

Assessment of Parental Role on Students Academic Performance in Secondary Schools

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ABSTRACT

This study examines the roles of parents on students' academic performance that should be well-capitalized by the school in order to improve and sustain the good academic performance of the students. All around the global scholars have tried to identify forces and factors influencing the academic performance of students. This study assessed parental role on students' academic performance in Arusha Meru secondary school. The study utilizes qualitative with some elements of quantitative research approaches that were helped by the clarity of the findings. The study employed a questionnaire, documentary review, Interview guide, and focus group discussion to elicit information from the respondents. The primary data from the sample of 61 students and 39 parents. Study findings revealed that parents play a great role in students' academic performance since the chi-square test had a strong significance level of 0.000 or 0%. The study shows that parents play a role in communication with the school on academic-related issues of their children which tend to promote their performance it is highly recommended that parents should be closely involved in the education of their children. Such involvement may include the provision of home works; classwork check-ups, disciplinary control, and attendance monitoring. The findings conclude that the school is involving parents in many ways. At first, the school communicates with the parents by mailing to them academic progress report which gives them a full picture of how their child is doing.

Keywords: *Students; Parental Role; Secondary School; United Republic of Tanzania; Academic Performance.*

1. Introduction

In recent years, the focus of much research has been directed toward discovering ways to improve student's performance (Lynch, 2002; Kind, 2007; Oluwature, 2009). Advances have been made in several areas including special education, test preparation, and assessment strategies, just to mention a few (Stelios, 2007). However, one of the most effective areas of increased student performance lies not in the schools at all, but in the homes of the students (Zhao and Akiba 2009). Parental involvement continues to be the most influential factor in student achievement and motivation (Sukon and Jawahir, 2005). Students whose parents are closely involved in their school lives and who monitor their progress fare best in high school (Ma, 2001; Hallgarten, 2003; Oluwature, 2009). Students performance refers to the total outcomes that may have to be in form of results to what a student may get after the accomplishment of his or her studies that can be tested or observed through passing or failing during examinations (Nyangarika et al., 2020a).

Parental involvement in relation to student's performance at school, refers to the participation of parents during the teaching and learning process; that normally includes how students perform in their studies, how they behave both at home and school, etc. Parents involvement in sub-Saharan Africa schools has been primarily limited to financing schools and parent volunteering (Edwards and Alldred, 2000; ADEA 2006). Legislation extended the right to parents and the community to participate in the school's governing structures. According to Fan (2001), most parents want their children to succeed in school in order for them to be good partners in their children's education; they yearn to obtain more information from schools. Likewise, most students at all school levels, want their families to be familiar and acquainted partners about schooling (Epstein and Sheldon, 2000; Epstein, 2001). The positive effects that parental involvement has on students' academic achievement appear to be undeniable (Kind et al., 2007).

Zhao and Akiba (2009) explain that, where schools limit parent involvement to a particular type of involvement, for instance in terms of governance or fund raising, only few parent communities participate. Therefore, the school that truly neither involves parents nor counting parents as important stakeholders in regards to student's school activities; never realizes success in terms of students' discipline which directly affect students' performance in their studies that mostly ruins ones 'future progress. More so, parental involvement does not

only affect academic outcomes, but also non-academic outcomes, such as students' school attendance and their behaviour and attitude towards school (Machem, 2005). Furthermore, studies suggest that parents, who are involved, can assist their children with transition from one school level to another school level, or from one school to another (Fan, 2001; Lynch, 2002) and (Nyangarika et al., 2020b). Therefore, this study assessed the parental role on students' academic performance in secondary schools in Tanzania as the case of Arusha Meru secondary school.

Absenteeism, school dropping, lack of reading materials, watching television and lack of parents' supervision are some of the major unprecedented causes of students' poor performance in secondary schools (Fan, 2001; Kind, 2007). In support of the same, several other scholars and education experts like Hallgarten (2003); Sukon and Jawahir (2005); and Stelios (2007), have contended that among other factors, poor parent involvement either at school level or family level is one of the significant factors leading to student's poor performance in secondary schools.

