

PARENTAL INVOLVEMENT STRATEGY FOR TEACHERS' MOTIVATION IN SECONDARY SCHOOLS IN CHALINZE DISTRICT COUNCIL

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ABSTRACT

This study examined how the parental involvement strategies come in to increase motivation of the teachers in secondary schools in Chalinze District Council. Since teacher motivation is considered to be one of the most important issues that influence the provision of quality education, the purpose of the research was to learn how various forms of parental involvement in the school work can influence the enthusiasm and commitment of teachers to their work. The research was mixed-method based in the sense that the information provided by teachers was collected and used to explore whether they felt parental involvement influenced their motivation. The results indicated diverse views among the teachers: some of them considered that active and meaningful parental involvement made positive changes in their teaching motivation; others claimed that irregular involvement and low communication did not contribute to many advantages. On top of that, some cultural beliefs, poor literacy of parents and lack of adequate resources in schools were identified to be barriers to effective parent and teacher collaboration. These findings point to the necessity to develop specific methods of increasing parental participation in school life. Educative and empowerment workshops of parents, and community programmes that encourage cooperation, were noted as the potential means of improving the relations between parents and teachers. Moreover, the report underlines how schools should implement culturally savvy strategies to be cognizant of the local customs and, at the same time, to promote inclusive interactions. Parental support may also contribute to the growth of teacher motivation and job satisfaction as communication barriers and resource limitation can be also addressed. The paper advises the education stakeholders in Chalinze District to focus on the following strategies in order to create a conducive environment that is supportive to the teachers, learners and the community at large in the schools.

Keywords: Parental Involvement and Teachers' Motivation.

1. INTRODUCTION

The role of the parents in the academic success of the students is long-established as one of the goals of ensuring further success in the involvement of a person in the educational process, but current studies emphasize also a wider implication on the school environment, involving the motivation and performance of the teachers. Researches by Hardiansyah and Zainuddin (2022) prove that parental involvement and interactions with schools alongside school leadership and communication are also significant factors of teacher's performance, which means that possession of the motivated teachers is not only a matter of internal or administrative issue but rather of an outside stakeholder sharing. Equally, Yulianti et al. (2022) highlight the importance of parental

engagement by school leaders and teachers suggesting that schools and parents could implement collaborative ways through them to create a conducive working environment to the educators. This point of view has international evidence as well. As an example, a study conducted on the Greek population revealed that positive parental-school connections led to the higher job satisfaction and purpose among teachers (Anastasiou and Papagianni 2020). Poncelet et al. (2023) investigated the relationship between the characteristics of the schools and their outcomes in terms of the educational level and structure with the backgrounds of the family through which the quality of parental involvement is mediated and affects the morale of the teachers. For the same purpose, there are studies which were conducted in Belgium, France, and Luxembourg. On the same key, studies in sub-Saharan Africa highlight the importance of parental involvement not only in terms of student performance but in the school environment as a whole. In Rwanda and Zambia, increased participation of parents in the education process was found (Edouard et al., 2023; Simweleba and Serpell, 2020), as it creates a favourable and encouraging atmosphere among educators.

Kigobe et al. (2021) and Mujtaba et al. (2024) revealed in the context of Tanzania that having the element of parental engagement as a part of teacher training programmes leads to enhancing school climate and the performance of educators. This is confirmed by Kija and Mosha (2024) and Mmassy (2023) who have found out that where the parents are involved in the school activities, notably in public schools, teachers feel much valorized and supported by the community. Nevertheless, it should be noted that, in spite of the above findings, gaps still arise with regard to practical approaches that are specifically geared towards tapping on parental involvement as a means of boosting the motivation of teachers especially in rural and semi urban locations such as the Chalinze District Council.

In this way, even though the world and national literature regarding parental involvement in enhancing the development of students benefits this model of parental involvement, also becomes more obvious how on it can transform the morale and the motivation of teachers. This research paper thus attempts to venture in and come up with good parental involvement strategies that can lead to teacher motivation in case of secondary schools in Chalinze District Council area so as to have a more wholesome, and more participatory approach to education development process.

