

# Correlation between Parental Involvement and Students' Commitment toward Learning: A Case of Secondary Schools in Arusha District, Tanzania

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**Abstract:**-The present study investigated on the role of parental involvement on students' commitment toward learning among secondary schools in Arusha District, Tanzania. A sample of 150 form three students was randomly selected from five schools to fill the questionnaire whose validity was established by expert judgment and reliability of above 0.7 Cronbach's Alpha was established through statistical analysis before data was collected from the field. Data was analyzed through descriptive statistics in terms of mean scores and correlation of variables was established through Pearson product Moment Correlational Coefficient. The study established that the rate of students' commitment toward learning was high. This was reflected by the fact that their attitude toward schooling is positive, their school attendance is good enough and they actively collaborate with fellow learners at school in academic matters. The rate of parental involvement was high as parents follow up their educational progress, they encourage them to set academic goals and objectives, they guide and counsel them on academic matters and they make follow up on academic reports. The more the parental involvement, the higher the rates of students' commitment toward learning. The researchers recommend that teachers in the schools under investigation should devote their time and energy to teach effectively so that when students' commitment, parental involvement and teachers' efforts are combined, big results will be achieved and desirable academic performance will be realized. Since parental involvement significantly influences students' commitment, school administrators need to inform parents on the importance of their full involvement to support their children's academic affairs.

**Keywords:** Parental, involvement, students, commitment, learning, Arusha, Tanzania.

## I. INTRODUCTION

Parental involvement in rising learning effectiveness is among the current and a global phenomenon and is of great importance to educational stakeholders including parents, learners, teachers, school administrators and policy makers (Umeana, 2017). As it is believed that parental involvement influences learning effectiveness, the present study investigates on the role of parental involvement on students' commitment toward learning. While "parental involvement is the ways in which parents support their children's education in word and deed," (Robinson and Harris, 2014, p.4), commitment toward learning is the extent

to which learners devote their time and energy toward learning. According to Desforges and Abouchaar (2003), parental involvement takes many forms including good parenting in the home and school. On the other hand, commitment toward learning is defined as an additive function related to academic and school issues. It has to do with student's attitude, including affect, belief, and behavioral intention towards learning (Ibrahim & Jamil, 2012). Students who are committed in learning exhibit the following characteristics; they actively participate in the lesson and they are fully engaged at all times, they seek feedback on how to improve the quality of their work, they show great resilience and persevere with challenges and try to sort out problems themselves with the help of their teachers and parents, they manage their own time and are self-disciplined, they use their initiative and don't always need to be told what to do and they always go above and beyond what the teacher asks them to do (Gyamfi & Pobb, 2018).

The involvement of parents on students learning is known to have substantial contribution towards students commitment toward learning with a number of positive outcomes including learners being intrinsically motivated to learn, high quality of intelligence and intellectual integrity as they are genuinely oriented to the school tasks and they become anxious to escape limitations imposed by their biases in order to achieve the purpose and ability to test out the learnt ideas and act upon them. Also commitment toward learning leads to improved academic performance in general (Gonzalez-DeHass, Willems, & Holbein, 2005).

Tella and Tella (2003) contend that even though the role of parents in their children's education evolves as children get older, it is important to remember that parents remain role models throughout the life of the learner. Their attitudes towards education can both inspire children and empower them as they go through their own educational journey. According to Jha (2006, p.18), "home is the first school and parents are teachers, supporters and advocates of their children, whether the parents view themselves in those roles or not." UWEZO (2013) further asserts that parental involvement entails many things including creating a home environment that encourages learning and expressing high

expectations for their children's achievement and future careers.

It is through parental involvement that learning can be improved because parents spend much time with their children during evening, night, weekends and during long school vacations. Singh (1995) postulates some components of parental involvement in students learning include parental aspirations for children's education, parent-child communication about school, home-structure and parental participation in school related activities. Jha (2006) on the other hand has it that, parental responsibilities in relation to students commitment in learning includes talking about what is being done at school, providing time and place for doing homework, making sure homework is understood and finished as well as limiting potentially distracting activities. Vijaya and Rajeshkumar (2016) describe that the influence of parental involvement on students' commitment toward learning is seen when the parents participate in regular and meaningful communication involving students' academic learning and other school activities including assisting their children's learning at home, actively involved in their children's education at school and getting involved in school decision making and on advisory committees to support the education of their children.

