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Exploring Parental Involvement in the Education of Their Children to Combat Truancy among Pastoralist Community Secondary Schools of North Eastern Tanzania

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Abstract:

This study was conducted in pastoralist community secondary schools of North Eastern Tanzania to ascertain the influence of parents' involvement in education in order to get rid of truancy which has been seen as an obstacle for their children to perform well in education. Selection of the area of study was based on its unique characteristics whereas the community and parents in particular have tendencies of neglecting education of their children which rank the area among the leading truancy areas with low completion rates. This problem led to have communities that live in extreme poverty. Mixed methods procedure was used for collecting, analyzing, and mixing both quantitative and qualitative data. Data was collected concurrently by using questionnaires and through focus group discussion and then analyzed separately to compare the two databases to determine if there was convergence, difference, or some combination and then making conclusion. Eleven secondary schools in the area were involved in the study. The participants of the study altogether were two hundred and twenty (220) parents and six teachers from different schools. Pilot study was conducted at other schools that portrayed same characteristics as those included in the study. Data was then computed through the use of One-way ANOVA technique to determine differences in variables. The findings indicated that in whatever circumstances, parents' involvement in the education of their children was of great importance. Participants of the study agreed altogether that there should be mutual relationships between parents and school (teachers) in order to raise academic performance of students.

Keywords: *Capitation grants, parent involvement, basic education*

1. Introduction

Throughout the ages, education (whether formal or informal) has been recognized as an instrument for individual and societal transformation. This is the main reason why every society continuously strives to bequeath upon its successive generations education that is not only qualitative, but functional (Chukwu, 2016).

Educational systems are being restructured in many parts of the world. This is often because governments are seeking to improve the quality of educational outputs to increase competitiveness in the global economy (Bush and Bell, 2002). A highly educated workforce is seen as a major way of promoting flexibility in an era of technological change, and developed countries seek to retain their strong economies by investing heavily in education to prepare workers with basic and advanced skills.

To have a highly educated workforce education system needs involvement of parents and the entire community. Parents' involvement plays an important role in the academic success of children (Petrone, 2016). It is important to note, however, that parental involvement manifests itself differently across different class and cultural groups. Parents' involvement is explained as parental participation in the educational processes of their children (Jeynes, 2007).

The concept of parental involvement is defined as a systematic approach which not only involves supporting and educating families and ensuring their participation in education, increasing children's educational and academic experiences, establishing, sustaining and improving the communication between students' homes and educational institutions, but also enriching the curriculum with the involvement and contribution of parents (Bower and Griffin 2011;

Lindberg and Demircan 2013). Empirical studies tend to focus on parents' investment of resources such as time, energy, and intellectual or monetary capital used to support a child's education, as well as their leveraging of social or professional networks on behalf of the school (Sheldon and Epstein, 2005).

Involvement of parents in education is considered among the most important factors in increasing the efficiency and quality of education because both home and school environments affect a child's development. Therefore, it can be said that family is an important component of the school environment.

Researchers who realize that family is an important factor in the process of education conducted many scientific studies on this topic. One of the most outstanding studies among these researches is the one conducted by Coleman (1991) as cited in Saadet (2016). According to these studies, the socio-economic levels of the families affect student enrolment in school, their involvement and academic success.

In recent times, there has been a general outcry by parents, the community and educational stakeholders around the globe that students' academic performance is deteriorating. Studies conducted in some African countries, discovered that students' academic performance continued to deteriorate due to various factors. A study conducted by Okwakpam (2012) in Nigeria revealed that truancy among students has become a grown problem.

Truancy as defined by Okwakpam, (2012) is any intentional unauthorized or illegal absence from compulsory schooling. It may also refer to students who attend school but do not go to classes. Truancy is a non-school attendance behavior. It is an irregular attendance of school. Aminasahun (2009) suggested truancy to be an act of staying off school, which is one of several kinds of antisocial behaviors. The author is in a view that any absence from school without an acceptable reason is truancy. He urged that, a truant student leaves home but does not get to school or escapes from school or classes to engage in any other activities that catch up his imaginations.

Lack of parents' involvement in the education of their children leads to truancy and other unacceptable behavior. Different researches all over the world have been conducted to ascertain causes and effects of truancy. Factors that contribute to truancy stem from three realms as stated by Olagoke (2016) which include family and community, school, and personal psychological characteristics.

Parts of the home and community factors identified are family health or financial concerns, pressures arising from teen pregnancy or parenting, safety issues (such as violence near home), parental alcoholism or drug abuse, negative role models (such as peers who are truant or delinquents) and parents/guardians who do not value education.

