



Parents' Strategies for Enhancing Academic Achievement among Secondary School Students in Tanzania

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Abstract: *This study examined parents' strategies for enhancing academic achievement among secondary school students in Dodoma City Council- Tanzania. The study used Maslow's Hierarchy of Needs Theory. The study used mixed method approach, and data were collected through interviews and questionnaires. The findings have revealed that children who were motivated by their parents at home were more disciplined and achieved well in their studies at school. The study also revealed that stimulated home environment affected children's personality and their interpersonal relationships. These students who come from positive and stimulating home environments also appeared to achieve better in their academic performance than those who come from the poor and unstimulated home environments. The study recommends that parents need to create a good and supportive home environment to enable their children develop well personally and achieve well academically at school. To achieve this, there is a need to educate parents on the important role they should play such as close supervision of their children at home to ensure good success of their children's education.*

Keywords: *Academic achievement, Hierarchy of Needs Theory, Home Environment, Tanzania*

How to cite this work (APA):

Kaizirege, A. & Biswalo, U. P. (2023). Parents' strategies for enhancing academic achievement among secondary school students in Tanzania. *Journal of Research Innovation and Implications in Education*, 7(4), 711 – 721. <https://doi.org/10.59765/gher3924>.

1. Introduction

Parents' active participation in their children's education has often been an indispensable part of every student's academic achievement. Parents are expected to be involved in their children education more often by being active to help them with classroom requirements, communicating regularly with the teachers about their children, assisting them in doing their homework and talk about their child's individual academic strengths and problems with teachers (Ngussa, 2019). Phuntsho, (2021) pointed that academic success of students does not only depend on the quality of schools and teachers, rather the extent of parental involvement has vital role to play in academic achievement of their children (Vázquez-Suárez, Da Silva & Sánchez-

Gómez, 2022). Children are more likely to have higher academic achievement levels and improved behavior when families are involved in their education. Learning begins at home through interaction with one's family and child's support from the parents (McGaha-garnett, 2018; Crouch et al., 2019; Rubbi Nunan & Ntombela, 2019)

Parents' concern in their children's learning increases child's morale, attitude, and academic achievement across all subject areas, and improves the behavior and social positive change towards academic improvement (Mabula & Ligembe, 2022; Mngarah, 2017; Samuel & Changwony, 2019). According to Centre for Child Well-Being, (2010), parent's active participation in education assists children to

be productive and responsible members of the society through their academic progress.

According to Lloyd, (2018) home is a place where children live with their parents or caregivers and it is a place where they are groomed and therefore children start to learn the norms and values of the society in their respective homes. Amoo, Adeyinka and Aderibigbe, (2018) add that family is the primary socialization agent of the children, and it represents the entire human and material resources present at home that can influence children's interests and their future aspirations on academic excellence.

Arzu, (2018) affirmed that academic performance of the child could be traced from the home they come from. The parents' active involvement in the education of their children enhances academic performance in schools. This is because the family background and context of children affect their reactions to life situations and level of academic performance. Studies above have shown that a home is the first place where a child is prepared for schooling; however, how this is realized in Tanzanian homes is not known. This study, therefore, explored parents' strategies for enhancing their children's academic achievement in secondary schools in the Dodoma City Council, in Tanzania.

1.1 Statement of the Problem

Good education is a product of effective teaching and learning coupled with the effort of the government, teachers, students and parents. Despite the government's efforts in supervision of education through enhancing good environment at school, parents' role in education of their children is another criterion which needs to be considered (Mapigano, 2018). Studies indicate that parents have a great influence towards basic education, psychosocial, moral and spiritual foundations and the overall development of the children (Goni, 2016). According to Goni, the family is viewed as consequential for child developmental outcomes such as cognitive ability, school readiness and academic achievement.