Globally, much has been investigated about parental involvement and students' learning commitment. In United States, for example, the issue of parental involvement on student's learning is among the States' policy goals. The study reported a variation in parental involvement based on demographic characteristics of the parents. A report by Washington, DC: U.S. Department of Education, National Center for Education Statistics, for instance, shows that,

Parents with higher education have higher rates of involvement in their children's learning. ... In 2016, more than 87 percent of parents with a bachelor's degree or higher attended a school or class event compared with 54 percent of parents with less than a high school education (McQuiggan & Megra, 2017, p.42).

In India, parental involvement on students leaning takes various forms including monitoring homework, making sure children get to school and rewarding children's efforts. These are linked to better attendance, better grades and effective preparation for college. Therefore, parental influence on the children's learning at home is a more powerful driver toward children's academic achievement (Arora, 2017).

In some African countries including South Africa, Uganda and Burundi, policies that support parental involvement in education are noted. In South Africa for instance, the Schools Act (Act 84 of 1996) requires all public schools to have elected School Governing Body consisting of the head teacher, teachers, parents, nonteaching staff and students (Dubbeldan, 2000). In Tanzania, a research carried out in Kibondo District by Masabo, Muchopa and Kuoth (2017)

indicates that despite the fact that parents do involve in students learning, there are some barriers toward parental involvement. Such barriers include language barriers, cultural conflicts, financial and work related limits, unwelcoming schools atmosphere, judgmental attitudes, inconvenient scheduling and lack of resources. Despite the significance of parental involvement on children's academic achievement as reflected in the background of this study, parental involvement in the context of Tanzanian secondary schools still has challenges as stipulated by UWEZO (2013): One out of four parents helps their children with homework and one out of four had discussed about education at school committees. Four out of ten had spoken with ... teachers at least once in the past year. This indicates that the majority of parents are not concerned with their children's education. With this background, the present study investigates on the influence of parental involvement on students' commitment toward learning in order to give necessary recommendations to policy makers and educational administrators.

