Effectiveness of Parental Involvement in Management of Primary Schools in Kyerwa District, Kagera Region, Tanzania

Alphonce Merryness and Clara Rupia
Department of Education Foundations
St. Augustine University of Tanzania
Email: kokubela55@gmail.com

Abstract: The purpose of this study was to establish effectiveness of parental involvement in management of primary schools in Kyerwa District, Tanzania. The study adopted Epstein conceptual framework to guide the conceptualization process and formulation of study objective. In addition, a mixed approach involving descriptive research design was used to carry out the study. The target population of the study was parents whose children attend primary education and have been elected to serve in the school management committee. The study population was 730 parents who are members of the school management committee. Data for the study was collected from 146 primary schools which are found in the district and from a sample of 82 parents. The study used probability and non-probability sampling specifically proportionate and purposive sampling, which provided the best data to achieve the objective of the study, questionnaire and structured interviews were used as instruments for data collection. The study concludes that parents were not effectively involved in management of primary schools. They were not always involved in decision making in running of the school. In light of the findings, the study recommends that primary schools headmasters should actively involve parents who are members of school management committee in decision making. This will enable school leaders to incorporate parents' interests in daily running of the school and hence create a better teaching/learning environment, thus contribute to achieving quality primary education.

Keywords: Parent, Parental Involvement, Decision Making, Primary schools, Management committee

1. Introduction

The role that parents are expected to play in education has grown immensely and has been receiving greater interest. Marburger (1980) acknowledged parents as the fourth force among educational stakeholders. The underlying principle is to ensure that parents are actively involved in the governance and management of schools with a view to creating a conducive environment for a better teaching and learning. Bloch (2009) states that when parents are involved more in their children's schooling, their children's academic achievement improves, they develop positive attitudes to schooling and drop-out rates decline.

Besides this, the persuasion of researchers towards decentralization of education decision making to involve parents is evident in Australia (Boylan, 2005), Asia (Hirata, 2006; Ho,2006), Europe (Dom and Verhoeven, 2006), North America (Plevyak,2003), Canada (Stelmach, 2016) and even Africa (Gershberg and Winkler, 2004).The effective involvement of parents is multi-dimensional, and is composed of various types of behavior, attitudes and parental expectations (Torah-Kaplan, 2004, in Zedan, 2011). Effective involvement of parents implies the dedication of their resources which includes time by parents for the benefit of a child and total number of activities in which parents can participate, to contribute either directly towards the education of their children (Ginsburgs, 2008, in Zedan, 2011). Parents should play a role in the promotion of their children's

achievements and more importantly in school improvement. It is believed that the degree of parental participation is a significant indicator of the quality of schooling (Desforges & Abouchaar, 2003).

Studies have revealed that, children seek out adults for social interaction, beginning at birth and that learning occurs through these social interactions (Omari, 2011). The first adults with whom infants interact are usually their parents (Neil et al., 2007). This helps a child to develop habits, skills, values, behaviors and motives common to their culture. Socialization rests on the internalization of societal standards taking these standards, as one's own (Papalia, Gross & Fieldman, 2003). Neil et al., (2007, P. 374) further argue cognitive development is influenced by many factors including child's parents education and occupational status, the number of siblings in the family, social class of play-mates, the nature of the neighborhood, the availability of educational resources such as books in the home, opportunities for travel and quality schooling a child receives. Parents' abilities to form accurate beliefs and expectations regarding their children's performance are essential in structuring the home and educational environment so that they can be very good in post schooling endeavors (Alexander, Entwistle & Bendinger, 1994 in Davis-Kean, 2005).

Since independence, Tanzania has been preparing and implementing programs & policies directed to the development of its people. In practice, this meant that priority was given to the provision of basic services to the people and education was among its basic services. In Tanzania, the law defines a child as a person below the age of 18; this is in line with the United Nations Convention on the rights of a child and the National Constitution (United Republic of Tanzania, 1996). Statistics show that in 2002, 44 percent of the Tanzanian population was below 15 years of age and 4 percent were above 65 years of age (United Republic of Tanzania, 2006). Additionally, Tanzania demographic profile of 2013 shows that 45 percent of the Tanzanian population is between 0-14 years and only 2.9 percent are 65 years and above (Mundi, 2013). This shows that Tanzania has a young population that needs to be provided with basic life skills that are important for the future generation. This can be achieved through providing them with quality education starting from pre-school to tertiary education.

