

The Contribution of the School Parents Committee on Teaching and Learning in Public Secondary Schools in the South District of Unguja Zanzibar

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ABSTRACT

The objective of this research was to assess the contribution of school parents' committees on teaching and learning in public secondary schools in South District of Unguja, Zanzibar. School Parents committee has become a driving force toward the development of public secondary schools, the study specifically focused on assessing the awareness and administrative contributions of school parents' committees to academic teaching and learning in Southern District of Unguja Secondary Schools. It also aimed to examine the strategies used by these committees to enhance academic performance in public secondary schools in the Southern District of Unguja. The study involved a total of 100 participants, including 35 school parents' committee members, 56 teachers, 5 head teachers, and 1 District Education Officer. The research employed purposive and simple random sampling techniques for participant selection. Data collection methods included questionnaires, interviews, and document reviews. Data analysis was conducted using content analysis, as well as descriptive statistics with statistical software. The findings indicated that school committees had a clear understanding of their roles and responsibilities, which included participation in school development planning, oversight of school finances and development, and awareness of their administrative functions. Furthermore, the study identified several proactive strategies implemented by these committees, such as involving parents in school-initiated efforts to improve teaching and learning and including parents in recognizing student academic achievements. Based on these findings, it is recommended that secondary school administrations actively encourage parental participation in school committees. Additionally, school parents' committees should promote close working relationships between parents, committee members, teachers, and school administrators to establish a collaborative partnership that shares a vision for quality education and enhances the effectiveness of teaching and learning processes.

Keywords: School, parents committee, secondary schools, quality education

INTRODUCTION

Globally, the influence of school committees on the provision of quality education cannot be underestimated. Evidence shows that school curriculum implementation, adequate education inputs as well as well-articulated mandatory supervision of resources can be a result of school committees' demands (Mbise, 2013). Likewise, Bureau, (2014) reports that, Asian countries like Hongkong and Japan have a system of school administration that brings all educational stakeholders in school management.

The emphasis is on collaborative management in order to improve the students' performance as well as the provision of quality education in the countries. All primary schools in the two countries have school committees that are formed by the respective members of the society. The school committees have a role in ensuring that all managerial activities are carried on accordingly with the aim of monitoring the quality of education offered at a specific school (Goddard, et.al. 2007).

In the UK the current breed of School parents' committee is strongly associated with the Plowden report, which recognized it as an important means by which parents could be involved in the life of the school (Edwards and Redfern, 1988). In Turkey, school parent committees in children occurred even in the Ottoman period. In the Sibyan Schools, for example, which was an educational setting for young children, this committee took place mostly in fundraising and volunteering activities related to school maintenance. After the collapse of the Ottoman State and the establishment of the Turkish Republic, the educational system went through a number of reforms as an important aspect of the westernization process.

In the 20th century, United States of America was among the first countries in the world to involve parents in their children's education from early childhood education whereby parent cooperative nursery schools bloomed from the 1920s to the 1960s. Most of these educational centers were located in colleges or suburban towns and welcomed primarily stay-at-home mothers who served as paraprofessionals in the classrooms, assisting teachers and taking care of the children (Herbst, & Tekin, 2014).

The major notion of involving parents was that parents know the needs of the children and therefore should be involved in the school programs. Parental involvement in school helped those educational institutions to reduce their operational costs and build a tie between parents and schools (Gestwicki, 2015).

In India, the role of school committees has not been undermined. In 1991, the then Education Department (ED) introduced the School Management Initiative (SMI) Scheme, which offered a school-based management (SBM) framework for enhancing the effectiveness of schools. In the Report No.7 on Quality Education issued in 1997, the Education Commission formulated recommendations to improve school management and performance for the provision of quality school education, to prepare our young people to face the challenges and competitions which lie ahead in a global and knowledge-based economy. (Ritesh, 2015).

Since the commencement of PEDP in Tanzania in 2002, the Ministry of Education and Culture adopted the same model of implementation to the school committees representing parents in all activities pertaining to planning and management of schools' activities in a manner that involves pupils, parents, staff and other stakeholders through the framework of decentralized system (Bradshaw, et.al, 2010).

