

**PARENTS' ROLE IN CHILDREN'S LEARNING: A CASE OF
SECONDARY SCHOOLS IN TARIME DISTRICT, TANZANIA**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR A DEGREE IN MASTER OF
EDUCATION IN EDUCATIONAL ADMINISTRATION, SCHOOL OF
EDUCATION, KENYATTA UNIVERSITY**

MARCH, 2017

DECLARATION

I declare that this research project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project report has been complemented by referenced sources duly acknowledged. Where text and data have been borrowed from other sources including the internet, these are specifically accredited and references cited using the current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

I dedicate this work to God the Creator, my Parents Hezron Wanchoke Mariba and Tabitha Bisendo Nyankurya, for their non-stop prayers for me, my beloved wife Berekia Samwel Mwera and my children for all the hard time with several challenges they faced in live in my absencia. God bless them". Amen!

ACKNOWLEDGEMENTS

I would like to first thank God for giving me the immense strength and courage to complete this work. My gratitude is extended to all my family members and friends for their encouragement and continued support towards completion of my project. I also thank my supervisors Dr. George Onyango and Prof. Jack Green Okech for all support given.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
CDF	Community Development Funds
CS	Cabinet Secretary
DSEO	District Secondary Education Officer
HEI	Higher Education Institutions
PS	Principal Secretary
PTA	Parent Teacher Association
SEDP	Secondary Education Development Program
SLT	School Leadership Team
TSC	Teacher Service Commission

ABSTRACT

The purpose of this study was to identify the role played by parents in child's academic performance in Tarime District, Tanzania. The researcher intended to find out major problems that children face while in school which may include, lack of parental support, lack of motivation from parents and even poor home environment. The Parental roles are based on; Motivation, home environment, parental involvement, attitudes and expectation and support to children. The objectives of this study were three fold: to identify the specific roles played by parents regarding their children learning in secondary schools in Tarime District, Tanzania; to determine the perception of parents towards their children's academic performance in secondary schools in Tarime District, Tanzania; and to identify the issues and challenges in parental participation in their children learning in secondary schools in Tarime district Tanzania. The researcher used descriptive survey design which involved describing and interpreting circumstances prevailing at the time of the study. The design was appropriate for the study since the researcher sought to establish the role of parents towards children's academic performance in public secondary schools in Tarime District, Tanzania. The researcher employed both qualitative and quantitative data analysis methods. The research will be of significance to parents, teachers, students, government and other researchers and even schools. It was concluded that parents should engage in support of their children learning and education

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter outlines the background of the study, statement of the problem, purpose of the study, research objectives and research questions, scope and significance of the study, limitations of the study, theoretical framework, conceptual framework and operational definition of terms.

1.2 Background of the Study

In every society, the parent is always considered the child's care ever since childhood to adulthood. Everything the child does or performs should be monitored and wherever possible, led by the parent. So the parent is much accountable to either good or worse of how the child will be as the children spend most of their time at home. Many parents do not invest much in their children's education and instead spend money on alcohol and other social pleasures.

For many children, the years spent in schools are the best years of their lives, as they get to interact with people who care about them and help them to learn and feel good about themselves, and in the process, young people get nurtured and hope for the future (Herbert and Mcnergney, 2001). In recent years however, some researchers have argued that schools have taken too much educators efforts to encounter children's social problems while trying to meet their blue print for failure (Herbert & Mcnergney 2001).

As for student's success, parental and school care is highly needed (Campbell, 1995). This will help the child/student develop plans of their future. Parents by

foundation of their children learning, (Zany and Carasquillo, 1995) remarked that when children are surrounded by caring and capable parents, and are able to enjoy nurturing and moderate competitive kinship, a foundation of literacy is build with no difficulties. In some occasions, parents' cultural practices over their children have direct impact towards academic performance of their children. Practices such as early marriages, jando and unyago in some part of Tanzania exemplify such cultural practices (Malibiche, 2011).

It is with no doubt that the academic achievement of students depend on three basic things these are teachers' efforts, students efforts and parents' involvement to children education (Tella and Tella, 2010). Parents are responsible for academic achievement of their children. They are the ones who spend much time with the students during evening, nights as well as during long vacations. Adekola, (2008) asserts that academic achievement of the students is the result of teacher factor and parents' factors. Epstein (1997) once asserts that the more intensively parents are involved in their children's learning, the more beneficial are the achievement effects, such that, higher degree of parental involvement results into higher attendance rate with higher achievement.

As the definition suggests, students can be at risk of failure academically and socially due to intrinsic factors, motivation ability, disability, loss of parents and like homes and community environment (Sidel 1996). Eventually many students at risk drop out of schools altogether. However, these students need help from both school teachers and parents who will be concerned with their problems.

The benefit of strong relationship between schools and homes for the student is based on the development of trust between parents and teachers. The relationship occurs when teachers and parents respect one another and believe in the abilities of the other person and his or her willingness to fulfill their responsibilities. It is therefore the role of the head teacher to establish a stable relationship between the school and the community. As part of the school management team, the head teacher should make sure that there is a good relationship between the school and the community, that parents are included in many aspects of the relationship in school. Considerable research evidence suggests that parent' behaviors with their children stimulation, consistency, moderation and responsiveness influence the children's cognitive and social development (Clarke-Stewart 1983). Not surprisingly, educators and public policy makers continue to pay close attention to the ways in which parents can foster or inhibit cognitive development and, by extension, academic achievement. The parents' support exerts most direct influence upon the acquisition of achievement motivation. Thus the present investigation provides an important perspective of the relationship between achievement, motivation and parental support. The present study will be undertaken to investigate the relationship between child's achievement and parental support.

1.2.1 Secondary School Education in Tanzania

Secondary Education in Tanzania is undertaken by the Ministry of Education and Vocational Training (MoEVT). Fundamentally, it is responsible for Policy Development, Quality Assurance, setting National Standards, and Monitoring and Evaluation of Education Sector Development Programme (ESDP) and related sub-sector programmes.

The Prime Minister's Office Regional Administration and Local Government (PMO-RALG) is responsible for the Management and Administration of Secondary Schools in which case the day to day routine functions are assigned to the Local Government Authorities (LGAs). However, it is that of cost sharing as stated in Education and Training Policy (1995), "Financing Education and Training shall be shared between Government, Communities, Parents and End-users" (Sec. 10.2.1)

Secondary school education refers to that full programme of education provided in accordance with Government approved curricula and availed to students who will have completed primary education. In Tanzania, formal secondary school education consists of two sequential cycles. The first cycle is a four-year Ordinary Level (O-Level) secondary education, while the second cycle is a two-year programme of Advanced Level (A-Level) secondary education. The O-Level cycle begins with Form 1 and ends with Form 4, while A-Level has Form 5 and 6.

Katatumba, John-Bosco Chibombo Bugongoro (2007) conducted a study in Dar es Salaam to find out whether or not parents encouraged their school children to do learning activities at home and sharing of educational issues. The study also aimed at finding out the degree of co-operation between parents and teachers and find out the role of the government in nurturing home learning spirit through its policies and circulars. Findings revealed that parents in Dar es Salaam are challenged by not having sufficient time to share with their children after school hours and on non-school days. It was also found that majority of school children spend less than one hour in a week sharing with their parents on educational issues, feelings, school reports and future plans. The study recommended that parents should be models of children reading and study habits and makers of the family.

1.2.2 Parental Involvement in the Child's Learning

Parent involvement in a child's education is consistently found to be positively associated with a child's academic performance. There is also positive child's perception of cognitive competence and the quality of the student-teacher relationship. There is a significant association between parent involvement and a child's academic performance, over and above the impact of the child's intelligence. Child's perception of cognitive competence fully mediated the relation between parent involvement and the child's performance on standardized achievement tests.

Parent involvement in a child's early education is consistently found to be positively associated with a child's academic performance (Hara & Burke, 1998; Hill & Craft, 2003; Marcon, 1999; Stevenson & Baker, 1987). Specifically, children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree. The influence of parent involvement on academic success has not only been noted among researchers, but also among policy makers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives.

Researchers have reported that parent-child interactions, specifically stimulating and responsive parenting practices, are important influences on a child's academic development (Christian, Morrison, & Bryant, 1998; Committee on Early Childhood Pedagogy, 2000). By examining specific parenting practices that are amenable to change, such as parent involvement, and the mechanisms by which these practices influence academic performance, programs may be developed to increase a child's academic performance. While parent involvement has been found to be related to increased academic performance, the specific mechanisms through which parent

involvement exerts its influence on a child's academic performance are not yet fully understood (Hill & Craft, 2003). Understanding these mechanisms would inform further research and policy initiatives and may lead to the development of more effective intervention programs designed to increase children's academic performance. This study aims at establishing relationship between child's academic performance and parental support.

1.3 Statement of the Problem

Tanzania like any other developing country in Africa has made efforts to provide education to his people as a response to meet the millennium goals of 2000. In the year 2004, the government launched Secondary Education Development Program (SEDP). Under this program, the government established different secondary schools. Nearly every ward has established its own secondary school. Most of these schools are community schools which depend on accommodation from the community (URT, 2004). The introduction of these community schools are expected to improve academic performance by giving equal opportunity for all learners from all social cultural backgrounds. The emphasis of SEDP was on equity and access for education to all children. Then in the year 2005, the ministry of education launched a crash program for giving school training to form six levels who wished to join teaching profession. This program provided teaching license to people who attended that course to teach secondary schools. Most of these teachers were posted to community secondary schools established under SEDP. The World Declaration on Education for All, adopted in Jomtien, Thailand (1990) and the Dakar Framework for Action (2000) set out an overall vision: universalizing access to education for all children, youth and adults, and promoting equity. This means being proactive in

identifying the barriers that may encounter in accessing education opportunities and identifying the resources needed to overcome those barriers (UNESCO, 2015).

Equity in education is the means to achieving equality. It intends to provide the best opportunities for all students to achieve their full potential and act to address instances of disadvantage which restrict educational achievement. It involves special treatment/action taken to reverse the historical and social disadvantages that prevent learners from accessing and benefiting from education on equal grounds. Equity measures are not fair per se but are implemented to ensure fairness and equality of outcome.

Girls and women still constitute the majority of out-of-school children and illiterate adults, and their learning opportunities are compromised by a number of in-school and out-of-school factors (UNESCO, 2015). Parents play a very big role in promoting access, equity and academic performance in Education.

Despite all the efforts made, the performance of students from rural communities has been low. Most students from HIV/AIDS infected families, orphans, alcoholic and poor families have been performing poorly (Hakielimu, 2010: URT 2010). The government expected to improve academic performance by establishing many community schools, yet it has only achieved equity and access not performance.

