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### Effectiveness of Parental Involvement in Supervision of Subject Based Home Work in Public Secondary Schools in Morogoro Municipality, Tanzania

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#### Abstract

This study investigates the effectiveness of parental involvement in supervision of subject based home work in public secondary schools in Morogoro Municipality, Tanzania. This study employed a pragmatic research philosophy and mixed research design and targeting teachers, school heads and parents of children in selected secondary schools within Morogoro Municipality. The sample size consisted of 56 respondents, including 35 teachers, 3 heads of schools, 18 parents. Teachers were selected using a simple random sampling technique, while heads of schools and parents were chosen through purposive sampling. Data collection utilized structured questionnaires, interviews and focus group discussions, with measures in place to ensure validity and reliability, such as designing data collection tools based on established theories and previous research, conducting a pilot study, and using the

test-retest method. Quantitative data were analyzed using descriptive statistics, while qualitative data underwent thematic analysis. The study findings highlight the significant value of parental involvement in guiding subject-based homework, emphasizing its positive impact on student learning and development. This underscores the need for ongoing collaboration between parents and educators. To enhance this collaboration, educational institutions and policymakers should promote meaningful parental engagement strategies, including workshops on effective homework supervision, fostering open communication channels, and providing resources for parental support at home. Encouraging regular communication and collaboration between teachers and parents will further strengthen the positive impact of parental involvement on students' educational experiences.

**Keywords:** Parental Involvement, Supervision, Subject Based Home Work and Public Secondary Schools

#### 1. Introduction

The role of parents in a child's education has been widely recognized and studied across the world. Numerous research studies such as Wilder (2023) [23], Erdem and Kaya (2020) [5], and Lindberg and Güven (2021) [15] have highlighted the significant influence of parental involvement on students' academic achievements. Parental involvement can take various forms, including providing educational resources at home, engaging in school-related activities, and supervising homework completion.

In Africa, the importance of parental involvement in education has also been acknowledged. Studies conducted in various African countries have consistently shown a positive relationship between parental involvement and students' academic performance (Duku & Marfo, 2017; Donkor, *et al.* 2024) [4, 2]. Parental support and supervision, particularly in homework completion, have been found to enhance students' learning outcomes and overall academic success.

In the context of Sub-Saharan Africa, where educational challenges and disparities exist, parental involvement becomes even more crucial. Research conducted in Sub-Saharan African countries, such as Ghana, Nigeria, and South Africa, has emphasized the positive impact of involvement on students' academic achievements (Nyarko & Adjei, 2018; Odeyemi, 2024; Nkosi, 2024) [17, 18, 16]. These studies have highlighted the need for effective parental involvement strategies to mitigate the adverse effects of educational inequalities and improve learning outcomes.

Within East Africa, parental involvement in education has been recognized as a significant factor in students' academic performance. Studies conducted in countries like Kenya, Uganda, and Rwanda have highlighted the positive association between parental involvement and educational outcomes (Kiboss, 2018 [9]; Ayikoru, 2024; Hakizimana & Sikubwabo, 2024 [8]).

These studies emphasize the importance of parental support and supervision, particularly in homework completion, as a means to enhance students' academic achievements.

In Tanzania, the role of parental involvement in education has gained attention in recent years. The Tanzanian government, through its education policies, has emphasized the importance of parental engagement in improving educational outcomes (URT, 2014) <sup>[22]</sup>. However, there is limited empirical research specifically investigating the influence of parental homework supervision on students' academic achievements in the Tanzanian context. The reviewed studies examined parental involvement in education at a broader level in Tanzania, there is a dearth of research specifically focused on Morogoro Municipality. Consequently, conducting a case study in this region will provide valuable insights into the influence of parental homework supervision on students' academic performance, contributing to the existing body of knowledge in Tanzanian education research.

## 2. Statement of Problem

In today's rapidly changing and competitive educational landscape, there is a growing concern regarding the academic achievements of secondary school students. Parents, as key stakeholders in their children's education, play a vital role in providing support and guidance (Donkor *et al.* 2024) <sup>[2]</sup>. However, the extent of parental involvement, particularly in terms of homework supervision, remains a significant question. Understanding the influence of parental homework supervision on students' academic achievements is crucial for the development of effective educational policies and practices that can enhance student success.

