

# Parents' demographic characteristics and their involvement in student retention in Kwimba District, Tanzania

Hadija Juma Mwinyi, Martanus Ochola Omoro and Florentina Nsolezi

Department of Educational Foundations and Continuing Education, The University of Dodoma, 1 Benjamin Mkapa Rd., 41218 Iyumbu, Dodoma, Tanzania

**Abstract.** Students whose parents are actively involved in their education are more likely to develop a positive attitude toward schooling and to persist in their studies. A significant challenge affecting student retention in schools is the lack of parental involvement in their children's education. This study explores the relationship between the demographic characteristics of parents and their participation in promoting student retention in secondary schools within Kwimba District. Data were gathered using a questionnaire administered to 126 respondents, selected through simple random sampling. To analyze the data, the Mann-Whitney U Test and Kruskal-Wallis Test were employed to assess the relationships among various demographic factors of the respondents, including gender, age, education level, marital status, and employment status. The results revealed that there was no significant correlation found between home-based parental involvement for student retention in secondary schools and the parent's age, gender, or marital status. The findings indicate a significant correlation between parents' work status and their children's educational attainment. These results underscore the importance of parental involvement in enhancing student retention, highlighting the necessity for targeted interventions to promote such engagement. Increased parental participation, particularly in home-based educational activities, has the potential to substantially decrease dropout rates and improve attendance, ultimately leading to better educational outcomes. The study suggests that parents, regardless of their educational backgrounds or employment statuses, should be encouraged to actively support and motivate their children in academic pursuits to enhance their retention in school.

**Keywords:** student retention, parental involvement, parental demographic characteristics

## 1. Introduction

Parental involvement in education significantly influences a student's academic and overall development, as engaged parents can inspire, support, and encourage their child's learning, which contributes to higher school retention rates. Conversely, insufficient parental involvement is associated with increased dropout rates and poor attendance, both of which are critical indicators of low student retention. This issue is particularly pressing in the context of global education transitions and academic progress [18]. For instance, statistics from sub-Saharan Africa reveal that only 63% of students complete primary education, while among adolescents aged 12 to 14 enrolled in lower secondary school, just 38% completed this level in 2019 [7]. Furthermore, data from 2021 indicate that only 41% of students completed lower secondary education and merely 28% completed upper secondary education [17]. In 2022, Kwimba District in Tanzania recorded that 2,407 students were unable to

ORCID: 0009-0004-1058-115X (H. J. Mwinyi); 0000-0001-8358-3114 (M. O. Omoro); 0000-0001-5934-3487 (F. Nsolezi)

Email: [hadijajm5@gmail.com](mailto:hadijajm5@gmail.com) (H. J. Mwinyi); [omomartan@gmail.com](mailto:omomartan@gmail.com) (M. O. Omoro); [floremmshagembe@gmail.com](mailto:floremmshagembe@gmail.com) (F. Nsolezi)

*Educational  
Dimension*



© Copyright for this article by its authors, published by the Academy of Cognitive and Natural Sciences. This is an Open Access article distributed under the terms of the Creative Commons License Attribution 4.0 International (CC BY 4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

complete their secondary education [39]. This figure highlights a significant challenge regarding educational retention in the country. According to Dagane and Aden [9] and [38], these statistics reflect part of the broader issue of low retention rates faced by Tanzania. Despite this challenge, the Tanzanian government has been actively implementing policies and guidelines aimed at improving access to education. These efforts include initiatives such as the fee-free education policy, which is designed to ensure that students remain in school and successfully complete their educational journey from pre-primary through advanced-level secondary education.

Numerous studies have explored the critical role of parental involvement in student retention across various educational contexts. For instance, Koskei, Itegi and Muchanje [26] examined the impact of parental support on the retention rates of boys in public primary schools in Kenya, concluding that such support significantly enhances boys' likelihood of remaining in school. Similarly, Merryness and Rupia [29] investigated parental involvement in the management of primary schools within Kyerwa District, Tanzania, finding that parents were often not effectively engaged in decision-making processes related to school governance, which may hinder overall school performance and student retention. Furthermore, Mbangi, Piliyesi and Anyona [28] focused on the relationship between parental involvement and student discipline in public day secondary schools in Ilala District, Tanzania, revealing that parents play a vital role in addressing disciplinary issues among students.

However, the critical question that remains to be addressed is the extent to which parental demographic characteristics and their active involvement in supporting their children's education influence school retention rates, particularly in rural contexts. This inquiry is essential given the alarming trends of increased student dropouts and low completion rates, which undermine governmental initiatives aimed at providing fee-free basic education. If these educational policies are not effectively complemented by parental engagement and demographic considerations, they risk being rendered ineffective, ultimately hindering the potential for youth to contribute meaningfully to national development. Therefore, this study aims to fill this significant knowledge gap by examining how various factors related to parental demographics and involvement can impact students' persistence in completing their educational cycles.

The study has the potential to significantly enhance our understanding of parental involvement in education, particularly regarding its impact on student retention in secondary schools. By focusing on both home and school-based parental involvement in students' learning, the research provides practical insights that can directly support students' educational experiences. It aims to improve the quality of education and increase the number of students pursuing higher education programs in Tanzania by emphasizing the importance of home learning activities and fostering stronger collaborations between parents and schools. Furthermore, the study offers actionable recommendations designed to boost students' academic performance and overall educational achievement.

### **1.1. Research hypothesis**

This research was guided by one research hypothesis:

1. There is a relationship between the parents' demographic characteristics and their level of involvement in student retention in secondary schools.

## **2. Literature review**

### **2.1. Theoretical framework**

This research applies Epstein's [11] theory of overlapping spheres of influence, which is grounded in the ecological theories developed by Bronfenbrenner [3]. The theory

emphasizes the interconnectedness of various systems that influence a child's development, highlighting how these systems interact to shape individual experiences. Epstein and other ecological theorists stress the importance of multiple levels of influence on a child's life, ranging from the microsystem—comprising immediate environments such as family and school—to the macro system, which encompasses broader cultural contexts. These nested systems—including family, school, community, and culture—collectively impact a child's growth and development [12]. Furthermore, Epstein identifies six types of parental involvement that are essential for fostering effective partnerships between parents and educational institutions. This framework not only underscores the complexity of child development but also suggests that understanding these overlapping influences is crucial for present studies aimed at enhancing educational outcomes and promoting holistic child development.

Nevertheless, these six typologies were consolidated into two categories: home-based involvement and school-based involvement. The home-based category encompasses specific strategies through which parents cultivate a positive learning environment for their children at home [6]. This includes aspects such as parenting practices, effective communication, and facilitating learning activities within the home. In contrast, the school-based category highlights the significance of interactions between parents and schools regarding particular issues affecting their children [16]. This includes activities like volunteering in school events, collaborating with the community, and participating in decision-making processes related to education.