1.1 Statement of the Problem

Although there have been many attempts to boost motivation among teachers in secondary schools in Tanzania, teachers especially in rural councils, such as Chalinze, still have a poor morale, low job satisfaction and burnout. Such issues are usually explained by the lack of professional assistance, inadequate job conditions, and the absence of stakeholders. Nevertheless, what is going largely unnoticed, yet is even more important, is the role of parental involvement in motivation of the teacher. Even as the role of parental involvement has consistently been viewed as an initiative able to enhance student learning outcomes, recent studies (Hardiansyah & Zainuddin, 2022; Edouard et al., 2023) indicate that it can also help teachers by providing them with a friendlier and more encouraging climate.

Parental involvement in most schools in Chalinze District seems to be limited to matters relating to discipline and performances of students, and there are not well-structured programs on how parental involvement can lift the morale of teachers. Researchers on the same prevalence (Yulianti et al., 2022; Mmassy, 2023) concluded that due to their active involvement in school management, academic planning, and teacher appreciation practices, teachers feel more appreciated and

supported when parents are actively involved in the psychological sphere of their educating processes. Nonetheless, in Chalinze, empirical evidence or documented frameworks of how such parental involvement can be strategically used to enhance motivation among the teachers are very few. Lack of coherent strategies and practices not only limits the potential of community-school partnerships but possibly prevents quality education. This paper thus aims at filling this gap by investigating on the best approach to parental involvement which may stimulate teacher motivation in secondary schools in Chalinze District Council.

1.2 Research question

- i. What are the parental involvement strategies that enhance teachers' motivation in secondary schools in Chalinze District Council, identifying challenges and proposing solutions for improvement?

2. LITERATURE REVIEW

2.1 Ecological Systems Theory

The Ecological Systems Theory guide the study by giving a broad picture into how different environmental systems relate to affect functioning and development of the individual. The theory was formed by Urie Bronfenbrenner in 1979 and it states that all human behaviour and motivation is not developed in a vacuum and rather develops in multifaceted set of relationships that exist in wider social and cultural contexts. It is because of this that the theory is prone to use in investigating the impact of various degrees of environmental interference such as participation of parents in the motivation of teachers in secondary schools. The founder of Ecological Systems Theory is a developmental psychologist by the name of Urie Bronfenbrenner who was an American. The development of his work was based on a wish to comprehend a lot of environmental factors, which influence children, their growth, and learning. Overtime, his theory has developed to be a wider one which could be used in diverse human experiences, like the dynamics of teachers in the work place, like their motivation. Bronfenbrenner has made contributions to the realization of the existence of the multiple and interacting systems that encompass individuals and the influence the systems have on the human behaviour throughout the life span.

2.2 Key Concepts of the Theory

Bronfenbrenner offered an idea that people are shaped by five mutually reinforcing systems. Direct interactions with immediate surroundings, e.g. how teachers engage with students, the parents and school staff daily, are included in the microsystem. The mesosystem entails relating all these microsystems to each other such as the quality of parent-teacher relations. The exosystem is comprised of the external forces that have an indirect influence on the individual like the education policy or a decision of the leadership of the community that may influence school practices. Macrosystem reflects on the greater values of the society and culture, such as the beliefs of education and parenthood. Lastly, chronosystem takes into consideration the aspect of time, in which events, relationships undergo transformation with time and thus how one develops or gets motivated.

2.3 Applicability to the Study

The given theory can be thoroughly applied to the research topic of present study focusing on the role of parental involvement to motivate teachers in the secondary schools of Chalinze District Council. It understands that the motivation of teachers is not just defined by school management or by the inner policies of the school but also by the whole environment in which schools work. Microsystem starts to shed light on parental appreciation and encouragement as the most direct way of teacher motivation. Quality of the parents and teachers relationship like the mutual respect, collaboration, and communication can boost or drive down morale of the teachers through mesosystem. The exosystem shows the influence of work conditions of parents, the involvement in the community, or the decisions given by the education authorities on whether schools and teacher motivation are affected, indirectly. Thus, it is the theoretical framework within the framework of which the study focuses on the development of structured parental involvement patterns related to the professional needs of teachers and leading to the more motivating and mutually productive school climate.

2.4 Empirical Review

Parent engagement as a driver that enhances the school climate and indirectly, teacher motivation too, has also gained many adherents all over the world, to the extent that it is no more considered a contributory factor that increases student achievement something that it has long been identified to be. Hardiansyah and Zainuddin (2022) researched motivation, communication and parental involvement of principals in elementary schools in Indonesia and how this affected performance in the teaching profession. Their results showed that active parental involvement into the school activities leads to increased teacher support and motivation in their teaching profession.