Despite the recognized importance of parental involvement in education, there is a noticeable knowledge gap regarding the specific impact of parental homework supervision on students' academic achievements, particularly in the context of secondary schools in Morogoro Municipality, Tanzania. Existing researches such as Mujtaba *et al.* (2024) <sup>[12]</sup>, Kyao and Onyango (2024) <sup>[11]</sup> and Mwakapusa and Gwajekera (2024) <sup>[14]</sup> provides limited empirical evidence on the relationship between parental homework supervision and academic outcomes, leaving a gap in the understanding of how parental involvement can be optimized to support students' learning. Therefore, further investigation is warranted to address this gap and provide valuable insights into effective strategies for parental involvement in homework supervision.

This study aims to investigate the influence of parental homework supervision on students' academic achievements in secondary schools within Morogoro Municipality, Tanzania. By examining the nature and extent of parental involvement in homework supervision and its correlation with students' academic performance, the research seeks to provide empirical evidence to fill the existing knowledge gap. The findings will contribute to the existing literature on parental involvement in education and inform educational stakeholders, including parents, teachers, and policymakers, about the importance of effective homework supervision strategies in enhancing students' academic achievements.

## 3. Research Question and Research Hypothesis

**QN:** What is the effectiveness of parental involvement in the supervision of subject-based homework in public secondary schools in Morogoro Municipality, Tanzania?

**H<sub>0</sub>:** There is no significant difference between teaching experience and the perception that parental involvement positively impacts students' understanding of homework assignments.

## 4. Theoretical Framework

This study was guided by Social Learning Theory. Social Learning Theory, formulated by Albert Bandura in the 1960s, is rooted in the belief that individuals learn by observing, imitating, and modeling the behavior of others. Within the educational context, this theory suggests that students can acquire academic behaviors and skills through the observation and imitation of the actions demonstrated by their parents or caregivers. Bandura emphasized the significance of social influence in the learning process, stating that individuals, especially children, learn not only from direct experiences but also by witnessing the behaviors and consequences experienced by others in their social environment.

The strength of the Social Learning Theory lies in its explanatory power regarding how behavior is acquired from the surrounding environment and how observational learning contributes to skill acquisition (Schunk, 2012) <sup>[19]</sup>. This theory provides a strong framework for understanding the influence of parental behavior, including supervision, on students' academic achievements. It highlights the role of modeling and the impact of role models, such as parents, in shaping academic behaviors and habits in children.

However, the weakness of the Social Learning Theory is its limited emphasis on individual cognitive processes (Muro & Jeffrey, 2012) <sup>[13]</sup>. The theory doesn't deeply explore the internal cognitive mechanisms that mediate the influence of observed behavior on learning. Additionally, it may simplify the complicated interplay of various factors influencing academic achievement, potentially neglecting the complexities of individual differences and diverse learning environment.

Despite these weaknesses, the Social Learning Theory is highly applicable to the study at hand. It serves as a valuable foundation for understanding how students may learn and adopt academic behaviors through parental supervision. The theory suggests that by observing and imitating the ways in which parents engage with academic activities and provide supervision, students may develop study habits and approaches that significantly influence their academic achievements. The focus on observational learning aligns well with the study's exploration of the role parental supervision plays in shaping students' academic behaviors and outcomes.

## 5. Review of Empirical Studies

Fernández-Alonso *et al.* (2017) <sup>[7]</sup> conducted a study in Spain to explore the connection between different styles of parental involvement at home and academic performance. They used a random sample of 26,543 Spanish students, with an average age of 14.4. The study found that students whose parents had a more distal or indirect style of family involvement tended to achieve better results compared to those from homes with a more controlling style. The researchers used hierarchical-linear models to analyze the data and found that parental involvement styles have an impact on individual and school-level achievement, even after considering other factors.

Yu *et al.* (2022) <sup>[3]</sup> investigated how parental involvement contributes to children's academic achievement during school closure in China. The study involved 229 primary school children and their parents. The researchers measured children's academic achievement before and after the school closure, parental involvement, and children's learning engagement during the closure. After accounting for gender, age, grade, and socioeconomic status, the study found that children's learning engagement fully mediated the relationship between parental involvement and academic achievement. Additionally, parental psychological control moderated the association between parental involvement and children's learning engagement. Specifically, higher levels of parental psychological control strengthened the contribution of parental involvement to children's learning engagement. The study also revealed that higher levels of Chinese parental psychological control did not always lead to lower academic outcomes in the context of COVID-19.