## 2.2. Parental involvement

According to Coşkun and Katitaş [8], parental involvement in a child's education significantly influences students' retention in school. This involvement can manifest in various ways, including actively supporting their child's academic progress by fostering a conducive learning environment at home [16]. Regular communication with teachers is crucial for parents to remain informed about their child's progress, challenges, and achievements. Engaging in parent-teacher conferences and responding to teacher feedback enhances a collaborative educational approach [16]. Additionally, participation in school events, joining parent-teacher associations (PTAs), and volunteering for school activities reflect a commitment to a child's education and contribute to building a strong sense of community [25]. Parents play a crucial role in fostering a positive attitude toward education by actively engaging with their children's learning experiences. This can be achieved through various methods, such as demonstrating genuine interest in their academic pursuits, discussing the intrinsic value of education, and promoting an environment that encourages curiosity and a lifelong love for knowledge. By modelling these behaviours, parents not only reinforce the importance of education but also help cultivate resilience and motivation in their children. Research indicates that when parents are involved in their children's educational journey, whether through reading together, attending school events, or simply having conversations about school subjects, they significantly enhance their children's academic performance and overall attitude toward learning [40]. This foundational support is essential for developing students who are not only academically successful but also enthusiastic about their educational journeys.

There are two major dimensions of parental involvement, home-based parental involvement and school-based parental involvement [2]:

### 1. *Home-based parental involvement*

Parental involvement refers to the active engagement and support that parents provide within the home environment, which is crucial for enhancing their children's academic, social, and emotional development [13]. Research indicates

that student retention can be significantly influenced by home-based parental involvement in their children's moral and educational growth [40]. Parents play a pivotal role in shaping a student's academic culture through various forms of engagement. This includes discussing educational plans with their children at home, assisting them with school assignments, and participating in decision-making processes regarding their education [6]. Such involvement not only fosters a supportive learning environment but also reinforces the value of education, thereby positively impacting students' motivation and success. Therefore, this study implies that understanding the dynamics of parental involvement is essential for developing strategies aimed at improving student outcomes and retention rates.

## 2. School-based parental involvement

This dimension encompasses a range of activities that reflect parental engagement in their children's education, including attending parent-teacher conferences, participating in school events and activities, volunteering in classrooms, and contributing to school-wide initiatives [32]. Recent research by Kahunzire, Muchwa Asimwe and Kiyingi [22] indicates that students whose parents are actively involved in school management meetings and functions tend to achieve significantly better academic outcomes compared to their peers whose parents are less engaged. This suggests that parental involvement is not only beneficial but may be crucial for enhancing student performance. The implications for the present study are clear: fostering an environment where parents are encouraged to participate actively in their children's educational experiences can lead to improved academic success and overall student well-being.

### 2.3. Contribution of parental involvement to student retention

Parental involvement in education is a critical factor that significantly enhances not only academic achievement across all subject areas but also positively influences children's conduct, social adjustment, mood, and overall attitude towards learning. Research indicates that when parents actively engage in their children's educational experiences—through activities such as attending school events, helping with homework, and maintaining communication with teachers—children are more likely to develop into responsible and productive adults. This engagement suggests that schools should prioritize strategies to involve parents effectively, as this collaboration can lead to meaningful changes within the educational environment and improve student retention rates. Furthermore, increased parental involvement creates opportunities for teachers and school administrators to implement quality reforms in education, fostering an atmosphere where students thrive academically and socially. Thus, the present study underscores the importance of parental engagement as a catalyst for comprehensive educational improvement.

The evidence indicates that parental involvement in their children's education positively impacts student retention, as engaged parents gain insights into school activities and can offer valuable guidance [41]. A study by Appiah-Kubi and Amoako [1] found that when parents actively ensure their children adhere to school rules and participate in meetings, they demonstrate a commitment to their children's education. This involvement correlates with the development of disciplined behaviours in children, which contributes to higher retention rates and improved academic performance.

### 2.4. Student retention in Tanzania

Student retention refers to the process by which a student who enrolls in the first grade of an educational level continues through to the last grade of that level, regardless of whether they repeat any grades [37]. In Tanzania, the implementation of

the Fee Free Education Policy, initiated in January 2016 and grounded in the 2014 Education and Training Policy, aimed to provide free and compulsory primary and lower secondary education. This policy has led to a significant increase in enrollment rates in lower-level public secondary schools; however, despite this rise in enrollment, the completion rates remain low. This discrepancy suggests that while more students are entering the system, various factors—such as economic challenges, inadequate infrastructure, or lack of support services—may hinder their ability to complete their education. Therefore, understanding these dynamics is crucial for present studies focused on improving educational outcomes and retention strategies within Tanzania's evolving educational landscape.

Despite ongoing efforts to improve educational provision in Tanzania, the Mwanza region emerged as the region with the highest dropout rate among lower secondary students in 2022, recording a staggering total of 9,078 students who left school prematurely. Geita closely followed this alarming statistic with 9,004 dropouts, Dodoma with 8,832, and Tabora with 8,148 [39]. Furthermore, data from the MoEST indicates that in the Kwimba district of Mwanza, there were significant increases in dropout rates over recent years: 1,512 students did not complete their secondary education in 2019, while this number rose to 2,407 in 2022. This trend highlights Kwimba's dropout figures as notably higher than those from other districts within Mwanza—such as Misungwi (1,511), Buchosa (1,386), and Sengerema (1,118)—and compared to districts across Tanzania as a whole. Given these statistics, it can be inferred that parental involvement plays a crucial role in addressing the low retention rates observed in Tanzania; thus, the sampled parents from Kwimba may provide valuable insights into factors influencing student retention and dropout rates.

## 2.5. The present study

Previous studies have systematically examined the relationship between parental involvement and their demographic characteristics. For instance, Karaçöp, Akıllı and Aksu [24] reported that parents' knowledge and skill levels significantly influence their children's active involvement behaviours, support mechanisms, communication with teachers, and overall educational engagement. This highlights the critical role that parental competencies play in fostering an environment conducive to learning. Furthermore, Nghipandulwa [31] indicated that various factors, including parents' low educational backgrounds, contribute to minimal parental involvement in their children's secondary school education. This lack of engagement can adversely affect students' academic performance and social development. Additionally, Ndijuye and Tandika [30] assessed the differences in fathers' roles and involvement in children's development and learning in Tanzania. Their findings revealed that children whose fathers were closely involved exhibited higher learning attainments, underscoring the importance of paternal engagement in educational outcomes. These studies illustrate how demographic factors such as education level and gender roles among parents can shape the extent of parental involvement in children's education.

While previous research has explored various aspects of parental involvement in education, there remains a significant gap in understanding how parental demographic characteristics specifically influence student retention within the Tanzanian educational context. This study aims to address this gap by investigating the relationship between these demographic factors—such as income level, education, and occupation—and the extent of parental involvement in secondary schools, with a particular focus on Kwimba District. By examining this relationship, the study seeks to provide insights into how different parental profiles may affect students' likelihood of remaining in school. The central hypothesis guiding this research posits that there is a measurable relationship between parents' demographic characteristics and their level



of engagement in activities that promote student retention in secondary education.

