



The Impacts of Parental Engagement on Students' Academic Performance in Public Secondary Schools in Temeke Municipality

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Abstract : This study investigates the impact of parental engagement on students' academic performance in public secondary schools in Temeke Municipality, Dar es Salaam, Tanzania. Drawing on Joyce L. Epstein's Theory of Overlapping Spheres of Influence (1987), the research explores how collaboration among families, schools, and communities influences students' academic success. A qualitative research approach was utilized, employing an instrumental case study design to capture the perspectives and experiences of 66 participants, including parents, students, teachers, school administrators, and the District Secondary Education Officer. Data were gathered through semi-structured interviews, focus group discussions, and document analysis. Thematic analysis revealed that parental engagement plays a significant role in enhancing students' motivation, discipline, attendance, confidence, and learning strategies, as well as fostering a supportive home-school environment. Active parental involvement, such as monitoring attendance, communicating with teachers, and supporting learning at home, was found to positively impact academic achievement and behavior. The study emphasizes the importance of strengthening parental involvement in public secondary schools to improve educational outcomes and recommends the development of structured programs to promote ongoing collaboration between homes and schools for sustainable academic success

Keyword : Parental engagement, Academic performance and Motivation

Article info: Submitted : 2025-09-17 | Accepted : 2025-10-20 | Published : 2025-12-17

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INTRODUCTION

Parental engagement is a key factor in influencing students' academic performance. Research consistently demonstrates that active parental involvement enhances motivation, study habits, and overall achievement. Studies indicate that when parents engage in their children's learning by monitoring progress, encouraging study routines, and promoting positive attitudes, students show improved academic outcomes (Ahmad Shimi et al., 2024). Julius (2023) also found that parental involvement in secondary schools significantly enhances students' discipline and performance, underscoring the importance of collaboration between home and school. Additionally, Liu et al. (2024) discovered that parental support not only enhances academic performance but also increases student engagement, a crucial predictor of long-term success.

Parental involvement in children's education dates back to the 1960s, during programs such as Head Start, Title I of the Elementary and Secondary Education Act (ESEA), other school-community relations efforts that solicited assistance from families, to improve children academic achievement. The technological evolution has fueled the increase in parents engaging in children's learning, which has shifted the way parents interact with schools in digital environments, learning management systems, and virtual meetings (Smith et al., 2021). In addition, the technology revolution was to enhance access to, flexibility of, effectiveness of, and inclusivity to education. Parental engagement in the developed countries of the USA, Cuba, and Thailand is increasingly being brought into national education policy and school practices to

improve the performance of students, especially during times of remote learning such as faced during the COVID-19 pandemic (Songkram et al., 2023).

Students with highly involved parents were much more capable of bouncing back from academic setbacks, developing goal-directed routines/habits, and maintaining persistence in their education long-term (Erdem, C. (2020). These good outcomes also encompassed skills for living, such as decision-making, time management, and emotional regulation. As a result, the role of parents will need to be included in the policy framework that guides educational policies to achieve an interagency response linking school and home, and supporting student development and ongoing academic success. In Cuba, the educational system, from the outset of its revolutionary initiative, recognized that advancing educational success rested primarily on a family-school partnership model of education.

Parental participation has been recognized as a cornerstone of support for the success of the students in Ghana. Parents who take active participation in the education of their children, i.e., provision of necessary study material, parent-teacher association meetings, and participation in school management, enhance the academic performance of students significantly. According to Owusu & Ampadu (2019), parental involvement creates a capacity building relationship between families and schools, bringing the school and home together and providing total support to the student. This collective approach leads to better academic performance by the students and taking responsibility for their position in society. In Malawi, it is interesting to explore the role of parental

engagement in education, specifically with respect to shaping discipline and academic performance by the students.