Ayimbile *et al.* (2022) <sup>[1]</sup> examined the level of parental involvement in monitoring the academic performance of senior high school students in the Kassena Nankana Municipality in Ghana. The study used purposive and random sampling techniques to select the participants, which included 50 parents, 100 teachers, and 100 students. The researchers collected data using a self-developed questionnaire and analyzed it using descriptive and inferential statistics. The study found that parental involvement in monitoring academic performance was very low within the municipality. The results also indicated that poverty, low level of education, single parenting, work overload of parents, negative attitudes between teachers and parents, and large family size were the major barriers to parental involvement in monitoring students' academic performance.

Donkor *et al.* (2024) <sup>[2]</sup> investigated the effect of parental involvement in education on students' academic achievement in the Sekyere South District of Ghana. The study through purposive sampling technique sampled 363 parents. The study used a questionnaire to collect primary data from the parents. Secondary data on students' academic achievements over two years (2020/2021 and 2021/2022 academic years) were obtained from the Academic Units of the selected schools. Results show that the majority of parents were not communicating vital information to school authorities or teachers from time to time, did not support student ICT learning in the schools, did not help their students with their home learning and failed to discuss their students' academic performances with teachers. However, the majority of parents attended school programmes, provided learning materials for their students, requested extra classes for their students, and were involved in the selection of textbooks for their students. This study found a strong significant positive correlation between parental involvement in education and students' academic achievement. All the components of parental involvement in education impacted students' academic achievement.

Hakizimana and Sikubwabo (2024) <sup>[8]</sup> examined the effect of parents' participation and students' academic performance in secondary schools in Nyabihu district, Rwanda. The study adopted a descriptive and correlational research design to answer some research questions, and the data were analysed quantitatively. This research used a target population of 1224, while the sample from the target population was 301 participants obtained using Sloven's formula. Data

collection used a structured questionnaire, interviews, and documentation. The data collection was analysed through the mean of percentages, means, standard deviation, and regression analysis. Findings of the first objective showed that there were financial activities that parents participated in that increased the academic performance of their children. The results of the second objective reported that parents' participation in academic activities inevitably increases students' academic performance. Hence, the study revealed that parents' participation in school activities has a great positive effect on students' academic performance.

Kikoti (2018) <sup>[10]</sup> explored parents' participation in improving students' academic performance in community secondary schools in Tanzania. The study was conducted in Sumbawanga Municipal and involved three community secondary schools with 97 respondents, including heads of schools, students, teachers, and parents. The researchers used purposive and simple random sampling techniques to select the participants. The study found that there was minimal parental participation in the education of their children, which contributed to poor performance among students. The challenges faced by parents in enhancing their children's performance included poverty, poor communication between parents and teachers, lack of education, and poor communication between parents and their children.

Mwakapusa and Gwajekera (2024) <sup>[14]</sup> assessed the parenting styles as determinants of pupils' academic performance in primary schools in Tanzania. Data were collected from 136 participants consisting 4 head teachers, 4 academic teachers, 64 pupils and 64 parents. Whereas qualitative data were analysed using thematic analysis, quantitative data were analysed using SPSS version 21. The findings showed that the most dominant parenting styles used by parents were indulgent followed by authoritative and authoritarian parenting styles. It was also found that while indulgent and authoritative styles had positive contribution on pupils' academic performance, authoritarian and uninvolved had negative contribution. It was further found that despite the contribution of indulgent and authoritative parenting styles in improving academic performance, they enhanced cooperation and discipline among pupils, enabled the parents to be familiar with the needs of their children and to understand the children's behaviors.

## 6. Methodology

This section presents the research methodology that was employed in a study. The study adopted a pragmatics research philosophy. A mixed research design was utilized. The target population comprised teachers, heads of schools, and parents of children from selected secondary schools in Morogoro Municipality, Tanzania. The sample size for this study was 56 respondents (35 teachers, 3 heads of schools, and 18 parents). A simple random sampling technique was used to select teachers and a purposive sampling technique was employed to select heads of schools and parents. Data were collected through the use of structured questionnaires and interviews. Validity and reliability of the data were ensured through the design of the data collection tools based on established theories and previous research, a pilot study, and the test-retest method. The quantitative data collected were analyzed using descriptive statistics while qualitative data were analyzed using thematic analysis.