The school factors identified include lack of effective and consistently applied attendance policies, poor record-keeping, teachers' characteristics (such as lack of respect for students and neglect of divers student needs) and unsafe environment, while the personal factors include poor academic performance, unmet mental health needs, alcohol and drug use and lack of vision of education as a means to achieve goals.

Some states in the USA have laws that allow parents to be jailed or fined if their children are habitually truants. In Arizona, parents of habitual truants can be fined up to \$500 and jailed for up to 30 days. In a few states, such as Oklahoma and Maryland, parents of habitual truant's risk losing eligibility for certain forms of public assistance. In Florida, a habitual truant cannot apply for a driver's license and the licenses of those already driving are suspended (Olagoke, 2016).

In Tanzania, truancy is forbidden and attendance is enforced by Education Act No 25 Of 1978 which states, in section (3) of chapter 35, that:

Every pupil enrolled at any school shall regularly attend the school which he is enrolled until he completes the period of instruction specified in respect of the level of education for attainment of which he is enrolled at school (URT, 2000).

Some students became truant because they lack necessary school requirements including school fees. To ensure accessibility to education for all (EFA), the government of Tanzania issued a circular which directs public bodies to ensure that secondary education is free for all children. This includes the removal of all forms of fees and contributions. The Circular reads:

Provision of free education means pupils or students will not pay any fee or other contributions that were being provided by parents or guardians before the release of new circular (URT, 2015).

When we are of opinion that involvement of parents in their children's education will increase attendance and reduce truancy substantially, some parents inculcate truancy to their children. In pastoralist societies of North Eastern Tanzania, some parents even dare to collude with teachers to remove their children from school attendance register and sometimes they paradoxically declare death to them. When this happens, there is no more follow-up by the authority and those students removed from school attendance register are involved in cattle grazing if one is a boy, and girls are married premature where cattle dowry is paid to increase the wealth of the family.

Figure 1, indicates the general picture of nationally students' enrolment from primary education to secondary education of which out of every 1,000 students enrolled in standard one, only 337 student's complete basic education (form four); which is only 33.7%. Accordingly, this indicates that there is a lot of inefficiency in education system that leads to so many dropouts. The government alone and schools in particular cannot solve this challenge; it requires involvement of parents and the entire community to tackle the problem.

Figure 1: Lack of Parental Involvement in Education Leading to High Drop-out

Pastoralist communities have big challenges of education because some parents and the community have little knowledge on the importance of education to themselves and to their children. Such parents participate very little in the education of their children if ever. The area of study has been sampled from among pastoralist communities in Tanzania that observes high rates of non-parental involvement in education and high rates of truancy which accelerates students' poor performance in Certificate of Secondary Education Examinations (CSEE) and low transition rates to advance level of secondary education. For example, in 2013 the number students enrolled in form one in one district within these pastoralist communities was 1,514, these students were required to reach form four in 2016, out of this number, only 748 reached form four and sat for CSEE which is only 49.4%. More than half dropped out before reaching form four which is accordingly, inefficiency in education system as indicated in Table 1.

Category	Enrolment (2010 - 2017)							
	2010	2011	2012	2013	2014	2015	2016	2017
Enrolled in form One	1461	1,705	2,788	1,514	1,242	1,346	1,972	2147
Registered for CSEE after four years				905	519	1096	802	748
% of registration against enrolled in form one				61.9	30.4	68.4	52.97	60.2
Actual students appeared for CSEE				809	499	1038	748	N/A
% of those who sat for CSEE against registered				89.4	96.1	94.7	93.3	N/A
Passes (Division I - III)				206	126	215	188	N/A
% of those who pass CSEE against those who sat for CSEE				25.5	25.3	20.7	25.1	N/A

Table 1: Registration of Students to Secondary Education in One District Inhabited by Pastoralist Community
N/A = Not Applicable

Source: Secondary education department, 2017

From this particular trend of enrolment and progression, only 188 out of 1,514 students in the entire district were likely to join advance level of secondary education in July, 2017 because they managed to score division I – III in the CSEE the year 2016. This means that, those who scored division I – III and acquire related combinations can get access to form five (advance level of secondary education) and are likely to continue with tertiary education, ultimately, penetrate in the modern labour market. But in any case, transition to advance level of secondary education (A' Level) will be less than 13%, a very small number indeed.