In Singapore, the school management committees have managing educational roles that include: managing work, motivation and commitment, creativity and innovativeness, competence and confidence (Sharma, et.al., 2015) Singaporean community participation in educational management no doubt leads to stakeholders' participation in decision-making and management of schooling activities at the school level. This has facilitated the improvement of quality education in the country. The community participation is

important in ensuring the quality of education. It makes the sectors of education more democratic rather than tapping local knowledge and resources for good governance (Sharma, et.al. 2015)

Parents and teachers play different roles in the education of children as traditionally parents were responsible for bringing up and raising children at home whereas teachers were responsible for educating children at school. Recent research shows a shift in the traditional roles of parents and teachers concerning children's education (Patall, et.al, 2008).

Kigobe, et.al, (2019), assessed parental participation in teaching and learning in Tanzania. The findings revealed that there is poor engagement of parents in education, which has led to poor academic performance. The study came up with some appropriate measures to be adopted to ensure effective participation of parents so that to improve academic performance. The mechanisms include schools communicating with parents, establishment of parents –teachers' associations and eradicating negative cultural values.

The school parents' committee in Zanzibar became legal issues under the educational Act of Zanzibar government on 1982 Act (NO 6). This act of 1982 provides wide room for every school of Zanzibar include governmental and private school to establish their own school relationship (committee) to support actively student and teachers to achieve those educational objectives, vision and mission which setup by educationalist stakeholders. Families send children to school, where they hope their children will become learners with the tools they need to succeed in life. Schools take children from and send them back to their families, where they assume the families will provide the support that children need to grow and learn (Juma, & Lehtomäki, 2016).

The constitution of Zanzibar provides wide room for parents to participate in school relationship purposely to support the children learning process. According to constitution of Zanzibar the parents provide the vital role to the development of children in learning process whereby the parents in school relationship implement different responsibilities as to advice the head master about on school administration and administrators, to supervise discipline and improve good relationship between teachers, parents, students and whole community, to improve the community participation in educational issues, to plan activities for rising money to the development of school, To supervise the activities of adult education which conducting in school and to make good relationship between school and community (Suleiman, et.al, 2017).

Major barriers to parental involvement in schools include the school environment, school culture, time constraint, changing demographics and employment patterns, and the lack of teacher preparation in involving parents in their children's schooling (New Skills for Schools, 1997; National PTA, 1997). This study is designed to show the contribution of school parents committee in Zanzibar (Juma, 2017).

Despite the presence of school committees, many secondary schools in the country, especially in rural areas face a number of challenges such as lack of teaching and learning facilities and inadequate infrastructure which remain unresolved over the years. In Tanzania, like in other countries, educational decision making power has been conferred to the local levels. As of now, school committees have been empowered to take over the development roles in their respective schools (Masue, 2010).

Regardless of the significance of the school parents' committee roles and efforts being made to ensure implementation, it remains uncertain on the extent to which they were being effective in ensuring quality teaching and learning. Such concerns are being raised due to the persistence of unsatisfactory students' performance which is evident in the national examination results. Therefore, this research aimed to assess the contribution of school parents' committee on teaching and learning in Secondary in Southern district in Unguja.

Theoretical Literature Reviews

This study was guided by three theories, Cognitive Development Theory, Sociocultural Theory and the Open System Theory (OST).

Cognitive Development Theory

Jean Piaget's Cognitive Development Theory, which emerged in the 1920s, is a foundational framework for understanding how children's thinking evolves as they grow and interact with their environment. This theory centers on the cognitive growth of children and highlights the significant impact of their interactions with peers and family members. At the heart of Piaget's theory is the concept that young children are active learners who actively seek to make sense of the world around them. They do this by constructing mental structures, often referred to as schemas, which represent their understanding of various concepts and phenomena. These schemas are like mental blueprints that help them interpret and navigate their experiences. The relevance of Piaget's theory to school parents committees lies in its emphasis on the importance of early interactions and experiences in a child's cognitive development. Parents, as primary caregivers and educators in a child's life, play a critical role in shaping their cognitive growth. When parents are actively engaged in their child's education, they provide valuable opportunities for cognitive development.