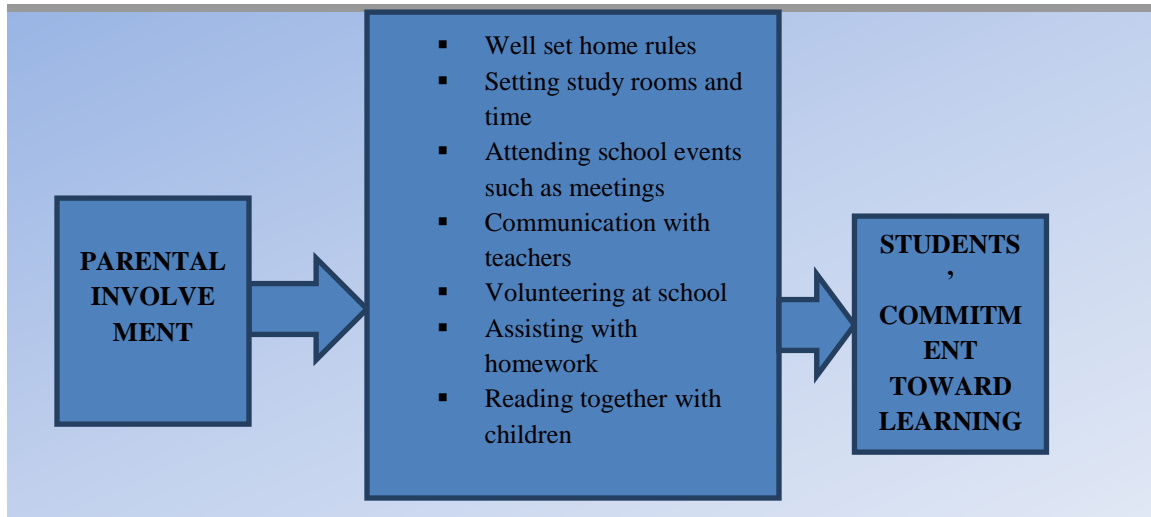
### *1.1 Theoretical Framework*

Epstein's Parental Involvement Model continues to be one of the most widely referenced frameworks for parental involvement. This model supports the meaning of parental involvement and identifies premises stating that parental involvement should go beyond school and home, inviting a partnership between homes, schools and communities (Wright, 2009). Epstein argues that parental involvement can bring impact on the child's attitude and performance. This model suggests six ways of parental involvement (Epstein, 2002). First, parental awareness of children's maturity in order to provide conducive environment that enhances effective learning. The first one is effective communication about school events and students' academic and personal development and progress. The second is participating in activities initiated by schools like parent- teacher and community association or those that are generated by community, aiming at supporting students and school programs, such as service-learning projects and violence reduction strategies. The third is home learning whereby the schools should provide information to parents and families about school procedures like homework opportunities and grading rubrics in order to help them supplement their children's academic performance. The fifth is decision-making which includes the parents from various backgrounds as representatives in school committees. And the last one is parental collaboration with the community with the aim to identify and integrate funds, services, and other assets from the community to support school initiatives.

### *1.2 Conceptual Framework*

A conceptual framework is a structure which the researcher believes can best explain the phenomenon to be studied (Camp, 2001). It is a pictorial presentation on how variables relate. In figure 1, parental involvement is an independent variable while students' commitment is a dependent variable.

Figure 1: Conceptual Framework



Source: Researchers' own construct (2019)

## II. REVIEW OF RELATED LITERATURE AND STUDIES

This section presents research findings and related literature with regard to parental involvement and students' commitment toward learning.

### 2.1 Parental Involvement

Parental involvement in schools is well documented. Studies show that one of the most effective ways to increase student achievement is for parents to be actively involved in the education of their children. When parents are involved, students tend to achieve more, regardless of socio-economic status, ethnic/racial background or parents' educational level. This is proved by the study findings of Dahie, Mohamed and Mohamed (2018) in Mogadishu, Somalia. Particularly, inability to pay school fees in time, for instance, contributes to reduced teacher student contact hours which affect students' commitment in leaning and performance in general.

The study done by Manning and Swick (2006) revealed that parent-teacher partnership makes tremendous impact on children's education. The study indicated that parents become more comfortable when the education system requires their involvement in school activities. The strong collaboration of parents with school authorities can therefore lead to increased improvement in both physical and academic performance of the school.

Another study by Yseen, Zaman and Rsheed (2017) indicated that, parental involvement plays a significant role in the academic achievement through commitment in learning. Parent-school association or meetings bring out positive development in the children. The decision-making process of the parents regarding the schooling of their children and provision of the requirements for the children marks a great deal of potentials and better students commitment toward learning which in turn improve academic performances of the

children. Fan and Williams (2010), in their study of the effects of parental involvement on pupils' academic self-efficacy, engagement and intrinsic motivation which was done in America, indicated parents' educational aspiration for their youngsters had strong positive effects toward motivational outcomes and functioning hence improving the students commitment toward learning.

Furthermore, Mpiluka (2014) in his study on parental involvement and its effects on students' academic performance in Makete District, Tanzania, revealed that, parental involvement is vital in the whole learning process and that the parental involvement can generally be divided into two categories: school-based involvement and home-based involvement. School-based involvement has to do with activities that occur in the contact/meeting between the parent and the school. Examples of school-based involvements are school meetings, talking with teachers, attending school events and volunteering at school. Home-based involvement, on the other hand, has to do with activities that occur outside the school including discussing with the child how well he/she is doing at school and/or helping the youngster with his/her homework. All these contribute to the students' commitment toward learning (Kayombo, 2017).