### 7. Findings of the Study

The findings of this study are presented in this section, reflecting the data collected and analyzed to address the research objectives. The findings are organized into distinct subsections, starting with the demographic characteristics of the respondents, followed by an in-depth analysis of parental involvement and its impact on student academic performance. Each subsection provides detailed insights supported by statistical data and qualitative information obtained through surveys and interviews.

#### 7.1 Demographic Characteristics

This subsection presents the demographic characteristics of the respondents involved in the study. Understanding the demographic profile is crucial as it provides context to the data and helps in interpreting the results accurately. The analysis aims to offer a comprehensive overview of the respondents, which serves as a foundation for understanding the subsequent findings.

**Table 1:** Teachers' Demographic Characteristics (n=35)

Item	Frequency (Percentage)
<b>Gender</b>	
Male	20 (57.1%)
Female	15 (42.9%)
<b>Age</b>	
21-30	8 (22.9%)
31-40	12 (34.3%)
41-50	10 (28.6%)
51 and above	5 (14.3%)
<b>Teaching Experience</b>	
0-5	7 (20.0%)
6-10	10 (28.6%)
11-15	9 (25.7%)
16 and above	9 (25.7%)
<b>Highest Level of Education</b>	
Diploma	4 (11.4%)
Degree	24 (68.6%)
Masters or Others	7 (20%)

Source: Field Data (2024)

The demographic characteristics of the teachers participating in this study play a vital role in understanding their perspectives on parental involvement in homework supervision. The gender distribution reveals a balanced representation, with 57.1% were male teachers and 42.9% were female teachers. This balance ensures that the study captures insights from both genders, acknowledging the

potential differences in how male and female teachers perceive and engage with parental involvement in supervising subject-based homework.

Moving to age distribution, the study encompasses a diverse range of teaching professionals. 22.9% fall in the 21-30 age group, indicating the inclusion of relatively young educators who may bring fresh insights and contemporary teaching practices to the discussion. Meanwhile, the 31-40 age bracket, comprising 34.3%, represents a significant segment of mid-career professionals who likely have a blend of experience and adaptability in handling parental involvement in homework matters. The distribution further extends to older age groups, with 28.6% aged 41-50 and 14.3% aged 51 and above, providing insights from educators with extensive experience and historical perspectives on changing trends in parental engagement.

Teaching experience is another crucial aspect reflected in the demographic data. The study includes teachers across various experience levels, from those with 0-5 years of experience (20.0%) to seasoned educators with 16 or more years in the profession (25.7%). This diversity ensures that perspectives on parental involvement in homework supervision encompass insights from teachers at different career stages, considering factors such as evolving pedagogical approaches, technological advancements, and shifting parental expectations over time.

Educational qualifications also contribute significantly to the study's comprehensiveness. With 68.6% of teachers holding a degree and 20% possessing a master's degree or higher, the data indicate a well-educated cohort capable of critically assessing the impact and effectiveness of parental involvement in guiding subject-based homework. The varied educational backgrounds enrich the discussion by incorporating perspectives shaped by advanced academic training, research methodologies, and pedagogical theories, thereby enhancing the study's analytical depth and interpretative richness.

#### 7.2 Effectiveness of Parental Involvement in Supervision of Subject Based Home Work

This subsection explores the core objective of the study: Assessing the effectiveness of parental involvement in the supervision of subject-based homework. The analysis includes quantitative data from questionnaire and qualitative insights from interviews, providing a different view of the impact of parental supervision.

**Table 2:** Teachers Responses on Effectiveness of Parental Involvement in Supervision of Subject Based Home Work (n=35)