### 3. Method

The research employed a quantitative research approach to collect, analyze, and evaluate data systematically. This approach involves gathering numerical data and applying statistical methods to quantify relationships and draw generalizable conclusions [15]. Quantitative research aims to examine cause-and-effect relationships through systematic and structured data collection processes [33]. Therefore, utilizing the quantitative research approach was advantageous for the study as it aimed to investigate the relationship between parents' demographic characteristics and their level of involvement in student retention in secondary schools. This study employed a correlational research design to investigate the relationship between parental involvement and student retention in secondary schools. A correlational research design is a type of non-experimental research that examines the relationships or associations between two or more variables [34]. This design is beneficial as it allows researchers to identify the strength and direction of associations without manipulating any variables; however, it does not establish causation. Therefore, while correlational analytic techniques such as the Mann-Whitney U test and Kruskal-Wallis test can be utilized to analyze differences among groups, it is essential to note that these methods are typically applied when dealing with ordinal data or non-normally distributed interval data rather than directly inferring causal relationships.

The study was conducted in the Mwanza region, which reported a total of 9,078 students dropping out of school, followed closely by Geita with 9,004, Dodoma with 8,832, and Tabora with 8,148. According to these statistics, Mwanza ranked as the region with the highest number of lower secondary students dropping out of school [39]. Specifically, Kwimba district was selected for the study because it had 1,512 students unable to complete their secondary education in 2019 and 2,407 in 2022, despite the provision of free basic education [38, 39]. This dropout rate is higher than that of other districts within Mwanza—such as Misungwi (1,511), Buchosa (1,386), and Sengerema (1,118)—and compared to all other districts in Tanzania. Therefore, the sampled schools in Kwimba provide a representative insight into the low retention rates observed across Tanzania.

#### 3.1. Population and sample size

This study focused on parents or guardians as the primary respondents, recognizing their pivotal role in shaping children's educational experiences. The selection of these individuals was intentional, aiming to gather rich and relevant insights that directly address the study's problem. Parents and guardians exert significant influence over their children's lives, particularly in fostering an environment conducive to learning. Their involvement can significantly enhance students' initiative and readiness for studying at home, as they often provide emotional support, resources, and motivation necessary for academic success. By understanding the perspectives of parents and guardians, the study aims to illuminate how their engagement can impact children's attitudes towards education and their overall academic performance.

The research employed a simple random sampling technique to select a sample size of 126 parents, which was determined based on statistical principles that emphasize the importance of sample size in achieving reliable and valid results. A larger sample size generally enhances the accuracy of data collected, as it minimizes the potential for bias and increases the representativeness of the sample relative to the entire population. This approach is grounded in the understanding that a well-chosen sample can significantly reduce sampling error, thereby ensuring that the findings reflect the true characteristics of the population being studied. By aiming for a

sample size of 126, the researchers sought to strike a balance between practicality and statistical power, allowing for more robust conclusions while also considering resource constraints [27].

### 3.2. Measures

Data were collected using the Parental Involvement in Students' Learning Scale (PISLS), a questionnaire consisting of 20 statement items that are based on six typologies of parental involvement as proposed by Epstein et al. [12]. The questionnaire was divided into three parts:

- Part A: *Demographic characteristics of the respondents*, which focused on gathering information regarding sex, age group, marital status, highest educational attainment, and employment status.
- Part B: *Home-based involvement*, which addressed activities that parents engage in at home to promote their children's learning, including aspects of home learning, communication, and parenting practices.
- Part C: *School-based involvement*, which examined three dimensions of parental participation in school activities such as volunteering, community collaboration, and decision-making processes.

Respondents provided their answers using a 5-point Likert scale where 1 = Always, 2 = Often, 3 = Sometimes, 4 = Rarely, and 5 = Never [4].

In addition, face, content, and construct validity were established, with a six-factor solution identified through exploratory factor analysis. Confirmatory factor analysis (CFA) was employed to test a specific hypothesis regarding the underlying structure of the variables. Principal component analysis (PCA) was utilized to estimate the factor loadings of each variable and to elucidate the underlying structure of the questionnaires. Bartlett's test of sphericity for the PISLS yielded  $\chi^2 (190) = 611.3$ ,  $p < .001$ , indicating that the correlation matrix among items was sufficiently large for PCA and supports the factorability of the items. Furthermore, the Kaiser-Meyer-Olkin (KMO) index value was found to be 0.764, which exceeds the recommended threshold of 0.6 [23], suggesting adequate sampling adequacy.

The reliability of the instrument used in data collection was assessed using IBM SPSS version 26 during the pilot study. Item analysis and internal consistency were evaluated through Cronbach's alpha, which recorded a value of 0.90 (table 1), indicating an excellent overall coefficient alpha that suggests the items effectively measured the intended construct. Additionally, the corrected item-total correlation (CITC) ranged from 0.35 to 0.84, demonstrating that the correlations among items were generally strong, with only one item falling below the minimum acceptable cutoff of 0.30. Consequently, these findings suggest that Cronbach's alpha reflects strong internal reliability of the data [36].

### 3.3. Data analysis

Quantitative data analyses are conducted both descriptively and inferentially using IBM SPSS Version 26 software. Descriptive statistical analysis, including measures such as the mean and standard deviation, provides an overview of the data distribution. Inferential statistics, specifically the Mann-Whitney U Test and Kruskal-Wallis Test, are employed to assess the influence of independent variables on the outcome variable in order to test research hypotheses. The Mann-Whitney U Test is utilized to compare two independent samples from the same population to determine whether their distributions differ significantly. In contrast, the Kruskal-Wallis Test evaluates significant differences between a continuous dependent variable (often measured on Likert scales) and a categorical independent variable that encompasses more than two groups or categories.

**Table 1**

Reliability test for PISLS.

Nº	Items	Corrected item-total correlation	Cronbach's alpha if item deleted
1	I share a story with my child about when I was at school	0.55	0.91
2	I talk to my child about efforts in learning	0.63	0.90
3	I communicate with my child's teacher about his/her progress at school.	0.84	0.90
4	I talk to my child about the job he wants to do after finishing school.	0.63	0.90
5	I take my child to special learning places other than school to gain other knowledge (e.g. museums, etc.).	0.13	0.91
6	I bring home learning materials for my child (videos, books, etc.).	0.49	0.91
7	I believe the involvement of parents in school is important to the success of my child's education.	0.44	0.91
8	I talk to my child about how school can help him in his future life.	0.51	0.91
9	I make sure that my child has a special place to store his school supplies and study.	0.61	0.90
10	I set aside time for my children to study at home every day.	0.62	0.90
11	I go through the tasks given to my child by the teachers at school	0.75	0.90
12	I explain to my child difficult concepts that she/he fails to understand during learning.	0.62	0.90
13	I volunteer in development activities at school for my child.	0.58	0.90
14	I participate in fundraising activities at school.	0.51	0.91
15	I cooperate with the teachers in my child's learning activities.	0.62	0.90
16	I talk to my child's teacher about his problems/progress at school.	0.64	0.90
17	I am talking to the teacher about the homework given to my child to do at home.	0.51	0.91
18	I share with the teachers about family matters that can affect my child's learning at school.	0.35	0.91
19	I collaborate with the community in developmental activities in my child's school.	0.50	0.91
20	I attend school meetings organized at my child's school.	0.50	0.91

#### 4. Results

The study aimed to investigate the relationship between parents' demographic characteristics and their level of involvement in student retention within secondary schools. This section details the demographic profiles of the parents who participated in this research, highlighting key findings derived from the quantitative data analysis. Specifically, table 2 illustrates the responses provided by parents regarding various demographic factors, including their age, gender, education level, marital status, and employment status. These characteristics are crucial as they may influence parental engagement and support for their children's educational journeys, ultimately



impacting student retention rates in secondary education settings. The analysis seeks to uncover patterns that could inform strategies to enhance parental involvement and improve outcomes for students at risk of dropping out.

