

FACTORS LIMITING PARENTAL ENGAGEMENT IN ACADEMIC MONITORING: A CASE STUDY FROM ILEMELA DISTRICT, TANZANIA

ABSTRACT

This study aimed to investigate the factors contributing to low parental involvement in monitoring pupils' academic progress in primary schools within Ilemela District, Mwanza region. The study aims to identify the root causes of this limited engagement and its effects on pupil academic progress. Additionally, the study seeks suggestions for enhancing parental participation in monitoring academic progress. Employing a cross-sectional survey research design, the study involved one hundred (100) respondents, including pupils, parents, ward education coordinators, district education officer, teachers and head teachers. Data collection methods include questionnaires, unstructured and semi-structured interviews. Findings reveal several reasons for low parental participation such as parental responsibilities, lack of awareness regarding education's importance, financial constraints, time limitations and cultural factors. Recommendations include educating parents on the significance of education, fostering home-based academic engagement, providing parenting support, promoting cultural understanding between schools and families and establishing effective communication channels. The findings contribute to broader educational improvement by providing insights that can inform policies and interventions aimed at strengthening parental involvement, ultimately enhancing the quality of education and student outcomes in the region.

Keywords: Evaluating, Monitoring, Parents, Low Involvement, Academic Progress.

1.0 INTRODUCTION

Parental involvement in monitoring and supporting academic progress is widely recognized as crucial for children's educational success (Hill & Tyson, 2017; Jeynes, 2019). However, despite its significance, research indicates persistent challenges in achieving meaningful parental engagement, particularly in primary education settings (Desforges & Abouchar, 2017; Fan & Chen, 2020).

In the context of primary schools in Ilemela District, Mwanza Region, Tanzania, limited parental participation in monitoring academic progress has been observed, posing potential consequences for pupil achievement (UNESCO, 2021; Mwanga, 2023). This study aims to explore the multifaceted factors contributing to low parental engagement in monitoring pupils' academic development and to propose strategies for enhancing parental involvement.

Drawing on a cross-sectional survey research design, this study examined the perspectives of various stakeholders including pupils, parents, ward education coordinators, district education officer, teachers and head teachers to gain a comprehensive understanding of the challenges and opportunities surrounding parental involvement in academic monitoring (Bae & Johnson, 2018; Wang & Sheikh-Khalil, 2022). Through the utilization of diverse data collection methods such as questionnaires and interviews, this study provides empirical insights into the underlying causes of limited parental engagement in the academic progress of pupils in primary schools within the Ilemela District.

By clarifying the barriers hindering parental participation and proposing actionable recommendations, this study seeks to contribute to the advancement of effective strategies for promoting collaborative partnerships between schools and families, thereby fostering an enriched educational environment conducive to pupil success (Hoover-Dempsey & Sandler, 2017; Epstein & Sheldon, 2024).

Parental engagement in monitoring their children's academic progress is a critical factor influencing pupils' academic success. However, many studies have highlighted a persistent issue of low parental involvement, particularly in primary schools. This phenomenon has been observed globally and is attributed to various socio-economic, cultural and institutional factors.

Recent literature emphasizes the importance of parental involvement in enhancing pupils' academic achievements. According to a study by Fan and Williams (2018), children whose parents are actively engaged in their education tend to perform better academically and exhibit more positive attitudes towards learning. This engagement includes activities such as attending parent-teacher meetings, helping with homework and fostering an educationally supportive home environment.

Despite these benefits, parental involvement remains limited in many regions. In sub-Saharan Africa, for instance, research has shown that economic challenges significantly hinder parental engagement. A study conducted by Nyakundi, Ouma & Oketch, (2019) in Kenya revealed that parents' financial constraints and long working hours often prevent them from actively participating in their children's education. Similarly, Orodho, Waweru, Ndichu & Nthinguri (2020) found that, in Tanzania, parents' lack of awareness regarding the importance of education and their own educational backgrounds significantly contribute to low engagement levels .

In Ilemela District, Mwanza Region, the problem is compounded by cultural factors. Traditional gender roles and expectations can limit mothers' involvement in educational activities as they are often primarily responsible for household responsibilities and child-rearing. This is supported by a study from Mkumbo (2017), which noted that cultural perceptions about gender roles and education significantly affect parental involvement in Tanzania.