The scenario in Tanzania has led to a number of studies on parental involvement to understand how parents can be effectively involved in decision making at various levels ultimately ensuring improvement in the learning outcomes of their children. The studies in Tanzania have been conducted in various districts such as Morogoro and Dar es Salaam (Komba, 2011; Kigobe, 2021 and Kigobe, et al., 2018) with a focus on parental intervention, expectations for children's school success and reading. In addition, Masabo et al. (2017) in a study carried out in Kibondo also found out that academic performance improved when parents and teachers came together. However, some studies have also shown that the frequency, scope of involvement as well as the education levels of the parents also have a significant effect on learning outcomes (Ngorosho, 2011; Kigobe et al., 2018 and Kuboja, 2019) In the same vein, Machen (2005) observes that parental involvement can be developed through programs such as improved students achievement , immense support for school programs to helping school leaders identify practices and policies that encourage parents' trust and involvement in the process of schooling.

From the above studies, it is evident that the issue of parental involvement in the education of the children, particularly in primary and secondary schools' level has been a subject of interest for researchers. However, the involvement of parents in decision making has been minimal. Consequently, as far as the researcher is concerned, no such study has been conducted in Kyerwa District in Tanzania. In addition, most of the studies conducted used single approaches therefore findings were not comprehensive (Ngorosho, 2011; Kigobe *et al.,* 2018 and Kuboja, 2019). Similarly, statistics show that for the last five years, primary school pupils have been performing poorly in their standard seven examinations as indicated by the United Republic of Tanzania (2020). This downward trend has significantly affected Kyerwa District.

1.2 Objective of the Study

To establish effectiveness of parental involvement in management of primary schools in Kyerwa District in Tanzania.

2. Literature Review

Existing literature about parental involvement indicate that parents' education is important in predicting children's achievement (Hoover-Dempsey, & Sandler, 1995; Haveman & Wolfe, 1995). Parents' education is related to a warm social climate in the home (Davis-Kean, 2005). In this regard, Crowyn and Bladley (2002) found that maternal education had the most consistent direct influence on children cognitive and behavioral outcomes with some indirect influence through cognitively stimulating home environment.

Consequently, Vygotsky, (1978) points out that a parent is the most important teacher in child's life. The relationships of parents to infants are more intense than older children, a deeper level of trust is involved, and teachers have a more intimate relationship with pupils. As a result, teachers need to communicate in a collaborative manner with parents, rather than taking the role of experts. It is argued that the ultimate goal of teaching is to promote general and not specific understanding of the structure of a given subject matter (Bruner, 1966, cited in Omari,

2011). Papalia, Gross and Fieldman, (2003, P. 469) argued that;

> A school is a major formative experience in a child's life; it affects every aspect of development. From pre-school to high school children gain knowledge, skills, and social competences are especially critical in setting the stages for future success or failure. A supportive family background influences achievement.

When parents are actively involved in home-school activities and communications, their access to social networks with other parents and school staff provides information and support to help their children in the school setting (Lareau, 2003; Weininger & Lareau, 2003). Bettelheim (1987), points out that the essential ingredient in most children's success in school activities is a positive relationship with their parents particularly ones who monitor child's learning daily.

Likewise, parents' education and attitude are important in their children education. It is argued that, parents' education and their children's academic achievement rely on the assumption that parents learn something during schooling that influences the ways in which they interact with their children around learning activities at home Brody, Crowyn & Bradley, (2002); Hoff et al, (2002); Davis-Kean et al, (2005). Parents with more education have higher expectations for their children's education, which in turn, predict greater educational attainment of their children (Alexander, Entwisle & Bendinger, 1994). In the same vein, parents with low education level often exhibit ambitious attitude about educational achievement of their children (Zedan, 2011).