**Table 2**

Parents' demographic characteristics.

Variable	Categories	Gender				Total	
		Male		Female			
		N	%	N	%	N	%
Age groups	21-30 years	0	0	0	0	0	0.0
	31-40 years	10	43.47	13	56.53	23	18.25
	41-50 years	44	55.69	35	44.30	79	62.69
	51+ years	12	50	12	50	24	19.04
	<b>Category total</b>	<b>66</b>	<b>52.38</b>	<b>60</b>	<b>47.61</b>	<b>126</b>	<b>100.0</b>
Education level	No formal education	19	45.24	23	54.76	42	33.33
	Primary education	28	59.57	19	40.42	47	37.30
	Secondary education	11	45.83	13	54.16	24	19.04
	Tertiary/college education	8	61.53	5	38.46	13	10.31
	<b>Category total</b>	<b>66</b>	<b>52.38</b>	<b>60</b>	<b>47.61</b>	<b>126</b>	<b>100.0</b>
Marital status	Married	55	43.65	46	36.50	101	76.9
	Divorced	4	0.79	5	3.96	9	9.6
	Widow/widower	4	0.79	7	5.55	11	9.6
	Single	3	2.38	2	1.58	5	3.8
	<b>Category total</b>	<b>66</b>	<b>52.38</b>	<b>60</b>	<b>47.61</b>	<b>126</b>	<b>100.0</b>
Employment status	Permanent employment	8	50	8	50	16	12.69
	Temporary employment	2	66.66	1	33.33	3	2.38
	Self-employed	52	50.98	50	49.2	102	80.95
	Retired	4	80	1	20	5	3.968
	<b>Category total</b>	<b>66</b>	<b>52.38</b>	<b>60</b>	<b>47.61</b>	<b>126</b>	<b>100.0</b>

The study aimed to establish the age of the respondents, as age is a significant demographic characteristic that can influence various aspects of research findings. Understanding the age distribution of participants allows researchers to contextualize their results and draw more accurate conclusions about the population being studied. In this particular study, the ages of the respondents are detailed in table 2. According to the responses from parents, a substantial majority—79 individuals, representing 62.69% of the total sample—were aged between 41 and 50 years, with a gender breakdown of 44 males and 35 females. The remaining age categories included those aged 31–40 years, which accounted for 23 respondents (18.25%) with a gender distribution of 10 males and 13 females, and those above 50 years, totalling 24 respondents (19.04%), comprised of 12 males and 12 females. Notably, there were no respondents in the youngest age category of 21–30 years, indicating a potential gap in perspectives from younger parents within this study.

The data presented in table 2 reveal that 47 parents (37.3%) reported that their highest level of education was primary education, with a gender breakdown of 28 males and 19 females. In addition, 13 parents (10.3%) indicated they had completed a college education, comprising 8 males and 5 females. Conversely, only 24 parents (19.04%) achieved secondary education, with a distribution of 11 males and 13 females. Notably, some parents did not have the opportunity to attend school; this group totalled 42 individuals (33.33%), consisting of 19 males and 23 females. Cumulatively, this means that approximately 89 parents (70.33%) either had no formal education or only primary education qualifications. This educational background is critical as it likely

influences their capacity to engage effectively in initiatives aimed at promoting student retention within educational systems.

In any community where there is a notable diversity in the marital status of parents' living arrangements, it is essential to explore the variable of marriage status more thoroughly. According to findings presented in table 2, a substantial majority of parents, specifically 101 individuals or 76.9%, are married, indicating a strong prevalence of traditional family structures within this community. In contrast, only a small fraction of parents are categorized as widowed, single, or divorced, suggesting that non-traditional living arrangements may be less common. This disparity highlights the importance of understanding how marital status can influence various aspects of family dynamics and child-rearing practices, as well as the potential implications for social services and community support systems aimed at families with different marital backgrounds.

Employment status significantly influences parental engagement, as it directly correlates with the time and resources parents can allocate to their children's educational support. Self-employed parents often have more flexible schedules, allowing them to dedicate substantial time to assist with homework and participate in school activities. Similarly, those in permanent employment may face rigid work hours that limit their availability for such involvement. This dynamic is crucial because active parental engagement has been shown to enhance children's academic performance and overall development. In a recent study, data revealed that a significant majority of parents—approximately 102 (80.95%) [M = 52, F = 50]—were self-employed, which suggests they might have greater opportunities for involvement in their children's education. In contrast, only 16 (12.69%) [M = 8, F = 8] were in permanent employment, while a smaller fraction consisted of retirees (5 or 3.96% [M = 4, F = 1]) and those in temporary positions (3 or 2.38% [M = 2, F = 1]). This distribution indicates that the majority of parents potentially possess the flexibility needed to engage actively in their children's learning processes.

The employment status of parents plays a crucial role in shaping their child's educational involvement and retention in school. Employed parents typically possess the financial resources necessary to support their child's educational needs, including purchasing school supplies, funding extracurricular activities, and affording private tutoring, all of which can significantly enhance the child's academic engagement and performance. Furthermore, self-employed parents often enjoy greater flexibility in their work schedules, allowing them to be more actively involved in their child's education by attending school events, assisting with homework, and participating in parent-teacher meetings. This increased involvement not only fosters a supportive learning environment but also reinforces the importance of education within the family dynamic. Research indicates that parental engagement is linked to higher student achievement and lower dropout rates; thus, the employment status of parents—whether they are employed or self-employed—can directly influence both the level of support provided to children and their overall educational outcomes.

From table 3, it is evident that the mean scores of male and female parents regarding home-based and school-based parental involvement in students' retention in secondary schools are statistically similar. This suggests that both male and female parents share comparable perspectives and practices when it comes to supporting their children's education, indicating a level of consensus on the importance of parental involvement in enhancing student retention rates. Furthermore, the analysis reveals that the age of parents does not significantly influence student retention, as evidenced by the uniformity of scores across various age groups. This finding implies that regardless of their age, parents tend to exhibit similar levels of engagement and support for their children's educational journeys. Additionally, marital status appears to have no

**Table 3**

Mean scores and standard deviation of home-based and school-based parental involvements.

Variable	Categories	Home-based involvement		School-based involvement	
		Mean	Standard deviation	Mean	Standard deviation
Gender	Male	2.17	0.80	2.00	0.68
	Female	2.22	0.69	2.11	0.77
Age	21-30 years	2.31	0.74	2.32	0.72
	31-40 years	2.10	0.74	2.04	0.76
	41-50 years	2.33	0.78	1.77	0.53
	51+ years				
Education level	No formal education	1.64	0.59	1.82	0.85
	Primary	2.06	0.54	2.05	0.58
	Secondary	2.43	0.70	2.10	0.81
	Tertiary/college education	3.19	0.57	2.39	0.83
Employment status	Permanent employment	3.22	0.54	2.59	0.96
	Temporary employment	1.67		1.60	
	Self-employed	2.00	0.60	1.99	0.65
	Retired	2.27	0.91	1.70	0.41
Marital status	Married	2.09	0.73	2.01	0.75
	Divorced	2.75	0.79	2.16	0.54
	Widow/Widower	2.17	0.34	1.94	0.54
	Single	3.07	0.76	3.00	0.24

discernible impact on student retention; the data indicates that whether parents are married or single does not affect their ability to contribute positively to their children's educational outcomes. Collectively, these insights highlight the critical role of parental involvement while suggesting that demographic factors such as age and marital status may not be as influential in determining student retention in secondary schools.