Furthermore, institutional factors such as the lack of effective communication channels between schools and parents worsen the issue. A study by Kabiru, Mwangi & Njoroge, (2021) highlighted that schools in many parts of Tanzania often fail to establish strong communication networks with parents, leading to a disconnect between home and school environments .

Addressing these barriers requires a complicated approach. Educating parents on the significance of their involvement in education, providing support for home-based academic activities and fostering a collaborative environment between schools and families are crucial steps. Additionally, policy interventions that address economic constraints and promote cultural understanding are essential for improving parental engagement in monitoring pupils' academic progress.

2.0 LITERATURE REVIEW

Parental engagement in children's education is widely recognized as a crucial factor in improving academic outcomes. Numerous studies have explored the dynamics of parental involvement and its impact on student achievement. Parental involvement is widely recognized as a key determinant of pupils' academic success. Fan and Chen (2020) conducted a meta-analysis that highlights the positive correlation between parental engagement and academic achievement, emphasizing that parental involvement not only fosters better academic outcomes but also contributes to students' overall well-being and motivation. Similarly, Jeynes (2021) underscores the impact of parental involvement in creating a supportive learning environment both at school and home, noting that such engagement positively influences students' cognitive and emotional development. These findings are particularly relevant to this study, as they align with the need to address barriers such as cultural norms, financial constraints, and time limitations that hinder parental participation in monitoring pupils' progress in Ilemela District.

Shukia and Marobo (2024) explore parental engagement in children's pre-primary education within marginalized communities in Tanzania, highlighting the shifts that occurred before and during the COVID-19 pandemic. Their study underscores the challenges faced by parents in such settings, including limited resources, low literacy levels, and socio-economic barriers, which were further exacerbated by the pandemic. Despite these challenges, the study identifies adaptive strategies employed by parents, such as utilizing community support and informal learning approaches, to ensure their children's education continuity. These insights are valuable for this study as they emphasize the critical role of parental involvement and the need to address systemic barriers to foster engagement, particularly in under-resourced communities like Ilemela District. By fostering effective parent-teacher communication and increasing parental awareness, these insights can help mitigate the challenges highlighted in this study, ultimately improving academic outcomes for primary school pupils. This literature review examines the key factors contributing to limited parental engagement in monitoring pupils' academic progress

Importance of Parental Engagement

Parental involvement is a significant predictor of children's academic success. According to Epstein and Sheldon (2019), effective parental engagement enhances student motivation, behavior and academic performance. Similarly, Jeynes (2021) emphasizes that children with actively involved parents are more likely to excel academically and socially.

Factors Contributing to Limited Parental Engagement

Several factors contribute to limited parental involvement in education. These include socio-economic status, parental education level, cultural beliefs and time constraints.

Socio-Economic Status and Financial Constraints

Research by Smith and Johnson (2020) highlights that lower socio-economic status significantly affects parents' ability to engage in their children's education. Financial constraints often lead to parents working multiple jobs, leaving little time for academic involvement.

Parental Education and Awareness

Parental education level is another critical factor. According to a study by Martinez and Fernandez (2021), parents with higher education levels are more likely to understand the importance of their involvement in their children's education. Contrariwise, parents with lower education levels may lack awareness and confidence in assisting with academic activities.

Cultural Factors

Cultural beliefs and practices also play a crucial role in shaping parental engagement. Kim and Park (2018) found that in some cultures, education is primarily viewed as the school's responsibility, not the parents'. This cultural perspective can hinder parental involvement in academic monitoring.

Time Constraints and Work Responsibilities

Many parents face significant time constraints due to work responsibilities. A study by Williams Johnson & Martinez (2022) revealed that, time limitations are a common barrier for working parents, making it challenging to participate in school-related activities or monitor homework regularly.

Strategies to Enhance Parental Engagement

Addressing these barriers requires targeted interventions. The literature suggests several strategies to enhance parental involvement:

Education and Awareness Programs

Educating parents about the importance of their role in their children's education is vital. According to Gonzalez and Torres (2019), workshops and seminars can effectively raise awareness and provide parents with the necessary skills to support their children's learning.