A study by Munir, Faiza and Iqbal, (2023) revealed that parents consistently engaged in the practice of reviewing their children's school assignments within the home environment. This implies that parents were actively engaged in their children's education. By doing so, the academic achievement of their children was realized. This is also supported by the study by Usman, Mukhtar and Auwal, (2016) who found a significant correlation between the conditions of the home environment and the academic performance of students. Similarly, Farooq's (2019) study revealed that family contacts play a crucial role inside the household, occurring with regularity, and consequently have a substantial correlation with students' academic

performance. According to Oduro-Ofori, (2023), parents with lower incomes exhibited a higher degree of involvement compared to their high-income counterparts. This implies that low-income level of parents can negatively affect their children's academic achievement at school. According to Ilomo, (2015), academic performance of students was largely enhanced by many factors including the support of parents in their children's education. From the reviewed studies above, children's academic achievement depends largely on the support they receive from home. However, how parents do to enhance their children's academic achievement at school particularly in secondary schools in the Dodoma region, Tanzania is not known. Therefore, to fill this gap, this study explored parents' strategies for enhancing students' academic achievement in secondary schools in the Dodoma City Council, in Tanzania.

2. Literature Review

2.1 Empirical Literature Review

Extensive research has consistently demonstrated the significant impact that parents have on the academic performance of their children. According to the research conducted by Farooq, Chaudhry, and Shafiq, (2011), increased parental participation throughout the early stages of a child's education has a beneficial impact on the child's academic performance, leading to higher levels of achievement in school. Additionally, Kapinga (2014) has found that, families that have children who perform well academically demonstrate certain attributes. These include implementing a consistent daily family routine, which involves allocating dedicated time and a peaceful environment for studying, as well as household responsibilities to be minimized to the children. To effectively oversee extracurricular scholar recommended to implement various strategies such as imposing restrictions on television consumption, minimizing recreational playtime, supervising the social circles that students associate with, and fostering an environment at home that is nurturing and encouraging. This can be achieved by displaying warmth and support, demonstrating a vested interest in the academic advancement of children, helping with homework, and engaging in conversations that emphasize the significance of education and future professional aspirations.

Likewise, Munir, Faiza and Iqbal, (2023) conducted the study on the impact of social-economic status on academic achievement in Pakistan, revealed that parents consistently engaged in the practice of reviewing their children's school assignments within the home environment. Further, the study indicated that, the active involvement of parents in their children's education, including providing instruction

and guidance during home-based learning and assisting with homework, has been found to have a favorable impact on secondary students' academic performance. The study held the belief that pupils who attained high levels of performance in their biology class were predominantly those hailing from urban regions and having parents with higher occupational statuses. Moreover, it has been disclosed that the establishment of academic regulations by families has proven to be conducive to the enhancement of secondary students' academic performance (Mngarah, 2017).

A study by Usman, Mukhtar and Auwal, (2016) indicated a significant correlation between the conditions of the home environment and the academic performance of students. Moreover, the study found that, when optimal home environments are combined with parents' understanding of their responsibilities in facilitating their children's educational development, students demonstrate high levels of academic achievement. Based on the feedback provided by parents, it was further observed that the allocation of time for home-based revision emerged as a highly significant element, as indicated by the unanimous agreement (100%) among parents who either strongly agreed or agreed that it positively influences academic performance.

Farooq, (2019) revealed that family contacts play a crucial role inside the household, occurring with regularity, and consequently have a substantial correlation with students' academic performance. He additionally suggested that the interactions between family members within the household serve as a significant catalyst for the growth and development of children. This resource facilitates the social and cognitive growth of children, while concurrently bolstering their self-assurance. This intricate interplay highlights the multifaceted impact of family relationships on students' overall well-being and educational success.