In Uganda, for example, parental involvement is still a key predictor of students' academic success. Active engagement of the parents in meetings at school, monitoring of the students' performance at school, and communication with the teachers provides a triangulation of performance and growth for the students. Nabwami & Odera (2020) observe that where parents take the initiative to engage, students become the owners of and responsible for their learning, resulting in an enabling cycle of success. Parent involvement also strengthens the parent-teacher relationship and makes the parent-teacher relationship a partnership in the child's educational process. One unifying factor across all these African countries is the high integration of parents within the school system and is linked with enhanced student performance and development.

Parental engagement within schools has been a strong influence on student achievement, student discipline, and student development (Ngasa, 2022). Most studies in Tanzania have developed complex patterns of parent engagement in public secondary schools and the worth and determinants of effectiveness of involvement. In one study by Mauka (2019) in Korogwe District, the relationship between the parents' level of education and the academic performance of students was explored. Mauka (2019) determined that more educated parents were more likely than less educated parents to facilitate the learning of their children by supervising homework or school parent-teacher meetings. Parental involvement was directly associated with academic

performance, exemplifying the importance of parents being engaged with, and having knowledge of, students' learning success. Apart from that, Seni & Onyango (2021) studied parent roles to increase learning achievements in Nyamagana District and reported further understanding of parents' role. Their study identified 4 major areas of parent involvement: parenting, communication, volunteering, and cooperating with teachers.

LITERATURE REVIEW

Theoretical Review

The theoretical framework of this study is based on Joyce L. Epstein's (1987) Theory of Overlapping Spheres of Influence, which highlights the interconnected roles of school, family, and community in shaping students' educational outcomes. The theory identifies six key modes of parental involvement: parenting, communicating, volunteering, home learning, decision-making, and community collaboration that collectively foster effective school-family-community partnerships leading to student success. While the theory provides a useful model for assessing the extent and impact of parental involvement in various educational settings, it has been criticized for overlooking external socio-economic, cultural, and institutional factors that may hinder such involvement. Nevertheless, Epstein's framework remains widely applicable across diverse contexts, including Temeke Municipality, where it helps to analyze how home-school interactions influence student performance in both public and private schools. Empirical studies from different countries have validated the theory's premise that collaborative stakeholder roles improve educational outcomes, underscoring its

relevance in addressing inequalities and promoting inclusive parental engagement strategies that enhance student achievement.

EMPIRICAL LITERATURE REVIEW

Impacts of Parental Engagement on Students' Academic Performance

Parent involvement has been recognized as an important factor for students' academic performance for centuries. Various research approaches have been used to examine the effect of parent engagement on secondary school. Mapp & Kuttner (2020) also conducted qualitative research on school-family partnerships' development in supporting true social and emotional learning. They did this by using qualitative instruments that have been used classically to understand parents' beliefs, concerns, and how they get engaged, including interviews and focus group discussions (FGDs). Qualitative methods allowed researchers to capture the subtleties of the real lives of parents, teachers, and students. Quantitative research typically uses survey measures to assess the nature and extent of parental involvement and how much it can be used to predict student performance (Walker, et al., 2018). Mixed-method studies are able to provide a rich description of parental involvement by triangulating the statistical and qualitative data.

Sujarwo and Herwin. (2023) research pointed to parental involvement as a key variable for effective education, and most of the data required for research on parental involvement have been self-reported questionnaires and focus group interviews. Surveys are used to provide quantitative data about trends in parental involvement, whereas background

information is derived from focus groups. Triangulation is usually used in most studies to determine valid findings since data from teachers, pupils, and school administrators is collected in all studies to pad results (Bond, (2024). Systematic rigour provides validity to the findings presented in all studies as well as facilitates identification of which themes are common in influencing parental involvement among different school environments. From the research, it has been found that parent participation is very unique in public schools as opposed to private schools.

Parents at private schools are more likely to take part in structured activities such as volunteering, meetings, and participation in school activities (Walker et al., 2018). Parents of comparatively lesser economic standing at public schools are likely to encounter constraints such as significantly lesser time, economic status, and lack of awareness regarding the benefits of involvement (Balayar et al., 2022). There needs to be policy reforms from public school policymakers that fully allow participation by working parents, such as laws for online meetings and becoming champions in school through community outreach programs.