1.1. Statement of the Problem and Context

Parents' involvement in the education of their children continues to be the focus of much academic research, policy formation, and public debate. Much of this attention can be attributed to there being something inherently

appealing in the notion that increased parent involvement will help remedy the continued problem of truancy and poor academic performance, especially compared to other industrialized nations. In many ways, it is an attempt to help 'fix' a faltering education system without fundamentally restructuring schools, redistributing students, raising standards for teachers, or investing more resources (e.g. physical).

Construed most broadly, parent involvement is any action taken by a parent that can theoretically be expected to improve student performance and behavior (Petrone, 2016). In other words, parent involvement consists of those actions that help a child meet or exceed the norms or expectations of the student role and encompasses parent-child, parent-teacher, and to some degree parent-parent relations.

The area of study represents other rural areas in the country where some parents become the source of truancy when they encourage their children to intentionally perform poorly in their final examinations. Extreme poverty exists in such families and just because they are confined in their little world and have no examples of developed societies, they live contented with the situation. So, whether their children attend school or not, to them it doesn't make any difference because of no other comparable life style.

Review of literatures indicates that the issue of involving parents in the education of their children is of paramount importance and this has been verified through many studies. There is no particular research evidence from the reviewed empirical studies that has worked upon problems of truancy in the community secondary schools of Northeastern Tanzania. Moreover, there is no study among the reviewed studies on parental involvement in the education of their children and its social and private implications to learners and to the society.

Hence, the basic concern of this study, "exploring parental involvement in the education of their children in order to combat truancy among pastoralist community secondary schools of North Eastern Tanzania" is to determine how parents can effectively be involved in the process of education as a way forward towards combating truancy, ultimately, raising academic performance of their children.

2. Review of Empirical Studies on Parental Involvement and students' engagement

Parental involvement encourages students' engagement in school activities and improves their learning (Hong, and Ho, (2005); You and Sharkey, 2009). Also, parental involvement enhanced students' feeling of academic self-efficacy and self-esteem. Rasinki and Fredricks (1988) asserted that parents play a vital role in students learning; when students have a great deal of attention and caring from their parents, their school life becomes more efficiently (Zang and Carrasquillo, 1995). Cotton and Wikelund (2005) similarly found that when parents involve intensively in their students' learning; the more beneficial are the achievement effects.

The role that parental involvement plays in the academic performance of children has been a subject of keen interest to educators for at least the past four decades (Bower and Griffin, 2011). As is usually the case in the social sciences and education literature, this interest first manifested itself in the work of theorists (e.g., Epstein, 1995), which then sparked the work of researchers (Jeynes, 2007).

Although there was some discourse and disagreement among theorists as to what constituted the essential components of parental involvement, educators came to some consensus that these activities included actions that parents took on behalf of their children both at home and at school, for example, helping with homework, structuring children's time at home for schoolwork, communicating with teachers, and volunteering at school (Bower and Griffin, 2011). Some scholars cautioned that while this traditional understanding of parental involvement garnered general support, it generated expectations that parents would devote their time and effort to their children's academic performance while not making comparable demands on the school to reach out to parents, especially those of lower socioeconomic status and from limited English speaking backgrounds (Desimone, 1999; Griffin, 2011; Jeynes, 2007).

Until recently, there have been few studies that examine the relation between school engagement and academic achievement. A study by Ladd and Dinella (2009) indicated that students who were cooperatively engaged in the classroom and responded to teacher instructions, but also get moral and academic support from parents, were more likely to show high academic performance. Also, Wentzel (1999) found that students who are actively engaged are more likely to achieve high academic performance.

When students engage in school (in academic processes and in extra-curricular activities such as sports and games), they feel with pleasure, have academic self-efficacy, determine high goals, and volunteer in learning activities as predictive on the high academic achievement. Moreover, previous studies pointed out that, when parents assist their children to have positive school engagement, improves academic achievement, there is higher school completion rates, and increases student sense of connecting in schools and other social institutions (Finn, 1989; Marks, 2000; Pearson, Muller and Wilkinson, 2007; Willms, 2003). Higher school engagement has been linked with high school graduation and academic success (Furrer and Skinner, 2003). According to Wentzel (1999), students who engage in school activities have high academic performance. In contrast, students who disengage have low academic performance (Finn, Pannozzo and Voelkl, 1995).

Alternatively, studies suggest that students who feel connected to school are more likely to demonstrate positive behaviors and attitudes, while students who feel disconnected to school are more likely to demonstrate antisocial, uncivilized, and violent behaviors both in and out of school (Finn, 2006; Whitlock, 2006).