Contrary to this Glickman (2004) argued that parents with less education do not participate as often in their children's education because they do not realize the importance of their interaction with schools and they are probably intimidated, just like they were in high school. In addition, these parents have many problems and unmanaged stress, which interfere with ability and opportunity to interact with their children (Sclafan, 2004). Secondly, home background plays a significant role in a young child's orientation to literacy and education. Consequently, children do better in school when parents arrange an appropriate environment at home for them to do their homework (Papalia, Gross and Fieldman, 2003 P. 477).This could include parent's behavior which may affect the performance of children (Omari, 2011).

Literature also shows that involvement of parents is multi-dimensional and is composed of various types of behavior, attitudes and parental expectations (Bernard, 2006). This multi-dimensional involvement of parents' attitudes and expectations are experienced in Kyerwa District. Thus, there is a need to state that there are many reasons for studying parental involvement in education by considering the importance of preparing a child in all spheres of life. In this regard, Epstein (2009) alleges that:

> There are many reasons for developing and establishing a partnership between school, family and community. The main reason for such relationship is to aid students to succeed at school. Other reasons are for example, to improve school climate and programs, to advance parental skills and leadership, to assist families to connect with others in the school and the community, as well as to assist teachers with work and to keep a strong and positive relationship with schools.

Another perspective to parental involvement in decision making in schools is from Davis-Kean, (2005) in her study she attempted to analyze the influence of parents' education and family income on child achievement. Data from a national, cross-sectional of children of 8-12 years old (school age children) divided equally across gender from children of non- Hispanic European American and African American. It was found that parents' years of schooling was an important social economic factor to take into consideration both policy and research when looking at the school age children. This study implies that the educational level of parents is a significant determinant of parental involvement in decision making in schools.

Likewise, Alexander, Entwisle & Bendinger (1994) found that, parents of moderate to high income and educational background held beliefs and expectation that were closer than those of low- income families to an actual performance of their children, low-income families had high expectations and performance beliefs that did not correlate with their children's actual school performance. He suggested that parents' abilities to form accurate beliefs and expectations regarding their children's performance are essential in structuring the home and educational environment so that they can excel in post schooling endeavors.

Using a sample of low-minority families Halle et al. (1997) also found that ``Mothers with higher education had higher expectations for their children's academic achievement and these expectations were related to their children's achievement in mathematics and reading.'' These positive beliefs and expectations predicted higher amounts of achievement-related behavior by parents in home as well as more positive perceptions of achievement by the children at home.

Similarly Desforges and Abouchaar (2003) in their study on the impact of parental involvement, parental support and family education on pupils' achievement and adjustment. The study found that, parental involvement takes many forms including; good parenting in home,

which include the provision of a secure and stable environment, intellectual stimulation, parent-child, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship. The extent and form of parental involvement is strongly influenced by family social class, material level of education, material deprivation, material psychosocial health and single parent status and to a lesser degree by family ethnicity.

The reviews have also found that parental involvement at home parenting has a significant positive effect on children's achievement and adjustment even after all other factors of shaping attainment have been taken out of the equation. In the primary age, the impact caused by differences associated with parental involvement was bigger than differences associated with variations in the quality of schools.

Difference between parents in their role and their levels of confidence in fulfilling it, some parents are put off by feeling of not being recognized by schools and teachers. Likewise, the research on interventions to promote parental involvement reveals a large number of approaches ranging from parent training program, through initiatives to enhance home school links and on program of family and community education.

Hill and Tyson (2009) conducted a Meta-analysis on the existing research on parental involvement in middle school to determine whether and which types of parental involvement related to achievement. Using quantitative approach across 50 studies, the results revealed that parental involvement was positively associated with achievements with exception of parental help with homework. Involvement that reflects socialization had the strongest positive association to achievement.