The studies have always shown a positive correlation between parental involvement and student academic success. Students with involved parents have higher grades, good attendance, and better motivation (Epstein & Sheldon, 2017). The effectiveness of the parent engagement depends on the type of support that is being provided. Studies indicate that involvement by parents in school activities, such as helping with homework and discussing school performance, has a greater impact than

attendance at school functions (Hill & Tyson, 2018). Schools must therefore inculcate meaningful participation by providing parents with guidance on how to support children's learning at home.

One of the greatest outcomes of parental involvement programs is the establishment of effective home-school collaborations that encourage a healthy learning environment. Schools with proactive parental involvement tend to have more motivated and disciplined students (Robinson & Harris, 2021). Nevertheless, obstacles like socioeconomic status, cultural background, and language differences impede successful parental involvement, especially in multicultural societies (Sujarwo & Herwin, (2023). Schools should develop culturally responsive engagement practices such as multilingual communication and holding workshops that are responsive to parents' unique needs.

Studies show that mothers are more involved in the education of their children than fathers (Park & Kim, 2022). Mothers are likely to attend parent-teacher conferences, monitor homework, and provide teachers with information. But Mocho (2025) also carried out a survey of the parents' satisfaction with the educational quality and found that, in South Africa, recent research highlights the importance of the father's role, particularly in extracurricular activities and mentorship initiatives. Schools should encourage active engagement by both parents through family-centered activities and the promotion of the fathers' role in academic assistance.

Parent education levels significantly influence the nature of involvement. Parents with high education levels will be able to provide specific

academic assistance, whereas parents with low educational levels may struggle to provide direct academic assistance (Hill & Tyson, 2018). Schools bridge this gap by providing learning resources, parental training, and home learning manuals to make it possible for all parents to support the academic growth of their children.

Parental expectation plays an important role in affecting students' academic aspirations. It has been observed that the performance of students is improved if parents keep high but realistic expectations (García & Weiss, 2020). Very high expectations create pressure and cause stress in students (Hill & Tyson, 2018). Schools should provide open communication between parents and teachers to maintain balanced expectations that motivate students without putting too much pressure on them.

The overall educational environment, including school policy, teacher and community support, significantly influences parental participation. Schools that engage parents as partners have higher student achievement (Mapp & Kuttner, 2020). Programs in the community, such as mentorship programs and after school activities, provide another opportunity for parental involvement, especially in low-resourced public schools (Ikhlas, 2022). Therefore, policymakers should support community-based participation approaches to encourage parental involvement.

METHODOLOGY

This study utilized a qualitative research approach to delve into the meanings and experiences related to parental involvement in students' academic success in Temeke Municipality.

Employing an instrumental case study design, the research explored the perspectives and interactions of parents, students, teachers, school heads, and the District Secondary Education Officer within authentic educational settings. Temeke Municipality was deliberately chosen due to its varied socio-economic and educational obstacles that impact parental participation. The study encompassed 5 public secondary schools, with a sample of 66 participants included students, teachers, head teachers, parents and DEO who selected through purposive and snowball sampling methods to ensure diverse and relevant insights. Data collection methods included semi-structured interviews, focus group discussions, and document reviews to facilitate triangulation for credibility and contextual depth. Trustworthiness was upheld through credibility, dependability, confirmability, and transferability measures, supported by triangulation, member checking, audit trails, and reflexivity. Thematic analysis based on Braun and Clarke's (2019) framework was employed to analyze data, identifying key themes on home-based support, decision-making, and socio-economic influences, aided by NVivo software. Ethical considerations encompassed obtaining research clearance, securing informed consent, ensuring confidentiality, and upholding participants' rights throughout the study.