In response to the above observations, various reports indicated that parental involvement in education improves academic achievement for children (Machem et al., 2005; Kind et al., 2007; Stelios et al., 2007). Sukon and Jawahir (2005) maintain that, schools become successful when a strong and positive relationship among students, parents, teachers and the community has been established. All students are more likely to experience academic success if their home environment is supportive (Lynch, 2002; Olatoye and Ogunkola, 2008). This research work, therefore, sought to find out the extent to which parents have been able to objectively use their position to enhance academic progress and/ or performance in their children in the proposed study area. The study generally assessed the the roles of parents on students' academic performance in secondary schools in Arusha Municipality. In carrying out this study two hypothesis were developed; a null (Ho) and an alternative (H1) hypothesis. These two hypotheses were stated below: -

Ho: There is no significant relationship between parental involvement and the academic performance of the students.

H1: There is a significant relationship between parental involvement and the academic performance of the students.

The study reveals and creates awareness to the government and the society on the importance of involving parents in school's development plans in general and students' performance in selected secondary schools within Arusha Municipality in specific. Again the study verified the level of existing parents-teacher relationship and how this relationship could be transformed to students' performance. Furthermore, the study helps the policy-makers by establishing suggestions that could be utilized to improve parent-children and or school relationship in terms of education provision and financing strategies. Finally, the study adds to the existing literature and knowledge on student's academic performance and the involvement of parents on the same.

2. Material and Methods

Many scholars have tried to study the influence of the parents on the academic performance of the student. This section summarizes some of the studies which have earned a global credit in analysing how important are parents in relation to the academic performance of the students. According to Epstein (in Richardson, 2009), parental involvement is the most powerful influence in a child's education. It can have various effects on students, both academically and behaviourally. At home, parents can demonstrate their involvement in different ways; such as by reading for their child, assisting with homework, and having regular discussions about school or school work with their children (Erlendsdóttir, 2010). Studies have evidenced that parental involvement affects achievement in core subjects such as reading, mathematics and science, the behaviour of students, their school attendance, their attitude and adjustment to school (see for example Sheldon, 2009; Sanders and Sheldon, 2009). Student perception of their parents' involvement and expectations are also highly effective and influential in their education. Moreover, students who feel their parents' support for their education and have good communication are more likely to continue their studies to higher levels (Henderson and Mapp, 2002).

Various studies have demonstrated that there is an overwhelming connection between literary resources at home and children's reading skills (see for example Sheldon, 2009; Sanders and Sheldon, 2009; Glasgow and Whitney, 2009). Thus, children who come from reading oriented homes, where books are readily available to them and their parents are good readers, have a tendency to score higher on reading achievement tests than children from less reading oriented homes (Erlendsdóttir, 2010). It also affects their literacy skills to have their parents read to them. Thus, parents can have positive effects on their children's reading skills and boost their reading comprehension by reading for them and making sure that, there are always books available (Erlendsdóttir, 2010).

At the extremes, studies have reported that parental involvement does not cease to affect reading achievements of students in the early years of schooling. Instead, it appears to continue to positively affect the reading achievement and academic development of students well into primary school, secondary school and even high school (Sanders and Sheldon, 2009). Research among secondary school students shows that those students whose parents have high educational expectations for their children, discuss with their children their school and future plans and monitor their homework, have a tendency to earn a higher grade in English and to score higher in reading achievement tests (Sanders and Sheldon, 2009). According to Sheldon (2009), findings, such as these, confirm that parents' support and interest for reading continues to be an important factor in young people's academic development through high school.

Studies have shown that parental involvement directly affects their children's math achievement (see for example Sanders and Sheldon, 2009; Yan and Lin, 2005). Students whose parents are involved in their education are more likely to perform better in maths and achieve more than other students (Erlendsdóttir, 2010). Sirvani (2007) agrees with this and claims that parental involvement contributes significantly to achievement of both primary and secondary school students in maths. More importantly, these students are more likely to continue further in mathematics (Sheldon, 2009). Yan and Lin (2005) also found that the higher the expectations parents have for their children's mathematics achievement, the more the children achieve.