Yulianti et al. (2022) investigated the role of the school leaders and the teachers to enhance the involvement of parents in the Netherlands. In their study, it was highlighted that school-wide parent engagement strategies have a positive effect on the morale of the teaching staff where the teaching staff have the feeling that the parents appreciate their works and hence support their work. In Greece, Anastasiou and Papagianni (2020) researched opinions of the parents, teachers, and principals on the role of parental involvement in secondary school education. They came up with the conclusion that teachers are usually more motivated when the parents appreciate them and engage directly in school matters positively.

In the same way, Poncelet et al. (2023) carried comparative research in Belgium, France, and Luxembourg where they identified that the level of parental engagement depends on family background and school policies. What they found out was that greater parental involvement was associated with better school performance and teacher satisfaction. According to Boonk et al. (2022), the parent involvement perceived by students was a powerful predictor of academic motivation in vocational education environments, and it contributed to the positive classroom environment and the teacher morale. Similarly, Peng, Sun, and He (2022) stressed the twofold value of both teacher and parent support, stating that, in case of mutual coherence between the two sources of support, student performance also improves, and teacher stressome lessens. Kelty and Wakabayashi (2020) have pointed out the global picture voiced by parents, educators, and communities. They found out that the strength of effective models of family-school-community engagement builds a greater respect and co-operation between the schools and the community, improving the school culture to make teachers stronger and feel supported.

The role of the involvement of parents in improving both student outcomes and teacher motivation and retention has been also demonstrated in the African context. A study by Edouard, Venuste,

and Andala (2023) in Rwanda indicated that parental involvement in the academic activities of schools generated a conducive environment that posited positively on the performance of students and the dedication of teachers. Searching out rural in Zambia, Simweleba and Serpell (2020) demonstrated that, the proactive parental involvement was effective on school performance and that it offered support in form of emotional and social support to the teachers especially within the less well-endowed societies. In the case of Nigeria, GA and Salako (n.d.) discovered that parental involvement, combined with student self-efficacy, contributes to improved school adjustment by students who are performing advanced in the secondary school. This has the indirect effect of motivating the teacher since there are fewer behavioral issues, and in this environment; learning is more productive. The study conducted by Mutune, Okoth, and Mugambi (2024) aimed at examining the role of the headteachers in facilitating parental involvement within Kenya. They were able to find out that the involvement of school leaders in encouraging parents to help them to retain the students makes the teachers less overwhelmed and makes them more willing to stick to the teaching profession.

Tanzania has also experienced a growing body of literature dealing with the parental involvement in education, and why the role of parental involvement in education raises a lot of concern on teachers. Mujtaba, Kigobe, and Van Leeuwen (2024) addressed the pre-service and in-service teacher training with parental engagement considerations and their results. They were able to discover that this kind of training increases the ability of teachers to work with the parents and this increases the confidence and motivation of the teachers. Kija and Mosha (2024) did a case study in Dar es Salaam and they observed that parental support is very essential with regard to the academic success of students. They also emphasized that the process of parents showing interest in the school activities got the teachers to feel a lot more appreciated and looked after. According to Mmassy (2023), the perception of stakeholders toward parental involvement in Kilosa District revealed that majority of teachers valued active engagement of parents in their school, particularly on issues related to school governance and discipline particularly because it helped in eliminating pressure as well as facilitating job satisfaction among teachers. This opinion has been replicated in an independent work by Kigobe et al. (2021), who concluded that even the effects on teacher engagement in Tanzanian primary schools were propped by the application of careful parental engagement interventions into the educational process of its students. All these studies in Tanzania reaffirm the necessity of systematic and repeated parental involvement as a plan to boost the morale of the teachers more so on public and rural schools like those of Chalinze District Council.

3. METHODOLOGY

The research study was a mixed research design, with a pragmatic philosophy, which aimed at exploring parental involvement interventions in improving teacher motivation in secondary schools in the Chalinze District Council in Tanzania. The convergent design was employed to combine the quantitative information of structured and open-ended questionnaires with qualitative information of semi-structured interviews to have a clear decision of the problem and the method in this community educational setting. Chalinze has been selected specifically because of the representative conditions, i.e. poverty and low levels of parental literacy that were found to have an influence on teacher motivation. The sample size contained 50 respondents (3 Head teachers, 30 teachers, and 17 parents) selected by purposive sampling to give important insights regarding those directly involved in the implementation and practice in parental involvement strategies. The methodological framework was formulated with only the aim of producing context-specific,

practical solutions through the balanced, mixed-method analysis that represented both the perspectives of leadership as well as that of a classroom.