RESULT AND DISCUSSION

Impacts of Parental Engagement on Students' Academic Performance

This study thought to explore the impact of parental engagement on students' academic performance. In order to collect detailed information, the

researcher conducted interview and group discussion with DEO, head of schools, teachers, and parents. The discovered that parental engagement on students' academic performance as several impacts as explained below:

Fostering Motivation

The study found that reinforcing motivation among students is the most powerful influence of parent engagement on achievement. Motivation is an intrinsic drive that concentrates a learner's concern, effort, and resilience on academic achievement. Where parents proactively participate in the education of their children through encouragement, communication, and participation in school activities students are inclined to have a stronger sense of purpose and greater confidence in their studies. This aligns with the thesis by Epstein and Sheldon (2017), who put it that students whose parents are involved in their learning processes are more enthusiastic, have regular school attendance, and perform better academically.

Using documentary analysis, the academic progress reports and school records revealed that students with committed and engaged parents had equal study habits and showed greater classroom participation. The students also showed greater discipline and an inclination towards studying challenging topics in comparison to students with no parental engagement. For instance, notes from parent-teacher meetings in Temeke Municipality secondary schools indicated that students whose parents visited school frequently and monitored performance were likely to be labeled by teachers as "self-motivated" and "goal-set." This is consistent with Sujarwo and Herwin.

(2023), who found that frequent involvement by parents creates a learning climate at home that supports students' motivation and responsibility. During interview one respondent argued that:

Parental involvement helps student motivation through the establishment of a positive, encouraging, and responsible learning environment. If parents participate in the education of their child by encouraging them to work hard at studying, setting high expectations for them, and noting their accomplishments along the way they help students develop a sense of responsibility and confidence. This affective and practical support builds internal motivation within the student, which empowers them to take ownership of learning, set goals, and continue despite obstacles. As a natural by-product, motivated students overall achieve better, being more concentrated, persistent, and motivated to learn (Teacher from school A, August 2025).

The results indicate that involvement of parents can significantly improve students' academic performance and motivation. Schools and policymakers should then provide first priority to strategies that engage parents actively in their children's education, such as regular communication, school participation, and reciprocal goal-setting. By developing a positive and accountable home-school partnership, students will be more likely to learn to work independently, become confident, and develop a positive attitude towards learning. Furthermore, Mapp and Kuttner (2020) observed that when parents express genuine interest in their children's learning and celebrate their achievements, students develop intrinsic motivation that

sustains their academic engagement. Similarly, Hill and Tyson (2018) expressed that parents' communication at home regarding the performance in school and help with learning tasks reinforce students' sense of purpose and mastery. This is Epstein's idea that home communication and learning are among the six forms of parental participation that build the motivation and self-efficacy of the child. The growth of motivation in students is well explained by Epstein's Theory of Overlapping Spheres of Influence (1987), which highlights the interdependence of the school, family, and community in fostering student development. Learning, in Epstein's view, is most effective when there is overlap and collaboration among the three spheres. Parents who are in constant contact with instructors and share information about the student's development have a setting where motivation is nurtured. This shared responsibility sends students continuous messages of affirmation and high but achievable expectations from home and school. Parent involvement in developing motivation is generally a social and psychological process. It occurs when schools and families collaborate an idea central to Epstein's overlapping spheres. Collaborative work among these institutions helps in building learners' academic aspiration, autonomy, and commitment. Through active engagement in the education of their kids, parents create a supporting environment that propels motivation, enhances discipline, and enhances performance in general. Thus, the formation of motivation through parental engagement is a cornerstone on which to construct a generation of autonomous, self-assured, and high-achieving learners.

Improving Behavior and Attendance

The study concluded that improved student behavior and regular attendance are some of the most significant impacts of parental involvement on academic performance among students. Parents, when they exercise active engagement in their children's education by monitoring attendance, staying in touch with teachers, and practicing discipline at home, have students begin to develop responsible habits, enhanced learning attitudes, and more stable school attendance habits. This agrees with Epstein and Sheldon (2017), who emphasized that parent involvement is responsible for desired student behavior and habitual attendance, which are critical gauges of academic accomplishment.