Generally, it has been evidenced that the home environment not only affects students' achievement, but also their abilities and attitudes towards maths (Sheldon, 2009). In fact, Sanders and Sheldon (2009) claim that partnership and cooperation between homes and schools are important when it comes to mathematics because how the parents socialise their children can greatly affect their children's self-perception of their own ability and achievement (Nyangarika et al., 2020b).

. Other studies have found that children's self-concept of their maths ability is more closely related to how their parents perceive their ability rather than the actual grades obtained (see for example Sanders and Sheldon, 2009; Glasgow and Whitney, 2009; Sheldon, 2009; Bleeker and Jacobs, 2004). These psychological effects are very important, since children's self-perceptions influence their later career decisions (Bleeker and Jacobs, 2004).

It is therefore important for schools to bring about strong partnership with families when it comes to maths and to reach out to parents (Sanders and Sheldon, 2009) and Sheldon (2009). Studies suggest that many families need help and assistance on their interactions with their children in maths (Sheldon, 2009). George and Kaplan (in Sanders and Sheldon, 2009) concur and claim that parents play a considerable role in the development of their children's attitude towards science. Parental involvement does not only affect academic outcomes, but also non-academic outcomes, such as students' school attendance and their behaviour and attitude towards school (Henderson and Berla, 1994).

Attending to school is very important to students, being in school gives students more opportunities to learn (Erlendsdóttir, 2010). Therefore, it is important for schools to improve students' attendance (Sanders and Sheldon, 2009). Research findings have identified certain aspects of parental behaviour as important indicators of lower levels of truancy among students (Sanders and Sheldon, 2009; Sheldon, 2009). It has also been shown to be helpful to improve attendance, that the school informs parents of their absent children (Sanders and Sheldon, 2009). This gives parents a chance to monitor and supervise their children's attendance more adequately (Nyangarika et al., 2020c).

Children's behaviour, both in school and out, is closely related to the family dynamics and their home environment. Snyder and Patterson (iSheldon, 2009) came to the conclusion that there are certain factors that are predictive of misbehaviour among adolescents such factors include, neglectful and passive parenting styles, lax disciplinary approaches, inadequate strategies to solve problems, poor parental monitoring and frequent conflicts at home, etc. Among educators, it is generally understood that students' family life does affect the behaviour of students. Therefore, the goal of many schools is to improve student behaviour by focusing on a partnership program with parents (Sanders and Sheldon, 2009). Focusing on such a partnership may, in addition, help to improve their academic achievement. Thus, better behaviour of students help to improve their academic achievement (Sheldon, 2009). A study of 827 African American eighth graders found that how students perceive their family support for academic achievement positively influences their behaviour. The improved behaviour in turn positively and significantly influences their school grades (Sanders and Sheldon, 2009). Richardson (2009) claims that better behaviour, among students, is one of the major outcomes of parental involvement. Parental involvement is also important for students' social and emotional development (Sanders and Sheldon, 2009). Students who have parents that are involved in their education have been shown to have a higher motivation to achieve in school and a higher level of school engagement (Erlendsdóttir, 2010). Thus, parental involvement can affect the student's academic achievement through the impact on the development of

the student's attitude and engagement with school, as well as a student's perception of their potential (Erlendsdóttir, 2010) and (Nyangarika et al., 2020c).

Another important aspect of successful learning is homework for students. According to Hoover-Dempsey and Sandler (1995), parents agree that they have an important role to play in home-based activities when it comes to children's learning. These home-based activities include, among others, monitoring their child's school work and progress, discussing school related issues with their child, and assisting with homework (Erlendsdóttir, 2010). Furthermore, research has shown that of all the different types of parental involvement, parents report that helping their children with homework is particularly effective for enhancing their academic achievement (Erlendsdóttir, 2010). According to the Department of Education in the United States (Patall, Cooper and Robinson, 2008), parent behaviour appears to corroborate this belief, 90% of parent's report setting aside a place for homework, and 85% of them report checking to see that homework has been done.

