



Internal Education Stakeholders' Views on Parents Involvement in Public Secondary Schools' Affairs in Kilosa District in Morogoro Region

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Abstract: *Within contemporary society, parents' involvement in public school affairs is a challenge due to various factors. The present study sought to explore the internal education stakeholders' views on parent involvement in public secondary schools' affairs. Specifically, the study aimed to: (i) assess the levels of parents' awareness of involvement in school matters and (ii) explore factors inhibiting parental involvement in school affairs. The study was conducted at Kisanga secondary school in Kilosa District. It adopted a mixed research approach with the convergent parallel design. It involved 110 participants who were selected through purposive and simple random sampling techniques. Data were collected through semi-structured interview guide, structured questionnaires and focus group discussion. The findings showed that parents' involvement in school affairs was poor despite the fact that they were aware of the school meetings and other events schedules. The study further revealed that time limitations, varied perceptions towards teachers, life hardship, lack of awareness on the education policy and parents' negligence were factors responsible for poor parents' involvement in public secondary schools' affairs. Based on these findings, the study concludes that the government and non-government organisations should offer community education as a mitigation approach for effective parents' involvement in public secondary schools' affairs. Lastly, the study recommended to the government of Tanzania to collaborate with other partners through community education to create awareness to every individual citizen on the importance of parents' involvement in school affairs.*

Keywords: *Parent, parents' involvement, school affairs, stakeholders.*

Introduction

From the global perspective, poor parents' involvement in public school affairs has been reported in both low and middle-income countries. Poverty, discrimination, and war are just a few of the factors that hinder parents from involvement in school affairs (Gagne, 2015). It is important to note that parents have vital roles to play in their children's education. Their involvement in education matters, among other variables tends to determine their children's academic careers. Jensen and Minke (2017) argue that parents' involvement in education is a crucial factor for influencing students' academic achievement, social/emotional outcomes, and school completion.

Parents' involvement in education affairs includes different activities such as good parenting, helping with academic homework, talking to teachers, attending school functions, and taking part in school governance (Adewumi et al., 2012). When parents work together with schools to support learning, students tend to succeed not just in school but throughout their lives. Indeed, the most accurate prediction of students' achievement in school is not the income or social status of their parents, but the extent to which parents can create mutual relationships with teachers and the school management (Jensen & Minke, 2017).

The involvement of parents in school matters begins in the first years of schooling and accompanies the students throughout their school experiences (Xhemajli & Mullaliu, 2022). Building and developing the school-family partnership is one of the key factors for improving the quality of education. Despite the centrality of parents' involvement in schools' affairs, not all parents in the contemporary society participate effectively. Globally, a number of studies have indicated various factors affecting parents' involvement in school affairs (Kibandi, 2014; Jafarov, 2015; Magwa & Mugari, 2017; Seni & Onyango, 2021). Some of these factors include parents' negative attitude, lack of understanding, and financial constraints.

In developed countries, analysis of literature done by Jafarov (2015) in United Kingdom revealed parent-related, school-related, and student-related factors as obstacles to parental involvement in school affairs. With regard to school-related factors, language used at school seemed to be very academic and most school staff does not know how to contact parents with a different language background. Likewise, parents are likely to get involved if they understand that not only teachers but also students expect them to get involved.

A study by Magwa and Mugari (2017) reported that in developing countries such as Zimbabwe parents' economic status and their level of education have significant effects on children's education. The authors recommend that parents should be helped to appreciate the benefits of their involvement in the learning of their children. In Kenya, Kibandi (2014) also reported poor parental participation in school management has been affecting students' academic performance. The author argued that the low parental participation in decision-making, school financing, motivating learners, and maintenance of physical facilities of schools affects students' academic performance. A study by Seni and Onyango (2021) conducted in Tanzania reported that the rate of parents' volunteering in school development activities is very low. The study also indicated that the rate of parents' involvement in the supervision of students' learning at home is very minimal. Indeed, parental involvement in education has been shown to have positive effects on student's academic performance.