As suggested by Al-Alwan (2014), the results concerning parental involvement were consistent with expectations that parental involvement affects students' engagement in school in many ways. First, when parents involve in school, their children conduct less disruptive behaviors, reduce levels of aggressive and absence from school, and compliance with school rules.

Second, when parents involve in school, their children are more likely to respond and do well in school. Third, parental involvement through participating in school activities, facilitating parent- teacher communication; encourage teachers to discuss their children's behavior with them. In general, when parents involved in school, their children become more responsible for their behaviors, and this affect their learning. This result consistent with previous studies (Hong and Ho, 2005; You and Sharkey, 2009) that indicated parental involvement encourages students' engagement in school activities and improves their learning.

Ultimately, the degree to which students engage in school behaviorally, emotionally, and cognitively influences their academic success, which in turn, may influence changes in all three aspects of school engagement (Wang, Willett and Eccles, 2011).

3. Research Design

The study applied mixed methods to collect quantitative and qualitative data. A mixed methods research design is a procedure for collecting, analyzing, and 'mixing' both quantitative and qualitative methods in a single study or a series of studies to understand a research problem (Creswell, 2012).

Quantitative and qualitative methods were used for collecting, analyzing, and mixing data. Data was collected concurrently by using questionnaires and through focus group discussion and then analyzed separately to compare the two databases. You conduct a mixed methods study when one type of research (qualitative or quantitative) is not enough to address the research problem or answer the research questions. More data is needed to extend, elaborate on, or explain the first database (Creswell, 2012).

In a concurrent triangulation approach, the researcher collected both quantitative and qualitative data concurrently and then compared the two databases to determine if there was convergence, difference, or some combination. The main instrument for data collection was through questionnaires disseminated to parents. The idea to include focus group discussion was to determine whether data from the primary source (parents) was coherent to information gained from the second means of data collection (focus group discussion).

3.1. Target Population

Population is the larger group from which the sample will be selected (Leedy & Ormrod, 1998). According to Enon (1998), population is the people that a researcher has in mind from whom he/she can obtain information. Creswell (2013) defines population as a group of individuals who have the same characteristic.

One district in the North Eastern Tanzania; with a majority of pastoralist inhabitants was sampled for the study. The district had 22 secondary schools only, of which 11 schools (50%) were included in the study. The population of this study comprised all parents with students at secondary school level. There were 6,446 students at secondary schools in this area, and it was estimated to have at least two students coming from one family therefore, it was approximated to have 3,223 parents.

3.2. Sample and Sampling Procedures

The study applied probability sampling technique to collect data. This technique was used to obtain fifty percent of schools to be included in the study by simple random sampling with replacement. The researcher prepared pieces of papers with names of all 22 secondary school and then put them in a box. He then picked those pieces of paper one after another and noting down their names until eleven schools were obtained.

A question that often plagues novice researchers as stated by Cohen, Manion and Morrison (2005) is just how large their sample for the research should be. There is no clear-cut answer, for the correct sample size depends on the purpose of the study and the nature of the population understudy. Kothari (2012) is in opinion that optimum sample size is one which fulfills the requirements of efficiency, representativeness, reliability and flexibility.

Borg and Gall (1997:195) suggest that, as a general rule, sample size should be large when there are many variables, only small differences or small relationships are expected or predicted, the sample will be broken down into sub-groups, the sample is heterogeneous in terms of the variables understudy, and reliable measures of the dependent variables are unavailable. Oppenheim (1992: 44) adds to this the view that the nature of the scales to be used also exerts an influence on the sample size.

After obtaining the schools to be included in the study, the sample was then stratified to obtain ten boys and ten girls from form four students. Two boxes were prepared and put a number of pieces of paper by the number of students in that class. Only ten pieces of papers were indicated 'Yes' of which those students (boys and girls) who picked a piece of paper indicated 'Yes', his/her parent was included in the study. Stratified sampling was conducted to obtain boys and girls among students at form four level. This class was sampled because of being in school for more than three years whereby their parents have been involved in educational issues in one way or another and have experiences of truancy issues among their children.

Furthermore, a random sampling technique was applied to pick teachers who participated in focus group discussion. Six schools were randomly picked and from each school, one teacher was also picked randomly. After obtaining the number required, it was proposed the day, time and place to meet convenient to all for the discussion.