Studies have shown marked improvement in students' academic achievement when their parents are involved with their homework (Keith and Keith, 1993). For instance, a study of third and fifth grade students was conducted in an urban school district in the United States in 2001 (Sanders and Sheldon, 2009). After controlling for prior reading achievement, that study suggests that students who have teachers that more frequently involve families with learning activities at home gained higher in reading achievements from one year to the next, compared to students with teachers who less frequently involved the families. Similarly, findings from a study that Sirvani (2007) carried out showed that students with involved parents reached higher mathematical achievement than other students. In this study parents were divided into two groups, a control group and an experimental group. Parents in the experimental group were asked to monitor their children's homework and twice a week they received statements on their child's homework and test grades. Parents in the control group did not receive statements on their children's progress, nor were they asked to specifically monitor their children's homework. This light parental involvement in the experimental group was enough to increase their child's achievement in mathematics, compared to their own achievements the year before and compared to the achievement of the control group. Finally, the findings of Van Voorhis' study (2003) show that families in the experimental group, who received weekly interactive homework in science, were considerably more involved with their children's science learning than the control group, which did not receive such homework. In addition, the students from the experimental group returned more homework assignments and earned higher grades in science compared to students from the control group.

3. Methods

The study was conducted in Arusha Meru Secondary School located in Arusha Municipality, Arusha Region. The study utilizes qualitative with some elements of quantitative research approaches that were helped by the clarity of the findings. The study employed a questionnaire, documentary review, Interview guide, and focus group discussion to elicit information from the respondents. This school was selected since it represented a diverse group of students and parents as reviewed in this study. Students from this school came from middle income earning parents and poor families; some came from educated parents whereas others came from uneducated parents. The qualitative and quantitative data were analyzed separately because of their characteristics, while qualitative data were analyzed through content analysis whereas quantitative data were analyzed using the SPSS.

4. Results

The study results findings aspect of parent involvement in the education performance of the student was to assess whether parent have communicated their highest expectation of their children academically. These expectations included passing to university level, passing to technical colleges, to gain enough skills and knowledge, and to prepare them for adulthood. However, the importance of this question was to assess if at all there is any expectation of a parent to his/her child's education and if that expectation has been communicated to the child. Table 4.1 below summarizes the responses of the students in which 51 students (83.6%) said their highest expectation of their parent is that they shall pass up to university level, 7 students (11.5%) said the highest expectation is to gain just enough skills and knowledge whereas the remaining 3 students (4.9%) aid that the highest expectation of their parents is that the education will help them become good adults.

Table 4.1: Which of the following is your parents' highest expectation with regards to your education?

		Frequency	Percentage
Valid	To pass up to the university level	51	83.6
	To gain just enough skills and knowledge	7	11.5
	To prepare you for adulthood	3	4.9
	Total	61	100.0

Source: Researcher's Analysis (2020)

Finally, students were asked to rank in the five point scales the current involvement of their parents in their education. In this scale 1 stood for lowest 2 for lower, 3 for average, 4 for higher and 5 for highest involvement. Table 4.2 shows that 3 students (6.6%) believe that their parent have just an average involvement, 4 students (54.1%) believe that their parents have a higher involvement whereas the remaining 24 students (39.3%) think that their parent have utmost high involvement. Thus, despite the fact that majority of the parents have high involvements 6.6% of the interviewed students think that their parents have not showed up high involvement.

Table 4.2: Use the five points scale below to rank the involvement of your parent in your education

		Frequency	Percentage
Valid	3	4	6.6
	4	33	54.1
	5	24	39.3
	Total	61	100.0

Source: Researcher's Analysis (2020)

On the average, responses on the ranking of the parents' involvement are summarized in Table 4.3 below. Mode and median stood at 4.00 which indicate a higher involvement whereas the average stood at 4.33 which is also a higher involvement. Generally, parents at Arusha Meru secondary school have a higher involvement in the education of their children.

Table 4.3: Mean, Median, and Mode

Use the five points scale below to rank the involvement of your parent in your education		
N	Valid	61
	Mean	4.33
	Median	4.00
	Mode	4.00

Source: Researcher's Analysis (2020)

Along with the data collected from the students, some parents were sampled and interviewed in order to assess some attributes of parents' involvement in the academic performance of the students. Responses of the parents are summarized in the Table 4.3 to Table 4.4 as discussed in this section. This study involved 39 parents of whom 21 were male and 18 were female. Male parents represent 53.8% of all parents whereas female parents represent 46.2%, this suggests that the gender ratio of the parents studied is good (53.8: 46.2).