2.2 Theoretical Review

2.2.1 Maslow's Hierarchy of Needs Theory

The study was guided by Maslow's Hierarchy of Needs. The theory in question was put forth by Abraham Maslow in the year 1943. The theory posits that individuals are driven by a set of five fundamental needs that are universally applicable to all human beings (Kainuwa, Binti & Yusuf, 2013). Individuals must have their basic needs satisfied before they can effectively address their developmental requirements. Maslow's ideas highlight that, in situations when youngsters depart for school without access to nourishment, experiencing frustration or mental distress, there exists a potential likelihood that they may develop a negative disposition towards the process of

acquiring knowledge. According to a study conducted by Omoegun, (2017), the presence of undernutrition and hunger in youngsters might have a significant negative impact on their educational advancement and overall prospects in life. The use of Maslow's hierarchy of needs theory is relevant to this study as it offers a conceptual framework for addressing the safety and stability of the home environment, which can contribute to the facilitation of the learning process within the school setting. Therefore, parents or caregivers have a crucial role in meeting the child's physiological demands, providing affection, and fostering self-esteem, which are essential for the child's beneficial growth both at home and in the educational setting.

3. Methodology

The study employed a mixed research approach. This approach combined both quantitative and qualitative research methods to provide a comprehensive and multifaceted understanding of the research objectives (Creswell, 2014). The study used questionnaires and in-depth interviews with key informants about strategies used by the parents to enhance academic performance among the secondary school students. The data were collected from four secondary schools in Dodoma city, Tanzania namely A, B, C and D. The total number of 148 informants were selected to provide the information in which 120 were students who participated by filling in questionnaires and 28 key informants participated in the study by using interviews. The key informants were 10 parents, 9 secondary school teachers, 9 were local street chairpersons. In this study, both purposive and simple random techniques were employed. Parents, teachers and local street chairpersons were purposefully selected because they had enough information about the life of students. Simple random sampling technique was used to select students. Simple random technique provided equal opportunity for every student from the area of the study to be selected to provide the information. Researcher used questions and probing questions to get more and detailed information on the research topic from the informants (Young, 2015). The questionnaires contained a sequence of both closed and open ended questions. The mix of questions helped to get both collective perception and individual perception on parent's strategies used to enhance academic achievement among secondary school students.

4. Results and Discussion

The data obtained from the study were presented and analyzed quantitatively through multiple response analysis of 120 respondents in variables which was also used as sub themes in align with the study questions. The theme generated from study variables was the parents' strategies

for enhancing academic achievement among secondary school students. The data were presented and analyzed using the emerged sub themes which were provision of learning materials, educating children on the importance of

education, Parents close supervision to children, reduction of house chores to students, parents' motivation to children, strengthening parents- student and teacher cooperation during the whole process of schooling.

Table 1: Suggestions on Strategies Which Parents/guardians can take to enhance students' Academic Achievement (N=120)

Strategies	Frequency	Percentage
Parents need to ensure that learning materials are available at home to assist their children.	102	85
Educating parents on the importance of Children's education and providing them all necessary requirements.	106	88.3
Parents should have close supervision of their children during the whole process of schooling.	100	83.3
Reducing household chores to school children in order to get rest and time for private studies.	112	93
Parents should motivate their children during the whole process of schooling and learning.	98	81.6
Strengthening parents- student and teacher cooperation during the whole process of schooling	96	80

Source: Field data 2023

Table 1. indicates the major suggestions proposed by respondents about the ways to enhance students' academic achievement at school. Most of the respondents about 93% suggested to reduce household chores for school children in order to get time for resting and private studying. 89.3% suggested that parents should be educated on the importance of their children's education plus providing them all necessary school requirements. 86% suggested that parents need to ensure that learning materials are available at home to assist their children. 82.1% suggested that parents should have close supervision of their children during the whole process of schooling. 79% parents should motivate their children during the whole process of schooling and learning. 82.1% stressed on strengthening parents- student and teacher cooperation during the whole process of schooling. All these were proposed as effective strategies that can help to improve students' academic achievement through home environment where parents/guardians and other family members are the main responsible group. These strategies are further elaborated below.

4.1 Ensuring the Availability of Learning Materials at Home

The findings of the study indicate a significant need for the accessibility of educational materials inside the domestic

setting. The participants in the study, who were subjected to both surveys and interviews, highlighted the significance of parental responsibility in providing their children with educational resources, including textbooks, as well as vital objects like desks and chairs, to facilitate effective home-based learning. A student from school B articulates this emotion on open ended question in questionnaire by saying:

"I propose that our parents exert effort in procuring essential educational resources, such as books, to facilitate our engagement with them during our post-school hours at home." (Student. School B, May 2023).