Documentary research indicated that, using documentary analysis, secondary school attendance registers and disciplinary records in Temeke Municipality revealed that students with involved parents demonstrated fewer instances of absenteeism, punctuality in school attendance, and few instances of disciplinary infractions. Teachers' reports also indicated that students whose parents visited parent-teacher conferences and followed up on behavior reports tended to be more likely to comply with school regulations, submit homework on time, and exhibit cooperation in class. These are consistent with Sujarwo and Herwin. (2023), who suggested that consistent parental presence in school activities contributes to accountability both in school and at home, reducing truancy and defiance. According to one of the student participants in one of the focus group discussions:

"When my parents question my attendance and ask about the day at school, I am encouraged to attend school every day. Even when I am exhausted or feeling unmotivated, I remind myself that my parents care about my performance. It gives me confidence to see them smile, so I do not skip school most of the time."
(Group Discussion, August 2025)

This indicates the psychological influence of parental involvement on behavior and attendance. When parents take an interest and make demands, students perceive schooling as beneficial and are motivated to attend school regularly by themselves. This result is in line with Mapp and Kuttner (2020), which reported that parents' emotional support and open communication with schools improve better behavior, attendance, and social adjustment in children. When schools remain in contact with parents on a regular basis and give advice on positive reinforcement of behavior, families are enabled to impose discipline at home. Likewise, students receive positive messages of responsibility and concern from both environments, enhancing compliance and attendance. Moreover, another respondent argued that:

Schools with successful home school collaborations had good attendance records of enhanced students' rates following the establishment of well-coordinated and regular parental engagement programs, such as regular updates through text messages, newsletters, phone calls, and neighborhood gatherings that involve both guardians and parents in school activities (D, July 2025).

The implications of the research are that improved student behavior and

attendance must be addressed actively between families and schools. Schools must have systems for communicating with parents to inform them of attendance and behavior, and parents need to be reinforcing school rules and expectations within the home environment. This teamwork gives students clear and consistent guidance that forms positive habits and commitment to learning. This aligns with Robinson and Harris (2021), which laid down that parental engagement in school activities creates favorable environments that arrest absenteeism and disciplining problems. In summation, improving behavior and attendance through parental engagement is a developmental and social process with support from Epstein's theory. When parents and schools join hands to develop the moral and academic behavior of students, students learn self-discipline, responsibility, and habitual attendance habits. This collaboration enhances accountability, supports school attachment, and enhances overall academic achievement. It is, therefore, a critical strategy in building disciplined, tenacious, and high-achieving students.

Promoting Better Learning Strategies

The study found that stimulating more effective learning methods in pupils is one of the most important impacts of parental involvement on academic success. When parents participate in the education of their children through counseling, supervision, and communication with teachers, pupils are likely to develop effective studying techniques, organizational skills, and a stronger understanding of what they wish to learn. This engagement enables students to report to class with some

reading, revision, and problem-solving strategies. According to Epstein and Sheldon (2017), if families are cooperatively working with schools to promote academic habits, students exhibit improved learning strategies, focus, and performance within class.

By documentary analysis, school reports and academic progress records in Temeke Municipality indicated that students whose parents were involved in monitoring homework, provision of learning materials, and daily conversation with teachers exhibited significant improvements in study attitudes and academic performance. For example, schools that implemented home school communication programs indicated improvement in the completion of assignments by students and the effectiveness of planning revision schedules. These findings concur with Hill and Tyson (2018), who found that parents' assistance in learning activities, such as helping students with homework and talking with students about performance at school, enhances the strategic thinking and self-regulated learning of students. In interviews, a teacher explained that:

"Parental involvement plays an important role in instilling study habits among students. With parents checking on their children's work, helping them set aside time to study, and providing a study space that is not diverting, the students become better organized and focused. You can easily see the difference in how they prepare for class and complete assignments."
(HoS C, August 2025)

This rationale demonstrates how parental engagement helps students develop discipline and habituation in

their approach to studying. This activity not only develops responsibility but also enables the usage of appropriate studying habits such as note taking, self-quiz, and revising planning. Parents therefore help students internalize academic responsibility and self-confidence. This is consistent with Sujarwo and Herwin. (2023), who found parent participation inspires children to internalize self-regulating learning habits and critical thinking necessary for long-term academic success. According to Epstein's Overlapping Spheres of Influence Theory (1987), the collaboration between school, family, and community facilitates environments that enable students to learn effective strategies. Two of the six significant forms of parental involvement that affect students' learning strategy, Epstein refers to as "learning at home" and "communication.". When parents are presented with the tools by schools to assist their children in school such as workshops, parent-teacher conferences, and newsletters parents are able to support classroom learning by developing reading, offering study time, and monitoring progress at home. The theory emphasizes that when these spheres of influence overlap, students experience coherence and continuity among learning expectations, both at home and within school.