3.1 Validity

Data collection and analyses using SPSS software were done properly to make sure that the results were valid. Through SPSS, the researcher conducted statistical testing that proved validity and significance of the information obtained among teachers. Such tests as the Chi-square or correlation analyses assisted to ensure that the observed relationships between the parental involvement and teacher motivation were not caused by chance. This statistical verification made the validity strong by displaying the fact that the findings were real and true to the thoughts and experiences of the teachers on the study area.

3.2 Reliability

The reliability was checked by seeking the consistency of information with the help of SPSS. The researcher conducted the reliability tests including the Cronbach Alpha to ensure that the items measuring the constructs on the questionnaire generated consistent results in the sample. The coefficient would have high enough to inform that the survey instrument was reliable and the answer of the teachers could be figured as an accurate representation of their opinions. The fact that the study used SPSS in its analysis of particularly such analyses means that the results given can be replicated and there could, therefore, be no doubt that when the same study was repeated in the same circumstances, similar results would produce.

4. FINDINGS

4.1 Demographic Data

4.1.1 Gender Distribution

Gender distribution is the ratio of the participants of a research study with regards to gender; males and females. It aids in knowing how the various genders are represented in the sample population which is significant in determining the inclusivity, and fairness of the results. As shown by Table 1. Results indicate that, there were 50 participants who took part in the research with 46 percent male and 54 percent female. Such an almost even distribution shows that the respondents are being represented by both genders in similar proportions. This balance is important since it indicates that the results are considered by both sexes position concerning the parental involvement strategies and the influence of these strategies on the motivation of the teacher. Gender has the potential of affecting the teacher perception of parental involvement, professional support, and motivation in the school setting. Thus, the almost egalitarian nature of gender distribution adds to the validity of the study in reducing gender-bias and improves the representativeness of the findings to the rest of the teaching community in Chalinze District Council.

Table 1. Gender Distribution among the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	23	46.0	46.0	46.0
	Female	27	54.0	54.0	100.0
	Total	50	100.0	100.0	

Source: Field Data 2025.

4.1.2 Age Distribution

The age distribution is the enumeration of those individuals who took part in a survey based on their ages. It gives information on how the sample is varied by life stages and years of experience in the profession which can affect the perception and reaction towards the topic being researched. Based on Table 2 below, the results showed that 48 percent of the respondents belonged to the age bracket 20-30 years, 14 percent between the age bracket 31-40 years, 16 percent in the age bracket 41-50 years and 22 percent respondents above the age of 50 years. This implies that the research study included teachers of both the young and old age groups including those still serving in early stages of their teaching careers as well as those who were close to retirement. This age diversity is significant since teachers who work at different levels of their careers can have different experiences and attitude to parental involvement and its impact upon their motivation. The young teachers may perceive parental involvement as support or even validation whereas the older teachers may in turn evaluate parental involvement according to their long-term trends of involvement. Thus, the wide age range in the sample enhances the research by appeasing the research to reflect more views hence the research findings are more reflective and all-inclusive in terms of teaching workforce in Chalinze District Council.

Table 2. Age Distribution Among Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30 Yeras	24	48.0	48.0	48.0
	31-40 Years	7	14.0	14.0	62.0
	41-50 Years	8	16.0	16.0	78.0
	Above 50 Years	11	22.0	22.0	100.0
	Total	50	100.0	100.0	

Source: Field Data 2025.

4.2 Data Analysis and Presentation

4.2.1 Parental Involvement Strategies That Enhance Teachers' Motivation in Secondary Schools

Based on this research question the researcher wanted to determine the mechanisms through which parents can be involved in the schools to boost the morale of teachers in the secondary schools. The researcher was interested to know the parental involvement approaches that encourage and give a feeling of support to teachers. This was aimed at finding out viable strategies to help in enhancing the collaboration between the teachers and parents that would augment motivation and teaching in secondary schools. It showed as indicated in Table 3 below.