Similarly, the parents who were interviewed suggested that parents should spend their finances towards obtaining the necessary educational materials for their children. The importance of parents acquiring useful learning resources, like as reading books, was underscored, with an emphasis on the need to promptly make these purchases without hesitation. One parent residing on street A expressed that:

"The provision of diverse educational resources within the home environment has the potential to augment children's learning abilities, hence resulting in a favorable influence on their

academic achievements". (Interview with a parent, street A. May 2023).

The results align with the research undertaken by Ugulumu, (2016) where a correlation was established between the domestic setting and scholastic performance. Based on their research findings, it has been shown that a supportive domestic setting is positively correlated with enhanced academic accomplishments, whereas an unfavorable domestic environment might have a detrimental impact on a child's academic success. Ugulumu, (2016) observed that students hailing from households that prioritize literacy have enhanced academic performance, owing to their parents' proactive endeavors in facilitating a wide range of educational resources, with a specific emphasis on reading materials.

4.2 Educating Parents on the Importance of Children's Education

The findings of this study indicate that most participants (88.3%) in both interviews and surveys conveyed their endorsement for the notion of providing parental education as a means to cultivate a conducive home environment that promotes their children's educational development. Basically, a considerable proportion of parents possessed only primary education and exhibited insufficient understanding of the significance of their children's education. The absence of consciousness regarding this matter impeded their capacity to inspire their children, leading to diminished engagement in their children's educational trajectory. The provision of parental education and acknowledgement of their crucial role in their children's education has the potential to foster a more favorable domestic setting for learning and instill heightened excitement for schooling in their children. One example is the statement made by a community leader from Ward A, who stressed the substantial impact of the home environment on the academic achievement of children.

"The primary responsibility for fostering a supportive culture for children's learning at home lies with the parents. Therefore, the education of parents concerning the importance of cultivating a supportive domestic environment and providing continuous encouragement to their children throughout their academic journey is of utmost value". (Interview with a local chairman, street A. May 2023).

Another community leader from Ward C proposed that teachers should make a concerted effort to offer parents information on how they might effectively contribute to their children's educational development at home. Since, certain parents exhibit a lack of knowledge of their

responsibility in facilitating their children's intellectual development.

"There exists a necessity for teachers to exert their utmost effort in educating parents regarding their responsibilities inside the home environment. Since, the current state can be attributed to a lack of parental awareness towards their children's educational challenges". (Interview with a local chairman, street C. June, 2023).

Moreover, during an interview, a parent from Street A expressed:

"I have attained education up to the fourth standard, hence was unable to pursue higher education due to a lack of opportunities. As parents, we do find ourselves in a tricky situation as our first-born kid embarks on her secondary school journey. Given our lack of prior experience and knowledge, both my spouse and I are uncertain about the most efficient methods to actively support her academic endeavors within the home environment". (Interview with a parent, street A. May 2023).

The results of this study emphasize the beneficial effects of providing parental or guardian education regarding the significance of establishing an atmosphere at home that is suitable to their children's educational development. The results shown here are congruent with a study carried out by Alordiah, Akpadaka and Oviogbodun, (2015), it was seen that parents who continuously monitored their children's schoolwork, offered guidance and support during homework, had a favorable impact on their children's academic achievements. Based on the preceding discourse, it is apparent that parents necessitate a certain level of knowledge and proficiency in order to effectively facilitate their children's scholastic progress inside the home environment.

4.3 Parents' close Supervision to Children

The findings of the study indicate a notable correlation between the level of parental monitoring and the academic achievement of students. During the interviews, the majority of parents expressed the significance of vigilant supervision of their children inside the home environment, with the aim of ensuring their undivided attention towards academic pursuits. A suggestion was made by a parent residing in Street D to establish a homework timetable that can be adhered to by all parents.