Documentary analysis also showed that active parent-teacher communication programs in schools in Temeke achieved higher academic outcomes and better study habits in students. Records showed increased submission of homework, improved test preparations, and increased levels of club participation at school. The above findings support Mapp and Kuttner

(2020), which reaffirmed that effective family-school partnerships not only raise academic achievement but also enhance the capability of students to plan, monitor, and evaluate their learning processes. The implications are that the stimulation of improved learning methods entails improving parent-school communication. Teachers and parents must cooperate and come to consensus on learning goals, provide constructive criticism, and direct learners in effective home study behavior. Parents also have to create favorable learning conditions through the provision of learning resources, quiet spaces, and moral support. Through mutual cooperation, learners gain self-discipline, thoughtfulness, and problem-solving skills that contribute to learning excellence. Therefore, promoting better learning strategies through parent involvement is a constant process of mutual responsibility and cooperation. In accordance with Epstein's theory, the blending influence between schools and families enables learners to acquire good study skills, autonomy, and persistence. Through joint effort between parents and educators, students acquire effective learning mechanisms beyond blind memorization, becoming independent, critical, and lifelong learners.

Creating a Supportive Environment that Increases Students' Academic Achievement

Research confirmed that creating an inspiring learning environment is the most significant impact parental engagement has on academic achievement among students. A supportive environment refers to the emotional, social, and academic conditions that promote students'

confidence, concentration, and perseverance in learning. When parents are involved by showing concern, giving encouragement, and working with teachers, they establish a secure and supportive home-school relationship that supports students' success. According to Mapp and Kuttner (2020), students fare better when their parents build strong, trusting relationships with schools and show genuine concern with their children's learning.

Through document analysis, evidence from school documents, parent-teacher meeting minutes, and counseling reports within Temeke Municipality revealed that students whose parents cooperated with teachers and followed the progress academically performed well. Such students had the opportunity of studying in the stable emotional environment, academic counseling, and respectful interaction between students, teachers, and parents. Sujarwo and Herwin. (2023) also support this by arguing that parental involvement helps in creating home environments that prioritize learning and discipline, which, in turn, enhances student performance and reduces stress at school. During interviews, one of the participants emphasized:

A supportive environment begins at home. When parents take time to discuss school issues with their children, help them complete assignments, and take interest in their performance, students are well-prepared to attend school. They feel loved, directed, and empowered to overcome academic challenges." (HoS E, August 2025)

This indicates that parental guidance and involvement provide emotional security whereby students can

focus more on school work than external pressures. If students experience both home and school support, they will be more effective and have good attitudes towards learning. These results support Robinson and Harris (2021), who stipulated that parental participation helps develop an environment of learning where students are made to feel appreciated, resulting in increased focus, participation, and performance. This development of a caring environment can be explained best using Epstein's Theory of Overlapping Spheres of Influence (1987). Epstein explains that effective student learning occurs when school, family, and community collaborate to provide ongoing support and guidance. The interaction of the three circles represents an integrated network in which parents and teachers share duties, constantly communicate with one another, and establish shared goals for the growth of students. The interaction between the two groups helps ensure consistency in that children are exposed to home and school expectations, creating a nurturing atmosphere for learning. When parents are in open communication with teachers, participate in community learning, and establish systematic routines in the home, students feel a sense of belonging and stability. Such collaboration reinforces academic growth and mental well-being, allowing students to be better prepared to handle scholarly struggles. Additionally, another respondent argued that:

Temeke schools with active parent engagement initiatives such as mentorship forums, home visits, and co-planning of academic work posted improved performance of students in national tests. The cause

was that an effective support system linking teachers, parents, and society enhanced students' learning experiences. (D July 2025).