Similarly, a report by West (2000) discussed an elementary teacher efforts to increase parent-teacher communication, and its effect on students' success in reading. Findings from this study revealed that, parent-teacher communication could motivate students to complete reading homework, which results in better quiz and test scores. In addition, Bettlelheim (2004) points out that, the essential ingredient in most children's education success in school is a positive relation with his parents. Parents should monitor the children's learning daily. However, parents' attitudes and involvement in their children's learning varies according to educational level. Some parents with low education tend to disvalue learning because of their attitudes and low self-esteem and thus leave education of their children to teachers.

On the other hand, Schaller, Rocha and Barshinger (2007), cited in Zedan (2011) argued that, although many parents lack academic background, their positive behavior towards education overcomes their low level of education. They both motivate their children to pursue academic success and participate in their daily learning. On the contrary, Glickman, (2004) alleges that, parents with less education do not participate as often in their children's education to some effect because they do not realize importance of their interaction.

Zedan, (2011) from the Arab College for Education conducted research with a particular concern in parental involvement according to education level, social-economic situations and a number of family members. The study aimed to examine the relationship between background factors and the involvement of parents in the education of their children. A quantitative approach was used in conducting a study and it was argued that quantitative approach is more objective, structured and has big reliability and validity (Coolican, 1999). In addition, survey method was used in data collection. The findings show that there was a negative correlation between the number of children in the family and parental involvement, which existed only among parents of boys and not those of girls. Thus, the present study was done to test these findings in Tanzania.

In a study conducted in Tanzania on children's literacy Kigobe et al. (2021) found that when parents are involved in the education of their children, they get higher grades and graduation rates are improved. Using a mixed research approach with a sample of 97 comprising head teachers, students and parents, the study found that children from strong economic backgrounds developed a higher self-esteem. In the same vein, Kigobe (2019) also found a positive correlation between the intervention condition and progress. In the later study, children in the intervention condition made tremendous progress in reading (comprehension and decoding) compared to ones who were in the control condition. Finally, using a Cluster Randomized Control Trial, Kigobe et al. (2019) on the effect of parental involvement intervention to promote child literacy in Tanzania, found out that children at the risk of reading problems were able to pick up after 8-9 months intervention by parents. This points to the significant role of parents in sharing with teachers and supporting remedial measures for the child.

Vion and Nyarko, (2007) investigated on parental involvement in adolescent's education achievement. The study was conducted in Ghana; questionnaires were used to collect data from the respondents. The findings revealed that, mothers' and fathers' authoritativeness positively correlated with the students' educational achievement whereby the authoritativeness of stepparents, grandparents and other guardians was not significantly correlated with the school achievement of the students. Parental involvement played a mediation role between their authoritativeness and the educational achievement of students. The findings highlight the importance of parental involvement in adolescent's school success. This study came up with the need to explore some of the factors, which influence parent's participation in children education in Tanzania basing on parents whose children attend primary education.

Kuboja (2019) conducted a study on influence of parental involvements in facilitating effective learning in Arusha urban primary schools, Tanzanian. Using a quantitative approach, the study showed that a large number of parents were not attending school meetings and parents with less education were less responsible for what was going on in schools. Educational level of the parents correlated with their childrens' achievements. On the contrary, Komba (2011) found out the lowly educated parents were keen on affording their children the best education although they experienced economic constraints. In addition, problems and unmanaged stress in poor families interfere with the ability to interact with their children (Sclafan, 2004).

The study by Ngorosho, (2011) aimed at understanding children's literacy skills and the role of home environment in the development of these skills by studying the topic in developing countries using a transparent language. The study was conducted in Bagamoyo District, Tanzania. Questionnaire based interviews were used to collect data from home environment. Key variables were father and mother's education, house wall material, light source and the number of books for school subjects in the homes. The findings revealed that the home environment was not significantly related to reading. However, parents' education and occupation, showed significant relationship with phonological awareness and reading ability.

Despite the various researches which have already been done regarding parents' involvement in the education of their children, the outcomes of Childs' education have remained low as evident in poor students' academic results in various levels of education in Tanzania. Thus, there is a need to find out the effectiveness of parents involvement in primary school management.