There is evidence that academic performance in community schools is low as compared to similar and old government schools. With such circumstances there is need of continuing making investigation of what causes poor performance to secondary students, specifically community schools, and in this study the focus was

the role of parental involvement in improving the academic performance of the children.

As asserted by Smith (2003) that any expanding system of education face the crisis of larger enrolment which brings in learners' multiple ability range including large number of weaker learners. Failure to apply a multiple intelligence teaching techniques will lead to poor performance. In part, researchers have shown much concentration on girls' performance (NMAA, A 2005) and science subject performance (Mushi, 2005) and Mwinuka, (2011) has explored on how to improve teacher mathematical content knowledge so as to improve performance of mathematics in schools, but there has been little study on the role played by parents on the child's academic performance. Thus the proposed study seeks to investigate on the perception and practice of parents towards student performance in school in Tarime District, Tanzania hence devising ways of enhancing performance from home based factors.

1.4 Purpose of the Study

The purpose of the study was to assess the contribution of parents towards students'/child's achievement in Tanzania. And the focus will be on community schools in Tarime District.

1.5 Objectives of the Study

This study was guided by the following objectives:

- i. To identify the specific roles played by parents regarding their children learning in secondary schools in Tarime District, Tanzania.

- ii. To determine the perception of parents towards their children academic performance in secondary schools in Tarime District, Tanzania.
- iii. To identify the issues and challenges in parental participation in their children's learning in secondary schools in Tarime district Tanzania.

1.6 Research questions

- i. What is the attitude of parents towards their participation in the child's learning?
- ii. What are the actual roles played by parents in relation to their children learning?
- iii. What are the issues and challenges involved in parental participation in their children learning?
- iv. In which ways can parents play a more effective role in the child's learning?

1.7 Significance of the Study

It is my believe that the findings of this study will reveal the truth about the challenges that at risk students face in both classroom interaction and home treatment from parents. It will add to knowledge on how to care for students by encouraging parents to participate fully in the process of educating student/children in their societies. The findings of the study will likely launch the reforms needed to improve the overall quality of education service offered in schools in Tanzania.

The findings will also serve as an additional source of reference for other researchers and students whose studies relate to the topic under discussion. The study will be significant to the ministry of education since it will help educators in future decisions concerning students' performance and parental involvement. The study

will also be instrumental in creating awareness on role played by parent on the child's academic performance in Tarime District, Tanzania.

1.8 Scope of the Study

This study was limited to the role played by parents on child's academic performance as the dependent variable. The study involved few selected schools in Tarime district, and because of time, the focus of the study will be limited to the teacher's professional practices and parental involvement in handling students.

1.9 Limitations of the Study

Study limitations are those attributes that may be encountered in the course of conducting a study and may affect its validity and reliability yet the researcher is not in a position to minimise their effect or can do very little to minimise their effect (Orodho, 2003).

- i. In the course of conducting this study, it was not be possible to control the attitudes of the respondents. This might have adverse effects on the research findings. This is due to the fact that respondents might at times give socially acceptable answers in order to avoid offending the researcher (Mulusa, 1990) with the effect being responses that are low in validity and reliability.
- ii. The instruments themselves constituted a limitation in that no particular instrument can be regarded as totally absolute.
- iii. Moreover, a random sample was used by the fact that the population will be conveniently drawn from the Tarime District which will make it impossible to make generalizations with absolute precision.

1.10 Delimitations of the Study

According to Mugenda and Mugenda, (2003), delimitation is setting the boundaries of the study.

- i. The study focused on the role of parents towards their children performance in public secondary schools commonly known as Ward Secondary Schools in Tarime District, Tanzania.
- ii. The study selected public secondary schools only, so private secondary schools excluded in this study and also other educational institutions were involved in this study.

1.11 Assumptions of the Study

The following assumptions will applied in this study:

1. All respondents will give information on the role of parents towards their children academic performance.
2. That all respondents will give truthful and honest responses to the instruments' items.

1.12 Theoretical Framework

Behavioral theory of learning

Behavioral theory of learning is used to support the study. This theory assumes a learner to be essentially passive, responding to environmental stimuli. The learner will repeat the desired behavior {e.g. good performance}, if positive reinforcement, a pleasant consequence follows the behavior. The negative reinforcement will make learners cease from repeating behavior. For this context, parent's activities, attitudes, perceptions can be said to influence the academic performance of students in that, if they provide students with necessary school requirements such as school fees and

books. Students can be motivated to work hard and perform well in their examination and teachers' professional practices such as teaching by using participatory teaching skills, coaching students' behavior, encouraging collaborative learning and independent learning e.t.c. If are carefully observed will lead to good academic performance. On the other hand, student self motivation and readiness in the learning process is said to count in good academic performance. It is anticipated that if students are self motivated and are ready for studies, they are in a position to get good performance. Performance which is the third component in the model refers to the good results of examinations students get after completing form four stage. On one hand, it is assumed that, when predictor variables and mediating variables are favorable, then examination performance will be good. On the other hand when they are unfavorable, performance will be poor.

Learning can be described as a change in behavior. Atherton (2013) claimed that education and training are professional rather than academic discipline that is full of contamination and assumptions, there needs to be careful selection of the way in which theories of learning are approached, adopted and developed for educational training. According to Kharbach (2013) a learning theory is a set of concepts on how people learn. It is an investigation of the strategies and the underlying cognitive process that are involved in learning. Learning theory describes how learners obtain, process and retain information during learning.

Learning theories are very important in education researches especially those that relate to learning and training. Jones, Foster, Groves, Parker, Straker and Rutler (2004) believed that learning theories are of great importance to educational training. All educational training activities make use of learning theories as basic

materials. The more one understands learning theories the better he or she will be able to make decisions and apply them achieve the objectives.

Three sets of learning theories were identified by Darby (2003), they included: behaviorism, cognitivist and constructivism. In another development Artherton (2013), identifies three sets of learning theories which are generally used in educational cycle named; behaviorists, humanistic and cognitive. There are many educational psychologists who made great contributions in the three sets of learning theories. These study will be based on three theories of training and learning of Edward Lee Thorndike Behavioral Theory of learning, Bandura's Fredrick skinner's reinforcement theory and Albbert Bandura's social cognitive theory because the three theories make use of observational or modeling theories.

According to Dinier, Walter and Benzon (2013), observational or modeling leaning is as a result of watching the behavior and consequences of modeling in the environment. Observational learning can take place if there are effective models. There needs to be live demonstration of a behavior or skills by an educator or classmate in teacher training using verbal or written description or audio recording. As a behaviorist learning is viewed by Thorndike in terms of establishing connection or bond between stimulus and response. Learning can take place from a familiar and unfamiliar situation. Thorndike maintains that a skill should be introduced when a learner is conscious of the need for such skill. Mcleod (2007) explained that Thorndike worked on animals' behavior and learning process. He was interested in whether animals could learn tasks through observation and imitation. In order to test this, the father of educational psychology created puzzle boxes. Each box contained a cat and had a door that was pulled open by a weight attached by a string that ran

over a pulley which was attached to the door. The string attached to the door lead to a lever or button inside the box. When the animal passed the bar or pulled the lever the string attached to the door would cause the door to open. The puzzle box was arranged so that the animal would perform a certain response (pulling a lever or pushing a button).

Thorndike measured the amount of time it took to escape. Once the animal had performed the desired response they were allowed to escape and were also given food as reward.

From the observation Thorndike formulated three laws;

- a) Law of effect
- b) Law of readiness
- c) Law of exercise

Furthermore Durby (2003) enumerated the three principles of teacher's enhancement of effective learning. They are; learners should be given information in small bits, learners should learn at their pace and learners should be given rapid feedback to indicate the accuracy of their learning, Skinner's Operant conditioning is relevant to teaching practice using the above three principles.

Bandura proposed social cognitive theory, that every form of behavior is learnt. Every human behavior such as disposition, action and interest is element of what people see, interact with and acquire in their daily encounters. Any social behavior is learned primarily by observing and imitating the action of others.

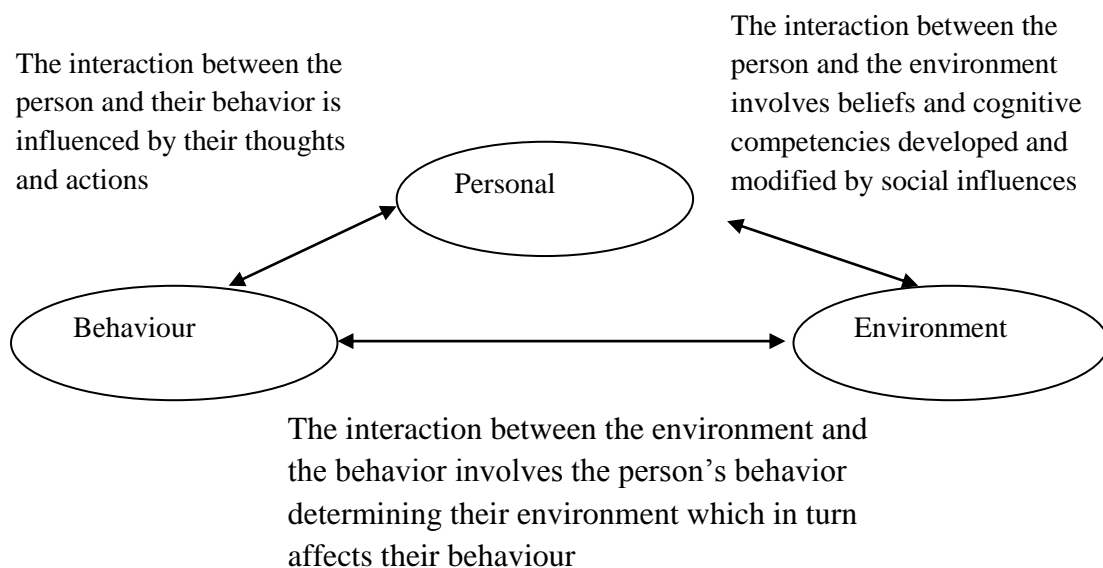


Figure 1.1: Bandura's chart on social learning theory

According to Denier et al (2013), Bandura like Thorndike and Skinner has the assumption that learning occurs through observation but learners have the ability to influence their own behavior and environment. This would be achieved through self reflection and self regulatory process. Bandura believed that learning can or without an immediate change in behavior because learning and demonstration of what has been learnt are dist processes. Bandura (2001) claimed that learning is not limited to acquisition of new behaviors but also of cognitive skills, concepts, values, habit, rules, abstracts and knowledge.