Table 4.4: Sex Distribution of Parents Studied

		Frequency	Percentage
Valid	Male	21	53.8
	Female	18	46.2
	Total	39	100.0

Source: Researcher's Summary (2020)

In terms of education 10 parents (25.6%) had certificate/diploma, 12 parents (30.8%) bachelor degree/advanced diploma, 6 parents (15.4%) were holders of various master's degree while the remaining 11 parents were holders of education other and lower than certificates (see Table 4.5).

Table 4.5 Educational Distribution of Parents Studied

		Frequency	Percentage
Valid	Certificate/Diploma	10	25.6
	Bachelor Degree/Advanced Diploma	12	30.8
	Master's Degree	6	15.4
	Others	11	28.2
	Total	39	100.0

Source: Researcher's Analysis (2020)

Occupationally, only one parent (2.6%) questioned was a peasant, 22 (equal to 56.4%) parents were employees in different employments and the remaining 16 parents (41.0%) were involved in other self-employments (see Table 4.6 below). The aim with this classification was to assess if occupations of the parents is imperative to good performance, this has been established later in this section.

Table 4.6: Occupation Distribution of the Parents Studied

		Frequency	Percentage
Valid	Peasant	1	2.6
	Employed	22	56.4
	Other Self employment	16	41.0
	Total	39	100.0

Source: Researcher's Analysis (2020)

Table 4.7 shows that of the interrogated parents, 24 parents (61.5%) had their children in form three and the remaining 15 parents (38.5%) had their children in form four. This question aimed at assessing whether there are parents who do not know even the class of their children; on the contrary, all the parents studied knew the class of their children.

Table 4.7: Which of the following properly describe the class of your child?

		Frequency	Percentage
Valid	Form Three	24	61.5
	Form Four	15	38.5
	Total	39	100.0

Source: Researcher's Analysis (2020)

The other tempting question to parents was whether they remember the results of their children in their standards final national examination. Table 4.8 indicates that of all the parents, 8 parents (20.5%) do not remember the results of their children in their standard seven national examinations. This implies that some parents have no such a close follow-up to their children to the extent that they cannot remember what their children achieved in less than three years ago.

Table 4.8: What was the average of your child during the standard seven examinations?

		Frequency	Percentage
Valid	A	1	2.6
	B	12	30.8
	C	14	35.9
	D	4	10.3
	Not Sure	8	20.5
	Total	39	100.0

Source: Researcher's Analysis (2020)

On the other hand, parents were asked to indicate the results of their children in their form two examinations. This also was aimed at assessing the closeness to which parent's follow-up the academic performance of their children. As indicated in Table 4.9; only one parent was not sure of the results of his child in the form two examinations; the rest of the parents remembered well.

Table 4.9: What was the average of your child in form two national examinations?

		Frequency	Percentage
Valid	B	4	10.3
	C	19	48.7
	D	15	38.5
	Not Sure	1	2.6
	Total	39	100.0

Source: Researcher's Analysis (2020)

Parents were also questioned whether they consider themselves to be involved in their children's education. Table 10 below shows that all parents consider that they are involved in the education of their children.

Table 4.10: Do you consider yourself to be involved in your child's education?

		Frequency	Percentage
Valid	Agree	39	100.0
Total		39	

Source: Researcher's Analysis (2020)

In the previous section students agreed that their school communicates with their parents. This study questioned also the parents on how often the school communicates with them regarding their children's academic performance. One parent (2.6%) said there is a daily communication between him and the school, 37 parents (94.9%) said they receive weekly communication from the school regarding their children's academic performance whereas one parent (2.6%) said he never received any communication at all (Table 4.11).

Table 4.11: How often does the school communicate to you about your child's Progress?