The meaning is that the creation of an environment conducive to production relies on continued collaboration between parents, teachers, and the society as a whole. Schools should then embark on programs of engagement that foster dialogue and collaboration, while parents offer assistance and structured learning accommodations in the home. Through collaborative effort, students receive continued guidance and emotional stability that translate into improved performance. These findings are consistent with Hill and Tyson (2018), who assert that emotional investment and parental guidance improve students' sense of responsibility, which leads to improved learning results. In conclusion, developing a supportive system that builds students' academic achievement is a multifaceted process driven by effective parental engagement. Guided by Epstein's Theory of Overlapping Spheres of Influence, home-school and community collaboration works to ensure that students are surrounded by support and encouragement. This environment promotes self-discipline, confidence, and persistence, allowing learners to reach their full potential educationally.

Reducing Absenteeism

The study revealed that among the major effects of parental involvement is in reducing student absenteeism. Daily attendance to schools is a major force behind academic performance because continuous attendance within classrooms assures consistency in learning continuity, comprehension, and outcomes. When

parents become involved in their children's school lives by monitoring attendance, communicating with the teachers, and validating the importance of education within the home, the student will be more likely to be present at school on a daily basis and take responsibility. Sheldon and Epstein (2004) state that schools that encourage family involvement have fewer rates of absenteeism because the student sees education as a shared goal between school and home.

Through checking of documents, attendance records, and school progress reports from some of the secondary schools in the Temeke Municipality, the following was noted: students whose parents communicated constantly with teachers and maintained follow-ups on their attendance records were consistent in attending classes. Such students were improved managers of time, well-disciplined, and responsible towards study. Conversely, students with families characterized by lack of parental supervision and poor home-school relationships were more likely to exhibit spotty attendance and disaffection from school activities. During interviews, one teacher observed:

"We observed that students with highly active parents never miss school. Their parents are always checking on attendance reports and reporting straight away when their child is absent. This kind of follow-up by parents reminds learners that their school attendance is being followed up, which significantly decreases absenteeism." (Teacher at School B, August 2025)

This is to show that parental monitoring and constant communication

with the school teach students discipline and responsibility. If students are made to realize that their coming to class is valued both at home and in school, they gain a strong resolve to report to classes daily. The results confirm Sheldon and Jung (2015), who highlighted that parental involvement interventions like home visits, reminders about school attendance, and communication among family and schools substantially cut down on absenteeism. By sharing responsibility among parents and educators, schools can maintain students' active participation in learning. Such findings are consistent with Epstein's Theory of Overlapping Spheres of Influence (1987), which stresses the importance of collaboration between family, school, and community in helping students progress. The theory holds that home and school spheres interpenetrate so that students have consistent expectations, monitoring, and encouragement of school attendance. This overlap ensures that the two institutions send congruent messages regarding the importance of education, which discourages absenteeism and enhances academic performance.

Further, documentary evidence in schools in Temeke Municipality showed that schools with the implementation of regular parent-teacher contact programs, e.g., attendance tracing mechanisms and progress consultation, had fewer absenteeism cases. Parents' engagement in follow-up of attendance created a culture of shared responsibility that encouraged punctuality and regular attendance among students. Mapp and Kuttner (2020) also underscored that when schools and parents create trusting relationships through communication and collaboration, absenteeism rates

reduce, and students become more committed to academic achievement.

The implications suggest that eliminating absenteeism is a combined effort that demands ongoing collaboration among parents and teachers. Schools must develop formal communication channels through which parents can track attendance and actively respond to cases of absenteeism. Meanwhile, parents are also expected to establish domestic routines that provide priority to punctuality, adequate sleep, and school readiness. Parental involvement is thus an essential component in minimizing student absenteeism through fostering communication, responsibility, and mutual accountability between home and school. Through monitoring school attendance and providing moral and emotional support, parents facilitate a culture of discipline and responsibility that enhances students' continuity of studies as well as general performance. Finally, reducing absenteeism by parent involvement improves the academic performance of students and facilitates long-term academic success.