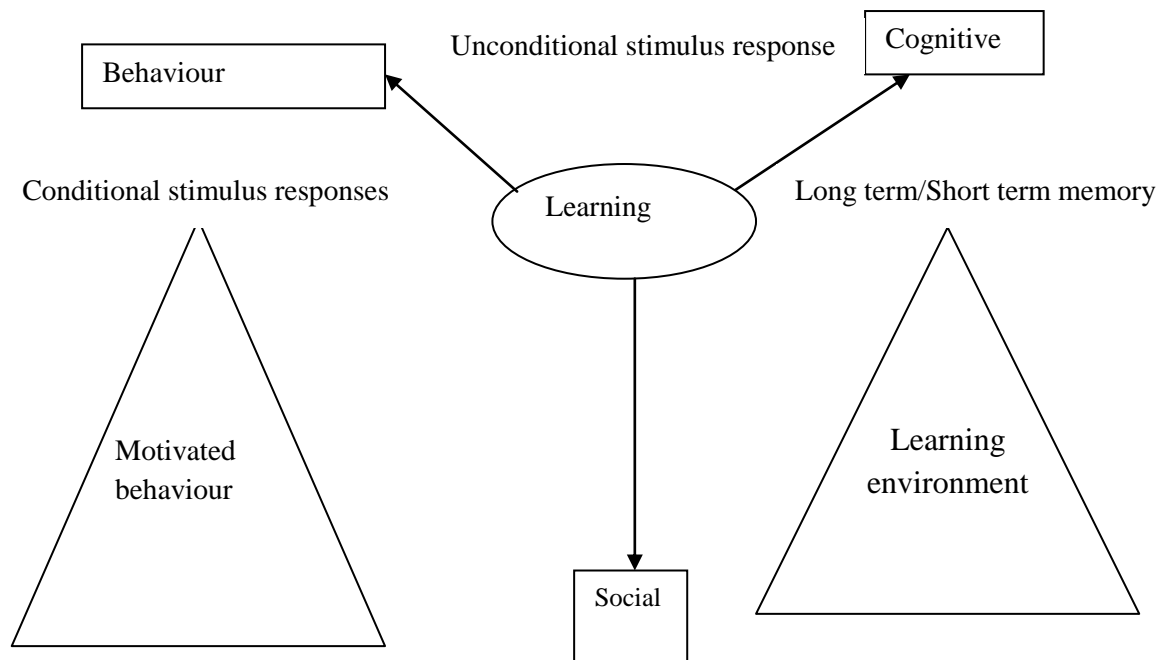


Figure 1.2: Bandura's diagram on learning

Bandura utilized an inflatable clown known as Budo doll to test modeling behaviors in children. He had three groups; one was exposed to an aggressive adult model, the second one was exposed to a passive adult model and the third group was a controlled group which was asked to verbally and physically attack the doll. Results shows that those exposed to an aggressive model were likely to emulate what they had seen and behaved aggressively towards the doll.

1.13 Conceptual Framework

The framework for the study was based on behavioural theory of learning discussed in the proceeding section. The purpose of the conceptual mode was to help the reader to quickly see the proposed relationship (Orodho, 2003). The interaction between variables in the study was explored in the conceptual model that follows

Figure 1.2: Roles played by parents on child's academic performance in secondary schools in Tarime District, Tanzania.

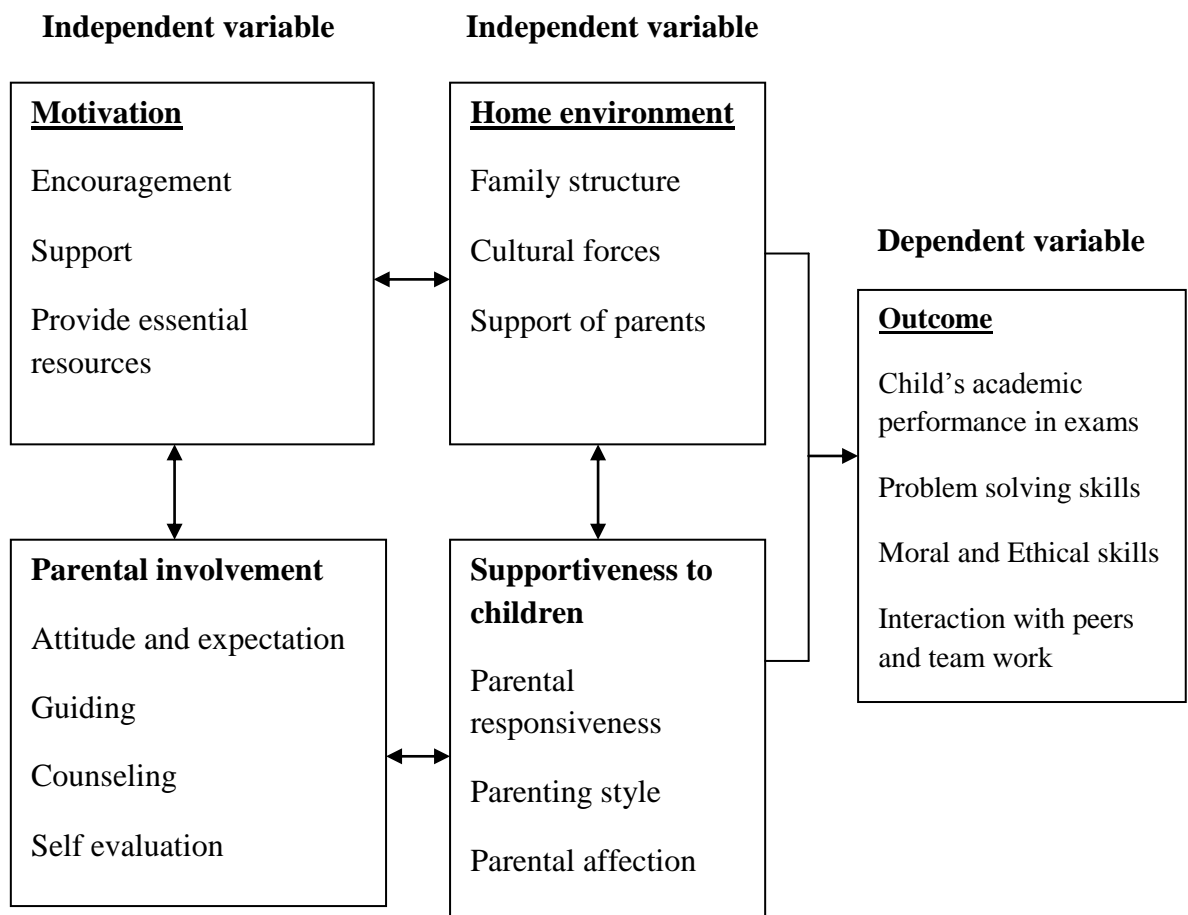


Figure 1.3: Conceptual Framework

Source: Researcher 2015

Independent variables (role played by parents) affect the dependent variable (child's academic performance). In the system there is input, processing unit and output. This input includes positive motivation from parents, e.g. by providing their children with books, school fees and even school uniform. Home environment is also another input already a child performance which includes study rooms which are well equipped of study materials. Parental involvement attitude and expectation and supportiveness to children are also inputs in the independent variable which is role played by parents.

1.14 Operational Definition of Key Terms

Child refers to son or daughter who is enrolled in public secondary school education

Learning refers to the acquisition of knowledge or skills through study, experience, or being taught

Parent refers to be or act as a mother or father to (someone), the guardian of a child

Role refers to the function assumed or part played by a person or thing in a particular situation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the review of various literature to the study based on the role played by parents in child's Learning in Secondary School in Tarime District, Tanzania. The review will embark on parental involvement in student performance. In brief, the review will tackle the following key issues; motivation, home environment, parental involvement attitude and expectations.

2.2 Parental Involvement in Children's Academic Performance

The level of parental involvement has important implications for children's academic performance. Social cognitive theory suggests that youth absorb messages about appropriate behavior and socially accepted goals by observing and talking with important people in their lives (Bandura, 1977). Based on this assumption, parents have the potential to model positive attitudes and behaviors towards school, and research in developed countries such as the United States has shown that parental involvement contributes to youth academic success (Fan & Chen, 2001; Houtenville & Conway, 2008; Jeynes, 2003, 2007). In fact, children are more likely to apply themselves and perform better in school when their parents show an interest in their school work, are willing to assist them with homework, and are willing to hold their children accountable for completion of school assignments. Youth who are not working hard at school may begin to perceive school as valuable when parents actively demonstrate that they value school through involvement.

2.3 Roles of Parents in Children Learning and Educational Policy in Tanzania

2.3.1 Motivation

It is hoped that students can be motivated and do perform better in their examinations if parents will provide essential equipments to students such as exercise books, pencils, pens, books, school uniform, school fees and teachers will be helping students in developing independent learning collaborative or group learning, coaching students and critical thinking and helping students to make self evaluation. Moreover, it is thought that cultural practices and norms that are famous in Tanzania regions, which include early marriages among girls, early pregnancy, jando and unyago for both girls and boys, do hinder or decrease the student' motivation for learning hence limit good performance among them (Malibiche; 2011). The parental support exerts most direct influence upon the acquisition of achievement motivation. Thus the present investigation provides an important perspective of the relationship between achievement, motivation and parental support. This study will be undertaken to investigate the relationship between achievement motivation and parental support. Achievement motivation is related to success in life satisfaction and quality life. Parental support for their children seems to have a strong influence on achievement motivation.

In particular, parents should support educational activities of their children to enhance their academic motivation. Parents play a key role in shaping students aspiration and achievement (Beyer 1995). Family factors such as parents level of education, parental expectation and parental support for their children seems to extend some influences on adolescents' achievement (Beyer, 1995).

Achievement motivation can be defined as reflected in competition with the standards set by others or over unique accomplishment or long time involvement. (McClelland, 1953). It is the basic ingredients necessary for one's success in life. There has been extensive research on the influence on students' achievement motivation. Psychological research has identified multiple factors which play an important role in predicting adolescents' achievement motivation. These factors are parental level of education, parental expectations, encouragement and support. Parents play an important role in the educational motivation of their children. They provide necessary facilities and educational environment which results in better performance in schools. Parents approve and appreciate activities related to education and remove any difficulty felt by their wards. "Owners and Managers of all Secondary Schools shall ensure that standard infrastructure, facilities, equipment and instructional materials necessary for effective and optimum teaching and learning are of good quality, available in adequate quantities and are regularly maintained" (Sec. 5.4.3 of Tanzania Education and Training Policy 1995). This type of behavior of parents is known as parental support. In other words, parental support refers to the guidance, communication and interest shown by the parents to promote their child's progress in school. Student progress is facilitated when parents give frequent verbal support and praise, regular feedback for school work and talk directly about school work activities. Parents also enhance academic achievement of their children by teaching them problem solving and negotiation skills.