3. Methodology

Study Approach: The study adopted a mixed research approach whereby qualitative and quantitative data were collected. The approach was adopted so as to help the researchers best understand the problem this could not be possible if only one approach was adopted.

Study design: Descriptive survey design was employed to facilitate collection, recording, analysis and interpretation of data (Dawson, 2002).

Population of the study: The targeted population consisted of 730 parents who were members of the school committee from 146 primary schools in the 24 wards of Kyerwa district in Kagera region.

Sample Size: Sample for the study was 86 school management committee members who were selected through percentage method which was 11.8 %.

Sampling: Purposive and proportionate sampling was used to draw the sample from the population. The sample of 86 was allocated to each of the 24 wards using proportionate sampling whereby proportionate formulae was employed. Each ward was allocated between 2-5 school management committee members. In each ward the researchers used purposive sampling to select schools where school management committee members would be drawn to participate in the study (Kumar, 2005). In each school only one school management committee member participated in the study so that in a ward that was allocated 2 school committee members; 2 schools participated. Five school management committee members who were purposively selected from five schools from different wards were interviewed. This method was employed because it enables a researcher to select respondents based on their proportion and attributes in the larger population (Bryman, 2008).

Data analysis: Qualitative data from interviews was analyzed using content analysis and reported using quotes and explanations. Data from questionnaire was analyzed using descriptive statistics with the help of SPSS version 21 and was reported using frequencies and percentages.

Ethical Considerations: The researchers adhered to ethical standards by obtaining an introductory letter from the university authorities and obtaining research permit from regional government authorities in Kyerwa district, Kagera region. The researchers ensured anonymity and confidentiality was observed by not revealing the identity of the respondents (Kumar, 2005).The researchers also explained to the respondents the purpose of the study so as to gain their support.

4. Results and Discussion

The objective of this study was to establish effectiveness of parental involvement in management of primary schools. This involved finding out the issues discussed during school committee meetings and the type of decisions they took and frequency of meetings to ventilate on this administrative/management issues. The results are indicated in Table 1 below.

Table 1: Issues discussed in the school management committees

Issues discussed	Frequencies and %							
	Never		Often		Some times		Always	
	N	%	N	%	N	%	N	%
Attendance and discipline	5	8	41	50	34	42	0	0
Academic achievement	5	7	77	93	0	0	0	0
Teaching and learning material	7	8	27	33	48	58	0	0
School fund	0	0	7	8	75	92	0	0
School infrastructure	7	8	27	33	48	58	0	0
Motivation of pupils and teacher	75	92	7	8	0	0	0	0
School targets	41	50	41	50	0	0	0	0
School policies, rules and regulation	7	8	75	92	0	0	0	0

Source: Field data, (2020)

The results in Table 1 indicate that 50 % of the respondents were of the view that pupils' attendance and discipline were often discussed while 42 % indicated that they were sometimes discussed. This shows that this item was rarely put in the committee agenda list for discussion. It could also mean that when the item is listed as an item to be deliberated upon, some parents are not in attendance on that day and vice versa. This could be the reason for this response. Table 1 also shows that the item of students, discipline and attendance was not always discussed. This is pathetic as it points to a situation where management committee does focus on ensuring that it deliberates regularly on student discipline issues. Pupils are likely not to do well in school if their discipline is not monitored. Reports presented to the school committee by a teacher in charge of discipline would help the school committee to understand the situation and come up with a policy to deal with the situation. This would in return contribute to improved performance in primary schools.

On the issue of pupils, academic achievement, table 1 shows that 93% of the parents were of the view that it is often discussed. This is not good for the pupils; parents need to demand for reports of pupils results to be present regularly. This will help them to come up with intervention measures before it is late. This intervention measures could include talking to parents of a pupil who has academic challenges and resolving the issue. It could also mean talking to the subject teacher to find out why a certain pupil is not doing well in a certain subject. This reduces blame game when the results are released and then the blame game begin. For a school to excel there is need for partnership between teachers and school committee.