		Frequency	Percentage
Valid	Every Day	1	2.6
	at the end of the week	37	94.9
	Not at all	1	2.6
	Total	39	100.0

Source: Researcher's Analysis (2020)

Parents were also asked whether they are aware of the policies and programs of the school. This awareness among other things will symbolize how close parents follow up the performance of their children. Table 4.12 shows that 31 parents (79.5%) agreed that they know, one person said he does not know, and the remaining 7 parents (17.9%) said are not sure.

Table 4.12: Are you aware of school policies and programs?

		Frequency	Percentage
Valid	Yes	31	79.5
	No	1	2.6
	Not Sure	7	17.9
	Total	39	100.0

Source: Researcher's Analysis (2020)

Parents were also asked on how often they monitor their children's school works. Table 4.13 shows that all 39 parents (100%) said do monitor daily the school works of their parents. This indicates that parents have allotted time to assess the school works of their children.

Table 4.13: How often do you monitor your child's school work?

		Frequency	Percentage
Valid	Every day	39	100.0
Total		39	

Source: Researcher's Analysis (2020)

Another aspect of the study was to learn what parents do as they daily monitor the academic progress of their children. In this regards five items were shortlisted from which parents were allowed to agree. The first item studied is purchase of learning materials which includes text books, pens, and exercise books. As summarized in Table 4.14 all 39 parents (100%) agreed that they often buy learning materials to their children.

**Table 4.14: What do you often do to monitor your child's academic progress?
(a) Buy him/her learning materials**

		Frequency	Percentage
Valid	Agree	39	100
	Total	39	100.0

Source: Researcher's Analysis (2020)

Another aspect of academic monitoring used by parents is giving home works to children. Table 4.15 shows that all parents agreed that they give home works to their children while at home.

**Table 4.15: What do you often do to monitor your child's academic progress?
(b) Give him/her Home works**

		Frequency	Percentage
Valid	Agree	39	100.0
	Total	39	

Source: Researcher's Analysis (2020)

Parents also are supposed to encourage timely and daily attendance of their children to school. To encourage this attendance this study questioned whether parents wake their children early for school. Table 4.16 shows that all 39 parents agreed that they often wake their children early in the morning for school.

**Table 4.16: What do you often do to monitor your child's academic progress?
(c) Wake him/her early for school**

		Frequency	Percentage
Valid	Agree	39	100.0
	Total	39	

Source: Researcher's Analysis (2020)

Another aspect studied if it is used by parents to encourage good academic performance of their children is checking class works of the children. Table 4.17 shows that all 39 parents (100%) agreed that they often check the class works of their children.

**Table 4.17: What do you often do to monitor your child's academic progress?
(d) Check his/her class works**

		Frequency	Percentage
Valid	Agree	39	100.0
	Total	39	

Source: Researcher's Analysis (2020)

The last item of academic monitoring posed to parent is the issue of parents' visitation to school. With strategy parents visit to the school where their children are studying and meet teachers and request from them any report or information from teachers and share with them strategies on how to improve the performance of the students. Table 4.18 shows that all 39 parents agreed that they often pay a visit to the school to encourage their children and share any experience or information with the teacher important for academic performance of the students.

**Table 4.18: What do you often do to monitor your child's academic progress?
(e) Visit him/her at school**

		Frequency	Percentage
Valid	Agree	39	100.0
	Total	39	

Source: Researcher's Analysis (2020)

Another important aspect that was included in this study was to assess whether parents have any expectation of their children's education. Unlike the responses of the children, all 39 parents agreed that their highest expectation is that the children will pass up to the university level and earn a university degree shown in Table 4.19.

Table 4.19: What are your expectations with regards to your child's education?

		Frequency	Percentage
Valid	To pass up to the university level	39	100.0
Total		39	

Source: Researcher's Summary (2020)

After the assessment of the parents' expectorations to the education of their children, it becomes important to establish whether those expectations were shared to the respective children. Table 4.20 shows that all the 39 parents agreed that they communicated their expectations to their children. Thus, children know that their parents expect them to earn a university degree in the future.

Table 4.20: Is your child aware of your expectations?