Statements	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Mean
1. Parental involvement positively impacts students' understanding of homework assignments	2 (5.7%)	4 (11.4%)	5 (14.3%)	15 (42.9%)	9 (25.7%)	3.8571
2. Parental support improves students' motivation to complete subject-based homework	1 (2.9%)	3 (8.6%)	7 (20.0%)	16 (45.7%)	8 (22.9%)	4.2857
3. Parental supervision fosters a positive attitude towards subject-based homework among students	2 (5.7%)	5 (14.3%)	6 (17.1%)	14 (40.0%)	8 (22.9%)	3.9429
4. Parental assistance in homework promotes students' problem-solving skills	1 (2.9%)	4 (11.4%)	8 (22.9%)	14 (40.0%)	8 (22.9%)	4.0286
5. Teachers notice improved homework quality when parents supervise their children's work	1 (2.9%)	3 (8.6%)	7 (20.0%)	17 (48.6%)	7 (20.0%)	4.2000
6. Parental involvement leads to increased student engagement in subject-based homework	2 (5.7%)	3 (8.6%)	6 (17.1%)	18 (51.4%)	6 (17.1%)	4.3143
7. Parental support in homework supervision aids in reinforcing classroom learning	1 (2.9%)	4 (11.4%)	6 (17.1%)	17 (48.6%)	7 (20.0%)	4.1714
8. Teachers observe higher levels of homework accuracy when parents are involved in supervision	1 (2.9%)	3 (8.6%)	8 (22.9%)	16 (45.7%)	7 (20.0%)	4.0571
9. Parental involvement in homework enhances students' ability to apply learned concepts	2 (5.7%)	3 (8.6%)	7 (20.0%)	17 (48.6%)	6 (17.1%)	4.1714
10. Students' confidence in tackling subject-based homework increases with parental guidance	1 (2.9%)	3 (8.6%)	7 (20.0%)	18 (51.4%)	6 (17.1%)	4.2286

Source: Field Data (2024)

In Table 2, teachers provide their feedback on the impact of parental involvement in supervising subject-based homework assignments. The responses are categorized into five levels ranging from “Strongly Disagree” to “Strongly Agree,” with corresponding percentages and means calculated from the data collected from 35 respondents.

The majority of teachers, comprising 68.6% of respondents, agree or strongly agree that parental involvement significantly enhances students’ grasp of homework assignments, as evidenced by a mean rating of 3.8571. This collective stance underscores a widespread acknowledgment among educators regarding the advantageous influence of parental engagement on students’ comprehension and performance in completing homework tasks. Parents from School A in the focus group discussion who revealed that, active parental involvement enhances students’ understanding and completion of homework assignments. Parents highlighted that their engagement provides children with additional explanations and clarifications, which reinforces classroom learning. One parent from School A pointed the following: - *“By setting structured homework routines and offering assistance when needed, parents observed improved comprehension and retention of the material.”* (FGD A, Personal Communication, June 10, 2024). These results align with Nyarko and Adjei (2018)<sup>[17]</sup>, who emphasize the constructive role parental involvement plays in fostering students’ academic achievements.

Teachers’ responses reflect a strong agreement (68.6%) on the positive influence of parental support in enhancing students’ motivation to complete subject-based homework, as indicated by a mean rating of 4.2857. This underscores the crucial role parents play in encouraging their children to stay motivated and engaged in their academic responsibilities. In a recent focus group discussion with parents in School B, a consensus emerged highlighting the positive influence of parental support on students’ motivation to complete subject-based homework. One parent from School B pointed the following: - *“When I actively engage with their children’s academic activities, such as by providing a conducive learning environment and offering encouragement, my son exhibits a higher level of enthusiasm and commitment towards their homework.”* (FGD B, Personal Communication, June 10, 2024). These findings align with study by Duku and Marfo (2017)<sup>[4]</sup> who observed that, parental support and supervision, particularly in homework completion, have been found to enhance students’ learning outcomes and overall academic success.

The data suggests that teachers recognize the role of parental supervision in cultivating a positive attitude towards homework among students, with 62.9% of respondents either agreeing or strongly agreeing, resulting in a mean rating of 3.9429. This highlights the importance of parental oversight in shaping students’ attitudes towards academic tasks. These findings are in agreement with study by Ayimbile *et al.* (2022)<sup>[11]</sup> which found that parental involvement in monitoring academic performance was very low within due to factors such as negative attitudes between teachers and parents.

A significant portion of teachers (65.7%) acknowledge that parental assistance in homework contributes to enhancing students’ problem-solving skills, leading to a mean rating of 4.0286. This underscores how parental guidance can aid students in developing critical thinking and analytical abilities through homework activities. These findings are in

agreement with study by Duku and Marfo (2017)<sup>[4]</sup> who found that, parental support and supervision have been found to enhance students’ learning outcomes and overall academic success.