“I have set up a timetable at home for helping my children to do their homework after school hours. I suggest this to be done by all parents”. (Interview with a parent, street D, June 2023).

Furthermore, it was ascertained through the conducted interviews that certain parents may lack the requisite knowledge or proficiency to assist their children in specific topics or abilities. However, these parents actively fostered a supportive environment by encouraging their children to cultivate a positive mindset towards their academic pursuits. As exemplified by a parent residing on Street C, it was acknowledged that despite lacking a formal education, they actively encourage their child to seek assistance from peers and classmates when facing challenges with homework.

“I am not educated hence unable to help my daughter to do homework given at school. What I do is to ask her to see help from her friends and classmates”. (Interview with a parent, street C, May 2023).

Similarly, a community leader articulated the perspective that in the absence of adequate parental oversight, adolescents may be susceptible to participating in behaviors such as consuming unsuitable media on television or mobile devices or engaging in unproductive conduct. Nevertheless, under conscientious supervision and a dedication to scholarly endeavors, individuals have the potential to develop discipline and cultivate a strong inclination towards academic interests.

“Without proper parental supervision at home, children will end up being engaged in watching immoral films through home TVs, mobile phones, or doing other nonsense activities. However, a close parental monitoring in line with academic activities, will help children become more disciplined, loving their studies and do better at school” (Interview with a local chairperson, street B, May 2023).

The insights provided by the participants underscore the significant importance of parental supervision and monitoring in facilitating children's involvement in the educational journey. Children who are provided with sufficient supervision in their homes demonstrate strong time management skills when it comes to academic responsibilities, such as homework, and actively engage in school lessons because of the encouragement and support they receive from their parents or guardians.

This observation is consistent with a study conducted by Mapigano, (2018), wherein it was discovered that parents who engage in active monitoring of their children's

activities, such as restricting their screen time, limiting their playing, setting consistent study routines, and monitoring their social interactions, make a substantial contribution to their children's academic advancement. Hence, the involvement of parents in overseeing their child's educational journey holds significant importance in determining their scholastic success. These findings are consistent with the principles of the Maslow's Hierarchy of Needs theory, which posits that a child's acquisition of information and learning is mostly shaped by their contextual factors. Specifically, parents and caregivers have a significant role in influencing a child's behavior and cognitive development.

4.4 Reducing Household Chores

The findings of the study indicate that, there is a positive correlation between alleviating the responsibilities associated with household tasks and the academic achievement of secondary students. The significance of reducing family obligations for schoolchildren, as emphasized by respondents, particularly students and teachers, is to ensure they have ample time to dedicate to their academic pursuits. Based on the perspective of students, reducing the burden of domestic tasks will enhance their ability to successfully dedicate time to private academic pursuits. A suggestion was made by a student from school B to encourage teachers to engage in communication with parents, providing them with guidance on the potential negative consequences of excessive domestic tasks, both within the home environment and within the school setting, in order to foster academic achievement. The student concerned stated the following:

“I recommended that our teachers provide guidance to our parents regarding allocating us adequate time for independent study in our home environment. They should communicate with parents and conveying the message that household chores ought to be minimized to a degree that does not impede our pursuit of academic endeavors”. (Student response on open ended question in questionnaire. School B. May 2023).

Likewise, teachers affiliated with school A have expressed their perspective that alleviating the burdensome responsibilities from students pertaining to domestic tasks will augment their educational process inside classroom settings. It is argued that it is the responsibility of parents and guardians to actively strive to prevent secondary students from being too encumbered with domestic tasks that hinder their academic progress. this is echoed by the

statement from one of the teachers who stated the following:

“As teachers we often express concerns about specific students who often arrive late to school due to household commitments, such as collecting water and performing household chores, particularly in the mornings. This frequently leads to their failure to attend the initial sessions each day”. (Interview with teacher. School A. May 2023).