2.3.2 Home Environment

The study assumes that if the home environment includes sleeping houses, study rooms which are well equipped of study materials like books, tables, electricity or

lamps, support of parents, brothers and sisters in attempting out school activities, school environment (teachers, books, attractive classrooms, school counselors, security, enough study time e.t.c are well set and organized, students can be motivated to study even after school hours and so, influence performance, where good performance is obtained (MCNerney and Robert 2001). A major of the school reform movement for more than a decade has been to close achievement, gap between students from low income families and their more advantaged peers, and between students of different racial or ethical backgrounds. These gaps in performance on tests of academic and cognitive skills are apparent by the time children start school and persist as the progress through school.

Numerous research and policy studies have explored possible explanation for achievement, gaps and ways to narrow them, studies such as those by Duncan and Mugnuson (2005) have concluded that various dimensions of Social Economic Status (SES) including household income and parenting skills, family structure, the quality of neighborhood, and associate social position and privileges account for some portion of these achievement gaps. This paper however, focuses on a much narrow group of students that address differences between students of different background that might affect their motivation, which in turn is likely to exacerbate achievement gaps.

Many experts on motivation emphasize that actions to address children's belief about learning and foster supportive parenting must begin early and cannot be accomplished by schools alone. A variety of programs has been put in place to help low SES and minority parents create supportive home environments, share successful strategies and encourage their children to see academic achievements as a

meaningful and realistic part of their group identity. According to Ferguson (2007b), some parenting intervention programs have produced moderately large achievement gain even in rigorous trials. In summary, family environments are major predictors of young children's cognitive and social emotional skills, but these outcomes are not predetermined. These environmental factors do however; create disadvantages for families who lack the resources to develop their children's cognitive and non-cognitive skills before they enter schools.

Several studies have also explored how social and cultural context can have a bearing on students' motivations or aspirations, based on a review of a variety of studies, Graham and Hudley (2005) identified several historical and cultural forces, including cultural stereotypes and discrimination, the perceptions of others and a desire to protect their group identity and have motivational significance for people of color.

Other scholars maintain that social context can lead some children to perceive that certain types of behavior, such as spending time on homework, and pointless and not for people like me" If they form their identities in a context that provides no example of how academic achievement might be relevant to their personal goals.

2.3.3 Parental Involvement Attitude and Expectations

It is anticipated that parents' involvement, attitude and expectations and their practices like teaching, guiding, counseling, coaching and self evaluation at home are positive education process of their children, the student will be highly motivated and become ready for learning. As a result these children will have good performance in their academic subjects.

Some research shows that parents do want to get along with their children's education knowing full well that such involvement could promote better achievement. In most societies, parents perceive their children's academic success as the future success of the entire family, and once a child performs better, happiness rises in the parents' mind. Many studies such as that of Henderson & Berla (1994), Pena (2000), confirm that parents' attitudes make enormous effects on students' attitude, attendance and academic performance.

There are parents with positive attitudes to education and these parents encourage their children to study hard, and they are highly involved in their children's education (Kathleen, et al, 2001). Students' achievement increases because of greater involvement from parents (Rich, 2001).

In Tanzania poor performance which characterized the results of form four leavers on 2009, where by only 15% of them succeeded to join form 5 and the rest of 2010 which showed mass of Tanzania population (URT 2009),

This made parents' attitude towards sending their children to community schools to be demoralized. In addition to that, the study conducted by Osaki and Hatfield (2008) in Lindi Mtwara and Zanzibar came up with an argument that parents feel that education provided to their children does not prepare them for employment. For this argument, it is concluded that paying attention to children education which is nothing to future is useless to the majority of parents in these areas. It was noted that to some parents they just perceived community schools as centers for children physical growth and not academic growth.

When we talk of parental involvement we refer to the process where fathers, mothers or guardians participate fully in assisting their children to learn and pursue their studies with success. It is also concerned with taking part contribution, in school or academic improvement of their children (MCNergng 2001). The influence of parents can be viewed focusing on their attitude, and their supportiveness to children. But the level of involvement depends on the perception parents have towards their children education.

2.3.4 Supportiveness to Children

Parents play an important role in their children life, and thus also in their academic skills, one aspect of preventing being studied in the context of children academic performance is parenting styles and parent support to a child (Aunola & Nurmi, 2004). Parenting style has been defined as a “constellation of attitudes towards the child that are communicated to the child and create an emotional climate in which the parents’ behaviors are expressed. Parental affection refers to parental responsiveness, supportiveness and connectedness to the child (Galambos Barker & ALmeda, 2003). Behavioral control in turn refers to parents attempt to regulate child’s behavior through firm and consistent discipline. The former can be supported by avoiding psychological control, where as the latter can be supported by behavioral control.

Research carried out on the role of parenting styles in children’s academic skills development has shown that parental supportiveness/affection is associated with good academic outcomes, such as preschoolers’ better math and reading skills and academic skills overall. Similar kind of association has been found also during later school years (Morlin et al 2007). For example Fraley, Roisman and Haltigan (2013)

found that maternal sensitivity was associated with children's high level of academic skills and this association was fairly stable from kindergarten to grade 5, similarly, parental autonomy support (the opposite of psychological control) has been linked with general high academic achievement, academic adjustment, and reading skills both in pre-school and primary school.

It has been suggested that the role of parenting is not the same for all children with different kind of temperament benefit from different kind of parenting.

2.4 Summary of Literature Review

The reviewed study mainly focused on parental involvement, attitude and expectation. It also focused on supportiveness of parents to their children. However the study did not focus on the role played by parents on child's academic performance in secondary schools in Tarime District, Tanzania which is the concern of the current study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research procedure and methodology that will be employed in the process of data gathering and analysis. It described the study design, study area, study population, sample and sample procedures, instruments, and data analysis procedures that were employed.

3.2 Research Design

Research design is a plan showing the approach and strategy of investigation conceived by a researcher in order to obtain relevant data which fulfills the research objectives (Kothari, 2004). As the study aimed to collect opinions and practices, descriptive survey design was be employed. According to Oso and Onen (2009) a descriptive survey design refers to the research design with a primary purpose of describing the characteristics of the respondents. The design was appropriate for the study since the researcher sought to establish the role of parents towards children academic performance in public secondary schools in Tarime District, Tanzania.

3.3 Locale of the Study

The study was conducted in Tarime District in Tanzania in which few selected schools were involved. These schools were selected randomly by use of simple random sampling. Tarime District is one of the six districts of the Mara region of Tanzania, East Africa. It was previously known as “North Mara District”. It is bordered from the north to east by the Kenyan county of Migori, Trans Mara and Kisii, and to the east by Maasai Mara game reserve, to the south it is bordered across

the Mara river by the Musoma urban, Musoma rural and Serengeti district, and to the west by Rorya District. My study is based in Tarime District because I was familiar with the District. Financial constraints also made me confine myself to Tarime District since carrying out the research in other Districts far from my working station would have financial implications that would be difficult to manage.

3.4 Target Population

According to Orodho (2004), target population is a large population from which a sample population is selected. The target population in this study was teachers, students, parents and a DSEO. This category of respondents were targeted since they are consumers and specialists of secondary education and thus involved in one way or the other in child's learning. The study population comprised of 45 teachers, 7,800 students, 67 parents and 1 DSEO.

3.5 Sample and Sampling Technique

In selecting the schools to be involved in this study the researcher employed stratified sampling. In selecting the sample for teachers, students and parents the researcher made use of simple random sampling technique. Purposive sampling was used to select the DSEO. The sample size comprised of 10% of the study population. According to Gay (1992), a sample size of 10% of the population is adequate for descriptive research.

Table 3.1: Sample Size

Respondents Category	Study Population	Sample Size	Percentage (%)
Teachers	45	45	100
Students	7800	780	10
Parents	67	20	30
DSEO	1	1	100
Total	7913	846	11

3.6 Data Collection Instruments

In this study, more than one research techniques were used to gather information since no single research technique will be completely adequate by itself. (Cohen et al 2000). Hence this study included semi-structured interview schedules, a questionnaire and classroom observation. Multiple sources of information were preferred in order to crosscheck on consistence of information and to get information that would not be available through the use of other sources.

3.6.1 Interview Schedule

The semi-structured interview was used for collecting information from teachers, parents and students themselves, face to face, semi structured interviews were used to collect information. The interview schedules comprised of a written list of questions that needed to be answered by the interviewee. According to Kothen (2004), personal interviews method required a person known as the interviewer asking questions generally in a face to face contact to the other person(s). At times, the interviewee may also ask certain questions to seek clarification and the interviewer initiates the conversation and collects information by documenting and/or recording by tape. For this study, the researcher conducted interview with 9

teachers, as well as 9 parents and 9 students since they are one of the key informants pertaining this research. The researcher posed additional questions additional questions whenever it was necessary to seek clarification regarding an individual experience and knowledge his or her opinions, beliefs and obtaining feelings. Interview question were asked to determine past current information as well as making predictions for future (Best and Kahn, 2004). In this study semi-structured interview techniques will be used to get deeper responses. The technique enabled the researcher to get more information, responses, opinions, views and ideas from teachers, parents and students regarding learning of the dependent variable.

3.6.2 Observation Schedule

The technique was used to observe first hand data on the process activities and behaviors under the study. The technique was used since it captured information which teachers can be unaware of or they will be unwillingly or unable to give an interview. It was also used to gather information based on students practice and behavior in the process of learning. The approach was expected to give an understanding of the context within which teaching and learning operates. During observation, the observer was at the back of the classroom with observation schedule and will be used as a guide to minimize the observer's biases and to standardize the information. The classroom observation was used to assist in understanding the context within which teaching and learning operates. This helped to gather information about teaching and learning behavior.

3.6.3 Questionnaires

Questionnaires were designed to elicit students' personal data that include home environment, parenting style, cultural practices and their associations with academic

situation, open ended questions are thought to be used to allow respondents elaborate freely their ideas. The instrument was used to collect data from students who are still studying in the secondary school.

