carry an interview with you. The title of my research is Parents' Participation in their Children's Learning in Ward Secondary Schools in Muleba District. The information that you will provide to me will mainly be used for academic purpose and will be kept anonymous with great confidentiality. Your participation is highly appreciated.

I. (i) Name of interviewee.....

(ii) Educational level.....

(iii) Work experience.....

(iv) District.....

II. Specific information.

1. How does the government involve the parents in the learning process of their children?
2. How does this district engage the parents in school activities?
3. How does the participation or non-participation affect the children's learning and subsequent performance in their internal and national examinations?
4. Does this district discuss examination results with the parents? If yes when and who organises the meeting? If not, why not?
5. What are the strategies devised by the district to sensitise the parents on the importance of participating in school activities of their children?
6. Do the parents show the concern when their children fall victims of indiscipline cases such as pregnancy cases, truancy and drop outs?

7. Please would you suggest the better ways of involving parents in school affairs in order to improve their children's effective and efficient learning towards academic performance?
8. Are there some contributions that parents are supposed to offer for a child so as to facilitate her/his learning process? If yes what are they? And what is the response of the parents in providing these contributions? And if there are no contributions is it because there is no need for that or there is any other reason?

**THANK YOU FOR YOUR GOOD COOPERATION MAY GOD
BLESS YOU.**

APPENDIX 2: AN INTERVIEW GUIDE WITH THE HEADS OF SCHOOLS

I am Medard Mukurasi, a student at Mzumbe University in Morogoro pursuing master's degree in Education. One of the requirements to graduate is to conduct research. Therefore, I kindly request you to carry an interview with you. The title of my research is Parents' Participation in their Children's Learning in Ward Secondary Schools in Muleba District. The information that you will provide to me will mainly be used for academic purpose and will be kept anonymous with great confidentiality. Your participation is highly appreciated.

1. What do you understand by the term parents' participation in their children's learning process?
2. In your opinion is parents' participation in their children's learning encouraged in Tanzanian education system?
 - (a) If yes, how is it done?
 - (b) If no what is its impact in running your school?
3. Does your school involve parents in running the school?
 - (a) If yes, how? Are you satisfied with their participation?
 - (b) If no, why not?
4. Do you usually conduct parent and teacher meetings?
 - (a) If yes, how many times per year? Is this frequency enough to facilitate school development projects effectively?
 - (b) If not, why don't you call the meeting?
5. Are there some contributions that parents are supposed to offer for a child so as to facilitate her/his learning process? If yes, what are they? And what is the response of the parents in providing these contributions? And if there are no contributions is it because there is no need for that or there is any other reason?

**THANK YOU FOR YOUR GOOD COOPERATION MAY GOD
BLESS YOU.**

APPENDIX 3: AN INTERVIEW GUIDE WITH ACADEMIC TEACHERS

I am Medard Mukurasi, a student at Mzumbe University in Morogoro pursuing master's degree in Education. One of the requirements to graduate is to conduct research. Therefore, I kindly request you to carry an interview with you. The title of my research is Parents' Participation in their Children's Learning in Ward Secondary Schools in Muleba District. The information that you will provide to me will mainly be used for academic purpose and will be kept anonymous with great confidentiality. Your participation is highly appreciated.

Name

Sex.....

Education

Experience.....

1. What do you understand by the term parents' participation in their children's learning?
2. Do you usually communicate with parents on their children's academic affairs/progress?
 - (a) If yes, how? (b) if not, why not?
3. Do parents know the importance of their participation in their children's learning process?
 - (a) If yes, how do parents participate in their children's academic affairs at school and at home? (i) at school (ii) at home
 - (b) If no, how does the school help to educate them on their roles as parents in their children's learning and education process?
4. Do parents usually come to school to make a follow up of their children's academic progress?
 - (a) If yes, how does this help improve the students' performance both in internal and external examinations?
 - (b) If no, how does it affect the children's learning and their ultimate performance?

5. Do you have knowledge and skills of how to involve parents in their children's learning?
- (a) If yes, how did you get it? (professional education or through experience?
- (b) If no, is there a need to establish educational courses on parents' participation in their children's education? Why do you find it good to establish it?
6. Are there some contributions that parents are supposed to offer for a child so as to facilitate her/his learning process? If yes what are they? And what is the response of the parents in providing these contributions? And if there are no contributions is it because there is no need for that or there is any other reason?