Parental involvement in children's education can be seen as the act of engaging parents in instructional matters at home and at school. Dahie, Mohamed and Mohamed (2018) argue that parental involvement is the practice of any activity that empowers parents and family members to participate in the educational process at home, at school and/or in any other settings. Parental involvement in children's education includes several forms. Parents can support their children's schooling by attending school functions and responding to school obligations like parent- teacher associations or conferences. According to Manning and Swick, (2006), parental

involvement refers to a situation where parents are directly involved in the education of their children. They involve themselves and are engaged by the school and teachers in the learning process of their children, and in that way, they fulfil their duties as parents in making sure that the learners are supported in the process of learning as much as possible.

According to Jha (2006, p.18), “home is the first school and parents are teachers, supporters and advocates of their children, whether the parents view themselves in those roles or not.” Epstein (1995) further argues that parental involvement includes families and communities who take an active role in creating a conducive and caring educational environment. He further states that parents who are involved with their children’s education are those who constantly show good parenting skills, communicate with the school staff, volunteer their time at the school, help their children learn at home, take an active role in school related decision making and those who regularly collaborate with the school community (Menheere & Hooge, 2010, Darko, 2007).

Parental involvement can be viewed both at home and through engaging in school related matters. Parental involvement within the school can act as a precursor to effective practices at home. Parents are more able to assist their children if they are kept informed about how the children are doing in school so that they can determine the best ways to encourage and motivate them to learn better. Close collaboration between parents, teachers and schools is credited for its presumed positive impact on students’ commitment toward learning. The parents’ discussion with children at home involves parents communicating their expectations and educational aspirations which will build strong foundation for effective learning (Gyamfi & Pobbi, 2018).

According to Nyembeke (2016), parental involvement means parental behaviors that may take place at home or at the school. The activities may include providing children’s basic needs, providing clerical support to teachers, attending school social activities, supervising children on school excursions, helping with homework and making decisions on the nature of the curriculum. Parental involvement may have very essential contribution on students’ commitment toward learning and other school-based activities. The parental involvement may include contacts with teachers, checking the attendance of children in school, monitoring their activities in school and checking their periodical academic progress reports (Nyembeke, 2016). Therefore, parental involvement is very helpful in promoting students commitment toward learning in secondary schools.

### *2.2 Students’ Commitment towards Learning*

Commitment toward learning refers to an additive function related to academic and school issues. Students’ commitment toward learning has to do with student’s attitude, including affect, belief, and behavioral intention towards learning (Ibrahim & Jamil, 2012). The commitment is strongly influenced by the school environment, parents and peers.

Therefore, parents have significant role to play to increase the learners’ commitment toward learning.

A study by Awang (2013) revealed that students’ commitment toward learning is the key toward their success. It also describes two contributing factors toward learning commitment: psychological and sociological factors. While psychological factor refer to the internal elements of individual including emotional and cognitive domains, the sociological factor refer to external variables such as parental involvement, teachers support, socio-environment and peer support. These findings bring to view the nature-nurture debate whereby the nature has to do with characteristics that the learner is born with while the nurture has to do with environmental factors that the learner is exposed to under the influence of the parents, siblings, peers and other people in the society. Korpershoek (2016) in his study indicated that parental involvement and social motivation is positively associated with students’ commitment toward learning and general academic achievement in secondary schools.

According to Gyamfi and Pobbi (2018), students who are committed in learning exhibit the following characteristics; they actively participates in the lesson and fully engaged at all times, they seeks feedback on how to improve the quality of their work, they show great resilience and persevere with challenges and they try to sort out problems themselves. Furthermore, they manage their own time and are self-disciplined, they use their initiative and don’t always need to be told what to do and they always go above and beyond what the teacher asks them to do.

According to Elias, Roslan and Noah (2017), students’ commitment toward learning is the focus, interest, effort, energy and time that students are willing to spend in their learning activities or tasks. When students are committed towards learning, they will invest their attention and energy on school tasks and other achievement-related activities. Students with commitment toward learning are more involved, dedicated and focused. On the contrary, students with no commitment toward learning, demonstrate apathy and lack of interest in academic achievement (Woolfolk, 2004).