		Frequency	Percentage
Valid	Agree	39	100.0
Total		39	

Source: Researcher's Analysis (2020)

Another important investigation done by this study was to determine how often a parent discuss with the child about education interest. Table 4.21 indicates that; 22 parents (56.4%) they discuss about education with their children every day, 3 (7.7%) parents said they discuss with their children about education only during the weekends, and the remaining 14 parents (35.9%) said they do so only when they have ample time.

Table 4.21: How often do you have discussions with your child about education, and his/her interests?

		Frequency	Percentage
Valid	Every Day	22	56.4
	Only during the week ends	3	7.7
	Only when I have time	14	35.9
	Total	39	100.0

Source: Researcher's Summary (2013)

Parents also were asked if they are aware of all the subjects their children are taking at school. Table 4.22 indicates that 28 parents (71.8%) agreed, 2 parents (5.1%) disagreed and 9 parents (23.1%) were unsure if they are aware of all the subjects their children are taking at school.

Table 4.22: Are you aware of all the subjects your child is learning at school?

		Frequency	Percentage
Valid	Yes	28	71.8
	No	2	5.1
	Not Sure	9	23.1
	Total	39	100.0

Source: Researcher's Analysis (2020)

Another issue assessed to parents was how often they emphasize their children to do their home works. In other words, how often do parents sit their children for home works? Table 4.23 below shows that 27 parents (69.2%) said they emphasize every day, 7 parents (17.9%) emphasize during the weekends, 2 parents (5.1%) emphasize once per week, and the remaining 3 (7.7%) emphasize only when they have time. Generally, parents agreed though at different rates that they emphasize their children to do their home works.

Table 4.23: How often do you emphasize to your child that he/she does his/her homework?

		Frequency	Percentage
Valid	Every day	27	69.2
	only during the weekend	7	17.9
	once in a week	2	5.1
	Only when I have	3	7.7
	Total	39	100.0

Source: Researcher's Analysis (2020)

Finally, parents were allowed to rate in the five points scale their current involvement in the education of their children. In this scale 1 stood for no involvement where 5 stood for utmost involvement. Table 4.24a shows that 2 parents (5.1%) rated their involvement at 4 which is and the remaining 37 rated it at 5 which is the utmost involvement.

Table 4.24a: Use the five points scale below to rank your involvement in education of your child

		Frequency	Percentage
	4	2	5.1
	5	37	94.9
	Total	39	100.0

Source: Researcher’s Analysis (2020)

The general picture of parents rating of the involvement is arrived by computing the central tendency of the responses. This is done by estimating mean, median, and mode of the responses. The median and the mode are rated at 5.00 which is the utmost involvement whereas the mean is 4.85 which is nearly equal to the utmost importance (Table 4.24b). This generally implies that the current involvement of parents in the education of their children is that of the utmost involvement.

Table 4.24b: Mean, median and mode of table 4.38a responses

N	Valid	39
Mean		4.85
Median		5.00
Mode		5.00

Source: Researcher’s Analysis (2020)

**Table 4.25a: Use the five points scale below to rank your involvement in education of your child Vs. What was the average of your child in form two national examinations?
Cross-tabulation**

		Count				Total
		What was the average of your child in form two national examinations?				
		B	C	D	Not Sure	
Use the five points scale below to rank your involvement in education of your child.....	1	0	1	0	0	1
	4	1	0	0	1	2
	5	3	18	15	0	36
Total		4	19	15	1	39

Source: Researcher’s Analysis (2020)

Research Hypotheses Test in carrying out this study two important assumptions were made; a null (Ho) and an alternative (H1) hypothesis. Ho: There is no significant relationship between parental involvement and the academic performance of the students. H1: There is a significant relationship between parental involvement and the academic performance of the students in this study a null hypothesis is tested using chi square statistics. In carrying out chi square test a chi square value was calculated then compared to a table chi square value. A null hypothesis is accepted when the calculated value is less than the table value otherwise it is rejected. Two important variables were used to calculate the chi square statistics. The level of parental involvement as rated in five-point scale by the respondents and the academic performance of the students measured by Grades (see Table 4.24a below). The chi square test was carried and the calculated chi square value is 24.59 (Table 4.25a). This value was compared to the table value at the significance of 5% and degree of freedom of 6. The table value at the significance of 5% and 6 degree of freedom is 12.59. Since the calculated value (24.59) is greater than the table value (12.59) the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, there is a significant relationship between the parental involvement and the academic performance of the students as shown in (Table 4.25b).