3.7 Validity of Instruments

According to Kombo and Tromp (2006), validity is a measure of how well a test measure what it is supposed to measure. Validity can also be referred to as accuracy and meaningfulness of inferences which are based on research results. The instruments are said to be valid when they measure what they purport to measure. The researcher should conduct a pilot study, involving head teachers, teachers and students which are a five percent of target population.

According to Mugenda & Mugenda (2003), a pilot study assists the researcher to identify items in the instrument which are ambiguous. Amendments should be made on the instrument to improve quality and validity. The researcher sought advice and guidelines from the supervisors concerning the instruments and ascertained to be valid and that the researcher should administer them in the actual research.

3.8 Reliability of the Instruments

Reliability of the instrument is the consistency in producing a reliable result (Orodho, 2004). The test-retest method was used to determine reliability of the questionnaire. The developed questionnaires were given to a few subjects which were not included in the study sample. The completed questionnaires were scored manually. The same questionnaires were given to the same respondents after a period of two weeks. The completed questionnaires will be again scored manually. A comparison between the answers obtained during the first and the second time

was made. From the two respondents, spearman rank order correlation was employed to compute the correlation co-efficient in order to establish the extent to which the content of the questionnaire are consistent in eliciting the same responses every time the instrument is administered. A correlation coefficient (r) of about 0.75 and above was considered high enough to judge the reliability of the instruments as reliable for the study (Orodho, 2004). The reliability on the teachers questionnaire was 0.7, the head teachers questionnaire score 0.8 and the students questionnaire scored 0.75 hence the researcher felt that they were reliable and would give the required information.

3.9 Pilot Study

Piloting was conducted to ascertain the validity and reliability of the research instruments. Piloting was conducted with three parents, three teachers and ten students. The respondents who were used in piloting were not involved in the actual study. The feedback from piloting enabled the researcher to improve the research instruments in terms of clarity of the items. Piloting was enabled the researcher to undertake any revision and improvement in the instruments.

3.10 Data Collection Procedure

The schools to be used were visited by the researcher for the permission from the authorities. The data was collected by using controlled and experimental groups. Seventy five students took part in the controlled group and seventy five others were involved in the experimental group. The researchers would sit at the back of the classroom to observe the students as they are being taught. After the protest, the experimental group was exposed to treatment.

The researcher also undertook documentary review which was used in collecting information specifically the academic records of students from the academic masters' office. The results of the past years were collected so as to check the progress of students. As argued by Mugenda, O. and Mugenda, A. (1999), the documentary analysis helps researchers to collect written information related to the topic of study. It also adds information about the characteristics of the group of people who are being studied.

This section presents data on questionnaire return rate from the respondents. This information is as indicated in Table 3.2.

Table 3.2: Response Rate

Respondents Category	Distributed questionnaires	Questionnaire return rate	Percentage Return rate (%)
Teachers	45	45	100
Students	780	776	99
Parents	20	20	100
DSEO	1	1	100
Total	846	842	99

In collection of the anticipated data, the researcher distributed the questionnaire to teachers, students, parents and DSEO. The questionnaire was the main tool used to gather the required data. The questionnaire response rate which was accounted for was 100% response rate for teachers, parents and DSEO and 99% response rate for students. This information is presented in Table 4.1. The expectations for instruments response rates approximating 80% should be the goal of researchers and certainly are the expectations of the majority editors of research (Draugalis, Coons & Plaza, 2008). Thus questionnaire response rate accounted for in this study was sufficient.

3.11 Data Analysis and Presentation

In this study, qualitative research approach to data analysis was mainly employed except in few cases where quantitative approach was used to describe the behavior under observation and response from interview. Qualitative method was used to analyze data from documentaries and questionnaires. Data was obtained from classroom documentary reports; first, the average for every student was calculated so as to obtain the position of every student. The choice of this kind of data analysis procedure was done due to the nature of the design and the collected data which did not require high statistical processes due to small sample involved in this study which does not allow further statistics. Data from interview and from general observations was organized into manageable units through simple hand coding, summarized, categorized and put into key themes. The researcher analyzed the presence, meanings and relationships of such words and concepts then make references about the messages within the texts.

3.12 Ethical Considerations

A researcher should explain to the participants this purpose of research objectives and the benefits of the research. Also, the researcher used the code numbers to present the information given by participants and protect the participants' information. Besides, the researcher recorded real information given by participants for data analysis, information and research report.

The researcher was guided by the following issues:

- i. Observed confidentiality and privacy as well as enormity which refer to the agreement between a researcher and informer to ensure the informer's secrecy.
- ii. The researcher avoided plagiarism and fraud, a researcher acknowledged an author or source, also after collecting the data, the researcher disseminated the findings.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents a detailed analysis and presentation of the research findings in an attempt to achieve the research objectives. Data analysis was carried out based on the following research objectives:

- i. To identify the specific roles played by parents regarding their children learning in secondary schools in Tarime District, Tanzania.
- ii. To determine the perception of parents towards their children academic performance in secondary schools in Tarime District, Tanzania.
- iii. To identify the issues and challenges in parental participation in their children's learning in secondary schools in Tarime district Tanzania.

4.2 Teachers Characteristics

The researcher analyzed teachers' characteristics who commented on their perception towards parents support to their children in the school. These characteristics are described in the following section.

4.2.1 Teachers' Gender

This section presents information on teachers' gender who commented on their perception towards parents support to their children in the school.

Table 4.1: Gender of Teachers

Teachers	Frequency (f)	Percentage (%)
Male	30	67
Female	15	33
Total	n=45	100

Table 4.1 presents information on gender of teachers who commented on their perception towards parents support to their children in the school. It was found that 30 (67%) were male and 15 (33%) were female. This is an indication that there are more male teachers than female teachers in Tarime District in Tanzania. Female teachers' population comprised of a half of the male teachers population.

4.2.2 Teachers' Age

This section presents information on teachers' age who commented on their perception towards parents support to their children in the school.

Table 4.2: Teachers' age

Age	Frequency (f)	Percentage (%)
25-30	32	71
31-35	8	18
36-40	3	7
41-45	2	4
Above 50 years	0	0
Total	n=45	100

From the information in Table 4.2, it was identified that the majority of teachers were in the 25-30 years age bracket constituting of (32) 71%, followed by 31-35 years age bracket comprising of (8) 18%, 36-40 age bracket comprising of 3 (7%) and 41-45 age bracket constituting of 2 (4%). It was observed that there was no teacher who was above 50years of age. This shows that the majority of teachers are young and recent graduates from their colleges.

4.2.3 Teachers' Professional Qualifications

This section presents information on teachers' professional qualifications who commented on their perception towards parents support to their children in the school. The statistics are presented in Table 4.3.

Table 4.3: Teachers' professional qualifications

Professional qualification	Frequency (f)	Percentage (%)
Diploma	15	33
B.Ed	25	56
BA. Ed	5	11
M.Ed	0	0
Total	n=45	100

Table 4.3 shows that 15 (33%) of the teachers had undertaken a diploma course, 25 (56%) had attained Bachelors degree in Education, 5 (11%) had attained Bachelor of Arts in Education. It was reported that there was no teacher who had attained beyond the first degree. Majority of the teachers had attained a first degree with 56% implying that more than half of the teachers had acquired university education.

4.2.4 Teachers' Experience

This section presents information on teachers' experience who commented on their perception towards parents support to their children in the school. The information is presented in Table 4.4.

Table 4.4: Teachers' experience

Teaching experience in years	Frequency (f)	Percentage (%)
1-5	37	82
6-10	5	11
11-15	2	4
16-20	1	2
above 20 years	0	0
Total	n=45	100

From the data in Table 4.4, it was indicated that 37 (82%) of the teachers who commented on their perception towards parents support to their children in the school had years of experience ranging from 1 to 5, followed by teachers with years of experience ranging from 6 to 10 who constituted of 11%, those who had teaching experience of between 11 and 15 years of comprised of 4% and with years of experience ranging from 16 and 20 constituted only 2%. This information confirms that majority of the teachers had years of experience ranging from 1 to 5 which comprised of 37 (82%) and there was no teacher who had years of experience above 20 years. This is related to the information in Table 4.3 where it was established that majority of teachers were in 25-30 years age bracket constituting of (32) 71%.

4.2.5 Teachers' School type

This part presents information on teachers' school type in the categories of boarding schools, day mixed schools and boarding mixed schools who commented on their perception towards parents support to their children in the school. The information is presented in Table 4.5.

Table 4.5: Teachers' school type

Teachers' school type	Frequency (f)	Percentage (%)
Boarding schools	0	0
Day mixed schools	45	100
Boarding mixed schools	0	0
Total	n=45	100

Information in Table 4.5 illustrates the category of schools under which teachers who commented on their perception towards parents support to their children in the school come from. It was identified that all the teachers came from day mixed schools. This confirms that majority of schools in Tarime District in Tanzania are day mixed schools.

4.3 Teachers' Perception Towards Parents Support to their Children in School

This section presents information on teachers' perception towards parents support to their children in school.

4.3.1 Overall Perception towards Parents Support to their Children in the School

This section presents information on overall perception towards parents support to their children in school. The rating scale consisted of good (4), fair (2) and poor (1).

Table 4.6: Overall Perception towards parents support to their children in the school

Response Choice	G	F	P	Rating
	3	2	1	Average
Perception towards parents support to their children in the school	7	21	17	1.78

Rating Scale = Good (4), Fair (2), Poor (1)

From the information in Table 4.6, perception towards parents support to their children in the school as stated by teachers is illustrated. It was noted that majority of teachers felt that parents fairly were keen to support their children in school, thus the rating average of 1.78 which lies under the fair category with the majority of respondents comprising of 21 out the total 45. This was followed by poor rating with 17 respondents and good rating category with 7 responses.

4.3.2 Perception Towards Parents Support to their Children in the School on Specific Issues

This section presents information on perception towards parents support to their children in the school on specific issues as stated by teachers. The four response choices rated are; parents' are interested in knowing the teacher of their children, parents are involved in their children learning, parents encourage their children's' positive attitude towards learning and Parents provide good home environment for their children. The rating is as presented in Table 4.7.