Moreover, the findings derived from interviews conducted with parents and community leaders underscore the imperative of safeguarding schoolchildren from the adverse outcomes associated with an overwhelming burden of domestic responsibilities. A community leader proposed that the Ward Councilors implement regulations aimed at promoting the allocation of less burdensome responsibilities to children by their parents and guardians, so as to not impede their academic advancement Ilomo and Chawanga, (2015). This strategy would afford students with sufficient time for self-directed study, the completion of academic tasks, and leisure activities. One of the community leaders said the following:

“The Government should provide bylaws which will guide and force parents to give their children light duties only which cannot avoid affecting their academic progress while they are at home. By doing so, it may help students to get enough time for reading, doing their home assignments and get enough time for resting and thus good performance”. (Interview with a local chairperson, street D, June 2023).

The results presented in this study present a persuasive case for parents to decrease the amount of household duties assigned to adolescents and create a home atmosphere that is conducive and productive for academic pursuits. This involves allocating domestic tasks to students in a manner that does not excessively deplete their time and energy resources. By implementing this strategy, students will be afforded additional time for academic pursuits and leisure activities, hence facilitating enhanced physical and cognitive engagement within the educational setting. The results of this study are consistent with the findings of Goni and Bello, (2016) who suggested that it would be beneficial to give children less demanding household tasks that do not have a detrimental effect on their academic performance.

4.5 Parents’ Motivation to Children

The active engagement of parents in their children's education, encompassing various forms of guidance, support, motivation, and nurturing, has been shown to exert a substantial influence on their academic achievements. The significance of cultivating a supportive learning environment at home, as evidenced through interviews conducted with diverse persons including community leaders and parents, is underscored in relation to its potential to positively impact a student's academic achievement inside the school setting. A community representative from Ward A posited the notion that parents and guardians should employ motivational strategies, such as delivering rewards or promising incentives, to encourage their children's academic performance. This strategy has the potential to foster children's engagement in their academic pursuits and educational institution.

“We parents/guardians need to motivate our children by rewarding our children when they do well in their subjects at school. This will help motivating the children to develop more interest towards school and their studies”. (Interview with a local chairman, street A. May 2023).

Similarly, educators also propose that offering commendation to children for their commendable conduct and academic accomplishments is an efficacious approach to fostering motivation. For example, a teacher from School C suggested that parents and guardians should actively recognize and incentivize their children's achievements in academics or their display of positive advancements in their educational development.

“Parents and guardians have to make it a habit to acknowledge and reward their children whenever they perform well or show some significant progress in their academic endeavors at school”. (Interview with teacher. School C. June, 2023).

Additionally, a significant proportion of students, as seen by the data collected through questionnaires, expressed their endorsement of the idea that parents and guardians should actively engage in inspiring them throughout their educational trajectory. A student proposed that receiving rewards for exemplary academic performance could enhance their self-assurance and drive, in contrast to parents displaying indifference towards their accomplishments.

“I suggest that our parents should make habit of rewarding us when we do better in our studies. This will courage us to study more, rather than parents acknowledging our success silently”.

(Student response on open ended question in questionnaire. School C. June 2023).

The findings align with the outcomes of a study conducted by Arzu, (2018), which underscored the significance of establishing a nurturing domestic setting to facilitate children's educational development. According to Arzu, (2018), research, there is a positive correlation between the provision of incentive and support within the home environment and the level of discipline exhibited by children, ultimately resulting in improved academic performance across many school disciplines. In a study conducted by Arzu, (2018) it was found that a dynamic home environment had a favorable influence on children's personality and interpersonal connections, ultimately leading to improved academic performance. Furthermore, study findings are consistent with theory of Maslow's Hierarchy of Needs motivation. In which when the needs of individuals, specifically children, are adequately fulfilled, they are inclined to allocate their time and energy towards enhancing their scholastic achievements.

4.6 Strengthening Parents- student and Teacher Cooperation

Ensuring ongoing and effective communication and collaboration between parents and teachers throughout a child's educational trajectory can have a substantial influence on their academic achievement. The findings of this study indicate that parental involvement in school visits for the purpose of monitoring their child's academic progress is not a common occurrence. Rather, such visits are unusual and typically only occur upon specific request. Therefore, these findings underscore the significance of parental engagement in school visits as a means of monitoring their child's academic progress.