3.3. Description of Data Collection Instruments

The study used questionnaires to collect data pertaining to involvement of parents in their children's education to see how effective they could combat truancy. The questionnaires were used to acquire information from parents. Students were required to give educational status of their parents in order to enable the researcher to get right information from

them. Parents who knew how to read and write were required to respond to the questionnaire themselves though the researcher was available for clarification of any item where required. Prior to this exercise, the researcher had a session with those students to whom their parents were going to be involved. For those parents who could not read and write, the researcher instructed students how to ask their parents those questions and then fill their answers in the questionnaire.

The questionnaires include both closed-ended and open-ended questions. Open-ended questions were designed in a way that could offer an opportunity for respondents to freely give their perceptions and opinions on how parents' involvement in their children's education could be beneficial for attainment of education as well as a mean to combat truancy.

To triangulate the instruments for data collection, the researcher conducted 'Focus Group Interview' with six teachers from different schools that were picked randomly. Focus group discussion was done concurrently with dissemination of questionnaires to parents to get their views on parents' involvement in education of their children. This method was applied purposely to see whether data collected from parents indicated the real situation of involvement and truancy, or there were some inclusion, omission or modification of data from parents.

Focus groups can be used to collect shared understanding from several individuals as well as to get views from specific people. Ogula (2009) when citing Obeng-Quaidoo (1991) defines a focus group discussion as a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive, non-threatening environment. Focus groups are advantageous when the interaction among interviewees will likely yield the best information and when interviewees are similar to and cooperative with each other.

3.4. Pilot Study

The internal consistency reliability of instrument was used to make a pilot study. The pilot study was conducted in four secondary schools that portrayed the same characteristics as those from pastoralist community (not among the one included in the study). The purpose of piloting instruments was to make sure that everyone in the sample not only understands the questions, but understood them in the same way. This way, too, assisted the researcher to see if there was any question which was making respondents feel uncomfortable. The researcher was also able to find out how long it took to complete the survey in real time. Before piloting, the research instrument was translated into Swahili language; the language commonly known by all respondents. After piloting, some questions were amended/omitted to suit requirement of data collection.

3.5. Validity and Reliability of Research Instruments/Results

3.5.1. Validity

As there are different types of validity, the study instruments applied content validity to see whether the individual test items represented or carried what was actually being assessed. The instruments were assessed by experts from Mwenge University for approval before they were used to collect data. There was as well an exchange of research questions and questionnaires between and among PhD colleagues for the purpose of ascertaining their authenticity. To achieve this, they were requested to rate each instrument's items for its relevance to the research questions.

3.5.2. Reliability

Split-half method was used to determine reliability of instruments whereby Spearman-Brown coefficient of equal length indicated that there was a reliability of 0.983.

Cronbach's Alpha	Part 1	Value	.789
		N of Items	5 ^a
	Part 2	Value	.774
		N of Items	5 ^b
	Total N of Items		10
Correlation Between Forms			.967
Spearman-Brown Coefficient	Equal Length		.983
	Unequal Length		.983
Guttman Split-Half Coefficient			.964

Table 2: Reliability Statistics

According to Ogula (2009), if research instruments' results have high validity ($r = 0.75$ and above) or acceptable ($r = 0.50$ to 0.74), the instruments should be deployed for further stage of pilot test. If the research instrument results are uncertain (r is below 0.50) the instrument items will need to be revised to increase their validity.

3.6. Description of Data Collection Procedures

The researcher conducted a focus group discussion to six teachers from different schools to get their views on parental involvement in education and how schools together with parents join hands to combat truancy. The sampled respondents were required to meet at the centre and time convenient by all teachers. They were introduced to the purpose of the discussion and required to fill research consent form, but also encouraged to participate freely.

Data was also collected through the review of documents. Documents reviewed included Education policy, Basic Educational Management Information System (BEMIS), national examination results, education circulars and regulations, and Education Act together with any other relevant document that was found to fulfill the required information.

3.7. Description of Data Analysis Procedures

Quantitative data was computed through the use of One-way ANOVA technique to determine differences in variables. Four hypotheses were tested at 0.05 significant level whereas computation engine used SPSS package version 22 to reach relationships available in the variables (parents' involvement and truancy). During the process of questionnaire preparation, coding of questions was done to avail the computation of results. Data collected were edited and classified where required in order to facilitate tabulation.

On the other hand, qualitative data was analyzed during focus group discussion in a descriptive mode where the researcher noted down the despondences from teachers as a result of question posed following the focus guide questions. The descriptive data and inferential data were later merged to form one data analysis results.