Table 4.7: Perception towards parents support to their children in the school on specific issues

Response Choice	SD	D	A	SA	Rating
	1	2	3	4	Average
Parents’ are interested in knowing the teacher of their children	5	23	11	6	2.40
Parents are involved in their children learning	5	10	23	7	2.71
Parents encourage their children’s’ positive attitude towards learning	11	19	8	7	2.24
Parents provide good home environment for their children	2	2	34	7	3.02

Rating Scale = SD: Strongly disagree (1), D: Disagree (2), A: Agree (3), SA:

Strongly agree (4)

From the data in Table 4.7, it was found that parents provide good home environment for their children with the highest rating average of 3.02 which lies under agree rating scale. The rating on parents encourage their children’s’ positive attitude towards learning had the lowest rating scale of 2.24 which lies under disagree on the rating scale. On that parents’ are interested in knowing the teacher of their children and that parents are involved in their children learning consisted of 2.40 and 2.71 rating averages respectively. This information implies that parents provide less support to their children on academic issues.

4.4 Students Characteristics

The researcher as well analyzed students’ characteristics who commented on their perception towards parents support to their children in the school. These characteristics are described in the following section.

4.4.1 Students' Gender

This section presents information on students' gender who commented on their perception towards parents support to their children in the school.

Table 4.8: Students' Gender

Teachers	Frequency (f)	Percentage (%)
Male	456	59
Female	320	41
Total	n=776	100

As indicated in Table 4.8 it was identified that 456 (59%) boys and 320 (41%) responded to the questionnaires. This reflects a gender parity index of 0.7 which indicates that there is no elevated disparity in terms of access for both genders.

4.4.2 Students' Age

This section presents information on students' age who commented on their perception towards parents support to their children in the school.

Table 4.9: Students' Age

Age	Frequency (f)	Percentage (%)
12-15	456	59
16-20	306	39
Above 20 years	14	2
Total	n=776	100

Table 4.9 presents information on age of students who commented on their perception towards parents support to their children in the school. It was identified that 456 (59%) were in 12 to 15 age bracket, 306 (39%) were in the 16-20 age bracket and only 14 (2%) who were above 20 years. This shows that majority of the students

were in the school going age at the secondary level of schooling in day mixed schools in Tarime District in Tanzania.

4.4.3 Students' School Type

This part presents information on students' school type in the categories of boarding schools, day mixed schools and boarding mixed schools who commented on their perception towards parents support to their children in the school. The information is presented in Table 4.10.

Table 4.10: Students' school type

Teachers' school type	Frequency (f)	Percentage (%)
Boarding schools	0	0
Day mixed schools	776	100
Boarding mixed schools	0	0
Total	n=776	100

Information in Table 4.10 illustrates the category of schools under which students who commented on their perception towards parents support to their children in the school come from. It was identified that all the students attended day mixed schools. This confirms that majority of schools in Tarime District in Tanzania are day mixed schools.

4.5 Students' Perception on Parents Concern about their Learning

This section presents information on students' perception on parents concern about their learning in school.

Table 4.11: Students' Perception on parents concern about their learning

Response Choice	Frequency (f)	Percentage (%)
Yes	776	100
No	0	0
Total	n=776	100

When students were asked on their perception on parents concern about their learning, 776 (100%) were positive that their parents are concerned about their schooling. This may also have an implication that the students never wanted to show a negative picture about their guardians and parents thus the 100% response on the “yes” category of the responses. This information is conversely related to what teachers responded as indicated in Table 4.8.

4.6 Students' information on being sent home for school fees

This section presents information on students being sent home for school fees. The response data is as shown in Table 4.12.

Table 4.12: Students' information on being sent home for school fees

Response Choice	Frequency (f)	Percentage (%)
Yes	374	48
No	402	52
Total	n=776	100

Table 4.12 presents data on students being sent home for school fees. It was observed that 374 (48%) stated that there are times they are sent home for school fees. On the other hand 402 (52%) stated that they are never sent home for schools. Even though this can indicate concern and support by parents on their children

schooling, this may also be an indicator of the house hold disposable incomes of various families and education purchasing power.

4.7 Parents attempt to know their Children whereabouts

This section presents information on whether parents try to know exactly where their children are and what they are doing. This is depicted in Table 4.14.

Table 4.13: Parents attempt to know their children whereabouts

Response Choice	Frequency (f)	Percentage (%)
Do not try	123	16
Tries a little	214	28
Tries a lot	439	57
Total	n=776	100

From what was identified as shown in Table 4.13, it is evident that majority of parents try a lot to know exactly where their children are and what they are doing. This comprised of 439 (57%) of the total responses. On the other hand 123 (16%) felt that their parents do not try at all to know about their whereabouts whereas 214 (28) indicated that their parents only try a little to know about their whereabouts. This information implies that majority of parents are concerned about their children welfare, education and schooling involved.

4.8 Parents attempt to know whether their children are in school or not

This section presents information on whether parents try to know exactly whether their children are in school or not. This is depicted in Table 4.14.

Table 4.14: Parents attempt to know whether their children are in school or not

Response Choice	Frequency (f)	Percentage (%)
Do not try	101	13
Tries a little	234	30
Tries a lot	441	57
Total	n=776	100

From what was identified as shown in Table 4.14, it is evident that majority of parents try a lot to know exactly whether their children are in school or not. This comprised of 441 (57%) of the total responses. On the other hand 101 (16%) felt that their parents do not try at all to know about whether their children are in school or not whereas 234 (30) indicated that their parents only try a little to know whether their children are in school or not. This information implies that majority of parents are concerned about their children attendance in school. It is also evident that majority of parents are aware of priority in skills development as a key strategy for economic competitiveness and growth.

4.9 Students perception on parents support to their children in the school on specific issues

This section describes Students perception on parents support to their children in the school on specific issues namely; trust of parent to help the children out in any kind of problem, parents keep pushing for the best in everything, being praised when good grades in school are attained, parents involvement in children's' education, parents spending time talking to children whenever when there is an issue, encouraging children when they attain poor grades in school, parents giving a lot of care, attention and support to children and finally parents knowing their children friends.

Table 4.15: Students perception on parents support to their children in the school on specific issues

Response Choice	SD	D	A	SA	Rating
	1	2	3	4	Average
I trust my parent to help me out if I have any kind of problem	23	76	234	443	3.41
My parents keep pushing me to do my best in what I do	7	23	254	492	3.59
When I get good grades in school my parents praise me	4	4	303	465	3.58
My parents are involved in my education	3	2	263	508	3.64
My parents spent time talking to me when there is an issue	9	8	307	461	3.60
When I get poor grades in school my parents encourage me to work harder	7	2	362	405	3.50
My parents give me a lot of care, attention and support	4	4	343	425	3.53
My parents know who my friends are	3	5	280	488	3.61

Rating Scale = SD: Strongly disagree (1), D: Disagree (2), A: Agree (3), SA:

Strongly agree (4)

From the information in Table 4.15, it was observed that all the parameters rated scored above 3 in rating average with the following specific rating averages; trust of parent to help the children out in any kind of problem (3.41), parents keep pushing for the best in everything (3.59), being praised when good grades in school are attained (3.58), parents involvement in children's' education (3.64), parents spending time talking to children whenever when there is an issue (3.60), encouraging children when they attain poor grades in school (3.50), parents giving a lot of care, attention and support to children (3.53) and finally parents knowing their

children friends (3.61). This information shows the elevated value attached by parents on their children schooling and education Tarime District in Tanzania.

4.10 Parent's Characteristics

4.10.1 Gender of Parents

Table 4.16: Gender of Parents

Gender	Frequency (f)	Percentage (%)
Male	14	70
Female	6	30
Total	n=20	100

From information in Table 4.16 it was identified that 14 (70%) were male and 6 (30%) were female.

4.10.2 Parents' level of education

Table 4.17: Parents' level of education

Educational Level	Frequency (f)	Percentage (%)
No formal education	4	20
Secondary education	12	60
First degree and above	4	20
Total	n=20	100

Parents with no formal education constituted 4 (20), those with secondary education comprised of 12(60%) and those with first degree and above are 4 (20%). This information is presented in Table 4.17.

4.10.3 Number of years in parenting

Table 4.18: Number of years in parenting

No. of years	Frequency (f)	Percentage (%)
1-10	2	10
11-20	5	25
21-30	6	30
31-40	7	35
Above 40 years	0	0
Total	n=20	100

In looking at the number of years parents have been parenting, the year bracket 31-40 has the highest frequency of 7 (35%), followed by 21-30 years bracket comprising of 6(30%). This data is presented in Table 4.18.

4.10.4 Parents' residential area

Table 4.19: Parents' residential area

Place of Residence	Frequency (f)	Percentage (%)
Rural	6	30
Suburban	7	35
Urban	7	35
Total	n=20	100

Table 4.19 shows that parents who reside in rural are 6 (30%), those living in suburban areas comprised of 7 (35%) and those who reside in urban areas comprises of 7 (35%).

4.11 Parents' involvement in Childs education

Table 4.20: Parents' involvement in Childs education

Response Choice		SD	D	A	SA	Rating
		1	2	3	4	Average
1	I am concerned about my child's education	0	0	0	20	4
2	I have the same goal for my child's positive attitude towards education	0	0	0	20	4
3	As a parent I do things to my child to motivate him/her in order to build positive attitude towards education	0	0	0	20	4
4	I am involved in my child's learning	0	0	0	20	4
5	I feel that I provide good home environment for my children's learning	0	0	0	20	4
6	Taking a child to the library, play games, teaching the child new things, and reading to the child motivates them	0	4	11	5	3.05

Rating Scale: SD: Strongly Disagree (1) D: Disagree (2) A: Agree (3) SA:

Strongly Agree (4)

Different rating averages on parents' involvement in Childs education on different aspects is as presented in Table 4.20.

4.12 Ways in which parents can play a more effective role in the child's learning

Table 4.21: Parents' involvement in Childs education

Rating Scale: SD: Strongly Disagree (1) D: Disagree (2) A: Agree (3) SA: Strongly Agree (4)

	Response choice	SD	D	A	SA	Rating
		1	2	3	4	Average
1	I hold a meeting with my child's/children's teacher	7	5	6	2	2.15
2	I attend parent –teacher seminars	1	2	5	12	3.4
3	I keep in touch with my child's/children's teacher	1	2	5	12	3.4
4	I am interested to know what the school offers to my child/children	1	2	5	12	3.4
5	I monitor my child's/children's progress	1	2	2	15	3.55
6	I help my child with home assignments	7	5	6	2	2.15
7	I ensure that my child/children completes home assignments	1	2	2	15	3.55
8	I hire private teachers for my child's/children's	7	5	6	2	2.15
9	I learn about my rights in my child's/children's learning	8	4	5	3	2.15
10	I co-operate with teachers and other members of staff to control my child's/children's behaviour	1	2	2	15	3.55
11	I encourage my child/children to read and make use of the library	7	5	6	2	2.15
12	I encourage my child/children to be responsible	2	3	3	12	3.25
13	I encourage my child/children to embrace team work during revision	2	5	8	5	2.8
14	I encourage active learning to my child/children	1	5	8	6	2.95
15	I monitor my child/children usage of television, videos, games and internet	1	5	8	6	2.95
16	I am a member of Parent – Teacher Associations	0	18	2	0	2.1

Different rating averages on ways in which parents can play a more effective role in the child's learning is as presented in Table 4.21.