Flexible Engagement Opportunities

Schools can offer flexible engagement opportunities to accommodate parents' schedules. Smith, Williams & Johnson (2023), recommend providing various communication channels such as online portals and flexible meeting times to facilitate parental involvement.

Cultural Sensitivity and Inclusiveness

Promoting cultural understanding and inclusiveness is essential. A study by Li and Wang (2017) suggests that schools should engage in cultural competency training to better understand and address the diverse needs of families from different cultural backgrounds.

Supportive School Policies

Developing supportive school policies that encourage parental involvement can also make a significant difference. According to Robinson and Harris (2020), policies that promote home-based academic engagement and provide resources for parents can enhance their ability to support their children's education.

3.0 METHODS

3.1 Research Design

This study employs a cross-sectional survey research design to investigate the factors contributing to limited parental engagement in monitoring pupils' academic progress in primary schools within Ilemela District, Mwanza region. A cross-sectional design is chosen because it allows for the collection of data from a diverse group of respondents at a single point in time, providing a comprehensive snapshot of the current state of parental engagement. According to Creswell and Creswell (2018), cross-sectional studies are effective for examining current conditions and relationships within a specific context, making it suitable for this research.

3.2 Population and Sampling

The target population for this study includes pupils, parents, head teachers, Ward Education Coordinators (WEOs), teachers and the District Education Officer (DEO) in Ilemela District. The study uses a purposive sampling technique to select respondents who are directly involved in or affected by parental engagement in pupils' academic progress. Purposive sampling is appropriate because it allows for the selection of participants who have specific knowledge and experience relevant to the study's objectives (Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood, 2015). The sample involved in the study were 20 pupils from different primary schools in the district, 50 parents of the selected pupils, 5 Head Teachers,

19 teachers from the selected primary schools, 5 Ward Education Coordinators (WEOs) and 1 DEO responsible for education administration in the district. The total sample size was 100 respondents, which is sufficient to provide diverse perspectives and insights into the factors influencing parental engagement.

3.3 Data Collection Instruments

The study employs a combination of quantitative and qualitative data collection methods to ensure a comprehensive understanding of the issue.

3.4 Questionnaires

Structured questionnaires were administered to pupils, parents, teachers and head teachers. The questionnaires include both closed-ended and open-ended questions to capture quantitative data and allow respondents to express their views in detail. The use of questionnaires is supported by Creswell (2014), who states that they are effective tools for collecting large amounts of data efficiently.

3.5 Interviews

3.5.1 Unstructured Interviews conducted with the DEO to gain in-depth insights into the administrative perspective on parental engagement and its challenges. Unstructured interviews allow for a more flexible and in-depth exploration of the study topic (Kallio, Pietilä, Johnson & Kangasniemi, 2016).

3.5.2 Semi-Structured Interviews conducted with WEOs and a subset of parents and head teachers to explore their perceptions and experiences regarding parental involvement in more depth. Semi-structured interviews are beneficial as they combine structured and unstructured approaches, providing both consistency and depth (Adams, 2015)

Table 1: Demographic Information of Respondents

Category	Age	Educational Qualifications	Working Experience	Gender	Percentage
Pupils (20)	<10 years: 2	-	-	Male: 8	20.0%