Table 3. Parental Involvement Strategies That Enhance Teachers' Motivation in Secondary Schools

Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)
Parental involvement in school activities significantly boosts my motivation to teach.	26.0	18.0	26.0	22.0	8.0
Parents in Chalinze regularly participate in school meetings and events.	28.0	10.0	26.0	24.0	12.0

Low parental literacy levels are a major barrier to effective involvement in schools.	24.0	20.0	18.0	16.0	22.0
Poor communication between teachers and parents negatively affects my job motivation.	14.0	26.0	14.0	30.0	16.0
Organizing workshops for parents would improve their involvement in school activities.	18.0	26.0	6.0	16.0	34.0
Cultural beliefs in Chalinze limit parents' participation in supporting teachers.	16.0	24.0	20.0	20.0	20.0
Support from parents increases my job satisfaction as a teacher.	30.0	6.0	18.0	24.0	22.0
Support from parents increases my job satisfaction as a teacher. (Duplicate)	12.0	28.0	18.0	16.0	26.0
Community-based programmes can effectively encourage parents to support teachers.	22.0	14.0	12.0	30.0	22.0
Inadequate school resources make it difficult to implement parental involvement strategies.	28.0	14.0	18.0	10.0	30.0

Source: Field Data 2025.

4.2.1.1 Parental Involvement Boosts Motivation to Teach

From this research question, the researcher wanted to understand whether teachers feel more motivated to teach when parents were involved in school activities. The goal was to find out if there was a positive connection between parental involvement and teachers' motivation.

To answer this question, teachers were asked if they agreed that parents' involvement helped them feel more encouraged or excited to do their teaching work. The results on Table 3 showed that only 30% of the participants said "yes" with 22% agreeing and 8% strongly agreeing. This means that less than one-third of the teachers believe that parental involvement boosts their motivation. On the other hand, a larger group 44% of the participants said "no", meaning they disagreed (18%) or strongly disagreed (26%) with the statement. This shows that many teachers do not feel that parental involvement makes them more motivated. Also, 26% of the participants were not sure how they felt about it. These results suggest that most teachers in the study do not clearly see a connection between parental involvement and their motivation to teach. Some felt that parents do not participate enough, or that the way parents are involved did not make a difference to their work. Others were unsure because they had not experienced strong or consistent support from parents. This shows the need to explore better and more meaningful ways to involve parents in school life, especially in ways that can help support and motivate teachers.

These results are quite comparable to the Hardiansyah and Zainuddin (2022) who noted that the role of parental engagement has a positive relationship on teacher performance but noted that the degree and steadfastness of engagement are determinants of teacher motivation. Boonk et al. (2022) further note that teacher motivation can be predicted by providing the same prediction on student motivation, which is indirect due to the role of perceived parental involvement in the process. Yet, publications such as that of Anastasiou and Papagianni (2020) document conflicting impressions when it comes to the insight of teachers on the implications of parental involvement on motivation, which is the very observation of uncertainty of teachers.

4.2.1.2 Parents Regularly Participate in School Meetings and Events

Based on these research questions the researcher wished to know the frequency of the participation of the parents in schools meetings and events since this would have an impact on the way they collaborated with teachers. Results on Table 3 pointed out that 36 percent teachers agreed with the statement that parents usually do attend such activities and 38 percent disagreed with the statement followed by 26% who were uncertain. This implies that there is no uniformity as far as parental involvement in schools is concerned. Not all parents are involved and some are involved but only at other occasions. This irregular participation may also hamper the development of good relations between the teachers and parents so that the teachers and the parents may aid each other in teacher and learner activities. Consequently, it can dampen the possible positive influences that parental involvement has on teachers motivation and performance of students.

The results are also collared to the Yulianti et al. (2022) who report in a similar way that schools have difficulties with irregular attendance of parents despite the attempt to encourage their participation by school leaders. Edouard et al. (2023) also mention the variability in parental involvement in Rwanda and their implication on parents-teachers cooperation. These studies build on the issue of intermittent parent involvement.

4.2.1.3 Low Parental Literacy is a Barrier to Involvement

Based on this research question, the researcher also tried to find out whether low parental literacy is perceived as an obstacle to successful participation in school activities. Results showed that 38 percent of the teachers felt that it is challenging as parents of the children have low literacy levels and would not be able to contribute to the education of their children, 16% agreed with this and 22% teachers strongly agreed (according to findings as indicated on Table 3). But 44% of people interviewed did not concur with this opinion, 20% disagreed and 24% strongly disagreed and 18% were indecisive. These results indicate a conflicting attitude of teachers towards the importance of parental literacy in the involvement. It is considered by some to be a barrier to parents being able to participate in the school issues, but other people do not believe that parents with lower levels of education cannot take care of their children and maintain positive form of communication with educationalists. This implies that the schools might have to implementing other strategies to engage all the parents irrespective of level of education.