**THANK YOU FOR YOUR GOOD COOPERATION MAY GOD
BLESS YOU.**

APPENDIX 4: AN INTERVIEW GUIDE WITH WARD EDUCATION OFFICER

I am Medard Mukurasi, a student at Mzumbe University in Morogoro pursuing master's degree in Education. One of the requirements to graduate is to conduct research. Therefore, I kindly request you to carry an interview with you. The title of my research is Parents' Participation in their Children's Learning in Ward Secondary Schools in Muleba District. The information that you will provide to me will mainly be used for academic purpose and will be kept anonymous with great confidentiality. Your participation is highly appreciated.

Name.....

Sex.....

Education.....

Experience.....

Place.....

1. Are parents aware of current issues related to education for example, free education policy? If yes, how do they get information?
2. Are there strategies in your ward to enlighten(educate) parents on their roles in the process of educating their children? (a) if yes, what are they? (b) if no, can you then suggest the strategies?
3. Does your office have any strategies to involve parents in their children's learning in this ward? (a) if yes, what are they? (b) if no, how does this affect students' learning and their ultimate performance?
4. Are there some contributions that parents are supposed to offer for a child so as to facilitate her/his learning process? If yes, what are they? And what is the response of the parents in providing these contributions? And if there are no contributions is it because there is no need for that or there is any other reason?

APPENDIX 5: FOCUS GROUP DISCUSSION WITH TEACHERS

I am Medard Mukurasi, a student at Mzumbe University in Morogoro pursuing master's degree in Education. One of the requirements to graduate is to conduct research. Therefore, I kindly request you to participate in this discussion with you. The title of my research is Parents' Participation in their Children's Learning in Ward Secondary Schools in Muleba District. Your contribution that will provide me information will mainly be used for academic purpose and will be kept anonymous with great confidentiality. Your participation is highly appreciated.

Name

Education.....

Work experience.....

1. What do you understand by the term parent participation in their children's learning?
2. In your opinion, how does the education system in Tanzania give chance to parents to participate in their children's education?
3. In your opinion what are the techniques applied at this school to engage parents in its activities?
4. Do you think there is a need for the parents to get involved in their children's school learning?
5. What is the role of parents in ensuring that the child learns and performs better at this school?
6. How do you see are parents responsible in facilitating their children's learning?
7. In what ways do you think we can improve parents' involvement in their children's academic issues at school and at home?
8. Do parents show any concern with their children's learning in this school?
9. As teachers do you have any knowledge of how to involve parents in this school? Where did you get that knowledge?
10. What are the school's strategies to enlighten/sensitize the parents on the importance of participating fully in their children's school learning?

11. If there is any indiscipline case such as truancy, drop outs, pregnancy cases, drug abuse etc. do the parents participate fully towards common solution? (a) if yes how? (b) if not, what do you think could be the reasons behind?

**THANK YOU FOR YOUR GOOD COOPERATION MAY GOD
BLESS YOU.**

APPENDIX 6: AN INTERVIEW GUIDE WITH THE SCHOOL BOARD

MEMBERS

Naitwa Medard Mukurasi, mwanafunzi wa chou Kikuu Mzumbe kilichopo Morogoro. Ninasoma digrii ya pili ya Elimu. Sharti mojawapo iliniweze kuhitimu ni kufanya utafiti. Kwa hiyo ninakuomba sana nifanye majadiliano(usahili) pamoja na wewe. Ninachofanyia utafiti ni ushirikishwaji wa wazazi katika masomo ya mtoto wake katika shule za sekondari za kata katika Wilaya ya Muleba. Taarifa utakazotoa hazita fichuliwa kwa mtuyeyote bali zitatumika kwaajili ya lengo la taaluma tu. Ninathamini sana kushiriki kwako.

Name.....

Sex.....

Education.....

Time in leadership.....

School.....

1. Wewe kama Mjumbe wa bodi ya shule na mwakilishi wa wazazi una majuku mugani kuhakikisha kwamba kuna ufaulu mzuri katika shulehii?
2. Hivi wazazi wanaelewa wajibu wao katika kuhakikisha Watoto wao wanajifunza kwa ufasaha? Kama ndiyo nikwa jinsi gani wazazi wanashiriki katika kuhakikisha Watoto wao wanajifunza kwa ufasaha na hivyo kufaulu vizuri?
3. Je kunakesi za kinidhamu zinazo walazimu wazazi kushiriki katika kutatua tatizo hilo? Ikiwa ndiyo, nikamazipi? Na wazazi wanashirikije?
4. Hivi huwa mnafanya mikutano ya bodi kujadili mipango na maendeleo ya shule? (a) Ikiwa ndiyo, mara ngapi kwa mwaka? Je mikutano hiyo hujadili namna ya kuwashirikisha wazazi katika mchakato wa kujifunza na hatima ya ufaulu wa shule? (b) ikiwa hapa na hii ina athiri kivipi maendeleo ya motto na ufaulu wa shule kwa ujumla?
5. Je wazazi wanatimiza wajibu wao katika mwenendo mzima wa ujifunzaji wa watoto wao? Ikiwa ndiyo, kwa namna gani?