The present study emanates from the recommendation made by studies done by Seni and Onyango (2021) and Magwa and Mugari (2017) that more studies should be conducted to assess stakeholders' views (students, teachers, school's community members, and parents) on parents' involvement in school-related affairs that enhance the academic performance of their children. Therefore, this study explored the internal education stakeholders' views (student, teachers, and school board members) on parents' involvement in education matters. These internal education stakeholders are directly involved in all school activities. Specifically, the study aimed to assess the levels of parents' awareness of involvement in school matters and factors inhibiting parents' involvement in academic affairs at Kisanga secondary school in Kilosa District, Morogoro Region.

Literature Review

According to Llego (2022), parents' involvement refers to parents' participation in their children's education at home and school. Parents' involvement in education affairs is the act of students' parents to engage themselves in instructional matters, in the home and also in the school (Fareo & Musa, 2018). The involvement of parents in school matters is referred to as teachers' and children's perceptions of the action taken by parents in the provision of academic requirements to their children and attending school meetings and other events. Owuor and Sika (2019) argue that, in the past days parents' involvement in education was characterised by volunteers, mostly based on mothers taking care of children's school needs and sometimes participating in schools' fundraising. In the contemporary society this

situation has been replaced with a much more inclusive approach: school-family-community partnership. Recently, the participation of modern society in school affairs based on goal-oriented activities linked to students' achievement and school success at large. Parents' involvement is referred to as parents' commitment to the education of their children, and the role they play in other school affairs. The involvement of parents in school activities plays a major role on the students' school adjustment and academic performance. There is a positive relationship between parental engagement, school to achieve the targeted goals, and student achievement in the academic career.

Parents are key stakeholders because they pay for their children's education. While students are the reason for school existence since they regarded as the primary stakeholders in school matters related to parents' involvement and thus, secondary school authorities must involve parents in school activities (Tuli & Tarekegne, 2019). Xhemajli and Mullaliu, (2022) identified the benefits of parents' involvement in school in three categories: students' benefits, parents' benefits, and the schools' benefit. Students' benefits focus on understands school policies-rules regarding the way of behaving; attending classes and increases the sense of responsibility for learning. Parents' benefits include improving skills to support student learning; increases satisfaction with education in general and react more quickly to their children's problems at school. On the other hand, schools' benefits aim at improving teacher-parent relations; developing strong sense of teacher effectiveness that support students' academic achievements.

In South Africa, the study by Shezi, (2012) identified some barriers hindering parents to participate effectively in school matters. Such barriers are unemployment, low level of education, poverty, HIV/AIDS pandemic, and poor communication between the schools and parents. Another study by Mwase et al. (2020) in Zambia revealed negative attitude, poor communication, geographical location, lack of understanding, and financial constraints as factors affected parents' involvement in school affairs.

The study conducted by Owuor and Sika (2019) in Kenya shows that parents' participation in financing school activities was low. The same study indicated that parental financing of school activities significantly predicted students' academic performance. In light of these findings, the study recommends that the government should formulate policies aimed at involving parents actively in planning, decision making, and financing day secondary schools. In Tanzania, the study conducted by Masabo et al. (2017) indicated that parents face various socio-economic challenges

that could negatively affect their involvement in school activities. The study concludes that students' academic performance can be improved if teachers, parents, and community members participate together in school affairs.

Methodology

The study was guided by the pragmatism worldview to generate practical and useful results. Pragmatism was applied due to its flexibility in helping a researcher in the choice of methods that matched the purpose of this study. To ensure flexibility in data collection, analysis, and interpretations, the study employed a mixed research methods approach with the convergent parallel mixed methods design. The mixed research methods approach was employed with the reason of providing more comprehensive knowledge of the research questions of the study than each data type could do separately. Additionally, the approach was used to ensure the credibility of the study since it allows for triangulating information from different data sources. Therefore, the study explored more aspects related to parents' involvement in school affairs and also used more perspectives in understanding factors inhibiting parents to participate in school meetings and other events.