In contrast, the analysis of parental involvement reveals notable differences in home-based engagement based on parents' employment status and education level, while school-based involvement appears relatively uniform across these categories. Specifically, parents with secondary and tertiary education levels demonstrate significantly higher participation in home-based learning activities with their children, which may contribute positively to their children's academic retention and success. Conversely, parents lacking formal education or those with only primary education tend to exhibit lower levels of engagement in similar activities, potentially hindering their children's educational outcomes. Furthermore, the data indicates that parents who are permanently employed or retired show greater involvement in home learning activities compared to their self-employed counterparts, who generally display minimal engagement. This disparity suggests that job stability and educational attainment play crucial roles in shaping how actively parents participate in their children's educational experiences at home.

To confirm the variations between the scores of home-based and school-based parental involvement, as well as to explore the demographic characteristics of the parents, the researcher employs hypothesis testing to investigate potential causal relationships among basic demographic variables. This process begins with formulating a null hypothesis that posits no significant differences or relationships exist between the variables in question. A 95% confidence interval is established for this analysis, which means that if the study were repeated multiple times, we would expect 95% of those

intervals to contain the true population parameter. The  $p$ -value is then calculated to assess the strength of evidence against the null hypothesis; if this  $p$ -value is less than 0.05, it indicates that there is less than a 5% probability that the observed data would occur under the null hypothesis, leading to its rejection. Consequently, this statistical approach allows researchers to conclude whether demographic factors significantly influence parental involvement in educational contexts.

**Table 4**

Home-based parental involvement: hypothesis test summary.

Nº	Null hypotheses	Test	$p$ -value	Decision
1	The distribution of scores for home-based parental involvement is the same across categories of employment status.	Independent-samples Kruskal-Wallis test	<0.01	Reject the null hypothesis.
2	The distribution of scores for home-based parental involvement is the same across categories of education level.	Independent-samples Kruskal-Wallis test	<0.01	Reject the null hypothesis.
3	The distribution of scores for home-based parental involvement is the same across categories of gender.	Independent-samples Mann-Whitney U test	0.62	Retain the null hypothesis.
4	The distribution of scores for home-based parental involvement is the same across categories of age.	Independent-samples Kruskal-Wallis test	0.54	Retain the null hypothesis.
5	The distribution of scores of home-based parental involvements is the same across categories of marital status.	Independent-samples Kruskal-Wallis test	0.12	Retain the null hypothesis.

The findings indicate a significant association between home-based parental involvement scores and key demographic variables, as illustrated in table 4. Specifically, the educational level and employment status of parents are critical factors that enhance strategies aimed at improving student retention in secondary schools. This data demonstrates that at a 5% level of significance, there exists a statistically significant correlation between parents' educational attainment and various dimensions of home-based parental involvement that contribute to student retention. Clearly, parents who have attained at least a secondary education are better equipped to assist their children with home learning activities, engage in meaningful discussions regarding academic issues, and provide essential guidance on the value of education. This suggests that higher levels of parental education not only empower parents to support their children's academic endeavours more effectively but also foster a supportive environment for educational success.

Similarly, the employment status of parents is significantly associated with their level of home-based involvement in the educational retention of secondary school students. The study indicates that parents who are permanently employed tend to exhibit a higher degree of engagement in parenting activities, effective communication, and support for home learning compared to their self-employed counterparts, who often demonstrate markedly lower levels of involvement across these dimensions. This disparity may stem from the varying demands and time constraints associated with self-employment, which can limit the ability to engage fully in their children's education. In contrast, retired parents generally show a higher level of involvement than self-employed parents but still fall short of the engagement levels observed among permanently employed parents. This trend suggests that job stability and the nature of employment play crucial roles in shaping parental attitudes and behaviours towards educational support at home.

On the other hand, in the analysis presented, three demographic variables—age,

gender, and marital status—were examined for their potential associations with home-based parental involvement in the context of student retention in secondary schools. The findings, as detailed in table 4, indicate that the  $p$ -values associated with these variables exceed the conventional threshold of 0.05 for statistical significance. Consequently, we fail to reject the null hypothesis, positing that there is no relationship between these demographic factors and parental involvement. This suggests that the data do not provide sufficient evidence to support a claim that variations in parents' age, gender, or marital status significantly influence their engagement in activities aimed at enhancing student retention. In essence, the results imply that parents, irrespective of their age group, gender identity, or marital circumstances, exhibit comparable levels of involvement in fostering student retention within secondary educational settings.

**Table 5**

School-based parental involvement: hypothesis test summary.

Nº	Null hypotheses	Test	Sig.	Decision
1	The distribution of scores of School-based parental involvements is the same across categories of Employment status.	Independent-samples Kruskal-Wallis test	0.21	Retain the null hypothesis.
2	The distribution of scores for school-based parental involvements is the same across categories of education level.	Independent-samples Kruskal-Wallis test	0.31	Retain the null hypothesis.
3	The distribution of scores for school-based parental involvements is the same across categories of gender.	Independent-samples Mann-Whitney U test	0.65	Retain the null hypothesis.
4	The distribution of scores for school-based parental involvements is the same across categories of age.	Independent-samples Kruskal-Wallis test	0.10	Retain the null hypothesis.
5	The distribution of scores for school-based parental involvements is the same across categories of marital status.	Independent-samples Kruskal-Wallis test	0.21	Retain the null hypothesis.

The relationship between parental involvement in school-based activities and the basic demographic characteristics of parents is comprehensively illustrated in table 5. The overarching conclusion drawn from the analysis is that parental involvement in these activities does not exhibit a significant correlation with the demographic variables under consideration. More precisely, factors such as parents' age, gender, education level, marital status, and employment status do not consistently influence their participation in school-related events or their potential impact on student retention rates in secondary education. A more detailed examination of the field data reveals a lack of sufficient evidence to substantiate any statistically significant associations between these demographic characteristics and the aggregated rank scores reflecting parental engagement in school-based activities. This suggests that while demographic factors are often presumed to play a role in shaping parental involvement, the findings indicate that other elements may be more critical in determining how actively parents engage with their children's educational environments.

## 5. Discussion

This research applies Epstein's [11] theory of overlapping spheres of influence grounded in the ecological theories of Bronfenbrenner [3]. The theory emphasizes the interconnectedness of various systems influencing a child's development. Epstein and other ecological theorists emphasize the significance of several levels of influence on a child's life, from the microsystem (the child's immediate environment) to the



macro system (the child's larger cultural context), and how several nested systems, including as the family, school, community, and culture, can have an impact on a child's development. By engaging parents across these multiple spheres, Epstein aims to enhance student learning and overall school success [12].