Sociocultural Theory

Lev Vygotsky's Sociocultural Theory, introduced in 1978, builds upon some of Piaget's ideas while placing a strong focus on the intricate interplay between individuals and their environment, encompassing both the physical and social dimensions. Vygotsky underscores the pervasive impact of social and cultural elements on the processes of development and learning. Within this framework, he highlights the profound influence of family and the cultural context in shaping human cognition and learning experiences (McLeod, 2022). The theory aligns with the role of school parents' committees by emphasizing the importance of social interaction, cultural context, the ZPD, and collaborative learning in education. These committees provide a platform for parents to actively engage in their children's education, contributing to a more comprehensive and culturally responsive learning environment that aligns with Vygotsky's ideas about the sociocultural influences on learning and development.

Open System Theory.

This theory was initially advanced by a biologist Ludwin Von Bertalanffy in 1956. The theory was then established as an organizational theory in 1970s by Daniel Katz and Robert Kahn. The theory provide a framework for understanding how organizations, including schools, interact with their external environments. School parents' committees are part of this external environment and play a role in providing input, feedback, and advocacy to help the school system adapt and respond to the needs and expectations of students, parents, and the community. Their involvement aligns with the principles of open systems theory by facilitating dynamic interactions between the school and its external environment.

METHODOLOGY

This study employed descriptive research design whereby researcher collected both quantitative and qualitative data concurrently. The design involved the use of more than one research instruments, which included; the questionnaires, interview guides and documentary review. Descriptive design is concerned

with describing the state of affairs as they exit (Ranjiti, 2011). The current study conducted in South District of Unguja, Zanzibar, in five Public Secondary School namely, Jambiani, Paje, Bwejuu, Michamvi and Mtule. To form this sample, researcher employed purposive sampling, resulting in the selection of (05) head teachers (35) school parents committee members and (01) DEO. Additionally, researcher utilized simple random sampling techniques to obtain 59 secondary school teachers ensuring a representative sample. Data collection methods involved both qualitative and quantitative data collection methods where by questionnaires conducted with school parents committee and Teachers, while interviews were conducted with Head teachers and DEO. Furthermore, documentary reviews employed. The collected quantitative (questionnaire) data was analyzed by using SPSS version 25 and presented in the form of frequency-percentage tables and the interviews were recorded by using tape recorder. Thereafter, they were recorded in Kiswahili and then translated into English, finally, collected qualitative (interviews) data were analyzed by using thematic analysis.

Ethical considerations

Researcher of this study was highly considered the ethics of conducting scientific research as proposed according to Kapur, & Pecht, 2014) whereas.

Firstly, the researcher acquired research clearance documentation from the relevant authorities. Secondly, the researcher crafted a consent form and requested participants to sign it, confirming their voluntary participation after providing assurance that the collected information would be used solely for research purposes. Thirdly, the participants were guaranteed that their confidentiality would be upheld both during and after the data collection process

RESULTS AND DISCUSSION

This section focuses on presenting results on awareness of school parents committee on their administrative roles in public secondary school in South district of Zanzibar. The findings are shown as follow:

Parent participation in the development plan of the school

The results in Table 1 show that, 64 respondents which is (68.1%) selected Agree, 18 respondents which is (19.1%) selected Strongly Agree. This means that the majority of respondents, comprising 87.2%, either agreed or strongly agreed that the school parents committee makes a significant contribution. This indicates that a substantial proportion of participants recognize and appreciate the committee's involvement and its positive impact on the school community. 5 respondents which is 5.3% selected Disagree, while 3 respondents which is (3.2%). That is a small minority of respondents expressed disagreement or strong disagreement with the idea that the school parents committee contributes significantly. Their responses suggest a contrasting viewpoint, indicating that they either perceive the committee's efforts as ineffective or have had negative experiences or perceptions. 4 respondents which is (4.3%) selected Neutral. This means that, a small percentage of respondents expressed a neutral stance, neither agreeing nor disagreeing with the contribution of the school parents committee. This could indicate a lack of strong opinion or a need for more information to form a definitive viewpoint.

Table 1 Parent participation in the development plan of the school

Details	Frequency	Percentage
Strong agree	18	19.1%
Agree	64	68.1%
Neutral	4	4.3
Strong disagree	3	3.2
Disagree	5	5.3%
Total	94	100%

The findings underscore the importance of recognizing and appreciating the role of the school parents committee in contributing to the school community. The majority agreement and strong agreement responses indicate a positive perception of the committee's impact. The reasons behind the disagreement or strong disagreement responses can provide valuable insights into the concerns or challenges perceived by these respondents. Effective communication and collaboration between the school parents committee and other stakeholders, such as teachers, administrators, and parents, are crucial for ensuring a positive and impactful contribution. Clear channels of communication, involvement of diverse perspectives, and fostering collaborative relationships can enhance the committee's effectiveness and its overall impact. When parents actively participate in the school's planning process, it has a significant impact on improving the quality of education. This is because parents are the ones who have direct experience with their children's education at home and it shows the sign of awareness on the administration roles.