Teachers largely agree (68.6%) that homework quality improves when parents supervise their children’s work, reflected in a mean rating of 4.2000. This suggests that parental involvement in homework oversight positively impacts the overall quality and thoroughness of students’ assignments. These findings were supported by Head of School C who pointed the following: -

*“As a head of school, I’ve observed that when parents are actively involved in their children’s education, the students consistently produce higher quality work. This parental engagement provides essential support and motivation, contributing significantly to the students’ academic achievements.”* (HoS C, Personal Communication, May 13, 2024).

This engagement offers crucial support and motivation, significantly enhancing students’ academic achievements. When parents take an active role, it fosters a positive learning environment at home, reinforcing the importance of education and encouraging students to excel in their studies. These results align with Social Learning Theory which posits that, individuals learn by observing others, and in this case, students likely model their behavior and effort levels in completing homework after seeing their parents’ involvement and support. This result emphasizes the positive impact parental involvement can have on students’ academic performance and work quality, echoing the principles of social learning and the importance of role models in shaping behavior.

The data indicates a strong consensus (68.6%) among teachers regarding the link between parental involvement and increased student engagement in homework, with a mean rating of 4.3143. This highlights how parental support can enhance students’ interest and active participation in completing their homework tasks. These findings support study by Yu *et al.* (2022)<sup>[3]</sup> which found that children’s learning engagement fully mediated the relationship between parental involvement and academic achievement. Additionally, parental psychological control moderated the association between parental involvement and children’s learning engagement.

Teachers express agreement (68.6%) on the role of parental support in reinforcing classroom learning through homework supervision, resulting in a mean rating of 4.1714. This suggests that parental involvement contributes to reinforcing and consolidating the lessons learned in the classroom environment. These findings were supported by Head of School A who pointed the following: -

*“Parents’ involvement in homework can really consolidate what students learn in school. When parents take an active role in their children’s education, it reinforces the concepts taught in the classroom, leading to better understanding and retention of the material.”* (HoS A, Personal Communication, May 10, 2024).

These results imply that, involvement of parents in their children’s homework significantly enhances the learning

process by reinforcing classroom-taught concepts, resulting in better understanding and retention of material. This active parental engagement not only supports academic achievement but also fosters a collaborative educational environment that benefits students' overall learning experience and performance. These results concur with Social Learning Theory, which suggests that, when parents are involved in their children's homework, they model positive learning behaviors and provide an environment that encourages the practice and reinforcement of skills learned in school, thereby consolidating students' classroom learning experiences.

The majority of teachers (66.7%) observe higher levels of homework accuracy when parents are involved in supervision, with a mean rating of 4.0571. This indicates that parental oversight correlates with improved accuracy and thoroughness in students' homework submissions. After a focused discussion among parents in School B regarding the impact of parental involvement in homework supervision on accuracy levels, a consensus emerged highlighting the significant benefits perceived. Parents unanimously agreed that their active supervision not only improved the accuracy of their children's homework but also fostered a deeper understanding of the subject matter. One parent from School B pointed the following: - *"By providing guidance and clarifications during homework sessions, I could address misunderstandings promptly and reinforce learning concepts effectively."* (FGD B, Personal Communication, June 10, 2024). The findings align with The Social Learning Theory since, when students observe their parents demonstrating a conscientious and thorough approach to homework, they are more likely to internalize these behaviors and apply them to their own work, resulting in improved accuracy and thoroughness in their submissions.

Teachers recognize the positive impact of parental involvement on students' ability to apply learned concepts, with 65.7% either agreeing or strongly agreeing and a mean rating of 4.1714. This underscores how parental support can facilitate students' practical application of classroom teachings. During our focus group discussion in School A, parents unanimously agreed that parental support plays a crucial role in enhancing students' practical application of classroom teachings. The consensus emphasized that parents can foster this by actively engaging in discussions about real-world applications of academic concepts at home, encouraging hands-on activities that reinforce learning, and providing resources or opportunities that align with school curriculum. One parent from School A pointed the following: - *"I've seen firsthand how important our support is in helping our kids apply what they learn in school to real-life situations. Whether it's helping with homework, discussing their interests, or simply encouraging them to pursue their passions."* (FGD A, Personal Communication, June 10, 2024). The findings support ideas of The Social Learning Theory since, when parents actively support and reinforce classroom teachings at home, students are more likely to internalize and apply what they have learned in real-life situations, thus strengthening their understanding and practical skills.