Builds Confidence in Students

The study found that among the greatest contributions of parental involvement towards students' improved academic success is learners'-built confidence. Confidence enables learners to believe in themselves, tackle academic challenges positively, and be engaged in class. As long as parents are actively involved in their children's learning by encouraging them, communicating with teachers, and participating in school-related activities, students are likely to have a high sense of self-worth and academic self-efficacy. This verifies

Epstein and Sheldon (2017), who argue that children whose parents are interested in their schooling are likely to have greater confidence and perform well academically due to the emotional security and endorsement at home.

Based on documentary review, school reports and guidance records in Temeke Municipality stated that students whose parents often engaged with the teachers and monitored their performance demonstrated more self-esteem and were more likely to take academic responsibilities. Teachers' assessment records stated that such students would volunteer to contribute to class discussions, group work, and leadership roles. In contrast, low parental support students were shy, reluctant to pose questions, and were also lacking in confidence when communicating their ideas. These findings are consistent with Sujarwo and Herwin. (2023) who corroborated that frequent parental support and motivation develop resilience and confidence, enabling students to better manage academic difficulties. In interviews, one teacher explained:

"Children whose parents are so encouraging are more confident. You can hear this in the way they speak, participate, and even the way they approach difficult things. They know that their parents care for them and believe in them, therefore, they believe in themselves too" (Teacher from School B, August 2025).

This perspective posits that parental engagement promotes students' self-esteem and social skills. When parents have faith in their children's abilities and support their achievements, students internalize the praise, which

boosts their self-esteem and learning resilience. Positive parental engagement, as posited by Mapp and Kuttner (2020), makes students feel valued and capable, therefore reducing worry and fear of failure and raising their sense of belonging in the educational setting. These outcomes can be explained with Epstein's Overlapping Spheres of Influence Theory (1987), based on working together among the family, school, and neighborhood to facilitate student development. Epstein explains that the over-lap of family and school spheres brings repeated messages of support and encouragement to the child, emphasizing confidence and commitment to school. For instance, when parents and educators notice a student's improvement simultaneously, the student's hard work becomes purposeful and they are motivated to perform better. In conclusion, building confidence through participation by parents is critical in academic success. When parents actively engage in guiding children through motivation, communication, and celebrating achievement, they build emotional stability and faith in students. This home and school working together, as identified in Epstein's theory, enables children to overcome obstacles, think freely, and also excel academically.

CONCLUSION AND RECOMMENDATIONS

The study concluded that parental engagement plays a vital role in enhancing students' academic performance, motivation, discipline, attendance, and confidence in public secondary schools within Temeke Municipality. Findings revealed that when parents actively participate in their children's education

through regular communication with teachers, monitoring academic progress, providing learning materials, and creating supportive home environments, students are more likely to perform better academically and develop positive learning behaviors. The research further established that collaboration among parents, schools, and the community, as emphasized in Epstein's Theory of Overlapping Spheres of Influence, fosters a sense of shared responsibility that contributes to students' holistic development. Therefore, it is recommended that schools strengthen home-school partnerships through structured engagement programs such as parent workshops, regular feedback systems, and community learning initiatives. The government and educational policymakers should also design policies that encourage inclusive parental participation regardless of socio-economic status and provide capacity-building initiatives that empower parents with the knowledge and skills to effectively support their children's learning both at school and at home.

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Article title The Impacts of Parental Engagement on Students' Academic Performance in Public Secondary Schools in Temeke Municipality

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AUTHOR CONTRIBUTIONS

Conceptualization: All authors ;

Methodology: All authors ;

Investigation: All authors ;

Writing – original draft preparation: All authors ;

Writing – review and editing: All authors ;

Visualization: All authors ;

All authors have read and agreed to the published version of the manuscript.