The convergent parallel mixed methods design is a set of procedures that researchers used to concurrently collect both quantitative and qualitative data, analyse the two data sets separately, synthesise the two sets of separate results, and make an overall interpretation as to the extent to which the separate results confirm and/or complement each other (Plano-Clark, & Creswell, 2015). The convergent parallel procedures undertaken in this study are shown in Figure 1, where the two quantitative and qualitative research processes were implemented "in parallel" and then merged intentionally to develop a complete and valid understanding of education stakeholders' outlooks on parental involvement in school affairs.

The reasons for adopting the convergent parallel mixed methods design in exploring parents' involvement in school affairs are. First, the researcher intended to gather quantitative data to measure the extent parents participate in school affairs. Second, the researcher planned to use qualitative data to describe factors inhibiting parents' involvement in school affairs. Third, the researcher intended to combine the two sets of results to develop a more complete picture that explain factors inhibiting parents' involvement in school affairs. Fourth, the researcher planned to establish validity by corroborating results with both quantitative and qualitative data. Additionally, this design is also used to help the researcher to discover inconsistencies in the results when the quantitative and qualitative data do not agree. For example, the quantitative results were anticipated to indicate low

involvement of parents in school affairs, while qualitative data were expected to show how most parents get notifications about school meetings and other events, but they did not attend due to their negligence.

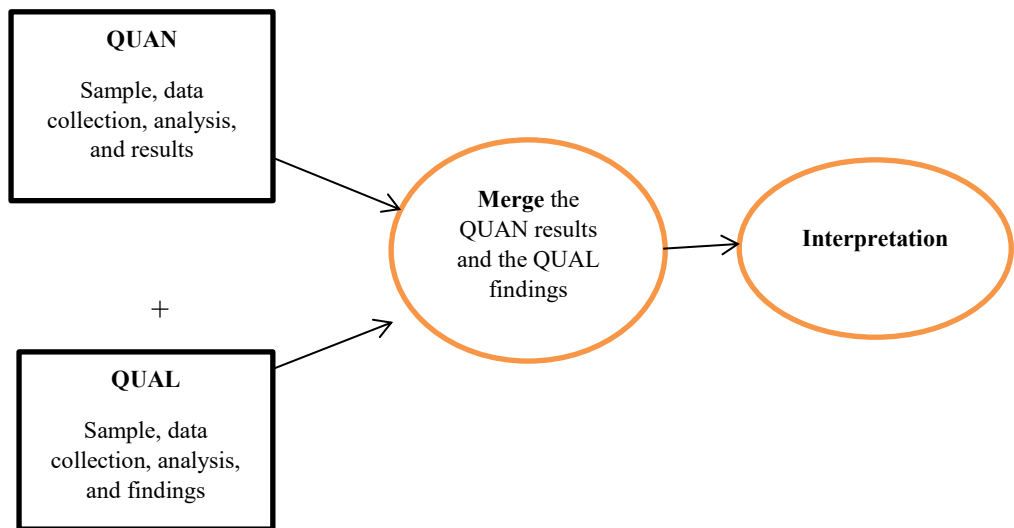


Figure 1: The convergent parallel QUAN + QUAL mixed methods design model
Source: Adopted from (Plano-Clark & Creswell, 2015).

The study was conducted at Kisanga secondary in Kilosa District in Morogoro region. Kisanga secondary was chosen because the reviewed Kilosa District documents indicated that most of the students' parents in this area of study are peasants with low per-capital income noted as a challenge hinder them to participate in schools' affairs. Moreover, the report of head of schools meeting held in 2019 in indicates that most of the parents at Kisanga secondary school fail to provide basic needs to their children including school requirements.

The study involved 110 participants who were selected through purposive and simple random sampling procedures. Purposive sampling used to select one headmaster, one second master, 18 teachers, three parents who are members of school board and seven Parent-Teacher Association (PTA) members. The reason behind for using purposive sampling to these groups was to gather accurate information from teachers, school board and PTA members. The researcher also used a simple random sampling technique to select 40 parents of students studying at Kisanga secondary school. Most of the students' parents at Kisanga secondary school are living in remote and scattered areas and some experiencing homelessness due to their daily activities such as agriculture and cattle rearing. The researcher employed a simple random sampling to overcome biasness and better

estimate of parameters since it seemed hard to access the target population due to a dispersed settlement. Therefore, the use of simple random sampling technique helped the researcher to get proper study representatives for both students and parents.