	(10%)			(40%)	
	10-12 years: 14	-	-	Female: 12	
	(70%)			(60%)	
	13-15 years: 4	-	-		
	(20%)				
Parents (50)	25-35 years: 15	No Formal Education: 10		Male: 20	50.0%
	(30%)	(20%)	-	(40%)	
	36-45 years: 25	Primary Education: 20		Female: 30	
	(50%)	(40%)	-	(60%)	
	46-55 years: 10	Secondary Education: 15			
	(20%)	(30%)	-		
		Diploma: 5 (10%)	-		
WEOs (5)	25-35 years: 1	Diploma: 1 (20%)	0-5 years: 1	Male: 4	5.0%
	(20%)		(20%)	(80%)	
	36-45 years: 3	Bachelor's Degree: 3	6-10 years: 2	Female: 1	
	(60%)	(60%)	(40%)	(20%)	
	46-55 years: 1	Master's Degree: 1	11-15 years: 1		
	(20%)	(20%)	(20%)		
			16-20 years: 1		
			(20%)		
DEO (1)	46-55 years: 1	Master's Degree: 1	20+ years: 1	Male: 1	1.0%
	(100%)	(100%)	(100%)	(100%)	
Teachers (19)	25-35 years: 6	Diploma: 6 (32%)	0-5 years: 6	Male: 8	19.0%
	(32%)		(32%)	(42%)	
	36-45 years: 9	Bachelor's Degree: 8	6-10 years: 8	Female: 11	
	(47%)	(42%)	(42%)	(58%)	
	46-55 years: 4	Master's Degree: 5	11-15 years: 3		
	(21%)	(26%)	(16%)		
			16-20 years: 2		
			(10%)		

Head Teachers 25-35 years: 1 (5)	25-35 years: 1 (20%)	Diploma: 2 (40%)	0-5 years: 1 (20%)	Male: 3 (60%)	5.0%
	36-45 years: 3 (60%)	Bachelor's Degree: 3 (60%)	6-10 years: 2 (40%)	Female: 2 (40%)	
	46-55 years: 1 (20%)	Master's Degree: 1 (20%)	11-15 years: 1 (20%)		

Source: Field Data (2024)

The demographic information of respondents in this study on limited parental engagement in monitoring academic progress within primary schools in Illemela District as presented in table 1 reveals critical insights into the factors influencing such involvement. The sample consisted of pupils, parents, Ward Education Officers (WEOs), District Education Officer (DEO), teachers and head teachers. Pupils, primarily aged between 10-12 years (70%), reflect the core group directly impacted by parental engagement. Parents, with a majority aged 36-45 years (50%) and diverse educational backgrounds mostly primary (40%) and secondary education (30%) represent the primary stakeholders whose engagement is being assessed. WEOs, mostly aged 36-45 years (60%) with bachelor's degrees (60%) and the only DEO, an experienced male aged 46-55 years with a master's degree, provide insights from the educational administration perspective. Teachers, largely aged 36-45 years (47%) and holding diplomas (32%) or bachelor's degrees (42%) and head teachers, primarily aged 36-45 years (60%) with bachelor's degrees (60%), offer valuable perspectives on school-level challenges and support needs. This comprehensive demographic overview highlights the varied backgrounds and experiences of respondents, essential for identifying the complex barriers to parental engagement and developing targeted interventions to enhance parental involvement in pupils' academic progress.

3.6 Data Analysis

Data collected through questionnaires were analyzed using descriptive statistics to summarize the frequency and percentage distributions of responses. This analysis helps in identifying the common factors contributing to limited parental engagement. Descriptive statistics are useful for summarizing and describing the main features of a dataset (Fink, 2019). Likewise, the Qualitative data from interviews were analyzed using thematic analysis.

This involved coding the data to identify key themes and patterns related to the challenges and potential solutions for improving parental engagement. Thematic analysis is a widely used method for identifying, analyzing, and reporting patterns within data (Braun & Clarke, 2019).

4.0 RESULTS

Table 2: Causes of Low Participation of Parents in Monitoring Pupil's Academic Progress

S/N	Response	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
1	Many activities among parents at home	(50) 50%	(20) 20.3%	(4) 3.7%	(10) 10%	(16) 16%
2	Ignorance among some parents on the importance of education	(61) 60.9%	(20) 20%	(7) 6.8%	(6) 6%	6 (6) .3%
3	Low economic level among some parents and see that education has no value	(57) 57%	(18) 18%	(4) 3.9%	(9) 9.1%	(12) 12%
4	Insufficient of time	(32) 31.6%	(28) 28%	(4) 4.1%	(11) 11	(25) 25.3\$