### III. RESEARCH METHODOLOGY

This section presents the methodology that guided the study. The study employed quantitative approach which is based on the measurement of quantity of the phenomenon under investigation. According to Guba and Lincoln (1985) and Kothari (2004), quantitative approach is the mathematical method of measuring and describing the observation of materials or characteristics. Therefore, quantitative approach was used because it enabled the researchers to collect numerical data from respondents and analyze it using statistical tools.

### 3.1 Research Design

The study employed descriptive correlational research design. According to Mugenda and Mugenda(1999),this design is useful as it helps to obtain information that describes the existing phenomena by asking individuals about their perceptions, attitudes and values. The descriptive aspect reports things the way they are in the field. Particularly, it described the level of parental involvement and students' commitment toward learning. The correlation aspect, on the other hand, measured the interrelationship between parental involvement and students' commitment toward learning using Pearson Correlational statistical tool. Questionnaire was used for data collection.

### 3.2 Population and Sampling Procedures

Population of the study is defined as the total elements from the area where the study is conducted (Mugenda & Mugenda, 1999). It consists of all cases of individuals or elements that that are in a specific locality under investigation (Kothari 2004). The target population for this study included students from secondary schools in Arusha District. According to Phrasisombath (2009), sampling involves the selection of a number of study units from a defined study population. The sample size for this study was 150 students from five randomly selected out of 52 secondary schools in Arusha District. In each of selected schools, the researcher picked one stream of form three students and randomly picked 30 students from each school to constitute the intended sample of 150 subjects.

### 3.3 Validity and Reliability

Validity is defined as the degree to which result obtained from analysis of data accurately represents the aims and objective of the study (Creswell, 2003). It is the extent to which a measuring instrument provides adequate coverage of the topic under study (Mugenda & Mugenda 1999). According to Blerkom (2009), validity refers to whether or not the test measures what it claims to measure. With this light, the present study employed content validity which is the type of validity that shows the extent to which elements of research questions and objectives are represented in the study. Since this study is a result of research project in a research course, the research professor went through the questionnaire against research questions and gave recommendations for improvement before the actual data collection took place.

Table 1: Reliability Analysis Results

SN	Variable in Question	Cronbach's Alpha	Status
1.	Parental Involvement	.758	Reliable
2.	Commitment toward Learning	.898	Reliable

Reliability, on the other hand, means consistency of the results. To ensure acceptable reliability, a pilot study was carried out to 30 students in a school within the population which was not part of the sampled schools. As indicated in Table 1, the Cronbach's Alpha calculated through SPSS for

Parental Involvement was .758 while that of Commitment toward Learning was .898. Since the cut off point for acceptable reliability was .07, the items in the questionnaire were considered reliable before the actual data collection took place.

### 3.4 Ethical Consideration

Before data collection of data in the field took place, the researchers sought permission from Government authorities. They wrote a letter to the Arusha Regional Administrative Secretary and Arusha District Administrative Secretary who give the researcher permission to collect data in a specified period of time. After the permission had been granted, the researchers visited selected schools to collect data.

## IV. ANALYSIS, PRESENTATION AND DISCUSSION

This part dealt with analysis of data, presentation of results and discussion in the light of related literature and studies. The analysis of data was guided by the three research questions. The first two research questions were analyzed through descriptive statistics in terms of mean scores and standard deviation. The mean scores were interpreted as follows: 3.50-4.00 = strongly agree, 2.50-3.49= agree, 1.50-2.49 = disagree and 1.00-1.49 = strongly disagree.

**Research Question 1:** *What is the perception of students on their commitment toward learning among secondary schools in Arusha District?*

The first research question sought to establish the perception of students on their commitment toward learning. The commitment was measured by 11 items in the questionnaire as rated by students and analyzed through descriptive statistics in terms of mean scores and standard deviations.