The findings also concur with the results of Simweleba and Serpell (2020) in Zambia, where the educational level of the parents influenced the aspects of involvement but it did not entirely block the participation. Also, Kelty and Wakabayashi (2020) point out that parents who have poor literacy may also participate when provided with proper support and ways of communicating in schools. In findings showing the subtle position literacy holds in involvement.

4.2.1.4 Poor Communication Affects Teacher Motivation

Poor communication is the absence of clarity, timely as well as effective communication and expression of information between teachers and parents. It could be associated with misunderstandings, updating, occasional communication, or total silence which would destabilize cooperation and trust. In this research, the author was interested to know the degree to which lack of good communication with the parent influences the motivation of the teachers to discharge their responsibilities. Table 3 field data indicated that 46% of the participants felt that bad communication reduces their motivation where 30 percent agreed and 16% strongly agreed. Contrasting this, 40% of the respondents rejected this notion, 26 percent disagreed and 14 percent

strongly disagreed with 14% remaining undecided. These results are indicative of the fact that a high percentage of teachers are demotivated when they do not communicate with the parents to a greater or lesser extent, because this would cause misunderstandings, poor support and more workload. Not every teacher was in such position, however, which means that although communication is proved to have an important role in motivation, other teachers can be swayed by other factors. This presents the importance of schools enhancing communication tactics to encourage teamwork and increase teachers morale.

This is also similar to the findings of Hardiansyah and Zainuddin (2022) who support it and state that, a communication bridge between parents and teachers determinedly impact teacher motivations and performances. In the same vein, Kelty and Wakabayashi (2020) stress communications as an essential factor in family engagement, as the studies reveal that its failure leads to frustration in educators. This highlights the importance of a communication.

4.2.1.5 Workshops for Parents Would Improve Their Involvement

Parents workshops are the kinds of workshops or training events where parents are educated about the proper ways of supporting their children in schools, and how to communicate with the school. Workshops can be focused on the knowledge about the school system, communication skills, parenting strategies, and strategies of how to cooperate with teachers. In his research work, the researcher needed to know whether teachers felt that organizing such workshops would make parents highly involved. The results as revealed in Table 3 indicated that half of the respondents agreed with the idea whereby 16% said yes and 34% said very much that workshops would be a beneficial idea. But half had a different opinion disagreed or strongly disagreed where 26% disagreed and 18% strongly disagreed and only 6 percent were undecided. This means that 50% of the teachers assumed that workshops might inspire and guide parents to take more roles in school affairs, but a great percentage of them are not sure that such a strategy would deliver. This combined reaction indicates that on the one hand, workshops are perceived by many as a possible solution to the situation, and on the other hand, the idea of organizing workshops and providing it must be elaborated and designed to meet the needs and expectations of the teaching staff and parents.

4.2.1.6 Cultural Beliefs Limit Parental Participation

Cultural beliefs can be explained as the set of traditional values, norms and behavior; they also define the way people in a community conduct their lives and relate with others. At the level of education, such beliefs have the power of the thinking regarding the role of parents in the educational support of teachers and school engagement. The researcher sought to know how parents perceive cultural beliefs, whether they are a hindrance in the participation of parents in schools. Evaluation of the Table 3 indicated that forty percent of the teachers do not think that parental participation is restrained by cultural beliefs with twenty percent as well as twenty percent agreeing and strongly agreeing respectively. Conversely, a further 40 percent did not agree whereby 24 percent and 16 percent disagreed and strongly disagreed respectively whereas 20 percent of the respondents approximated to the undecided. These results indicate that instructors are divided with regard to the influence of culture. It might have been noticed that specific cultural norms might discourage the participation of parents and mothers or parents with low education in schools whereas some might not think that culture is of utmost importance. This implies that

culturally appropriate approaches should be applied to consider and observing community values and embrace all-inclusive parental engagement in education.

These results are also likened to the results of Mmassy (2023) who also found such mixed reactions, in Tanzania, as to the need to involve culturally-sensitive methods that are respectful of the traditions but advocating full involvement.