Likewise, issues related to teaching and learning materials (58%) and school infrastructure (58%) were not frequently discussed; discussion on the use of school fund was also (92%) while the issue of motivation of pupils and teachers was often discussed. In an interview with one head teacher he indicated that many parents skipped scheduled committee meetings even after being sent an invitation letter and reminded through phone calls.

These findings imply that there was limited opportunity for parents to discuss critical issues related to the academic achievement of their children. This finding agrees with those of Kigobeet et al. (2019) who found out that academic performance can improve with parent's efficacy and school invitations and that improvement in academic performance is a product of teachers and parents coming together respectively. Through school committees, parents can easily fight for their children so that staffing and allocation of financial resources favor their children and this way they can be effective. The parents' representatives in school committees are not in there may be by favor they have been elected to represent other parents and they must ensure that the voice of parents is felt in those forums so that schools can achieve excellence. The findings agree with Epstein (2009) who argues that parental involvement is key to effective schools.

The findings also suggest that some parents don't attend meetings regularly. There is a need for head of schools to encourage parents to attend committee meetings. By absenting themselves they abandon a key responsibility entrusted to them by other parents. The findings could also imply that there is likely hood of some parents not being invited to meetings as required by regulations, this is likely to make the school management committee not effective.

2

Consequently, it implies that parents were represented by one or two members in the school committee. This limits their participation because some of the committee meetings are also occasional. These findings are in line with those of Kuboja (2019) who pointed out that in most schools a great number of parents 'representatives were not attending school committee meetings hence leading to a weak link between them and their teachers and ultimately affecting the academic performance of their children. Thus, lack of parental involvement led to inability of parents to understand the needs of the learner and provide an appropriate learning environment at home (Bell, 2010).

5. Conclusion and Recommendations

5.1 Conclusion

The objective of the study was to establish effectiveness of parental involvement in management of primary schools. The study found that parents were not always involved in making decisions at committee level. This was either by omission or commission, resulting in lack of effectiveness, which is clearly evident in poor academic achievement in primary education in Kerywa district. The school management committee meetings are rare and there is also possibility that many school committee members do not attend meetings by being absent hence not knowing what is taking place. There is also possibility of school head teachers working with only a few school committee members who might be friendly. The findings also show that important items like learners' discipline are rarely listed as agendas.

5.2 Recommendations

In the light of the study findings, the following recommendations were made:

1. There is need to raise awareness in various gatherings to address the issue of weak parental involvement in school management committee.

2. Those elected should endeavor to attend school committee meetings regularly in order to represent the interests of other parents and children. This will enable them to get first hand reports on academic performance, teachers' welfare, discipline and school finances.

3. There should be appropriate policies to deal with the identified challenges for the sake of improving quality of education in primary schools and make the future lives of their children better.

References

Alexander, K., Entwisle, D., & Bendinger, S. (1994). When expectations work; Race and socioeconomic differences in school performance. *Social Psychology Quarterly, 57,283-29.*

Bell, J. (2010*). Doing your research project: A guide for first-time researchers ineducation, health, and social science*. Oxford University Press: Maidenhead (UK).

Bernard, H. (2006). *Research methods in Anthropology (4th Ed); Quantitative andQualitative Approaches*. Altamira: New York.

Bettelheim, B. (2014). *A good enough parent: A book on child rearing*. Alfred A. Knife, Inc: New York.

Bloch, G. 2009. *The toxic mix: What's wrong with South Africa's schools and how to fix it.* Cape Town: Tafelberg.

Boylan, C. R. (2005). Training needs of rural school council members. *The Australian Educational Researcher*, *32*(2), 49-63.

Bryman, A. (2008). *Social research methods (4th ed).* Oxford University Press: New York.

Cohen, L., Manion, L & Morrison, L. (2002*). Research methods in education*. Routtedge: U.S.

Coolican, M. (1999). *Research Methods and Statistics in Psychology, (2nd ed)* Hodder and Stoughton: London.