“These findings were supported by a respondent in an interview who observed that:

“The committee's involvement helps create a sense of community within the school, where everyone feels valued and supported. This collaborative approach nurtures holistic growth, enabling students to not only excel academically but also develop crucial life skills, resilience, and a positive mindset. Ultimately, the combined efforts of the school parent committee, students, teachers, and parents create an enriching educational experience that prepares children for success in school and beyond. The teachers and the parent committee come together to create a plan that aims to enhance the growth of both students and teachers”

This means that the results highlight the involving parents in the development plan of a school is a beneficial strategy. It not only strengthens the partnership between parents and educators but also leads to improved student outcomes, including higher academic achievement and increased motivation. This collaborative approach to school development ultimately contributes to the overall success of educational institutions

These findings are in agreement with the study by Davies, et.al, (2017) explored the impact of parent participation in school development committees. They found that when parents are part of the planning and decision-making process, they contribute valuable insights and perspectives that can lead to the implementation of more effective educational strategies and programs.

School committee is overseeing the school funds and development

The results in table 2 shows, 49 respondents which is (52.1%) responded on Agree, 30 respondents which is (31.9%) responded on Strongly Agree, a majority of respondents, totaling 84%, either agreed or strongly

agreed with the statement. This signifies a favorable viewpoint regarding the school parents committee contribution. It implies that a considerable segment of the respondents acknowledges and appreciates the significance and influence of the committee’s engagement within the school community. The combined percentage of agree and strongly agree responses suggests that a majority of participants perceive the school parents committee as making a valuable contribution. This reflects positively on the committee’s efforts and indicates a strong foundation for collaboration and support between parents and the school. 9 respondents which is (9.6%) responded on Neutral, small percentage of respondents expressed a neutral stance, indicating that they neither agreed nor disagreed with the statement. This may suggest a lack of awareness or insufficient information about the specific role and contributions of the school parents committee. The presence of neutral responses highlights the need for improved communication and transparency regarding the role and activities of the school parents committee. While 2 respondents which is (2.1%) responded on Strongly Disagree. A minority of respondents expressed strong disagreement with the statement. Their responses indicate a contrasting viewpoint or potential concerns regarding the effectiveness or impact of the school parents committee in contributing to the school community. Understanding their perspectives can help identify areas of improvement and address any potential issues or challenges.

Table 2. School committee is overseeing the school funds and development

Details	Frequency	Percentage
Strong agree	30	31.9%
Agree	49	52.1%
Neutral	09	9.6%
Strong disagree	02	2.1%
Disagree	04	4.3%
Total	94	100%

Source 2023

The results show that, the involvement of the school parents committee in monitoring teachers, students, and school finances contributes to improving accountability within the school. By actively engaging in oversight duties, the committee helps create a culture of accountability where all stakeholders, including teachers, students, administrators, and parents, are accountable for their respective roles and responsibilities.

These findings were supported by a respondent in an interview who observed that.

“Through their oversight duties, the school parents committee can play a pivotal role in driving continuous improvement. By monitoring teacher performance, they can identify professional development needs, provide feedback, and encourage effective teaching practices. Similarly, monitoring student performance enables early identification of challenges and the implementation of appropriate interventions to support their academic progress.

Similarly, one head teacher from Secondary Schools “B” said:

By actively seeking and allocating resources, the school committee demonstrates its commitment to providing a well-equipped learning environment. This includes securing funding for educational

resources, technology, classroom materials, and extracurricular programs. Through fundraising efforts, grant applications, and community partnerships, the committee mobilizes resources to meet the diverse needs of students and enhance their learning experiences

The results are compatible with Mligo, (2017), who found that, involving various stakeholders, including community representatives, parents, and teachers, in decision-making processes, overseeing school funds and developing plan of the school through committees enhances transparency and accountability. parental involvement informs that parents with high believes on education are more likely to monitor their children school works and participate actively in school activities to discuss the progress and failures of their children.