4. Findings

Through data collected from questionnaires and responses obtained in the focus group discussion, it was noted that involvement of parents in the education of their children was of paramount importance. No matter the capacity of the parent economically and educationally, involvement of parents in the education of their children was said to bring about returns to investment in education.

Though parents asserted that they were involved in the education of their children at school and at home, it was disclosed through focus group discussion that, the extent of involvement was very low. To some parents, willingness to participate in the education of their children was done reluctantly and sometimes enforced by external forces from politicians.

The study prepared questionnaires to be responded by parents in order to identify key reasons for truancy and came up with different responses that were suggested to be reasons for truancy among their children.

Factors	f	%
Distance	151	69.3
Lack of Teachers	91	41.7
Students inability to cope with secondary school subjects	74	33.9
Lack of essential facilities	62	28.4
Inadequate classrooms	18	8.3
Lack of lunch at school	9	4.1
Corporal punishment	9	4.1

Table 3: Major Reasons for Truancy (n = 218)

Several statements were prepared to see how adequate they were associated with truancy. Majority of the parents (69.3%) pointed out that distance from school to home was the major cause of truancy. Contrary to primary schools that are available in nearly every village, only one secondary school is built in every ward. Some of the wards are very broad where one is ought to travel long to reach a secondary school. Some of the wards had no secondary schools though primary schools are there. When students pass Primary School Leaving Examination (PSLE) they are posted at any nearby secondary school. A nearby secondary school can be as far as 12 km or more. Such distance and when a student has no means of transportation will fail to attend all the time.

A prior study conducted by the researcher in some schools revealed that, some students stay more than 10 km from school. This means that, everyday a student walks about 20 km, from home to school in the morning and back home in the evening. In one academic year, schools operate for 194 days (URT, 2000). This means that, a student has to walk about $20 \times 194 = 3,880$ km each year. It is definitely that such distance will attract truancy and then drop out from education system.

As indicated in figure 2, high investment in education will lead to quality education which as well brings about returns to investment in education. When there are returns, people tend to give high value to education with high parental support and involvement which in turn results to less truancy and dropout. When there is less truancy and dropout, there is poverty reduction which ultimately leads again to high investment in education.

Figure 2: Low Investments in Education Circle

On the other hand, the figure illustrates that, when there is low investment, there is also low-quality education which leads to low returns in education. When there are less returns in education, leads to low value of education and less parental support and involvement. This again, leads to truancy and dropout then poverty perpetuation. Poverty perpetuation will then lead to low investment in education. Reluctance to be involved in education of their children was said also to emanate from past experiences especially when graduate students failed to show relevant capabilities to solve social and economical problems in their societies. A form four graduate was required to be competent educationally but also work independently without relying too much to those who have no secondary education in their societies. Another issue of concern that put schools and teachers into bad image to the surrounding community was said to be associated with unethical teachers who failed to show good images to their students and parents when they get involved in sexual relationships with their students. It was noted that some students selected to join secondary education could neither read nor write and others had very little knowledge to pursue secondary education. This was noted through focus group discussion that some students become truants because they fail to make follow up in secondary education due to the fact that they could hardly read and write. Failure to capture primary and secondary education accordingly was said to be associated with lack of parental follow-up in the educational process of their children.

5. Hypotheses Testing

The study tested four hypotheses by using one-way ANOVA at 0.05 significant level. The researcher was in view that involvement of parents in education differs due to factors such as parents' levels of education, economic status, age, and numbers of children in the family.

5.1. Assumptions

- The respondents are independently sampled. All populations from which the samples have been drawn are normally distributed.
- The variances for the population from which samples have been drawn are equal.
- The individuals being observed have been randomly selected from the populations represented by the samples.

5.2. Decision Rules

- If P value is > 0.05 significant level, we fail to reject H_0
- If P value is $\leq$ 0.05 significant level reject H_0

5.3. Hypothesis One

- H_0 : There is no significant difference between parents' levels of education and involvement in combating truancy on their children.

Levels of Education	N	Mean	Std. Deviation
Primary Education	147	4.04	.458
Secondary Education	30	4.14	.466
College	17	4.30	.291
Graduate degree	4	4.45	.235
Religious Education	2	4.64	.129
Never attend formal education	18	3.88	.844

Table 4: Descriptive Statistics – Levels of Education

The study aimed to establish association between parents' level of education and involvement in combating truancy of their children. Table 4 indicates the distribution of parents' levels of education, means scores and standard deviation for each category.