The data reflects a strong agreement (68.6%) among teachers regarding the positive influence of parental guidance on students' confidence in tackling subject-based homework, with a mean rating of 4.2286. This suggests that

parental involvement plays a significant role in boosting students' self-assurance and competence in handling academic tasks. These findings were supported by Head of School B who pointed the following: -

*"As a head of school, I've observed that students feel more confident in their abilities when they have parental support. This support from parents not only boosts their self-esteem but also enhances their academic performance and overall well-being."* (HoS B, Personal Communication, May 13, 2024).

These results highlight the critical role of parental support in student development. Parental involvement positively influences students' self-confidence, academic performance, and overall well-being, highlighting the need for schools to actively engage parents in their children's education. This engagement can foster a supportive environment that reinforces students' efforts and achievements, ultimately contributing to their general success. After a thorough discussion among parents in School C regarding the impact of parental involvement on students' self-confidence, a consensus emerged affirming that active parental engagement undeniably fosters greater self-assurance in children. Parents highlighted various ways they engage with their children's academic and personal development, including providing encouragement, offering constructive feedback, and actively participating in school activities. One parent from School C pointed the following: - *"I've found that offering constructive feedback and actively participating in school activities has really made a difference for my child. When I take the time to discuss their progress and areas where they can improve, it shows them that I care deeply about their success."* (FGD B, Personal Communication, June 13, 2024). These findings align with Social Learning Theory, which posits that people learn from one another through observation, imitation, and modeling. The results underline the theory by demonstrating how parental involvement provides a model for students to emulate, thereby boosting their confidence and competence in completing assignments.

### 7.3 Testing of Hypothesis

Table 3 presents the results of an ANOVA (Analysis of Variance) test conducted to investigate the relationship between teaching experience and the perception that parental involvement positively impacts students' understanding of homework assignments. The null hypothesis ( $H_0$ ) states that there is no significant difference between teaching experience and the perception that parental involvement positively impacts students' understanding of homework assignments.

**Table 3:** ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10.983	1	10.983	6.232	.018
Within Groups	58.160	33	1.762		
Total	69.143	34			

Source: Field Data

The results indicate that the F-statistic of 6.232 has a corresponding p-value of 0.018, which is less than the commonly used significance level of 0.05. This means that the null hypothesis ( $H_0$ ), which states that there is no

significant difference between teaching experience and the perception that parental involvement positively impacts students' understanding of homework assignments, can be rejected. In other words, the ANOVA test suggests that there is a statistically significant difference between the perception of teachers with different levels of teaching experience regarding the impact of parental involvement on students' understanding of homework assignments.

## 8. Summary of Findings, Conclusion and Recommendations

### 8.1 Summary of Findings

The findings of the study highlight overwhelmingly positive perceptions among respondents regarding the effectiveness of parental involvement in supervising subject-based homework. A majority agree or strongly agree that parental engagement positively impacts students' understanding, motivation, attitude, problem-solving skills, and the overall quality of homework. This involvement is also seen as fostering student engagement, reinforcing classroom learning, improving accuracy, enhancing the application of learned concepts, and boosting students' confidence in handling homework tasks. These findings collectively underscore the significant role parents play in supporting and enriching their children's educational experiences outside the classroom.

### 8.2 Conclusion

The survey results clearly demonstrate the immense value of parental involvement in guiding subject-based homework, as perceived by respondents. The positive impact spans across various facets of student learning and performance, from understanding and motivation to problem-solving skills and confidence. This reaffirms the pivotal role parents play in complementing classroom education and enhancing their children's overall educational journey, emphasizing the importance of ongoing collaboration between parents and educators for holistic student development.

### 8.3 Recommendations

Based on the overwhelmingly positive perceptions of parental involvement in supervising subject-based homework, it is recommended that educational institutions and policymakers actively promote and facilitate meaningful parental engagement strategies. This can include workshops or seminars for parents on effective homework supervision techniques, creating open communication channels between teachers and parents, and providing resources or guidelines to enhance parental support at home. Encouraging regular communication and collaboration between teachers and parents can further strengthen the positive impact of parental involvement on students' learning outcomes and overall educational experiences.

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