4.13 Actual roles Played by Parents in child's learning

Table 4.22: Actual roles Played by Parents in child's learning

	Response choice	SD	D	A	SA	Rating
		1	2	3	4	Average
1	I pay school fees for my Child/ Children within the prescribed duration	0	0	5	15	3.75
2	I participate fully in establishment school infrastructure and facilities	0	0	8	12	3.6
3	I nurture my children in academics	1	2	8	9	3.25
4	I guide and counsel my children	1	2	8	9	3.25
5	I provide essential resources to my children	0	0	5	15	3.75

Rating Scale: SD: Strongly Disagree (1) D: Disagree (2) A: Agree (3) SA:

Strongly Agree (4)

Rating averages on actual roles played by parents in child's learning are as presented in Table 4.22.

4.14 Challenges encountered by parents in participating in children learning/Education

Table 4.23: Challenges encountered by parents in participating in children learning/Education

	Response choice	SD	D	A	SA	Rating
		1	2	3	4	Average
1	I experience the challenge of paying fees	2	5	8	5	2.8
2	I experience the challenge of disciplining my child/children	1	2	8	9	3.25
3	I don't associate with my child/children freely	2	10	5	3	2.45
4	I am unable to monitor my child/children progress in school	2	10	5	3	2.45
5	I rarely meet with my child/children teachers	2	5	8	5	2.8
6	I am unable to monitor my child/children home assignments	2	10	5	3	0
7	I don't know my child/children friends	0	18	2	0	2.1
8	I am a single parent	0	17	3	0	2.15

Rating Scale: SD: Strongly Disagree (1) D: Disagree (2) A: Agree (3) SA:

Strongly Agree (4)

Rating averages on challenges encountered by parents in participating in children learning/Education is as presented in Table 4.23.

4.15 Ways in which parents can play a more effective role in the child's learning

Table 4.24: Ways in which parents can play a more effective role in the child's learning

Response choice	SD	D	A	SA	Rating
	1	2	3	4	Average
1 I hold a meeting with my child's/children's teacher	1	2	2	15	3.55
2 I attend parent –teacher seminars	7	5	6	2	2.15
3 I keep in touch with my child's/children's teacher	1	2	2	15	3.55
4 I am interested to know what the school offers to my child/children	7	5	6	2	2.15
5 I monitor my child's/children's progress	8	4	5	3	2.15
6 I help my child with home assignments	1	2	2	15	3.55
I ensure that my child/children completes home assignments	7	5	6	2	2.15
7 I hire private teachers for my child's/children's	1	2	2	15	3.55
8 I learn about my rights in my child's/children's learning	7	5	6	2	2.15
9 I co-operate with teachers and other members of staff to control my child's/children's behaviour	1	2	2	15	3.55
10 I encourage my child/children to read and make use of the library	2	5	8	5	2.8
11 I encourage my child/children to be responsible	2	10	5	3	2.45
12 I encourage my child/children to embrace team work during revision	0	18	2	0	2.1
13 I encourage active learning to my child/children	0	17	3	0	2.15
14 I monitor my child/children usage of television, videos, games and internet	2	5	8	5	2.8
15 I am a member of Parent – Teacher Associations	2	10	5	3	2.45

Rating Scale: SD: Strongly Disagree (1) D: Disagree (2) A: Agree (3) SA:

Strongly Agree (4)

Rating averages on ways in which parents can play a more effective role in the child's learning is as presented in Table 4.24.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary, conclusions and recommendations of the study based on the following research objectives:

- i. To identify the specific roles played by parents regarding their children learning in secondary schools in Tarime District, Tanzania.
- ii. To determine the perception of parents towards their children academic performance in secondary schools in Tarime District, Tanzania.
- iii. To identify the issues and challenges in parental participation in their children's learning in secondary schools in Tarime district Tanzania.

5.2 Summary

It can be summarized that teachers who commented on their perception towards parents support to their children in the school had years of experience ranging from 1 to 5, followed by teachers with years of experience ranging from 6 to 10 who constituted of 11%, those who had teaching experience of between 11 and 15 years of comprised of 4% and with years of experience ranging from 16 and 20 constituted only 2%. This information confirms that majority of the teachers had years of experience ranging from 1 to 5 which comprised of 37 (82%) and there was no teacher who had years of experience above 20 years. This is related to the information in Table 4.3 where it was established that majority of teachers were in 25-30 years age bracket constituting of (32) 71%. It was also noted that majority of teachers felt that parents fairly were keen to support their children in school, thus the rating average of 1.78 which lies under the fair category with the majority of

respondents comprising of 21 out the total 45. This was followed by poor rating with 17 respondents and good rating category with 7 responses.

It was found that parents provide good home environment for their children with the highest rating average of 3.02 which lies under agree rating scale. The rating on parents encourage their children's' positive attitude towards learning had the lowest rating scale of 2.24 which lies under disagree on the rating scale. On those parents' are interested in knowing the teacher of their children and those parents are involved in their children learning consisted of 2.40 and 2.71 rating averages respectively. This information implies that parents provide less support to their children on academic issues.

5.2.1 Specific roles played by parents regarding their children learning in secondary schools in Tarime District, Tanzania.

It was noted that majority of teachers felt that parents fairly were keen to support their children in school, thus the rating average of 1.78 which lies under the fair category with the majority of respondents comprising of 21 out the total 45. It was also observed that parents' are interested in knowing the teacher of their children, parents are involved in their children learning, parents encourage their children's' positive attitude towards learning and Parents provide good home environment for their children. The rating on parents encourage their children's' positive attitude towards learning had the lowest rating scale level. On that parents' are interested in knowing the teacher of their children and that parents are involved in their children learning consisted of 2.40 and 2.71 rating averages respectively. This information implies that parents provide less support to their children on academic issues.

5.2.2 Perception of parents towards their children academic performance in secondary schools in Tarime District, Tanzania.

All the investigated students indicated that that their parents are concerned about their schooling. This may also have an implication that the students never wanted to the show a negative picture about their guardians and parents thus the 100% response on the “yes” category of the responses. This information implies that majority of parents are concerned about their children attendance in school. It is also evident that majority of parents are aware of priority in skills development as a key strategy for economic competitiveness and growth.

5.2.3 Challenges in parental participation in their children’s learning in secondary schools in Tarime district Tanzania.

The challenges identified by parents are challenges of paying fees, challenge of disciplining child/children, lack association with child/children freely, inability to monitor child/children progress in school, irregular meeting with my child/children teachers, inability monitor child/children home assignments, lack of knowledge about child/children friends and being single parents.

5.3 Conclusions

It was concluded that majority of parents try a lot to know exactly where their children are and what they are doing. This comprised of 439 (57%) of the total responses. On the other hand 123 (16%) felt that their parents do not try at all to know about their whereabouts whereas 214 (28) indicated that their parents only try a little to know about their whereabouts. This information implies that majority of parents are concerned about their children welfare, education and schooling involved.

On the other hand it was concluded that their parents do not try at all to know about whether their children are in school or not whereas 234 (30) indicated that their parents only try a little to know whether their children are in school or not. This information implies that majority of parents are concerned about their children attendance in school. It is also evident that majority of parents are aware of priority in skills development as a key strategy for economic competitiveness and growth.

5.3.1 Attitude of parents towards their participation in their child's learning

It was also observed that parents' are interested in knowing the teacher of their children, parents are involved in their children learning, parents encourage their children's' positive attitude towards learning and Parents provide good home environment for their children.

5.3.2 Actual roles played by parents in relation to their children learning

It was noted that majority of teachers felt that parents fairly were keen to support their children in school. It was also observed that parents' are interested in knowing the teacher of their children, parents are involved in their children learning, parents encourage their children's' positive attitude towards learning and Parents provide good home environment for their children.

5.3.3 Challenges involved in parental participation in their children learning

The challenges identified by parents include difficulty in paying fees, disciplining their children, lack of association with their children freely and inability to monitor child/children progress in school.

5.4 Recommendations

It was recommended that parents to support to their children in the school on specific issues namely; trust of parent to help the children out in any kind of problem, parents keep pushing for the best in everything, being praised when good grades in school are attained, parents involvement in children's' education, parents spending time talking to children whenever when there is an issue, encouraging children when they attain poor grades in school, parents giving a lot of care, attention and support to children and finally parents knowing their children friends.

5.5 Recommendations for Further Studies

The research recommends for further studies on-:

- i. Other comparative analysis to establish factors contributing to the academic performance.
- ii. Comparative analysis to establish factors contributing to academic disparities conducted in other districts in Tanzania.
- iii. Formative action to address relatively girl's performance compared to boy's performance in Tanzania.

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APPENDICES

Appendix I: Introduction Letter

Dear Respondent,

Thank you for taking time in your busy schedule to take part in this research. I am a master's student at Kenyatta University conducting a survey on the role played by parents on child's learning. Your input will be quite valuable to my research. I would like to assure you that all responses you give will be treated as confidential information.

Please answer accurately and truthfully.

Thank you.

Appendix II: Questionnaire for Teachers

Please respond to the items in this questionnaire honestly and accurately as much as possible. The information you give will be treated with confidentiality. Please tick against the responses most applicable to you or fill in the blank spaces.

SECTION A: Background Information

Instructions

The questions here in indicated are designed to seek general information about yourself and the school. Please indicate the correct answer by putting a tick (✓) or writing in the space provided. Do not put your name.

1. What is your gender?

Male [] Female []

2. What is your professional qualification?

Diploma [] B.Ed [] M.Ed. []

Others.....

3. What is your teaching experience? (Years).....

4. Please indicate your school type.

Day [] Day and boarding [] Day mixed []

Boarding mixed []

5. Age bracket

25-30 years [] 31-35 years [] 36-40 years []

41-45 years [] Above 50 years []

SECTION B

1. What is my perception towards parent support to their children in the school?

Good [] Fair [] Poor []

2. The parents are interested in getting to know me.

Strongly disagree [] Disagree [] Agree []

Strongly agree []

3. The parent is involved in his/her child's learning.
Strongly disagree [] Disagree [] Agree []
Strongly agree []
4. I feel that parents do things to encourage the child's positive attitude towards learning.
Strongly disagree [] Disagree [] Agree []
Strongly agree []
5. I feel that parents provide good home environment for their children.
Strongly disagree [] Disagree [] Agree []
Strongly agree []

Appendix III: Questionnaire for Students

Please respond to the items in this questionnaire honestly and accurately as much as possible. The information you give will be treated with confidentiality. Please tick (✓) against the responses most applicable to you or fill in the blank spaces.