Data for this study was collected through three semi-structured interview guide, structured questionnaires, and focus group discussion. Before actual data collection, the researcher conducted a pilot study Kihonda secondary school to validate these instruments and the validation process done by a researcher with the assistance of co-workers who are experts in research field. Afterwards, the researcher conducted face to face interviews and focus group discussion with teachers, the school board members, PTA members, and parents. Also, telephone interviews were used with some students' parents, school board members, and PTA members who failed to attend face to face interviews due to geographical factors. The structured questionnaires were used to gather quantitative data from students.

Qualitative data were analysed using thematic analysis by applying the six steps proposed by Clarke and Braun (2013), namely: familiarisation, coding, searching for themes, reviewing themes, defining, and naming themes, and writing up. Quantitative data, on the other hand were analysed by using the Statistical Package of Social Sciences (SPSS) version: 29.0.1.0 (171). Three steps were used to analyse quantitative data, including data categorisation, descriptive statistics, and inference statistics.

Results

This study explored the education internal stakeholders' views on parents' involvement in public secondary schools' affairs. The findings from this study were sought based on the following two research objectives: to assess the levels of parents' awareness on involvement in school matters and to explore the factors inhibiting parents' involvement in school affairs. Based on the first objective key themes emerged, these are (i) headmaster's views on parents' levels of awareness in school matters (ii) teachers' responses on parents' level of awareness in school affairs. Key themes in the second objective are (iii) parents' views on involvement in school affairs (iv) Students' responses on parents' involvement in school affairs.

Headmaster's Views on Parents Levels of Awareness in School Matters

The analysis of the headmaster's interview data indicates the low level of parents' awareness of school affairs. When the headmaster was asked to comment on parents' participation in school meetings had the following to say:

‘Every term we have one school meeting involving all the parents. During this meeting, students’ academic progress is presented to parents. Unfortunately, the turn-up of parents to these meetings is poor. Many of them do not attend. Failure of the parents to attend the required meetings denies them an opportunity of knowing what is happening to their children’s academic studies. In short, most parents in this village are unaware of education matters and are seemed to lack community education’ (Interview, headmaster, February 2022).

The quote from the headmaster’s views indicated that parents do not participate effectively in school affairs as anticipated. Additionally, the headmaster interview affirmed that community members lack awareness which is the basis of an individual’s participation in all community matters. Therefore, the absence of some parents at the school meeting denies them an opportunity of being aware of their children’s academic requirements. The interview with second master who was asked to specify the reasons for as to why parents do not participate effectively in school affairs had the following to say:

‘Since the government introduced the free education policy for public secondary schools, the number of parents who attends school meetings has been going down. Parents believe they have nothing to contribute to their children’s education by assuming the government offers everything in public schools’ (Interview, second master, February 2022).

The foregoing quote indicate that the abolition of school fees retarded the participation of parents in school matters since most of them believe that the government covers all school needs for students. As such, the results show that parents do not actively participate in school matters.

Teachers’ Responses on Parents’ Involvement in School Board and PTA

The analysis of questionnaires from teachers’ views indicates the low participation of the School Board and PTA members in their respective responsibilities. The results of an index on parents’ involvement in school financing and fundraising were analysed into four categories namely, “Highly participated;” “Participated;” “Partial participated” and “Not participated” in school affairs. To gain insight into the degree of participation, the questions were based on parents’ involvement in the budgeting and fundraising processes of the school. The responses are presented in Table 1.

Table 1: Teachers' Responses on Parents' Involvement in School Board and PTA Members

Rating	Frequency	Percentage (%)
Highly participated	2	10
Participated	6	30
Partial participated	8	40
Not participated	4	20
Total	20	100

Source: Field Data, 2022

In Table 1, the majority (40%) of the teachers imply that the student's parents "partially participated" in the school's fiscal management. In addition, 20% of teachers said that some of the school board and PTA members were not participated in the fiscal management of the school.