Parents opportunity to contribute in the academic success.

The results from table 3 show that 51.1% of the 48 respondents agreed that parents are given the opportunity to contribute to the academic success of students. This indicates that a majority of the respondents acknowledge the role parents can play in the academic success of their children. Furthermore, 30.8% of the respondents strongly agreed with this statement, suggesting that they strongly believe in the importance of parental involvement in their children's academic journey. This indicates a significant portion of the participants recognize the positive impact parents can have on their children's educational outcomes. On the other hand, 8.5% of the respondents chose the neutral option, implying that they neither agreed nor disagreed with the notion that parents can contribute to students' academic success. This could be due to a variety of reasons, such as a lack of personal experience or uncertainty regarding the influence of parental involvement. Additionally, 5.3% of the respondents disagreed with the statement, suggesting that they believe parents do not play a significant role in their children's academic achievements. It is important to note that this is a relatively small percentage compared to those who agreed or strongly agreed. Lastly, 4.3% of the respondents strongly disagreed with the idea that parents have the opportunity to contribute to students' academic success. These individuals strongly hold the belief that parental involvement does not have a positive impact on academic outcomes. Parents' roles in school management may be limited to administrative or organizational tasks, such as attending meetings or participating in decision-making processes. These activities may not directly impact the learning environment or foster self-learning among students.

Table 3. Parents opportunity to contribute in the academic success.

Details	Frequency	Percentage
Strong agree	29	30.8%
Agree	48	51.1%
Neutral	08	8.5%
Strong disagree	04	4.3%
Disagree	05	5.3%
Total	94	100%

Source 2023

The result means that, parental involvement in education significantly contributes to the academic success of students. When parents actively participate in their child's education, students exhibit higher levels of motivation, engagement, and achievement. This highlights the importance of parents' role in supporting their child's learning and emphasizes the positive impact it has on academic outcomes.

These findings were supported by the one of the interviewees, who revealed that;

“We believe that parents bring unique perspectives, experiences, and insights that can greatly contribute to the educational journey of our students. Through their involvement, parents can offer valuable feedback, suggestions, and support, which help us improve our teaching methods and curriculum. Also, we provide parents with a valuable opportunity to actively participate in the educational process. By involving parents, we aim to enhance the quality of teaching and learning within our school”

Armento and colleagues (2011) underscore the idea that parental engagement in their children's education results in a shift from being passive supporters of education to becoming active contributors within the school community. It seems that when parents actively participate in and support their children's learning, they become enthusiastic about recognizing the significance of parental involvement in their children's education.

The results are in line with the study done by Oduro and Fertig (2010) argued that, in an attempt to increase the quality of education through student performance and improved infrastructures, school committees and head teachers work hand in hand to bring the community together in contributing for school development. Oduro and Fertig suggest that, schools' performance and improved teaching and learning condition depend more on the kind of relationship between the head teachers, teachers and the school committees.

Strategies used by School Parents committee on teaching and learning

This section presents analyses and discusses the findings on the strategies used by the school committee members in ensuring quality primary education. The respondents showed different opinions on the strategies used by the school committee members in ensuring quality primary education.

Parents participate in the strategies formulation

Researcher wanted to find out, if the school management invites school parents committees when formulating the school strategies on improving teaching and learning process hence the following findings were derived.

From the table 4, the results show that a majority of the respondents, 57.4%, agree with the statement that parents participate in the strategies formulated by the school to improve the teaching and learning process. Additionally, 25.5% of the respondents strongly agree with this statement, indicating strong support for parental involvement in shaping these strategies. On the other hand, a small proportion of respondents, 9.6%, remained neutral in their response, suggesting a level of uncertainty or lack of knowledge about the extent of parental participation in the school's strategies. This indicates the need for clearer communication or increased awareness about the ways in which parents can contribute to improving the teaching and learning process. Furthermore, a small number of respondents, 6.4%, disagreed with the statement, and an even smaller proportion, 1.1%, strongly disagreed. This minority suggests that some participants do not

perceive parental involvement in the formulation of strategies as necessary or valuable. The findings indicate a general agreement and a significant level of support for parents' participation in the strategies formulated by the school to enhance the teaching and learning process. The responses from both agree and strongly agree categories demonstrate a consensus among the participants. However, the presence of neutral, disagree, and strongly disagree responses suggests the importance of addressing any concerns or misconceptions about the role of parents in shaping these strategies.