	Sum of Squares	df	Mean Square	f	Sig.
Between Groups	3.028	5	.606	2.535	.030
Within Groups	50.628	212	.239		
Total	53.656	217			

Table 5: ANOVA Table

The study aimed at testing the hypothesis that there is a significant difference between parents' levels of education and involvement in combating truancy of their children. One-way ANOVA was used to test whether there is significant difference or not. The results indicated that there is a significant difference between parents' levels of education and involvement in combating truancy of their children $F(5, 212) = 2.535, p = 0.030$. There was a significant effect for parents who attended Primary education ($M = 4.04, SD = 0.458$), Secondary Education ($M = 4.14, SD = 0.466$), College ($M = 4.30, SD = 0.291$), Graduates ($M = 4.45, SD = 0.235$), Religious education ($M = 4.64, SD = 0.129$), and those who had never attend any formal education ($M = 3.88, SD = 0.844$).

Statistically, there is a significant difference between the two variables (Parents levels of education and involvement in combating truancy of their children). This indicates that, when parents are educated, they are likely to encourage and motivate more their children to attend school and assist them psychologically and materially. Therefore, there is a significant difference between parents' levels of education and involvement in combating truancy of their children.

5.4. Hypothesis Two

- Ho: There is no significant difference between economic status of the parents and their involvement in the education of their children.

	N	Mean	Std. Deviation
Less than Tshs 200,000	147	4.03	.534
Tshs 200,000	37	4.06	.389
Tshs 400,000	20	4.41	.331
Above Tshs 500,000	14	4.16	.379
Total	218	4.08	.497

Table 6: Descriptive Statistics – Income Status

The study aimed to establish whether parents' levels of income have any association with involvement in the education of their children. Table 6 indicates the distribution of parents' levels of income, means scores and standard deviation for each category.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.698	3	.899	3.777	.011
Within Groups	50.957	214	.238		
Total	53.656	217			

Table 7: ANOVA Table

The study aimed at testing the hypothesis that there is a significant difference between parents' levels of income and involvement in the education of their children. One-way ANOVA was used to test whether there is significant difference or not. The results indicated that there is a significant difference between parents' levels of income and involvement in the education of their children $F(3, 214) = 3.777, p = 0.011$. There was a significant difference among parents with different monthly income. Less than Tshs 200,000 ($M = 4.03, SD = 0.534$), Tshs 200,000 ($M = 4.06, SD = 0.389$), Tshs 400,000 ($M = 4.41, SD = 0.331$), and those whose income is more than Tshs 500,000 ($M = 4.16, SD = 0.379$). Statistically, there is a significant difference between the two variables (Parents levels of income and their involvement in education of children). Whether parents are economically stable or not, their desire to be involved in the education of their children is obvious. The extent to which one is involved towards development of education to the child or to the school is determined by the income. Therefore, there is significant difference between economic status of the parents and their involvement in the education of their children.

5.5. Hypothesis Three

- Ho: There is no significant difference between the age of parents and their involvement in combating truancy on their children.

Age	N	Mean	Std. Deviation
21 – 30	6	4.03	.437
31 – 40	54	4.06	.482
41 – 50	62	4.11	.420
50 and above	95	4.06	.560
Total	217	4.08	.497

Table 8: Descriptive Statistics – Age

The study aimed at establishing whether the age of parents have anything to do with their involvement in education. Table 8 indicates the age groups of parents, means scores and standard deviation for each category.

	Sum of Squares	df	Mean Square	f	Sig.
Between Groups	.114	4	.028	.113	.978
Within Groups	53.542	213	.251		
Total	53.656	217			

Table 9: ANOVA Table

The study aimed at testing the hypothesis that there is a significant difference between the age of parents and their involvement in combating truancy on their children. One-way ANOVA was used to test whether there is significant difference or not. The results indicated that there is no significant difference between the age of parents and their involvement in combating truancy. $F(4, 213) = 0.113$, $p = 0.978$. There were no significant differences among parents with different ages. Age between 21 – 30 ($M = 4.03$, $SD = 0.437$), Age between 31 – 40 ($M = 4.06$, $SD = 0.482$), Age between 41 – 50 ($M = 4.11$, $SD = 0.420$), and those with more than 50 years ($M = 4.06$, $SD = 0.560$).

Statistically, there is no significant difference between the two variables (the age of parents and their involvement in combating truancy). It was assumed that, there is significant difference between the age of parents and their involvement in education of their children, but responses from parents proved otherwise. Therefore, there is no significant difference between the age of parents and their involvement in combating truancy of their children.