Some school board and PTA members not being participated in school affairs marked as one factor inhibiting parents to participate effectively in school affairs because their representatives are dormant. To tap into the general parents' involvement in financial and academic affairs, the teachers' views are presented in cross tabulated as shown in Table 2.

Table 2: The Extent of Parents' Involvement in the Financial Management and Academic Affairs

	Academic performance at Kisanga			Total
	High performing	Medium performing	Low performing	
Highly participated	3			3
Participated	2	3		5
Partially participated		2	5	7
Not participated			5	5
Total	5	5	10	20

Source: Field Data, 2022

Table 2 indicates teachers responded that students' parents were partially or not participated in the school fiscal management committee. It is noted further that three teachers who indicated that parents are involved in the school financial management committee were also positive about the school academic performance. This indicates that they were aware with school administration; while those who

said that parents are partially or not participated in the school fiscal management indicated that they were unaware with school administration. The findings in Table 2 in particular indicated that the low or entire lack of parents' involvement in the school affairs had led to low students' academic performance.

Parents' Views on their Involvement in School Affairs

Using the interview guide, parents who involved in the study were asked to provide their views why most of them do not attend school meetings. By identifying useful quotes, coding segments of information, and grouping codes into broad themes, the researcher identified utmost responses which are presented in frequency and percentage in Table 3.

Table 3: Parents Views on Parents' Involvement in School Affairs

Responses	Frequency	Percentage
The government announced free education, for me no need to attend school meeting	24	60
I attend the school meeting because I'm a member of the school board	3	7.5
I cannot go to school to collect academic report of my child because I don't know to read and write	12	30
I rent a room nearby the school for my child because I live far away from the school, and I had no time to attend school meeting	15	37.5
I understand my responsibility as a parent and always I attend school meetings once held	13	32.5

Source: Field Data, 2022

In Table 3, the responses of the forty parents that provided their views about involvement in school meetings are as follows: 24 parents responded they ignore attending school meetings because the government had introduced free education, 3 parents responded they attend school meetings because are members of the School Board, 12 parents responded they feel shame to collect the academic report from school because of illiteracy, 15 parents responded they did not attend school meetings due to geographical factors and 13 parents responded to attend frequent school meetings because they understand that children's education it's their responsibility.

From the foregoing responses, it is clear that most parents about 60% do not play their role in promoting education of their children. The reason behind not participating in school meetings was due to ignorance. Only a few members of the school board 7.5% attend the school meeting and 32.5% who were aware of the issue of community participation seemed they participate effectively in school

matters. The distance from school also seemed to hinder parents to participate in school meeting about 37.5% claimed to live far from the school.

Table 4: Parents’ Views on their Involvement in the Management of Secondary School Finance

Responses	Frequency	Percentage
I am involved in the budgeting process of their school	12	30
I hold fundraising functions for the school	18	45
I plan for the implementation of programmes funded at school	7	17.5
I usually informed about school programmes	13	34.5

Source: Field data, 2022

From table 4 above, the findings indicated that 13 parents (34.5%) agreed that they were informed by school administrators about the school programmes at hand. Parents who agreed that they participate in fundraising functions at their schools were 45%. On the other hand, those who agreed that parents participated in the budgeting process at their respective schools were represented by 30% as compared to 17.5% who showed that they were involved in the implementation of programs at their respective schools.

Moreover, the interview findings indicated that parents did not receive proper information from school management about school meetings and other events. Further findings from telephone interviews show few of the interviewed parents do not have even the headmaster’s mobile phone number, as illustrated:

‘I live far away about 75 kilometres from the school where my son is studying. I rent a room for him in Kilosa town because the school had no hostel. I don’t participate in school meetings because I lack school information. I used to hear school news from my son during the holidays time. I have no headmaster’s mobile phone number. In case of any emergence, I communicate with my son through house owner mobile phone where I rent a room for him’ (Telephone interview: Parent (father) no.17, February 2022).