The objective of the current study was to examine the relationship between the parents' demographic characteristics and their level of involvement in student retention in secondary schools. The researcher shows the attributes of a population that are categorized based on defined criteria, such as age, gender, marital status, occupation, and education level.

Research indicates that the gender of the parents significantly influences parental involvement in education; specifically, studies show that mothers tend to engage more actively in school-related activities and communicate more frequently with educators regarding their children's academic issues [20]. In contrast, the results show there are similar opinions and practices between male and female parents in issues related to home-based and school-based parental involvement in students' retention in secondary schools although traditionally, mothers have been more involved in the rearing of their children than have fathers, due to social changes, fathers often contribute to their children's education primarily through financial support rather than direct involvement in school activities [42]. This distinction highlights the varying roles that each parent plays in educational engagement and suggests that understanding these dynamics is crucial for developing effective strategies to enhance parental participation across different demographic groups.

Based on the marital status of parents is an important demographic factor to consider in relation to their involvement in their children's education. Research indicates that married parents who cohabit with their partners tend to be more engaged in their children's schooling compared to single or separated parents, who may have lower levels of involvement [19]. For the case of the age of the parents, Cantalini, Guetto and Panichella [5] clarified that the strengths offered by young and mature parents differ. Younger parents are more vibrant and have an easier time connecting with their kids. On the other hand, due to their high level of maturity and parenting experience, adult parents are also good parents, so both of them have an impact on their child's education, while the results show that the age of the parents plays no significant role in the retention of students in secondary school, as does their marital status.

Study results reveal that parents with secondary education and tertiary/college education seem to be more involved with home-based learning activities for their children, but this is not the case with parents with no formal education or primary education, as their engagement with the same seems to be low. A low level of education leads parents to rarely assist their children with homework or provide the necessary support for acquiring skills at home that would promote their children's education. This minimal engagement poses a challenge as parental support is crucial in reinforcing what children learn at school and ensuring they have the necessary resources and environment to succeed academically. However, Hornby and Blackwell [21] suggests that parents with lower educational attainment often feel inadequate when it comes to supporting their children's academic endeavours. This perceived inadequacy can lead them to believe they are not well-equipped to assist with certain subjects or manage educational responsibilities effectively.

Results indicated that parents who have permanent employment and are retired seem to be more involved with home learning activities than those who are self-employed, whose involvement seems to be very low although their parents' occupations significantly influence the academic success and welfare of students [10]. While employment can limit the time parents have to engage with their children and

participate in their educational activities [14], those in higher occupational positions typically possess more resources to meet household demands. In contrast, parents with lower occupational status often face the challenge of managing multiple jobs, which restricts their availability for voluntary involvement in school-related activities [35]. Research indicates that children from families with higher or moderate socioeconomic status tend to perform better academically than those from lower socioeconomic backgrounds. Furthermore, parental involvement is generally more beneficial for the academic achievements of children from middle-class families compared to those from lower-class households [43].

The present study provides empirical support for both home-based and school-based parental involvement by comparing them. The results of the current study also contribute to the growing literature that moves beyond emphasizing the importance of parents supporting their children's learning at home. Schools can provide resources and guidance on how parents can assist with homework, engage in educational activities, and create a conducive learning environment. This support can significantly enhance students' academic performance and overall well-being.

## 6. Conclusion

The study concluded that parents with secondary and tertiary education levels demonstrate significantly higher involvement in home-based learning activities for their children compared to those with no formal education or only primary education, as the latter group tends to engage less frequently in such activities. Additionally, it was found that parents who are permanently employed or retired are generally more engaged in supporting their children's learning at home than those who are self-employed, whose participation appears to be markedly lower. The findings suggest a need for initiatives that encourage all parents, irrespective of their educational backgrounds or employment statuses, to actively support and motivate their children's learning experiences at home. Such engagement is crucial as it can cultivate a positive attitude toward education among children, which is essential for enhancing their academic retention and success throughout secondary school.

By fostering an environment where educational support is prioritized, parents can significantly influence their children's attitudes and achievements in education. Schools and teachers play a crucial role in fostering parental involvement by providing accessible resources, workshops, and guidance tailored to parents' diverse educational backgrounds and time constraints. This support is essential for empowering all parents, regardless of their own educational attainment or work commitments, to engage meaningfully in their children's learning processes. Future research should focus on identifying and evaluating effective strategies that enhance home-based parental involvement in education. Such investigations could include exploring various communication methods that facilitate ongoing dialogue between schools and families, developing targeted parental education programs that equip parents with the skills to assist with homework and educational activities, and creating resource hubs that offer practical tools and materials designed to support children's academic success at home. By addressing these areas, we can better understand how to cultivate an environment where parental engagement is not only encouraged but also achievable for all families.

The findings from this study are expected to make a substantial contribution to the existing literature by reinforcing the principles of the overlapping spheres of influence theory, as articulated by Epstein and Dauber [11]. This theoretical framework is particularly relevant and suitable for this research, as it explains the interplay between home-based and school-based parental involvement in fostering student

retention within secondary education settings. The results shed light on how specific parental demographic characteristics—such as socioeconomic status, educational background, and cultural values—can significantly influence their engagement in their children’s education, thereby impacting retention rates. By emphasizing the beliefs and practices associated with parental involvement, this study provides critical insights into how these factors can be leveraged to enhance student persistence in schools. Consequently, it is reasonable to assert that employing the overlapping spheres of influence theory as a foundational lens for exploring the dynamics between parental demographics and their active participation in promoting student retention is not only appropriate but also enriches our theoretical understanding of the mechanisms through which parental involvement can effectively support students’ educational path.

The study’s results confirm the long-held assumption that parental involvement is crucial in shaping a child’s academic success and overall development. These findings highlight the significant influence of parents’ demographic characteristics, particularly their educational attainment and employment status, on their level of engagement in school-related activities, which in turn affects student retention rates. Research indicates that parents with higher levels of education are generally more equipped to support their children’s academic endeavours, as they possess a greater understanding of educational expectations and resources. Additionally, those who have stable, permanent employment often experience less stress related to financial instability, allowing them to dedicate more time and energy to participating in their children’s education. This correlation suggests that socioeconomic factors are critical determinants of parental involvement; thus, families with higher socioeconomic status tend to be more engaged in school matters. Consequently, these findings advocate for the development and implementation of policies and practices aimed at fostering increased parental engagement across diverse socioeconomic backgrounds. Such initiatives could include community outreach programs, workshops on educational support strategies for parents, and flexible school meeting times that accommodate working families. Ultimately, enhancing parental involvement is essential for improving student retention rates and achieving better educational outcomes for all students.

### **6.1. Limitations of the study**

This study has several limitations. The scope is confined to the Kwimba District, which restricts the generalizability of the findings to other regions. Given that the sample was drawn from the unique socioeconomic, cultural, and educational characteristics of Kwimba, the results may not accurately represent other districts in Tanzania with similar demographics and settings. Therefore, caution should be exercised when interpreting these findings. Further research encompassing multiple districts across Tanzania would enhance our understanding of regional variations and commonalities in parental involvement and student retention.