A lesson to be drawn is that, in the life circle parents need to calculate time since a child is born, when to start schooling until one graduate ready to enter into the world of work while one is still energetic so that he/she is able to guide and advise. A study can be conducted to find out challenges faced by children born by elderly parents to see whether they are properly taken care-of as others born by young and middle age parents.

5.6. Hypothesis four.

- Ho: There is no significant difference between the number of children in the family and the involvement of parents in education.
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Number of Children	N	Mean	Std. Deviation
0 – 4	43	4.16	.464
5 – 9	139	4.04	.522
10 and above	35	4.12	.424
Total	217	4.08	.497

Table 10: Descriptive Statistics – Number of Children in the Family

The study aimed at establishing whether the number of children in the family has anything to do with parents' involvement in education. Table 10 indicates the distribution of number of children in the family, means scores and standard deviation for each category.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.541	2	.270	1.095	.033
Within Groups	52.832	214	.247		
Total	53.373	216			

Table 11: ANOVA Table

The study aimed at testing the hypothesis that there is a significant difference between the number of children in the family and the involvement of parents in education. One-way ANOVA was used to test whether there was significant difference or not. The results indicated that there is a significant difference between the number of children in the family and involvement in the education of their children. $F(2, 214) = 1.095$, $p = 0.033$. There was a significant difference among families with different numbers of children. Families with children less than five (0 – 4) ($M = 4.16$, $SD = 0.464$), children between 5 – 9 ($M = 4.04$, $SD = 0.522$), and families with 10 children and above ($M = 4.12$, $SD = 0.424$).

Statistically, there is a significant difference between the two variables (the number of children in the family and parents' involvement in education of children). The number of children in the family may be a factor of how parents are involved in education of their children. When parents are aware of social and private returns to investment in education,

and consider it appropriate to invest towards education of their children, knowing its impact to the individual child and to the society, they take every measure to ensure their children get right education. Therefore, there is significant difference between the number of children in the family and the involvement of parents in education.

6. Conclusions

Based on the findings, the study had drawn few conclusions. In order to have effective parents' involvement in education, schools need to establish memorandum of understanding (MoU) between parents and schools. Planning of educational objectives and how to carry different activities of implementation and evaluation must involve parents from the very beginning in order to succeed.

The old traditions of schools to convey parents' meetings and give orders of contribution towards certain projects in the school before attracting discretionary power of parents leads to reluctance in their involvement. Whether the government or a donor has reimbursed funds to school for certain construction, before its implementation, parents have to be informed whereas, they can add their contributions ideally, financially or materially to support their school.

The government and village leaders have to insist on the enrolment and attendance as adhered to in Education Act and Regulations. There should be collective efforts from the entire community to deal with truant students including setting regulations to pin down parents who failed to make their student attend school which will involve denial of certain rights and favors if any of their children become truant.

Family's wellbeing is an attribute in the involvement in the education of their children. This includes socio-economic status, education level, number of children in the family and the age of parents. Each element has either positive or negative implications on how one participates in the involvement of education of their children.

7. Recommendations

It was recommended the secondary school curriculum to involve entrepreneurship and agricultural studies. The necessity of these topics comes from the truth that the majority of secondary school graduates have no life skills to enable them work independently. It was noted that secondary education is too theoretical which does not reflect the real life in the society. This leads to some of secondary school graduates fail to work independently and continue to depend on their parents even at the age when one is supposed to be innovative and work independently.

It is recommended to have studies on returns to investment in education at the communities that seem to prefer other traditions to education. Examples can be given to ascertain such returns as seen in the communities including being social, democratic, lack of communicable diseases, but also, gaining economical power. An educated community is seen to be cohesive when they plan together and implement what was agreed upon. These and many other examples of returns to investment in education can attract others to invest in the education of their children.

Traditional practices and cultural legacies that impede learning should be forbidden. This may take a long time to change due to the fact that cultures cannot be changed over a night. Teachers who are taken as mirrors to the surrounding community must portray good images to their students and to parents.

Early marriages must be discouraged whether to boys or girls. Nocturnal traditional dances that are conducted after harvesting where young men and women gather every year are one of the factors that lead to poor performance especially when students are involved. Community leaders need to ensure during such dances children who are at school must be forbidden to participate and a parent to whom his/her child is participating in these dances has to be fined.

There is a need to conduct a study in Tanzanian education regulations to revise the number of days to which a student who becomes truant can be expelled from school. The current duration of 90 days seems too long. The study can suggest measures to be taken to a parent of truant student as an indirect measure to put him/her into accountability of his/her child to attend school.

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