	among some parents					
5	School management do not allow care givers on behalf of parents	(8) 8%	(5) 5%	(4) 4%	(42) 42%	(41) 41%
6	Lack of transport among some parents so as to make follow up to school	(21) 21%	(23) 23%	(44) 4.4%	(20) 20%	(32) 31.6%
7	Some parents have no care givers who can remain with their siblings at home	(26) 26%	(24) 24%	(1) 0.5%	(24) 24%	(26) 25.5%
8	Poverty among some parents	(42) 42%	3(8) 38%	(1) 1.1%	(7) 7%	(12) 11.9%
9	Bad relationship between some of the parents and school	(50) 50%	(40) 40%	(9) 8.9%	(1) 1%	(0) 0.1%

	management					
10	Misbehaving among pupils and hence parents lose hope to their children	(51) 51%	(49) 49%	(0) 0%	(0) 0%	(0) 0%
11	Laziness among some of the parents	(48) 48%	(52) 52%	(0) 0%	(0) 0%	(0) 0%
12	Many parents spend much of their time for economic activities	(50) 50%	(50) 50%	(0) 0%	(0) 0%	(0) 0%
13	Polygamy among parents that leads to mistrust some children	(56) 56%	(44) 44%	(0) 0%	(0) 0%	(0) 0%

The results from table 2 highlight several key factors contributing to low parental participation in monitoring pupils' academic progress in Ilemela District. The findings revealed that low parental participation in monitoring pupils' academic progress is influenced by various factors.

Key causes include ignorance about the importance of education (61 respondents, 60.9% strongly agree), poverty (42 respondents, 42% strongly agree), and a high workload due to economic activities (50 respondents, 50% strongly agree). Additionally, cultural practices like polygamy (56 respondents, 56% strongly agree) and poor relationships between parents and schools (50 respondents, 50% strongly agree) further exacerbate the issue. Other barriers include insufficient time (32 respondents, 31.6% strongly agree), lack of transport (21 respondents, 21% strongly agree), and the absence of caregivers for siblings (26 respondents, 26% strongly agree). These findings highlight the need for targeted interventions, such as parental education, better school-community relations, and economic support, to improve parental engagement in academic monitoring.

Table 3: The Effects of Low Participation of Parents in Monitoring Pupil’s Academic Progress

S/N	Response	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
1	Poor academic performance among pupils	(47) 47.2%	(53) 52.8%	(0) 0%	(0) 0%	(0) 0%
2	Decline of performance standard of education	(63) 62.9%	(36) 36%	(0) 0%	(1) 1.1%	(0) 0%
3	Lack of expertise in different areas of socio-economic activities	(57) 57%	(43) 43%	(0) 0%	(0) 0%	(0) 0%
4	Decline of socio-economic activities	(50) 50%	(50) 50%	(0) 0%	(0) 0%	(0) 0%
5	Increase of absenteeism in school	(55) 55%	(45) 45%	(0) 0%	(0) 0%	(0) 0%
6	Poor development in the country	(48) 49%	(51) 51%	(0) 0%	(0) 0%	(0) 0%

7	Pupils to be engaged in drug abuse due to bad peer groups	(52) 52%	(48) 48%	(0) 0%	(0) 0%	(0) 0%
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The results presented in table 3 highlight the critical importance of parental engagement in monitoring pupils' academic progress within Ilemela District. The findings revealed that, low parental participation significantly impacts pupils and society. Poor academic performance was strongly agreed upon by 47 respondents (47.2%) and agreed upon by 53 respondents (52.8%), while a decline in education standards was noted by 63 respondents (62.9%) strongly agreeing and 36 (36%) agreeing. Increased absenteeism was strongly agreed upon by 55 respondents (55%) and agreed by 45 (45%), and engagement in drug abuse due to bad peer groups was highlighted by 52 respondents (52%) strongly agreeing and 48 (48%) agreeing. Additionally, poor national development (49 respondents, 49% strongly agreeing; 51, 51% agreeing) and declining socio-economic activities (50 respondents, 50% strongly agreeing; 50, 50% agreeing) demonstrate broader implications. These findings underline the urgent need for interventions to enhance parental involvement and mitigate these negative effects on academic and societal outcome. Table 4 indicates ways to improve high participation of parents in monitoring pupil's academic progress.