Crowyn, R &Bladley, R. (2002*). Family process mediators of relation between SES and* child *outcomes*. Un published manscipt, University of Arkansas at Little Rock.

Davis-Kean, P. (2005). The Influence of Parent Education and Family Income Child Achievement; The Indirect Role of Parental Expectations and the Home Environment. American Psychological Association. *Journal of family psychology, vol.19, No.2, 294-304.*

Dawson, C. (2002). *Practical research methods. A user-friendly guide to mastering research.* How To Books Ltd, 3 Newtec place: UK.

Desforges, C & Abouchaar, A. (2003). *The impact of Parental Involvement Parental support and Family education on pupil Achievements and Adjustments. A literature review*. Queen's Printer: Nottingham.

Epstein, J. (2009). *In school, family, and community partnerships: Your handbook foraction (3rd Ed).* Corwin Press; U.S.A

Epstein, J. (2001). *School family and community partinerships. Preparing educators and improving schools.* Westview Press: Boulder, Co.

Gershberg, A., & Winkler, D. (2004). Education decentralization in Africa. *Building State Capacity in Africa: New Approaches, Emerging Lessons. Washington DC: The World Bank.*

Ginsburgs, H. (2008). *Parent involvement in their satisfaction in the frame work of thematic-purpose institution.* M.A Thesis. Haifa: School of Social Work university of Haifa.

Glickman,C. (2004). *Letters to the Next President: What we can do about the Real Crisis in Public Education.* Teachers College Press: New York.

Halle, T., Kurtz-costes, B & Mahoney, J. (1997). Family influences on school achievement in low-income, African American children. *Journal of Educational Psychology, 89,527-537.*

Haveman, R & Wolfe, B. (1995). The determinants of children's attainments: A review of methods and findings. *Journal of Economic Literature, 33, 1829- 1878.*

Hill, N & Tailor, L. (2004). Parental school involvement and children's academic achievement: Pragmatics Issues. *Current Directions In Psychological science, 13, 161-164.*

Hill, N & Tyson, D. (2009). Parental involvement middle school; A meta-Analytic Assessment of the strategies that promote achievement. *American Psychological Association Developmental Psychology.2009 Vol.45, No.3,740-763.*

Hirata, J. (2006). Does School/Site Based Management (SBM) in Japan Achieve its Policy Purposes? A Policy Analysis of Japanese Education Reform Regarding School Advisors and School Management Councils. *Comparative and International Education*, *35*(2).

Ho, E. S. C. (2006). Educational decentralization in three Asian societies: Japan, Korea and Hong Kong. *Journal of Educational Administration.*

Hoff, E., Laursen, B &Tardif, T. (2002). *Socioeconomic Status and Parenting*, In: M.Bornstein (Ed.). Handbook of parenting, 2: biology and ecology of parenting (Mahwah, N.J Lawrence Erbaum).

Hoover-Dempsey, K. V., & Sandler, H. M. (1995). Parental Involvement in Children's Education: Why Does it Make a Difference? *Teachers College Record*, *97*(2), 310–331. https://doi.org/10.1177/016146819509700202

Kigobe, J. (2019). Parental involvement in literacy development of primary school children in Tanzania.

Kigobe, J., Ghesquière, P., Ng'Umbi, M., & Van Leeuwen, K. (2019). Parental involvement in educational activities in Tanzania: understanding motivational factors. *Educational Studies*, *45*(5), 613-632.

Kuboja, J. M. (2019). Ensuring academic achievement through the influence of parental involvement in facilitating effective learning: A case of Arusha urban primary schools, Tanzania. *International Journal of Educational Policy Research and Review*, *6*(3), 63-70.

Kigobe, J., Van den Noortgate, W., Ligembe, N., Ogondiek, M., Ghesquière, P., & Van Leeuwen, K. (2021). Effects of a Parental Involvement Intervention to Promote Child Literacy in Tanzania: A Cluster Randomized Controlled Trial. *Journal of Research on Educational Effectiveness*, *14*(4), 770-791.