Additionally, the study employed a self-reported questionnaire, specifically the Parental Involvement in Student Learning Scale (PISLS), which may introduce response bias. The PISLS relies on the honesty of respondents, which can affect the accuracy of the information obtained due to factors such as perceived fears, social desirability bias, and ego enhancement. Furthermore, a limitation associated with the use of PISLS scales is the translation process from English to Swahili. Although a comprehensive study and validation process was conducted to ensure equivalence between the two language versions during translation, it is still possible that certain elements in the Swahili version may not fully capture the same conceptual meanings as those in the original English version developed by the authors.

## References

- [1] Appiah-Kubi, J. and Amoako, E., 2020. Parental Participation in Children's Education: Experiences of Parents and Teachers in Ghana. *Journal of Theoretical Educational Science*, 13(3), p.456–473. Available from: <https://dergipark.org.tr/en/pub/akukeg/issue/54987/634484>.
- [2] Boonk, L., Gijssels, H.J., Ritzen, H. and Brand-Gruwel, S., 2018. A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review*, 24, pp.10–30. Available from: <https://doi.org/10.1016/j.edurev.2018.02.001>.
- [3] Bronfenbrenner, U., 1979. *The Ecology of Human Development: Experiments by Nature and Design*. Harvard University Press. Available from: <https://doi.org/10.2307/j.ctv26071r6>.
- [4] Brown, S., 2010. Likert Scale Examples for Surveys. Available from: <https://www.extension.iastate.edu/documents/anr/likertscaleexamplesforsurveys.pdf>.
- [5] Cantalini, S., Guetto, R. and Panichella, N., 2020. Parental age at child-birth and children's educational outcomes: evidence from upper-secondary schools in Italy. *Genus*, 76(1), p.8. Available from: <https://doi.org/10.1186/s41118-020-00076-5>.
- [6] Coba-Rodriguez, S., Cambray-Engstrom, E. and Jarrett, R.L., 2020. The Home-based Involvement Experiences of Low-income Latino Families with Preschoolers Transitioning to Kindergarten: Qualitative Findings. *Journal of Child and Family Studies*, 29(10), pp.2678–2696. Available from: <https://doi.org/10.1007/s10826-020-01781-7>.
- [7] *Combining Data on Out-of-school Children, Completion and Learning to Offer a More Comprehensive View on SDG 4*, 2019. (Information Paper 61). UNESCO Institute for Statistics, Montreal, Quebec: UNESCO Institute for Statistics. Available from: <https://tinyurl.com/4eddkhjv>.
- [8] Coşkun, B. and Katıtaş, S., 2021. Parental involvement in secondary education: Perceptions and potential barriers. *African Educational Research Journal*, 9(2), pp.418–433. Available from: [https://www.netjournals.org/z\\_AERJ\\_21\\_050.html](https://www.netjournals.org/z_AERJ_21_050.html).
- [9] Dagane, A.S. and Aden, A.Y., 2021. *The Causes of Female Student Dropout in a Secondary School in the Dadaab Refugee Camps of Kenya*. (Local Engagement Refugee Research Network Paper 12). Carleton University. Available from: <https://carleton.ca/lerrn/wp-content/uploads/Final-LERRN-Working-Paper-No.-12-Female-Student-Drop-Out.pdf>.
- [10] Darko-Asumadu, D.A. and Sika-Bright, S., 2021. Parental Involvement and Pupils' Academic Performance in the Cape Coast Metropolis, Ghana. *Open Education Studies*, 3(1), pp.96–109. Available from: <https://doi.org/10.1515/edu-2020-0142>.
- [11] Epstein, J.L. and Dauber, S.L., 1995. Effects on Students of an Interdisciplinary Program Linking Social Studies, Art, and Family Volunteers in the Middle Grades. *The Journal of Early Adolescence*, 15(1), pp.114–144. Available from: <https://doi.org/10.1177/0272431695015001007>.
- [12] Epstein, J.L., Sanders, M.G., Simon, B.S., Salinas, K.C., Jansorn, N.R. and Van Voorhis, F.L., 2002. *School, Family, and Community Partnerships: Your Handbook for Action*. 2nd ed. Thousand Oaks, California: Corwin Press, Inc. Available from: <https://www.govinfo.gov/content/pkg/ERIC-ED467082/pdf/ERIC-ED467082.pdf>.
- [13] Gan, Y. and Bilige, S., 2019. Parental involvement in home-based education and children's academic achievement in China. *Social Behavior and Personality: an international journal*, 47(12), pp.1–15. Available from: <https://doi.org/10.2224/>



- sbp.8491.
- [14] Genadek, K.R. and Hill, R., 2017. Parents' work schedules and time spent with children. *Community, Work & Family*, 20(5), pp.523–542. Available from: <https://doi.org/10.1080/13668803.2017.1371672>.
  - [15] Ghanad, A., 2023. An Overview of Quantitative Research Methods. *International Journal of Multidisciplinary Research and Analysis*, 06(08), pp.3794–3803. Available from: <https://doi.org/10.47191/ijmra/v6-i8-52>.
  - [16] Gibbs, B.G., Marsala, M., Gibby, A., Clark, M., Alder, C., Hurst, B., Steinacker, D. and Hutchison, B., 2021. "Involved Is an Interesting Word": An Empirical Case for Redefining School-Based Parental Involvement as Parental Efficacy. *Social Sciences*, 10(5), p.156. Available from: <https://doi.org/10.3390/socsci10050156>.
  - [17] Global Education Monitoring Report Team, 2021. *Global Education Monitoring Report 2021/2: Non-state actors in education: Who chooses? Who loses?* 2nd ed. Paris: UNESCO. Available from: <https://doi.org/10.54676/XJFS2343>.
  - [18] Global Education Monitoring Report Team, 2023. *Global education monitoring report 2023: Technology in education: a tool on whose terms?* Paris: UNESCO. Available from: <https://doi.org/10.54676/UZQV8501>.
  - [19] Guzman, S.B. and Banaag, L.K., 2023. Correlational Study Among Parents' Demographic Profile, Level of Parental Involvement, and Pupils' Academic Performance in the Modular Distance Learning of Kasiglahan Village Elementary School. *Psychology and Education: A Multidisciplinary Journal*, 12(1), pp.101–111. Available from: <https://ejournals.ph/article.php?id=21668>.
  - [20] Hapsari, S., Sugito and Fauziah, P., 2021. Parent's Involvement in Early Childhood Education during the Covid-19 Pandemic Period. *Jurnal Pendidikan Progressif*, 10(2), pp.298–311. Available from: <https://doi.org/10.23960/jpp.v10.i2.202014>.
  - [21] Hornby, G. and Blackwell, I., 2018. Barriers to parental involvement in education: an update. *Educational Review*, 70(1), pp.109–119. Available from: <https://doi.org/10.1080/00131911.2018.1388612>.
  - [22] Kahunzire, E., Muchwa Asiimwe, S. and Kiyangi, F., 2023. Parental Roles in Attending Schools' management Meetings and Pupils' Academic Performance in Uganda. *European Journal of Education and Pedagogy*, 4(2), p.18–25. Available from: <https://doi.org/10.24018/ejedu.2023.4.2.536>.
  - [23] Kaiser, H.F., 1974. An index of factorial simplicity. *Psychometrika*, 39(1), pp.31–36. Available from: <https://doi.org/10.1007/BF02291575>.
  - [24] Karaçöp, A., Akıllı, M. and Aksu, F.F., 2016. The Parent Involvement in Students' Home Based Science Learning Activities Scale (PI-SHBScienceLAS): Validity and Reliability Studies. *International Online Journal of Educational Sciences*, 8(1), pp.57–77. Available from: [https://iojes.net/?mod=makale\\_tr\\_ozet&makale\\_id=40877](https://iojes.net/?mod=makale_tr_ozet&makale_id=40877).
  - [25] Kigobe, J., Ghesquière, P., Ng'Umbi, M. and Leeuwen, K.V., 2019. Parental involvement in educational activities in Tanzania: understanding motivational factors. *Educational Studies*, 45(5), pp.613–632. Available from: <https://doi.org/10.1080/03055698.2018.1509780>.
  - [26] Koskei, S., Itegi, F. and Muchanje, P., 2020. Parental Support and Boys' Retention in Public Primary Schools in Kenya. *Journal of Education and Practice*, 11(31), pp.51–59. Available from: <https://doi.org/10.7176/JEP/11-31-07>.
  - [27] Makwana, D., Engineer, P., Dabhi, A. and Chundasama, H., 2023. Sampling Methods in Research: A Review. *International Journal of Trend in Scientific Research and Development (IJTSRD)*, 7(3), pp.762–768. Available from: <https://www.ijtsrd.com/papers/ijtsrd57470.pdf>.
  - [28] Mbanga, B.G., Piliyesi, B. and Anyona, J., 2020. Parental Involvement and