6. Tunaweza kuboreshaje ushiriki wa wazazi katika masuala yahasuyo ujifunzaji wa watoto wao?
7. Ni changamoto zipi zinazowakumba watoto wenye wazazi wasiyotimiza wajibu wao katika kusomesha watoto wao huko nyumbani na pia shuleni?

**ASANTE SANA KWA USHIRIKIANO WAKO NA MUNGU AKUBARIKI
SANA KATIKA KULIJENGA TAIFA.**

APPENDIX 7: AN INTERVIEW GUIDE WITH PARENTS

Naitwa Medard Mukurasi, mwanafunzi wa chou Kikuu Mzumbe kilichopo Morogoro. Ninasoma digrii ya pili ya Elimu. Sharti mojawapo iliniweze kuhitimu ni kufanya utafiti. Kwa hiyo ninakuomba sana nifanye majadiliano(usahili) pamoja na wewe. Ninachofanyia utafiti ni ushirikishwaji wa wazazi katika masomo ya mtoto wake katika shule za sekondari za kata katika Wilaya ya Muleba. Taarifa utakazotoa hazita fichuliwa kwa mtuyeyote bali zitatumika kwaajili ya lengo la taaluma tu. Ninathamini sana kushiriki kwako.

Name.....

Sex.....

Education.....

Marital status (single....., divorced..... separated....., widowed.....

1. Una Watoto wangapi?’
2. Kati yao wangapi wanasoma/wamesomakiwango cha sekondari?
3. Unamsaidiaje mwanao aweze kusoma kwa raha shuleni na mwisho afaulu vizuri?
4. Ni changamoto gani unakumbana nazo katika kumsaidia mwanao aweze kusoma kwa furaha?
5. Je, huwa unasaidia mwanao kufanya kazi(mazoezi) anayopewa shuleni kufanyia nyumbani?
6. Je, huwa unakagua madaftari ya mwanao kuangalia maendeleo yake shuleni?
(a) ikiwa ndiyo, mara ngapi kwa wiki? (b) kama ni hapana mbona unashindwa kufanya hivyo?
7. Je, huwa unaenda shuleni kufuatilia maendeleo ya mtoto wako? Ikiwa ndiyo, mara ngapi katika miezi mitatu?
8. Huwa unamtia moyo mwanao ili aweze kuweka jitihada katika masomo yake? Ikiwa ndiyo, kwa namna gani?

9. Huwa unaenda shuleni kuhudhuria mikutano ya wazazi na walimu? (a) ikiwa ndiyo mara ngapi katika miezi mitatu? (b) na huwa mnajadili nini kwenye mikutano hiyo?
10. Hivi shule huwa inakualika kama mzazi kushiriki katika kufanya mipango ya maendeleo ya shule hususani mipango ya kitaaluma?
11. Je, mwanao huwa anakuletea ripoti/taarifa ya maendeleo yake shuleni? Ikiwa ndiyo huwa unatoa maoni yako ya kimaandishi ili aweze kuirudisha shuleni?
12. Je, huwa unapata nafasi ya kujadili na mwanao kuhusu maisha yake baada ya shule kuhusu kazi atakayofanya? Ikiwa ndiyo, unaona kuna matumaini ya kufikia ndoto hiyo. Na anapenda kufanya kazi(ya kitaaluma) gani?
13. Je, huwa unaingia gharama katika usomaji wa mwanao? Kama ndiyo, gharama gani?
14. Ni vikwazo gani ambavyo unafikiri vinakuzuia usimsaidie mwanao barabara katika kusoma kwake? Pendekeza ni kwa vipi vinaweza kupunguzwa au kuepukika.

**ASANTE SANA KWA USHIRIKIANO WAKO NA MUNGU
AKUBARIKI SANA.**

APPENDIX 8: STUDENTS' QUESTIONNAIRE GUIDE

Naitwa Medard Mukurasi, mwanafunzi wa chou Kikuu Mzumbe kilichopo Morogoro. Ninasoma digrii ya pili ya Elimu. Sharti mojawapo iliniweze kuhitimu ni kufanya utafiti. Kwa hiyo ninakuomba sana nifanye majadiliano(usahili) pamoja na wewe. Ninachofanyia utafiti ni ushirikishwaji wa wazazi katika masomo ya mtoto wake katika shule za sekondari za kata katika Wilaya ya Muleba. Taarifa utakazotoa hazita fichuliwa kwa mtuyeyote bali zitatumika kwaajili ya lengo la taaluma tu. Ninathamini sana kushiriki kwako.