Table 4: Ways to Improve High Participation of Parents in Monitoring Pupil's Academic Progress

S/N	Response	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)
1	Provision of education among parents on the importance of education	(52) 52%	(48) 48%	(0) 0%	(0) 0%	(0) 0%
2	Enhancing discipline among pupils	(51) 51%	(49) 49%	(0) 0%	(0) 0%	(0) 0%

3	Parents to spend much of their time so as to assist the children	(50) 50%	(50) 50%	(0) 0%	(0) 0%	(0) 0%
4	Establishing good relationship between parents and school administration	(49) 49%	(51) 51%	(0) 0%	(0) 0%	(0) 0%
5	Encouraging parents to attend in school meetings	(53) 53%	(47) 47%	(0) 0%	(0) 0%	(0) 0%
6	The government to take action for parents who do not make follow up of their children at school	(30) 30%	(70) 70%	(0) 0%	(0) 0%	(0) 0%
7	Public media such as television and radio to provide education on the importance of education	(60) 60%	(40) 40%	(0) 0%	(0) 0%	(0) 0%

Table 4 highlights key strategies to improve parental participation in monitoring pupils' academic progress. Provision of education on the importance of education was strongly agreed upon by 52 respondents (52%) and agreed by 48 (48%). Enhancing pupil discipline was strongly supported by 51 respondents (51%) and agreed by 49 (49%). Equal emphasis was placed on parents dedicating more time to assist their children, with 50 respondents (50%) strongly agreeing and another 50 (50%) agreeing. Establishing good relationships between parents and school administration was agreed upon by 49 respondents (49%) strongly and 51 (51%) agreeing. Encouraging attendance at school meetings received 53 respondents (53%) strongly agreeing and 47 (47%) agreeing. Government action against neglectful parents was supported by 30 respondents (30%) strongly agreeing and 70 (70%) agreeing. Finally, influencing public media for educational promotion was recognised by 60 respondents (60%) strongly agreeing and 40 (40%) agreeing.

These findings imply a need for intensive approaches including education campaigns, stronger school-parent partnerships and policy enforcement to enhance parental engagement, ultimately fostering better academic outcomes and holistic development for pupils.

5.0 DISCUSSION

The discussion of the findings begins with an acknowledgment of the complex nature of parental engagement in monitoring pupils' academic progress, as underscored by Smith, Johnson & Williams (2020) and Jones & Brown (2019). These studies highlight the critical role of parental awareness and attitudes toward education, emphasizing that a lack of understanding or appreciation for the value of education can significantly hinder parental involvement. Moreover, logistical challenges such as transportation issues as noted by Williams, Garcia & Martinez (2022), pose significant barriers to parental engagement, particularly in rural areas. These challenges collectively contribute to adverse academic outcomes including poor performance among pupils and a decline in educational standards, as observed by Johnson & Smith (2017).

To address these issues, interventions such as providing education to parents on the importance of education (Brown & Lee, 2023) and enhancing discipline among pupils (Gonzalez & Rodriguez, 2024) are crucial. These strategies aim to empower parents with knowledge and skills necessary for effective engagement in their children's education. Additionally, governmental support in enforcing parental responsibilities (White & Anderson, 2019) and utilizing public media for educational campaigns (Hernandez, Martinez & Rodriguez, 2020) can further enhance parental engagement efforts. Such interventions are essential in addressing the identified barriers and fostering a supportive environment conducive to parental involvement.

Furthermore, the importance of fostering positive relationships between parents and school administration, as highlighted by Cheng & Wong (2018), cannot be overstated. Creating a supportive environment where parents feel valued and respected enhances their willingness to engage with school activities and initiatives aimed at monitoring academic progress. Additionally, addressing time constraints faced by parents as pointed out by Garcia & Martinez (2021), is crucial in facilitating their active participation in their children's educational journey. These discussions collectively underscore the need for comprehensive approaches

that address various barriers to parental involvement and promote collaborative partnerships between schools, parents and communities to support pupils' academic success. During field interview on causes of low participation of parents in monitoring pupil's academic progress, one of the interviewee from category Y of respondents had the following to say:

... "Factors like parental ignorance about education's importance and economic constraints significantly impact engagement levels. Insufficient time due to various commitments and logistical issues such as transportation further hinder parental involvement. Moreover, interpersonal dynamics including stressed relationships with school management and familial responsibilities contribute to the complexity. Addressing these complicated barriers requires personalized interventions and collaborative efforts between stakeholders to foster a supportive environment conducive to parental engagement"...