The significance of parental involvement in school was underscored by a teacher from school B, who highlighted its role in cultivating constructive interactions among parents and their children, as well as between parents and teachers. The teacher from the school mentioned uttered the following statement:

“As teachers we really encourage school visits. These visits enable parents to develop a more comprehensive understanding of their child's day-to-day encounters, so enhancing familial communication and, ultimately, augmenting their academic achievement”. (Interview with teacher. School B, May 2023).

Similarly, the interviews conducted with parents highlighted the possibility of enhanced academic performance when there exists a robust collaboration between parents and teachers. Parents collaborated with

teachers to augment their children's academic advancement by sharing their personal experiences. As an illustration, a mom residing on street A reported attending multiple parent-school meetings and actively incorporating teachers' recommendations, resulting in notable enhancements in her son's academic achievements.

“As a parent, I always attend organized parents' school meetings and trying to my level best to implement the suggestions provided by teachers. As time passed, I realized that my son started doing well in his studies”. (Interview with a parent, street A, May 2023).

Additionally, an influential community representative from Ward C expressed support for the proposition of enhancing the bond between parents and teachers. The importance of mutual understanding was underscored, as it enables teachers to gain insight into the dynamics of individuals and families, their cultural backgrounds, and the various problems and strengths they encounter. Likewise, parents acquire a deeper understanding of the expectations set by teachers and the various obstacles they face within the educational setting. these are evidenced by the following comment made by a Ward Leader from Ward C:

“Enhancing the interaction between instructors and parents is crucial. Facilitating mutual acquaintance between the two parties enables teachers to gain a more comprehensive understanding of the unique dynamics within an individual's family, their cultural heritage, and the obstacles encountered by the family. Such insights are helpful in formulating targeted approaches to mitigate the impact of these factors on an individual student's academic performance”. (Interview with a local chairman, street C, June 2023).

In conclusion, the results emphasize the importance of parental involvement in fostering a collaborative relationship with instructors in order to promote students' academic performance. This highlights the need of engaging in discussions and fostering collaboration between parents and teachers to facilitate parents' comprehension of their responsibilities in promoting their children's educational development within the home environment. The results are consistent with the research conducted by Amoo, et al., (2018), which emphasized the significance of parental engagement within the school setting in facilitating favorable interactions among parents and their children, as well as parents and teachers. This, in turn, contributes to enhanced family communication and the development of better ties between parents and teachers.

5. Conclusion and Recommendations

5.1 Conclusion

Considering these findings, the study revealed some of the strategies to improve students' academic achievement. The leading one is to provide education to the parents on the importance home environment on students' academic achievement by creating good and conducive home environment that stimulate children towards learning. Other strategies include reducing household chores to school children so as to enable them have ample time in their studies, parents need to ensure that learning materials are available at home to assist their children, parents should have close supervision of their children during the whole process of schooling, parents should motivate their children during the whole process of schooling and learning, and strengthening parents- student and teacher cooperation during the whole process of schooling.

5.2 Recommendations

This study proposes the following recommendations:

1. The Government and Non-Governmental Organizations need to provide mass education to educate parents and caregivers on the importance of maintaining a home environment for their children's academic achievement. This will help to sensitize parents and raise awareness about the need to decrease household activities for school children, and on how activities could be performed without negative effects on their children's academic work.
2. Secondly the Government should enforce laws that will protect school children from child labor that they are facing in their sounding areas. Parents should know that they are the first teachers to help children to reach their academic goals by playing their roles effectively at home.
3. Parents should ensure that their children keep good peers who do not influence them negatively in their academic achievement instead of blaming only teachers when their children fail in their studies.
4. Lastly, parents need to be friends and close with their children by showing them love. Parents should spare time to listen to their children and should not be seen at school only when their children make mistakes. By so doing, children will be ready to learn, ask and express their needs and problems.

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