- Students' Discipline in Public day Secondary Schools at Ilala District in Tanzania. *Journal of Popular Education in Africa*, 4(7), pp.139–156. Available from: <https://tinyurl.com/h4ypd3y3>.
- [29] Merryness, A. and Rupia, C., 2022. Effectiveness of Parental Involvement in Management of Primary Schools in Kyerwa District, Kagera Region, Tanzania. *Journal of Research Innovation and Implications in Education*, 6(3), pp.201–209. Available from: <https://jrjiejournal.com/wp-content/uploads/2022/08/JRIIE-6-3-022.pdf>.
- [30] Ndijuye, L.G. and Tandika, P.B., 2022. Fathers' involvement on children's school performance among camped-refugees and local majorities' communities in Tanzania. *International Journal of Early Years Education*, 30(2), pp.199–215. Available from: <https://doi.org/10.1080/09669760.2022.2041405>.
- [31] Nghipandulwa, N.P., 2023. *Parental involvement in learners' education in secondary schools in the Erongo region of Namibia*. A thesis submitted in partial fulfilment of the requirements for the Degree of Master of Education (Leadership, Management and Policy Studies). The University of Namibia. Available from: <https://repository.unam.edu.na/items/11d6b1fa-ba42-4590-ba84-62fc310283c5>.
- [32] Rapp, N. and Duncan, H., 2012. Multi-Dimensional Parental Involvement in Schools: A Principal's Guide. *International Journal of Educational Leadership Preparation*, 7(1). Available from: <https://eric.ed.gov/?id=EJ971515>.
- [33] Rashid, A., Rasheed, R., Amirah, N.A., Yusof, Y., Khan, S. and Agha, A.A., 2021. A Quantitative Perspective of Systematic Research: Easy and Step-by-Step Initial Guidelines. *Turkish Online Journal of Qualitative Inquiry*, 12(9), pp.2874–2883. Available from: <https://www.tojqi.net/index.php/journal/article/view/6159>.
- [34] Roberts, D.R., 2021. *Quantitative Non-Experimental Correlational Study: Determining Any Existence Between the Predictors of Workplace Violence*. Ph.D. thesis. Northcentral University. Available from: <https://www.proquest.com/openview/676f34ca115e9293621a23ec71c9cbe9/1?pq-origsite=gscholar&cbl=18750&diss=y>.
- [35] Şengönül, T., 2022. A review of the relationship between parental involvement and children's academic achievement and the role of family socioeconomic status in this relationship. *Pegem Journal of Education and Instruction*, 12(2), p.32–57. Available from: <https://doi.org/10.47750/pegegog.12.02.04>.
- [36] Taber, K.S., 2018. The Use of Cronbach's Alpha When Developing and Reporting Research Instruments in Science Education. *Research in Science Education*, 48(6), pp.1273–1296. Available from: <https://doi.org/10.1007/s11165-016-9602-2>.
- [37] The United Republic of Tanzania and Ministry of Education, Science and Technology, 2017. The National Strategy for Inclusive Education 2018-2021. Available from: [https://www.rodra.co.za/images/countries/tanzania/policies/National%20Strategy%20for%20Inclusive%20Education\\_version%20for%20signing.pdf](https://www.rodra.co.za/images/countries/tanzania/policies/National%20Strategy%20for%20Inclusive%20Education_version%20for%20signing.pdf).
- [38] United Republic of Tanzania, President's Office and Regional Administration and Local Government, 2020. *Pre-Primary, Primary, Secondary, Adult, and Non-Formal Education Statistics 2020: Regional Data*. Dodoma: President's Office - Regional Administration and Local Government. Available from: [https://www.tamisemi.go.tz/storage/app/media/uploaded-files/BEST%202020%20Regional%20Data\\_Final.pdf](https://www.tamisemi.go.tz/storage/app/media/uploaded-files/BEST%202020%20Regional%20Data_Final.pdf).
- [39] United Republic of Tanzania, President's Office and Regional Administration and Local Government, 2023. *Pre-Primary, Primary, Secondary, Adult, and Non-Formal Education Statistics 2023: Regional Data*. Dodoma: President's Office - Regional Administration and Local Government. Available from: <https://www.tamisemi.go.tz/storage/app/BEST/REGIONAL%20BEST%202023%20.pdf>.
- [40] White, N.S., 2022. *Examination of the Relationship between School-Based*

- Parental Involvement and Student Academic Achievement: A Focus on Marginalized Families*. Ph.D. thesis. Aurora University, Aurora, Illinois. Available from: <https://www.proquest.com/openview/8a5e94a9279d7fade3427ca79ba57fe8/1?pq-origsite=gscholar&cbl=18750&diss=y>.
- [41] Wilder, S., 2014. Effects of parental involvement on academic achievement: a meta-synthesis. *Educational Review*, 66(3), pp.377–397. Available from: <https://doi.org/10.1080/00131911.2013.780009>.
- [42] Yeoh, S.H. and Woo, P.J., 2013. Parental Involvement in Child's Development: Father vs. Mother. *Open Journal of Medical Psychology*, 02(04), p.1–6. Available from: <https://doi.org/10.4236/ojmp.2013.24b001>.
- [43] Zhang, F., Jiang, Y., Ming, H., Ren, Y., Wang, L. and Huang, S., 2020. Family socio-economic status and children's academic achievement: The different roles of parental academic involvement and subjective social mobility. *British Journal of Educational Psychology*, 90(3), pp.561–579. Available from: <https://doi.org/10.1111/bjep.12374>.