Responding to the same question, through face-to-face interviews one parent had the following to say:

‘I don’t have time to participate in school’s meetings or any event. Life is very hard, so I have to find money for taking care of my children. What I know is that education nowadays is free. My children are going to school,

and if they don't study hard are up to them'. (Interview: Parent (father) no. 39, February 2022)

Commenting on the issue of school meeting participation during interviews, some of the parents were unaware of their responsibilities with regard to school affairs and some of them raised scandals to teachers and members of the school board. For example, one parent said:

'I pay school contributions to rehabilitate old infrastructures but there is no feedback on how such funds have been used, badly enough both teachers and school board members are not committed as anticipated, nothing they are doing, look our school no any maintenance since have been built, they just meet and take allowances and I don't know where to complain'. (Interview: Parent (father) no.5, February 2022)

The responses implied there are some factors that inhibit parents or guardians to participate in school affairs. Some factors are time limits, negative perceptions towards teachers, life hardship, and lack of awareness on value of education, parents' illiteracy, and parents' irresponsibility.

The illustrated views express that much as parents would be informed about school programmes they actually would be left behind as far as the management of schools was concerned. Parents would hardly make a follow up on how their financial contributions to schools or any other funds would be used. As a result, these parents hesitate to participate in school affairs. Consequently, it would be hard to determine how those finances would be allocated to programmes that targeted the academic improvement of students.

Students' Views on Parents' Involvement in School Affairs

Through the structured questionnaires, the study captured students' responses on parental involvement in school affairs. The researcher used a student questionnaire based on a 5 -point Likert scale: (1) Strongly Disagree; (2) Disagree; (3) Undecided (4) Agree; (5) Strongly Agree. The results are summarised in Table 5.

Table 5: Students' Rating of their Parents' Participation in School Affairs

Responses	Ratings										
	SD	F %	D	F %	U	F %	A	F %	SA	F %	Total
My parents/guardians attend school meetings whenever called upon	19	47.5	15	37.5	0	0	05	12.5	01	40	100
My parents/guardians cooperate with my teachers about my schooling	23	57.5	15	37.5	0	0	02	05	0	0	100

Key: SD= Strongly Disagree, D=Disagree, U= Undecided, A=Agree, SA=Strong Agree

Source: Field Data, 2022

Table 5 shows the analysis of students' responses by indicating only 2.5% strongly agree and 12.5% agreed their parents attend school meetings. On the other hand, most of the students 47.5% strongly disagreed, and 37.5% disagreed with the participation of their parents in the school meeting. In exploring the relationships between teachers and parents only 5% of students agreed that their parents/guardians cooperate with teachers in school affairs. Further analysis of students' responses indicates that about 57.5% strongly disagreed, and 37.5% disagreed with the presence of cooperation between teachers and parents. The responses show that most of the parents are not participating in school affairs and there is a poor relationship between teachers and parents.

Moreover, students were asked to respond to questions about the parents' involvement in school financing and whether parents provide to them scholastic materials and other academic requirements. Furthermore, students were also asked to show whether parents' involvement in school affairs had any relationship with their school attendance and their general academic performance. The responses to these questions are in frequency and percentage as shown in Table 6.

Table 6: Students' Views on Parents' Involvement in School Financing

Responses	Ratings									
	SD	F %	D	F %	U	F %	A	F %	SA	F %
Sometimes I miss lessons while helping my parents to acquire my academic requirements	2	5	2	5	0	0	10	25	26	65
My parents or guardians participate in school fundraising events	16	40	17	42.5	0	0	5	12.5	2	5
My parents or guardians pay for remedial class fee.	3	7.5	7	17.5	0	0	14	35	16	40
My parents/guardians pay study tours costs	18	45	18	45	0	0	1	2.5	3	7.5

Key: SD =Strongly Disagree, D = Disagree, U = undecided, A = Agree, SA =Strong Agree

Source: Field data, 2022

Students' responses in Table 6 indicate that 85% students did not get academic requirements from their parents. Students who agreed that their parents participated in school fundraising events were 7 (17.5%) against 33(82.5%) who disagreed. On the other hand, 10 (25%) students responded that their parents/guardians did not pay for remedial class fee against 30 (75%) whom parents were paying. However, 36 (90%) students responded their parents/guardians did not pay costs for study tours while 4 (10%) students responded their parents/guardians pay for study tours.