Table 4.25b: Chi-Square Tests

Chi-Square Tests			
	Value	Degree of freedom	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.589 ^a	6	0.000
a. 10 cells (83.3%) have expected count less than 5. The minimum expected count is .03.			

Source: Researcher's Analysis (2020)

The Parental Role to the Academic Performance of the Students this study emerged under the obscurity of whether parents have role to play in order to improve the academic performance. During the course of this study both parents and students agreed that parents have an important role to play to improve the performance of students. This role is centered at home but it spans to the school where students spent most of the time depending on whether he/she is a day or a boarding student. At home, parents can encourage studying in different way for example such as home works. Currently, parents at Arusha Meru are involved in the academic performance of their children and the involvement is nearly to that of the utmost high. Involvement of parents in the education of their children the finding above, parents have a greater role of all the key players toward the academic performance of the students. In this regards it has been found in this study that parent's involvement in the education of their children was beneficial in many respects; including academically and behaviourally. Students whose parents are involved were found to be good academic and behaviour performers. Thus, if other factors remain unchanged, students whose parents are involved in helping them academically will perform well compared to the students whose parents are less concerned. Monitoring of student's school works by parents.

Conclusion

The study aimed at assessing the parental role in the academic performance of the students. Roles played by parents at home and at school that influence student's performance at secondary level the study was to determine the roles played by the parents in order to improve and maintain the academic performance of the students. Parents and students involved in this study generally agreed that parents have an important role to play in improving and sustaining the performance of the students. Currently the role played by parents is not limited in some ways. However, parents and students agreed that parent are responsible in a number of ways which includes buying learning materials, assigning children with home works, checking their home works, waking them up for school early in the morning, and visiting them to their school. Determination of whether currently parents play their role to improve students' performance at the current time parents play their role in improving and sustaining the academic performance of students. A five-point scale rating of the current involvement of parents in the education of their children indicates that it is at the utmost high position. Therefore, at the present time parents are highly involved in the education of their children. To explore whether school involve parents in improving academic performance of the students the school involves the parents in improving the academic performance of the students. The findings conclude that the school is involving parents in many ways. At first the school communicates with the parents by mailing to them academic progress report which gives them a full picture on how their child is doing. The second method used by the school in involving parents is by holding meeting with the parent. Therefore, currently the school involves parents in the education of the students and this involvement improves the performance of the students. The study findings show the roles of parents on students' academic performance that should be well capitalized by the school in order to improve and sustain good academic performance of the students. This section gives four important recommendations which if implemented will strengthen the parental role in the academic performance of the students. Education policies should be formulated to indicate the position of the parents in the education sector. Tanzania has one the long lived education system in the sub-Saharan region. However, despite of its experience in running education system the country lacks clear education policy which serves as a frame work on how the education sector is to administer and how will the key variables be coordinated. The author of this study therefore recommends that there should be a developed education policy which among other things should indicate the clear role to be played by the parents. Parent meetings calendar should be communicated to parents at the beginning of the term. This paper found that some parents did not attend most of the parent meeting or they have never attended a parent meeting at all. During the interview it was discovered that parents complained of un-clear time table regarding the parent meeting organized by the school. In order to avoid this inconvenience, the author recommends that the parent meetings should be prescheduled and communicated to parents prior to the commencement of the term in which the meeting is to be held. Parents of the students poorly performing should occasionally be called to the school for consultation. Despite the good involvement of parents in the education of their children found in this study, the academic performances of some of the students were up to standard. Some students had an average of "D" which if allowed to mature to form four it will result to failure. On the

other hand, the parents of all students claim to be closely monitoring their children. In this regards, the author recommend that parents whose children fail to score above an average of ‘‘D’’ be called at the school in order to share experience on how they spent the time both at school and home.

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