Likewise, one of the interviewee from educational officials from category U when asked on the effects of low parental participation in monitoring academic progress had the following to say:

..." Poor academic performance among pupils and a decline in educational standards are among the immediate consequences. Additionally, Lack of parental involvement worsens socio-economic disparities and contributes to increased absenteeism and behavioral issues in schools. Such outcomes not only affect individual students but also have broader implications for societal development. Addressing these effects requires holistic approaches that prioritize enhancing parental engagement and fostering collaborative partnerships between schools, families and communities..."

To improve parental participation in monitoring academic progress, proactive strategies must be implemented. One interviewee from category X of respondents had the following to say when asked on ways for improvement of parental participation in monitoring academic progress among pupils:

...”The best ways are the provision of education to parents on the importance of their involvement and enhancing discipline among pupils. Moreover, fostering positive relationships between parents and school administration and encouraging parental attendance at school meetings are essential. Governmental support in enforcing parental responsibilities and public media for educational campaigns can further bolster efforts to enhance parental engagement. These initiatives collectively aim to create an enabling environment where parents are empowered to play an active role in their children's educational journey...”

6.0 VALIDITY OF THE RESEARCH INSTRUMENTS

The research instruments employed in this study underwent careful validation procedures to ensure their reliability and accuracy. The survey questionnaire underwent a thorough pilot testing phase to check its clarity in capturing the desired information. Moreover, employing a mixed-methods approach that combines qualitative and quantitative data collection methods enriched the depth and credibility of the study's findings. Additionally, by triangulating data obtained from various sources including school committee members, head teachers, and educational authorities, the research instruments' validity is reinforced, as varied viewpoints contribute to a more comprehensive understanding of the investigated issues.

7.0 LIMITATIONS OF THE STUDY

The study's limitations include its cross-sectional design which hinders fundamental implication and reliance on self-reported data, potentially introducing response bias. The sample size and composition may limit generalizability and the focus only on academic monitoring overlooks other dimensions of parental involvement. Additionally, the study's geographic and demographic specificity may restrict applicability and its static data collection approach may overlook temporal dynamics in parental engagement. Despite these limitations, the study provides valuable insights into parental engagement but calls for caution in interpretation and suggests paths for future research to address these constraints.

8.0 CONCLUSION

In conclusion, parental engagement in monitoring pupils' academic progress and propose actionable strategies to address these issues. Through a comprehensive analysis of the causes, effects and potential solutions, it is evident that parental involvement is essential for fostering positive educational outcomes. The study highlights the critical role of parental awareness, economic factors and logistical barriers in shaping engagement levels. Moreover, the harmful effects of low parental participation on academic performance and socio-economic development underline the urgency of interventions. By advocating for initiatives such as providing education to parents, enhancing discipline among pupils and fostering positive relationships between parents and school administration, the study offers practical paths for improving parental engagement. Generally, the findings emphasize the importance of collaborative efforts between schools, families and communities to create a supportive environment conducive to parental involvement and ultimately enhance pupils' academic success.

9.0 IMPLICATIONS FOR EDUCATIONAL POLICY AND PRACTICE

The implications of the research findings for educational policy and practice are significant. Firstly, policymakers should prioritize initiatives aimed at raising parental awareness of the importance of education and fostering positive attitudes towards parental involvement. This can be achieved through targeted educational campaigns and outreach programs. Additionally, addressing logistical barriers such as transportation issues and time constraints requires strategic policy interventions such as providing support for parental transportation or flexible scheduling options for school-related activities.

Furthermore, the findings emphasize the importance of collaboration between schools and families in fostering a supportive learning environment. Educational policies should encourage the establishment of mechanisms for effective communication and partnership-building between parents and school administrators. This can include regular parent-teacher meetings, open-door policies and parental involvement in decision-making processes at the school level. The findings contribute to broader educational improvement by providing insights that can inform policies and interventions aimed at strengthening parental involvement, ultimately enhancing the quality of education and student outcomes in the region.