4.2.1.7 Parental Support Increases Teacher Job Satisfaction

Parental support is the kind of encouragement, cooperation and active involvement that the parents give the teachers and schools by their way of showing appreciation, assistance on school works or projecting positively on their children and education. The researcher wanted to know whether or not teachers are more satisfied with their occupation, when parents support them. As shown in the Table 3 above, the results showed that: 46 percent of the teachers believed that the parental support made them more job satisfied whereby 24 percent agreed and 22% strongly agreed. Nonetheless, 36% had a different opinion, of whom 6% disagreed and 30% strongly disagreed and 18% were uncertain. These findings are indicative of the fact that parental support to many teachers enhances the enjoyment and satisfaction enjoyed in their job. However, much of the working teachers fail to perceive parental support as an important influencing factor in the sense of their work happiness. This was an ambivalent answer, which showed that parental support would a contributor to the motivation and satisfaction of some teachers, but some other drivers could have a crucial impact. Mmassy (2023) supports his findings since his findings also reflects on the same mixed views in Tanzania that culturally sensitive approaches that acknowledge the traditions are necessary whilst instigating participation.

4.2.1.8 Community Programmes can Encourage Parents to Support Teachers

Community programmes refer to local programmes or activities organized in the local community with the purpose to engage parents and other stakeholders in education. These programmes may include awareness programmes, education of the parents, programmes on community programs and school-based programmes. The researcher wanted to find out the mindset of the teachers, they were curious to know whether the teachers believe that such programmes can help them to put the parents on board to support the teachers in a better manner. The indications of the findings in table 3 showed that 52 percent of the respondents agreed that the community programmes could possibly lead parents to support teachers more successfully and 30 percent of them responded that they agreed and 22 percent strongly agreed. Conversely, one of every three respondents was either not decided yet, disagreed, or strongly disagreed out of which 14 percent disagreed and 22 percent strongly disagreed, and at the same time 12 percent were not decided yet. These findings reveal the fact that a broad range of educators views a neighborhood-based project as an efficient means of strengthening parental involvement and the support of the educator. However, a good number of them remain uncertain which implies that community programmes must be functional and well organized not just to the local community and vicinity in regards to parents and teachers.

They also agreed with the findings in Kenya by pointing out that workshops would assist parents in Kenya to empower themselves so that they would better educate their children, although it depended on the context of the situation (Mutune et al., 2024). And findings of the contingent, yet potential, value of workshops confirm this.

4.2.1.9 Lack of School Resources Makes it hard to Involve Parents

School resources are the facilities, materials and financial resources required by schools to adequately operate educational programmes and interact with parents. These may involve communication devices, seminar rooms, instructional related resources and budgets to host activities. The researcher wanted to know whether teachers were education because of school resources which were scarce with 10 percent stating that they agree and 30 percent strongly agree. In the meantime, 42 percent disagreed or strongly disagreed 14 percent disagreed and 28 percent strongly disagreed and 18 percent were undecided. It shows that there is a conflict in opinions among teachers, some consider the lack of resources to be one of the biggest issues to involve the parents whereas some suggest that involvement of parents is still possible despite the resource-related problems. Its results indicated that it might be possible to increase parental involvement by learning how to overcome the resource deficit, although schools might consider finding other cheap or community-related approaches to enhance cooperation between parents and teachers. Similar research results can be seen in Mmassy (2023) and Kija and Mosha (2024) when describing the possibility of restricted parental engagement practices due to limited schools resources in Tanzania. Nevertheless, neither denied the fact that resource limitation did not in any way prohibit engagement should schools embrace innovative tactics.

5. SUMMARY

The research explored the opinion of teachers on whether parental involvement had impact on their motivation to teach. Most teachers did not believe that parental involvement contributed to increase in their motivation and some were unsure. The involvement of parents in school meetings and events was disparate and that may damage the working relationships between teachers and parents. Some teachers felt the literacy of parents did not influence involvement but others felt that this is indeed true. The lack of communication among parents and teachers was perceived as an element that reduces the motivation amongst the teachers though not all teachers concurred. Numerous educators considered that their participation could be enhanced with the help of workshops aimed at parents. Cultural beliefs were regarded by certain teachers as an impediment to parental support though this was a debatable arm. Some of the teachers related parental support with improved job experiences. Community programmes were in general regarded as an effective method to promote parental involvement. There were also separate opinions among teachers on the view that it is hard to involve parents due to lack of school resources.