Table 2: Students' Commitment toward Learning

SN	Students' Perception about Commitment toward Learning	Mean	Interpretation
1.	My attitude toward schooling is positive	3.65	Strongly Agree
2.	My school/ class attendance is good enough	3.61	Strongly Agree
3.	I actively collaborate with fellow learners at school	3.54	Strongly Agree
4.	I work hard in school related activities	3.48	Agree
5.	My motivation to learn improves from day to day	3.42	Agree
6.	I normally find time to study privately at school	3.37	Agree
7.	My relationship with teachers is good	3.32	Agree
8.	I am always active in the learning process during class sessions	3.30	Agree
9.	I normally find time for private study at home	3.19	Agree
10.	My academic performance is good enough	3.11	Agree
11.	I ask questions and give contributions in class sessions	3.04	Agree

As Table 2 indicates, the mean score for the first three items was between 3.50 and 4.00, denoting strongly agreement. This suggests that students strongly agreed with the first three statements in the questionnaire. Particularly, they strongly

agreed that their attitude toward schooling is positive, their school attendance is good enough and they actively collaborate with fellow learners at school in academic matters.

The mean score for the rest of items in this section was between 2.50 and 3.49, denoting agreement. This suggests that students agreed with the rest of statements in the questionnaire. Particularly, they agreed that they work hard in school related activities, their motivation to learning increases from day to day, they normally find time to study privately at schools and at home, their relationship with teachers is good, they are always active during the teaching and learning sessions, their academic performance is good enough and they ask questions and give contributions during class sessions. These findings are worth noting because when students are committed toward learning, they are likely to fully participate in learning activities and as a result, their academic performance will be enhanced. According to Awang (2013), students' commitment toward learning is the key toward their success. Elias, Roslan and Noah (2017) further argue that when students are committed towards learning, they will invest their attention and energy on school tasks and other achievement-related activities. Students with commitment toward learning are more involved, dedicated and focused (Woolfolk, 2004). Therefore, it is important for school leaders, teachers and parents to encourage students to keep up their commitment toward learning and create atmospheres that will maintain the students' commitment.

**Research Question 2:** *What is the perception of students regarding parental involvement in supporting them academically among secondary schools in Arusha City?*

Table 3: Students' Perception toward Parental Involvement

SN	Students' Perception about Parental Involvement	Mean	Interpretation
1.	My parents encourage me to think and act like winners and not a loser	3.58	Strongly Agree
2.	My parents follow up my educational progress	3.42	Agree
3.	My parents encourage me to set academic goals and objectives	3.40	Agree
4.	My parents guide and counsel me on academic matters	3.36	Agree
5.	My parents make follow up on my academic reports	3.31	Agree
6.	My parents attend school meetings and other related events	3.19	Agree
7.	My parents frequently ask me questions about my school progress	3.05	Agree
8.	My parents know what I am expected to learn at school	3.03	Agree
9.	My parents set time at home for their children's private study	2.86	Agree
10.	My parents discuss with teachers about my disciplinary issues	2.84	Agree
11.	My parents communicate with teachers on my academic progress	2.81	Agree
12.	My parents give necessary support toward school assignments	2.81	Agree
13.	My parents discuss with teachers on how to improve my performance	2.80	Agree

As Table 3 indicates, the mean score for the first item was between 3.50 and 4.00, denoting strongly agreement. This suggests that students strongly agreed that their parents encourage them to think and act like winners and not like losers. This suggests that encouragement is the major role played by parents in boosting their children's academic progress. Additionally, the mean score for the rest of items in this section was between 2.50 and 3.49, denoting agreement. This suggests that students agreed with the rest of statements in the questionnaire. Particularly, they agreed that their parents follow up their educational progress, they encourage them to set academic goals and objectives, they guide and counsel them on academic matters and they make follow up on academic reports.

Furthermore, they agreed that the parents attend school meetings and other related events, they frequently ask questions about school progress, they know what the students are expected to learn at schools, they set time at home for their children's private study, they discuss with teachers about their children's disciplinary issues, they give necessary support toward school assignments and they discuss with teachers on how to improve their children's academic performance. Out of these results, it is worth noting that parents devote their time and energy to support their children's academic affairs. According to Tella and Tella (2003), parents' attitudes towards education can both inspire children and empower them as they go through their own educational journey. They further advise that even though the role of parents in their children's education evolves as children get older, it is important to remember that parents remain role models throughout the life of the learner.