Komba, A. (2013). Are economically disadvantaged children in Tanzania committed to primary schooling?. *KEDI Journal of Educational Policy*, *10*(1).

Kumar, R. (2005). *Research methodology, step-by step guide for beginners, (2nd ed).* Sage Publications: London.

Lareau, A. (2000). *Home advantage: Socio class and parental intervention in elementary education.* Rowman &Littlefield Publishers, Inc.

Machen, S. M., Wilson, J. D., & Notar, C. E. (2005). Parental involvement in the classroom. *Journal of instructional psychology*, *32*(1), 13-17.

Marburger, C. L. (1980). Parents/citizens: The fourth force in education. *NASSP Bulletin*, *64*(432), 8-13.

Masabo, S. L. P., Muchopa, S. E. D., & Kuoth, B. W. (2017). Parental involvement in school activities in Kibondo District, Tanzania: Challenges and remedies. *International Journal of Education and Research*, *5*(10), 89-96.

Mundi, K. (2013). *Tanzania demographic profile.* Retrieved on 24 September 2013 from

3

http://www.indexmund.com/tanzania/demographic_profile.html.

Neil, C., Heth, D., Miller, H., Donahoe, J., Buskist, W. & Martin, N. (2007). *The Science of Behavior*. Pearson Education, Inc: United States of America.

Ngorosho, D. (2011). *Literacy skills of Kiswahili Speaking Children on Rural Tanzania*. *The role of home environment*. Vasa: Abo Akademi University.

Ngorosho, D. (2011*). Reading and writing ability in relation to home environment:* A study in primary education in rural Tanzania. *Child Indicators Research*, *4*(3), 369-388.

Omari, I. (2011). *Educational Psychology for Teachers (2ⁿᵈ Ed).* Oxford University Press (T) LTD: Dar es Salaam.

Papalia, D., Gross, D & Feldman, R. (2003). *Child Development. A Topical Approach.* The McGrow-Hill Companies, Inc: New York.

Plevyak, L. H. (2003). Parent involvement in education: Who decides?. *The Education Digest*, *69*(2), 32.

Schaller, A., Rocha, L & Barshinger, D. (2007). Maternal attitudes and parent education despite their own levels of education. *Early Childhood Education Journal, 34(5), 351-356.*

Sclafani, J. (2004). *The Educated Parent: Recent Trends in Children. Connecticut.* Praeger Publishers: New York.

Stelmach, B. (2016). Parents' participation on school councils analysed through Arnstein's ladder of participation. *School Leadership & Management*, *36*(3), 271-291.

Torah-Kaplan, N. (2004). *Parent involvement, self-esteem, and the achievements of pupils in the intermediate level. Ph.D. Dissertation*. Haifa: University of Haifa.

United Republic of Tanzania, (1996). *Child development policy*. Government Printer: Dar es salaam.

United Republic of Tanzania (2006). *National population policy; Ministry of planning, economy and empowerment.* Retrieved on 21ˢᵗ May, 2013. From htpp://www.tanzania.go.tz/pdf/idadi%20Eng.pdf

United Republic of Tanzania, (2020). Education development program joint sector review. URT

Vion, V. &Nyarko, K. (2007). *Parental Involvement: A, sine Qua Non in Adolescents' Achievement Educational*. Dissertation: Maximilian University.

Vygotsky, J. (1978). *Mind in Society*. Harvard University Press. Cambridge.

Vygotsky, J. (1978). *Mind in society: the development of higher psychological process*. Harvard University Press: Cambrige.

Weininger, E & Lareau, A. (2003). Translanting Bourdieu into American context: the question of social class and family-school relations. *Poetics, 31, 375-402.*

West, J. (2000). Increasing parent for student success. *ERIC Document N0. ED 448411.*

Zedan, R. (2011). Parent involvement according to educational level, socio-economic situation and number of family members. *Arab college for Education. Haifa , Israel. Journal of Education Enquiry, Vol.11, No.1, 13-28.*