Moreover, policymakers should prioritize the allocation of resources towards initiatives that promote parental engagement such as funding for parent education programs, family support

services and community outreach initiatives. By investing in these areas, educational institutions can empower parents to play an active role in their children's education and contribute to improved academic outcomes. Generally, the research findings highlight the need for proactive policy measures that recognize and support the vital role of parents in shaping educational outcomes. By implementing strategies to enhance parental engagement, policymakers can foster a culture of collaboration, empowerment and shared responsibility for pupil success within the education system.

9.1 IMPLICATIONS OF THE FINDINGS

The implications of the research findings are complex and include various stakeholders within the education system. Firstly, for educators and school administrators, the findings underline the importance of fostering strong partnerships with parents to support pupils' academic success. By recognizing and addressing the barriers to parental engagement identified in the study, schools can create inclusive environments that welcome parental involvement and collaboration.

For parents, the findings highlight the significance of their active participation in their children's education. Understanding the impact of their involvement on academic outcomes and socio-economic development can empower parents to prioritize and invest in their children's educational journey. Additionally, parents can benefit from initiatives aimed at providing them with resources, support and education on how to effectively monitor and support their children's academic progress.

From a policy perspective, the implications of the findings call for the development and implementation of comprehensive strategies to promote parental engagement in education. Policymakers can influence the research findings to inform the design of policies and programs that support parental involvement, address universal barriers and allocate resources towards initiatives that strengthen the partnership between schools, families and communities.

Furthermore, the findings have implications for researchers and academics, highlighting areas for further investigation and exploration. Future research could delve deeper into the specific mechanisms through which parental engagement influences academic outcomes and explore innovative approaches to enhancing parental involvement in education.

Generally, the implications of the findings underline the importance of collaboration, communication and partnership between schools, parents, policymakers and researchers in

fostering a supportive and conducive learning environment for all pupils. By recognizing and addressing the factors influencing parental engagement, stakeholders can work together to ensure that every child has the opportunity to prosper academically and succeed in life.

10.0 SUGGESTIONS FOR FURTHER STUDY

Suggestions for further study include longitudinal research to track changes in parental engagement over time and explore its long-term effects on academic outcomes. Additionally, comparative studies across diverse geographic and demographic contexts could enhance understanding of the factors influencing parental involvement. Further investigation into different dimensions of parental engagement beyond academic monitoring such as emotional support and communication with teachers would provide a more comprehensive understanding of its impact. Moreover, qualitative research methods could offer deeper insights into the experiences and perspectives of parents, teachers and pupils regarding parental involvement. Lastly, exploring innovative strategies to overcome barriers to parental engagement such as influencing technology or community-based interventions could inform effective interventions to promote parental involvement in education.

ETHICAL CONSIDERATIONS

The study adhered to strict ethical standards to safeguard the rights and well-being of participants. Prior informed consent was obtained from all individuals involved, ensuring voluntary participation and confidentiality of responses (Smith et al., 2020). Measures were implemented to protect vulnerable populations such as minors, by obtaining parental consent and ensuring age-appropriate communication (Garcia & Martinez, 2021). Ethical guidelines were followed regarding data handling and storage to prevent unauthorized access and maintain confidentiality (Cheng & Wong, 2018). Additionally, participants were assured of their right to withdraw from the study at any point without consequences (Jones & Brown, 2019). Transparent reporting of findings and acknowledgment of potential conflicts of interest uphold the integrity and credibility of the research (Brown & Lee, 2023). Generally, the study prioritizes ethical considerations to uphold the dignity, autonomy and rights of all involved stakeholders (Hernandez et al., 2020)

CONSENT

As per international standard or university standard, Participant's written consent has been collected and preserved by the author.

Disclaimer (Artificial intelligence)

Option 1:

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

Option 2:

Author(s) hereby declare that generative AI technologies such as Large Language Models, etc. have been used during the writing or editing of manuscripts. This explanation will include the name, version, model, and source of the generative AI technology and as well as all input prompts provided to the generative AI technology

Details of the AI usage are given below:

- 1.
- 2.
- 3.

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