6. CONCLUSION

The study found that the influence of parental involvement on the motivation of teachers to teach was a mixture of direct consequences and only 30 percent of the survey teachers felt more motivated to teach when parents were involved, whereas a higher percentage (44 percent) did not establish any such relationship. The inconsistency of parental involvement was also evident with only 36 percent of teachers reporting frequent irregular attendance of parents at the school meetings and events. Further, lack of communication between parents and teachers was observed to be very significant among the teachers as reason that demotivated them noting that effective dialogue between the parents and the teachers should be encouraged. Another interesting finding was that teachers revealed divided attitudes toward low parental literacy and cultural beliefs as the obstacles to their engagement, which implied that some teachers considered these barriers to their engagement, but not all of them cannot create a productive partnership in case the problem is approached practically. Moreover, some teachers were sure that it was possible to make parents

more involved by providing them with workshops and community programmes, but some of them were not convinced that it might work.

Their results also suggested that, in some colleges, parental support could lead to an increase in job satisfaction among teachers, but in others, it did not have so strong an effect, a fact that hints at the complexity of the very issue of teacher motivation. The issue of resources that was viewed as a barrier to parental involvement by 40 percent of the teachers because they felt that despite the resource shortages, parental involvement could still be promoted. In general, the findings re-enforced the interdistinctive linkage between parental engagement and instructor motivation stating how essential consistent presence on the part of the parent, adequate conversations, culturally understanding, and sufficient school resources were. The described insights could be corroborated by the findings of prior research in various settings, discussing the necessity of more individual solutions when it comes to parental involvement and support of teachers.

7. RECOMMENDATIONS

- Good communication creates a good basis of collaboration between teachers and parents. Schools must open communication channels that are clear, regular and open in which timely exchange of information on the progress of students, school activities and challenges are carried out easily. This can be done in several ways as frequent parent teacher conferences, newsletters, phone calls, SMS notifications, or over the digital communication medium like the WhatsApp groups or the school app. A higher level of engagement and awareness of parents can be achieved through the consistency and openness of communication that may result in improved support of students and instructors. Also, the teachers are encouraged when they get feedbacks and encouragement by parents; thus, constructing good working relationship.
- Parent workforce training and charging up are of prime importance in the process of increasing parent participation in school life. The schools ought to coordinate frequent training programmes which will disseminate knowledge among parents about the educational system, the curriculum and what they can do to facilitate learning in the households. Such workshops may also include the communication skills, parenting techniques and ways parents can work positively with teachers. Offering these opportunities does not only strengthen the self-confidence and self-competence of parents but also develops a positive school climate in which parents feel welcome and able to offer a contribution. In its turn, this stimulates more active participation promoting the better results of students and teacher motivation.
- This is because the home and school partnership is enhanced whenever the parents regularly take part in the decision-making processes as well as school meetings and events. Parents are to be positively encouraged to visit such activities through creating awareness about the significance of the activities and increasing the access/ fun factor of the activities. This may include meeting the parents at their convenient times, giving them reminders and making parents feel comfortable and valued. Stable parental engagement will make teachers feel empowered and inspire them, as they are aware that parents support the

educational process of their children. It also strengthens understanding and cooperation and thus the functional school climate and student learning processes.

- Parents may be unwilling or unable to access schools, a problem caused in some cases by cultural beliefs or traditional norms. In a bid to eliminate these obstacles, schools must devise culturally sensible strategies that would uphold community viewpoints without disregarding inclusive participation. One of them might involve the community leaders or respected elders to promote the idea of parental involvement and adapting the methods of communication and engagement to the local practices. Through having cultural issues noticed and mitigated, schools will be able to earn the trust of parents and get more parents to assume an active role in supporting teachers as well as their students. Culturally conscious method makes sure a parental involvement can sustain and have substance in varying community settings.
- Effective parental involvement is possible with the availability of adequate school resources including meeting places, communication mediums and materials with which the parent engagement activities could be conducted. Efforts to enable the contact between teachers and parents regularly should attempt to allocate or mobilize the resources available to schools so that they can host events, workshops, and informational sessions. Where financial resources are in short supply, possible solution options in schools may include low-cost and community-based strategies, e.g., holding meetings in facilities made available by local community organizations, or involving volunteer assistance. Eliminating the practical impediments of parental involvement through ensuring that the appropriate resources are available would make it simpler to have parents involved actively and regularly. This also introduces a message among the teachers that the school is serious in encouraging teamwork and this may increase the motivation and job-satisfaction of the teachers.

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