SECTION A: - Background information

1. What is your gender?

Male Female

2. What is your age bracket?

12-15 years 16-20 years Above 20 years

3. What is the type of your school?

Day Boarding

4. Are your parents concerned about your learning?

Yes No

5. There are times I am sent home for school fees.

Strongly disagree Disagree Agree

Strongly agree

SECTION B: -

1. How much do your parents try to know exactly where you are and what you are doing?

Doesn't try Tries a little Tries a lot

How much does your parent try to know whether you go to school or not?

Doesn't try Tries a little Tries a lot

2. Please rate by ticking (√) on the column box on the four scale

1. Strongly agree

2. Agree

3. Disagree

4. Strongly disagree

	Response Choice	1	2	3	4
1.	I trust my parent to help me out if I have any kind of problem				
2.	My parents keep pushing me to do my best in what I do				
3.	When I get good grades in school my parents praise me				
4.	My parents are involved in my education				
5.	My parents spent time talking to me when there is an issue				
6.	When I get poor grades in school my parents encourage me to work harder				
7.	My parents give me a lot of care, attention and support				
8.	My parents know who my friends are				

Thank you.

Appendix IV: Questionnaire for Parents

You are kindly asked to respond to the questions underneath honestly. Please fill in the blank space or tick (√) the appropriate response from among the ones given. The questionnaire is meant for educational purpose only. Any information given will be treated with confidentiality. Please do not write your name.

SECTION A: Background information

1. What is your gender?

Male Female

2. What is your highest level of education?

No formal Education Secondary Education
 Certificate/Diploma First degree and above

3. How long have you been a parent? (Years).....

4. Where do you reside?

Rural Suburban Urban

SECTION B

Please rate by ticking (√) on the column box on the four point scale as follows:

(1) Strongly Agree (2) Agree (3) Disagree (4) Strongly Disagree

	Response Choice	1	2	3	4
1	I am concerned about my child's education				
2	I have the same goal for my child's positive attitude towards education				
3	As a parent I do things to my child to motivate him/her in order to build positive attitude towards education				
4	I am involved in my child's learning				
5	I feel that I provide good home environment for my children's learning				
6	Taking a child to the library, play games, teaching the child new things, and reading to the child motivates them				

SECTION C

Please rate by ticking (√) on the column box on the four point scale as follows:

(1) Strongly Agree (2) Agree (3) Disagree (4) Strongly Disagree

	Ways in which parents can play a more effective role in the child's learning	1	2	3	4
1	I hold a meeting with my child's/children's teacher				
2	I attend parent –teacher seminars				
3	I keep in touch with my child's/children's teacher				
4	I am interested to know what the school offers to my child/children				
5	I monitor my child's/children's progress				
6	I help my child with home assignments				
7	I ensure that my child/children completes home assignments				
8	I hire private teachers for my child's/children's				
9	I learn about my rights in my child's/children's learning				
10	I co-operate with teachers and other members of staff to control my child's/children's behaviour				
11	I encourage my child/children to read and make use of the library				
12	I encourage my child/children to be responsible				
13	I encourage my child/children to embrace team work during revision				
14	I encourage active learning to my child/children				
15	I monitor my child/children usage of television, videos, games and internet				
16	I am a member of Parent – Teacher Associations				

Suggest other ways in the section below on how parents can play a more effective role in the child's learning

- (a)
- (b)
- (c)
- (d)

SECTION D

Please rate by ticking (√) on the column box on the four point scale as follows:

(1) Strongly Agree (2) Agree (3) Disagree (4) Strongly Disagree

	Actual roles Played by Parents in child’s learning	1	2	3	4
1	I pay school fees for my Child/Children within the prescribed duration				
2	I participate fully in establishment school infrastructure and facilities				
3	I nurture my children in academics				
4	I guide and counsel my children				
5	I provide essential resources to my children				

3. Suggest other actual roles in the section below on how parents can play a more effective role in the child’s learning

- a.
- b.
- c.
- d.
- e.

SECTION E

1. Do you encounter any challenges in participating in your children learning/Education? Please tick appropriately

Yes [] No []

2. I am a single parent? Please tick appropriately

Yes [] No []

3. Please rate by ticking (√) on the column box on the four point scale as follows:
 (1) Strongly Agree (2) Agree (3) Disagree (4) Strongly Disagree

	Challenges encountered by parents in participating in children learning/Education	1	2	3	4
1	I experience the challenge of paying fees				
2	I experience the challenge of disciplining my child/children				
3	I don't associate with my child/children freely				
4	I am unable to monitor my child/children progress in school				
5	I rarely meet with my child/children teachers				
6	I am unable to monitor my child/children home assignments				
	I don't know my child/children friends				
7	I am a single parent				

4. Please list down other challenges you encounter in the section below.

- (a)
- (b)
- (c)
- (d)
- (e)
- (f)
- (g)
- (h)
- (i)
- (j)

5. Please rate by ticking [√] on the column box on the four point scale as follows:
 (1) Strongly Agree (2) Agree (3) Disagree (4) Strongly Disagree

	Ways in which parents can play a more effective role in the child's learning	1	2	3	4
1	I hold a meeting with my child's/children's teacher				
2	I attend parent –teacher seminars				
3	I keep in touch with my child's/children's teacher				
4	I am interested to know what the school offers to my child/children				
5	I monitor my child's/children's progress				
6	I help my child with home assignments				
	I ensure that my child/children completes home assignments				
7	I hire private teachers for my child's/children's				
8	I learn about my rights in my child's/children's learning				
9	I co-operate with teachers and other members of staff to control my child's/children's behaviour				
10	I encourage my child/children to read and make use of the library				
11	I encourage my child/children to be responsible				
12	I encourage my child/children to embrace team work during revision				
13	I encourage active learning to my child/children				
14	I monitor my child/children usage of television, videos, games and internet				
15	I am a member of Parent – Teacher Associations				

Thank you

Appendix V: Questionnaire for District Secondary Educational

Officer

This is not a test, but an item to find out the role parents play on their children's learning. You are kindly requested to answer questions which relate to you as honestly as possible. Your responses will be used for the purpose of this study only. Please tick (✓) against the responses most applicable to you or fill in the blank spaces.

SECTION A:-Background information

1. What is your gender?
Male Female
2. Length of time you have served in this district?..... Years/months/weeks
3. How many years have you worked as DSEO..... Years

SECTION B:

1. Generally how can you rate parents' involvements in their child's education in this district since 2010-2015?
Very low Low Average High
Very high
2. Have you ever participated in this district's child academic support by the parent event?
Yes No
3. Give two suggestions about the way parents should be involved towards their child's learning.....
.....
.....

Thank you.

Appendix VI: Research Plan

Research activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov
Identifying an area of interest																
Selection of a topic																
Conceptual framework																
Formulation of objectives																
Formulation of research questions																
Hypothesis																
Research questions																
Development of concept paper																
Research proposal																
Data collection																
Interpretation and data analysis																
Project writing																

Appendix VII: Research Budget

Items/Activity	Rate (Ksh)	Duration	Total
Registration to the course	35	10	70,000
Transport cost	20	2 weeks	280
Printing cost			1,200
Food cost	50	10	500
Respondent cost	100	10	1000
Airtime cost	2,000	1	2,000
Software cost	2,000	1	2,000
Miscellaneous 10% cost			8303
Total			91,333

Appendix VIII: Approval of Research Proposal from Kenyatta

University



KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 57530

Website: www.ku.ac.ke

Internal Memo

FROM: Dean, Graduate School

DATE: 19th November, 2015

TO: Ryoba Mariba Mong'are
C/o Educational Management Policy
& Curriculum Studies Department

REF: E55EA/MIG/CE/23857/12

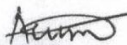
SUBJECT: APPROVAL OF RESEARCH PROPOSAL
=====

This is to inform you that Graduate School Board, at its meeting of 4th November 2015, approved your Research Proposal for the M.Ed. Degree Entitled, "Role Played by Parents in the Child's Learning, a Case of Secondary Schools in Tarime District, Tanzania".

You may now proceed with data collection, subject to clearance with the Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking forms per semester. The form has been developed to replace the progress report forms. The supervision Tracking Forms are available at the University's website under Graduate School webpage downloads.

Thank you.


ANNBELL MWANIKI
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Department of Educational Management Pol & Curr Studies Department

Supervisors:

1. Prof. Jack Green Oketch
C/o Department of Edu, Mgt, Pol & Curriculum Studies
Kenyatta University
2. Dr. George Onyango
C/o Department of Edu, Mgt, Pol & Curriculum Studies
Kenyatta University

Appendix IX: Research Authorization Letter from Tarime District

Council

TARIME DISTRICT COUNCIL

(All Correspondence should be addressed to District Executive Director)

Phone No.: +25528 - 2690518
Fax No.: +25528 - 2690144
E-mail address: tarimedc@pmoralg.go.tz
: info@tarimecouncil.com
website: www.tarimecouncil.com



District Executive Director's Office
S.L.P 16,
TARIME.

In reply, please quote;

REF:No:HWT/TI/1 VOL.IV/90

06/01/2016

Dean,
Graduate School,
P.O.BOX 43844, 00100
NAIROBI, KENYA.

**RE: RESEARCH AUTHORIZATION FOR RYOBA MARIBA MONG'ARE
REG. NO. E55EA/MIC/CE/24277/12.**

Reference is made on your letter dated 4th January, 2016 the captioned subject above.

I would like to inform you that, permission has been granted to your student named prior, pursuing **M.Ed Degree Programme in the Department of Educational Management Policy & Curriculum Studies** at your University, to carry Research Work in our Organization at **Tarime Secondary School** for duration of two weeks commencing from 06th January, 2016 to 20th January, 2016 as requested.

We hope that he will incur all his Research work expenses accordingly.

Yours sincerely

Mwamakula L.T.

**For; DISTRICT EXECUTIVE DIRECTOR,
TARIME**

Cc:

- Ryoba Mariba Mang'are.
- Secondary Education Officer
P.O Box 16.
TARIME.

DISTRICT EXECUTIVE DIRECTOR
TARIME DISTRICT COUNCIL