Name.....

Sex.....

Class(form).....

Name of school.....

1. Ni kwa namna gani wazazi wako wanakusaidia katika masomo yako? Weka alama ya vema(V) panapohusika na alama ya mkasi(×) pasipohusika.
(a) Kuninunulia sare ya shule() (b) kuninunulia vifaa vya shule mf. Kalamu,rula,daftari,mkebe wa vifaa vya hesabu () (c) kunipatia nauli/baiskeli ya kwenda shule() (d) kulipa ela ya uji au chai () (e) kunipatia ela ya ziara ya mafunzo shuleni()
2. Ni mara ngapi wazazi wako huwa wanakagua kazi yako(mazoezi na notisi) kwa wiki?
(a) Mara 1 [] (b) mara 2[] (c) mara 3[] (d) kila siku []
(d) hawakagui []
3. Je shuleni huwa wanaitisha mikutano ya wazazi? (a) ndiyo []
(b) hapana[]

Kama ndiyo mara ngapi kwa kila muhula? ()

4. Je,wazazi wako huudhuria mikutano ya wazazi shuleni kila muhula?
(a) ndiyo.....(b)hapana.....

5. Kama ndiyo, mara ngapi.....?
6. Je huwa unajadili na wazazi wako kuhusu kazi utakayoifanya maishani mwako? (a)ndiyo.....(b)hapana.....
7. Je, wazazi wako huwa wanakuja shuleni kufuatilia maendeleo yako ya kitaaluma? (a) ndiyo..... (b) hapana.....
8. Kama ndiyo,ni mara ngapi kwa mwaka?.....
9. Kamahapana.Unafikirikwaninihawafuatilii?
.....
.....
.....
10. Ni matatizo(vikwazo) gani unavyokumbana navyo katika masomo ambavyo unafikiri vinasababishwa na mzazi wako? .
1).....
2).....
3).....
4).....
11. Unapendekeza nini kifanyike ili mzazi wako ashiriki kwa ukamilifu katika kukusomesha?
.....
.....
.....
12. Je, nyumbani huwa unapata muda wa kutosha ili kujisomea kila siku? (a) kama ndiyo ni kiasi gani cha muda? (i) nusu saa
(ii) saa moja(iii)saa moja na nusu.....(iv) saa 2 au zaidi.....
(b) Kama hapana, kwa nini? Eleza kwa ufupi.....
.....

13. Je, wazazi wako huwa wanakutia moyo ili uweze kusoma kwa bidii na kufaulu? (a) kama ndiyo, kwa namna gani? (i) kwa maneno tu.....(ii) kukupa zawadi mf. nguo.....(iii)kutembelea sehemu mbalimbali zenye kuvutia kama vile kiwandani, kiwanja cha ndege na melini.....
- (b) kama hapana unafikiri ni kwa nini?.....
14. Je, shule hii unayosoma uliipenda na ukaichagua mwenyewe au mzazi wako ndiye aliyeichagua? (a) niliichagua mwenyewe.....(b) mzazi.....(c) nilichaguliwa na serikali.....
15. Hivi huwa mnajadili masuala ya shule na mzazi wako? (i) ndiyo..... (ii) hapana.....Kama ndiyo, hii inakusaidiaje katika kujifunza na kufaulu kwako?.....
- Na kama hapana hii inaathirije mwenendo wako wa kujifunza darasani na nyumbani?.....

**ASANTE SANA KWA USHIRIKIANO WAKO NA MUNGU
AKUBARIKI SANA.**

APPENDIX 9: DOCUMENTARY ANALYSIS

Another tool that helped the researcher to get data is through documentary analysis. Various documents were reviewed to enable supplication of other tools employed to get data. The documents that were reviewed are various educational policies and circulars no 3 of 2016 and no 6 of 2015 in Tanzania to scrutinize how the governments involves the parents in the education process of their children. Again, various academic results were surveyed to see how the selected students were performing in internal and external exams. The main purpose was to find out whether there is the relationship between parents' participation and academic performance of the children. Also, parents meeting minute books were reviewed to see whether parents participate in school meetings or the schools involve parents in school development programmes or not. Parents' log books were examined to check their visitation at school for their children's learning and academic progress.