Discussion

This study explored the internal education stakeholders' views on parents' involvement in public secondary school affairs. The findings from the headmaster and second master revealed that parents did not actively participate in school matters. The findings further indicate that parents did not involve in supporting

school related activities through fundraising and scholastic materials, disciplining their children, and providing them with moral support and even participate in school meeting.

These findings concur with Owuor and Sika (2019) who also revealed parental participation in school activities is low in Kenya. The authors recommended to the government of Kenya to formulate the active policy for involving all students' parents in their particular schools.

Besides the issue of parents supporting their children in school per se, however, the issue of parents' participation in school meetings and other events seems to pose a great challenge in the education sector. The abolition of school fees leads most parents to be dormant participators in school meetings and other events. The finding further revealed some parents had a negative perception of the free education policy. Some illiterate parents believe that the government provides all academic requirements to their children. Apart from that the study revealed that lack of community education could be the main source for poor participation in school meetings among some parents. Additionally, the findings of the study indicate that although parents were requested to participate in meetings and other events through official letters via their children their children's, some did not attend due to negligence and others claimed the geographical factors limit their attendance. The findings are in line with Magwa and Mugari (2017) who reported parents' economic status in Zimbabwe affects children's academic performance because parents did not afford the education costs.

Moreover, teachers' responses on parents' involvement in the school board and PTA also indicated poor attendance among members, especially in some school's committees. The findings indicate further that parents are represented in the school management committees like Parents' Teachers' Associations and School Boards but even then, the chairperson of the school board is responsible to the contribution of the parents that are appointed to these committees, which further brings to question the role of parents in school affairs. As such, the study revealed that there was a poor relationship between parents and school management as well as between some teachers and school management in school affairs.

The study revealed several factors that inhibit the effective participation of parents in school affairs, including time limits, wrong perception towards teachers, hardship in life, unawareness, illiteracy, irresponsibility to parents, and carelessness. Although the education policy emphasises the issues of parents volunteering at school in some issues communication between school management,

community leaders, and student's parents were poor. Effective communication among these education stakeholders assists in the achievement of educational goals and academic activities and influences good academic performance. As such in South Africa the study by Shezi (2012) revealed that poor communication between the school and parents distorts the parental involvement in school matters. Additionally, the study by Mwase et al. (2020) in Zambia revealed poor communication between educational stakeholders is among the factors that affect parents' involvement in school affairs.

Regards on students' responses on parental involvement in school affairs most of the students agreed that their parents did not participate effectively in school meetings and other events. The findings further show that some students know nothing about school committees, the reason behind they claimed to lack any information concerning the school board and PTA meetings on the school noticeboard. Jafarov (2015) calls for school management to adhere to the issue of transparency by involving all students directly or indirectly in school affairs. The study also revealed some students are truant because of economic hardship since they take their parent's responsibilities by engaging in small businesses. This situation affected students' academic performance and school attendance because students use many times to find the money for their academic requirements instead of doing academic homework.

The discussion of the findings it indicates that: time limits, poor perception towards teachers, hardship in life, unawareness, illiteracy on free education policy, irresponsibility to parents, and negligence results in poor parental involvement in education. The present study noted that parents' involvement is essential for the success of any education system since as it improves student achievement, reduce truancy and dropout rates, and improve the quality of education as also stated by (Shezi, 2012; Mwase et al., 2020; Owuor & Sika, 2019; Masabo et al., 2017).

Based on these findings, the study concluded that the government and non-government organisations must offer community education as a mitigation approach for effective parental involvement in public secondary schools' management and academic affairs. Lastly, the study recommended to the government of Tanzania to collaborate with other partners through community education to create awareness to every individual citizen on the importance of parents' involvement in school affairs.

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