**Research Question 3:** *Is there significant relationship between parental involvement and students' commitment toward learning?*

This research question called for testing of the following null hypotheses which was analyzed through Pearson product Moment Correlation Coefficient. Nature of existing correlations between the variables would be either positive or negative and was interpreted based on the following criteria:  $\geq .70$ = strong relationship,  $\geq .50$  = moderate relationship and  $\leq .50$ = weak relationship.

**Hypothesis Testing:** *There is no significant relationship between parental involvement and students' commitment toward learning.*

Table 3: Correlations between Commitment and Parental Involvement

		Commitment	Parental Involvement
Commitment	Pearson Correlation	1	.367**
	Sig. (2-tailed)		.000
	N	150	150
Parental Involvement	Pearson Correlation	.367**	1
	Sig. (2-tailed)	.000	
	N	150	150

\*\* . Correlation is significant at the 0.01 level (2-tailed).

As indicated in Table 3, the correlation ( $r$ ) of .367 which is lesser than 0.50 and the  $p$  of 0.01 which is lesser than the critical value suggest rejection of the null hypothesis, thus, maintaining that there is a significant relationship between parental involvement and students' commitment toward learning. Thus, a positive yet weak correlation between parental involvement and students' commitment toward learning. This means that parental involvement influences students' commitment toward learning. The more the involvement of parents, the more the students' commitment toward learning. This finding is in harmony with the findings of previous studies and literature. Particularly, this is seen in the work of Gonzalez-DeHass, Willems, and Holbein, (2005) who argue that the involvement of parents on students learning is known to have substantial contribution towards students commitment toward learning with a number of positive outcomes including learners being intrinsically motivated to learn, high quality of intelligence and intellectual integrity as they are genuinely oriented to the school tasks and they become anxious to escape limitations imposed by their biases in order to achieve the purpose and ability to test out the learnt ideas and act upon them. Also commitment toward learning leads to improved academic performance in general

## V. CONCLUSIONS AND RECOMMENDATIONS

Based on findings of the study, this section presents conclusions of the study and thereafter gives the recommendations to teachers, parents and school administrators.

### 5.1 Conclusions of the study

Out of above findings, the researchers came up with the following conclusions regarding parental involvement and students' commitment toward learning:

1. Since students strongly agreed or simply agreed with all statements that measured their learning commitment in the questionnaire, the researchers conclude that the rate of students' commitment toward learning is high. This was reflected by the fact that they strongly agreed that their attitude toward schooling is positive, their school attendance is good enough and they actively collaborate with fellow learners at school in academic matters. Furthermore, they simply agreed that they work hard in school related activities, their motivation to learning increases from day to day, they find time to study privately at schools and at home, their relationship with teachers is good, they are always active during the teaching and learning sessions and they ask questions and give contributions during class sessions.
2. Since students strongly agreed or simply agreed with all statements that measured parental involvement in the questionnaire, the researchers conclude that the rate of parental involvement is high. This is due to

the fact that they strongly agreed that their parents encourage them to think and act like winners and not like losers. The conclusion is further supported by the fact that students, among others, agreed that their parents follow up their educational progress, they encourage them to set academic goals and objectives, they guide and counsel them on academic matters and they make follow up on academic reports.

3. There is a positive relationship between parental involvement and students' commitment toward learning. This implies that parental involvement determines the rate of students' commitment toward learning. The more the parental involvement, the higher the rates of students' commitment toward learning.

### 5.2 Recommendations of the Study

Based on three conclusions above, the researchers came up with the following recommendations to teachers and school administrators:

1. Since the rate of students' commitment toward learning and parental involvement are high among Secondary Schools in Arusha District, the researchers recommend that teachers in the schools under investigation should devote their time and energy to teach effectively so that when students' commitment, parental involvement and teachers' efforts are combined, big results will be realized and therefore the academic performance of individual students and the schools at large, will be realized.
2. Since parental involvement significantly influences students' commitment toward learning in a positive way, there is need for school administrators to inform parents on the importance of their full involvement to support their children's academic affairs. This can be done through parents' regular meetings and workshops at particular schools.

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