Table 3. Parents participate in the strategies formulation

Details	Frequency	Percentage
Strong agree	24	25.5%
Agree	54	57.4%
Neutral	09	9.6%
Strong disagree	01	1.1%
Disagree	06	6.4%
Total	94	100%

Source 2023

The result means that, parents actively participate in strategy formulation, facilitates the alignment of home and school efforts. By sharing information, resources, and responsibilities, parents and educators can work together to create a cohesive and supportive learning environment for students. School management committees play a great role in determining the goals and strategic plans of the primary schools which result into achieving high academic performance.

These findings were supported by the one of the interviewees, who revealed that;

The active participation of parents in planning the school budget ensures that resources are allocated efficiently to support effective teaching and learning. Their input and feedback help prioritize areas that require additional attention, whether it be investing in modern teaching technologies, enhancing classroom resources, or providing professional development opportunities for teachers.

By involving parents in decision-making processes, schools can tap into their valuable insights, experiences, and perspectives, leading to more effective and inclusive strategies. The results above are consistent with (Epstein, 2011).Who argued that when parents participate in the strategies formulated by schools to improve teaching and learning, it enhances collaboration and partnership.

School committee act as a link between school and students

The study aims to find out if the school committee act as a link between school and students towards education development, hence the following findings were derived from the study

The results shows that, 53 respondents which is (56.3%) responded on Agree, 32 respondents which is (34.0%) responded on Strongly Agree, 4 respondents which is (4.3%) responded on Neutral, 4 respondents which is (4.3%) responded on Disagree, while 1 respondent which is (1.1%) responded on Strongly Disagree.

Table 4. School committee act as a link between school and students

Details	Frequency	Percentage
Strong agree	32	34%
Agree	53	56.3%
Neutral	04	4.3%
Strong disagree	01	1.1%
Disagree	04	4.3%
Total	94	100%

Source 2023

These results indicate that, there is a good cooperation between the school parents’ committee and the school management. The cooperation enables the school parents’ committee to conduct its duties which is act as a link between the students at home and the school. Students are supposed to be supervised, motivated, and also guided towards the academic performance at school.

These findings were supported by a respondent in an interview who observed that:

“they serve as advocates for their children's educational needs, conveying valuable insights about their child's strengths and weaknesses to teachers and their engagement in parent-teacher conferences and school meetings ensures that the perspectives of both educators and students are considered, ultimately contributing to a more holistic and effective educational experience.

This results means that, it is important to have good communication between teachers, students and parents, this is due to that, when communication between parents and teachers is lacking, it can hinder the academic performance of students. Teachers may have limited knowledge about students' individual needs, learning styles, or challenges outside the classroom. As a result, they may struggle to provide appropriate support and interventions, leading to academic difficulties for some students. Open and regular communication allows parents and teachers to exchange information, identify areas of concern, and collaborate on strategies to enhance students' learning experience.

These findings concur with study by Epstein (2011) whose findings revealed that low parental involvement is a result of the variation of parental understanding and perceptions toward school committees. They also argued that there is a link between parental involvement and pupils’ school success. The results highlighted that, school committees serve as an essential bridge between schools and students by providing a platform for students' voices to be heard. This communication channel enables students to express their concerns, share their ideas, and actively participate in school decision-making processes. It empowers students to feel more connected to their educational institutions and, in turn, contributes to a sense of ownership and responsibility for their learning journey.

Parents participation on making follow up.

The finding indicates that a majority of the respondents, 59.6%, agree with the statement that the school committee ensures parents' participation in making follow-up concerning the educational progress of their students. Additionally, 28.7% of the respondents strongly agree with this statement, suggesting a high level of support for the committee's role in facilitating parental involvement. On the other hand, a small

proportion of respondents, 6.4%, remained neutral in their response, indicating a level of uncertainty or lack of knowledge about the committee's efforts in promoting parental participation. This suggests a need for clearer communication or increased awareness about the committee's role in fostering parental involvement in monitoring and supporting their children's educational progress. Furthermore, a minority of respondents, 5.3%, disagreed with the statement. This implies that a small number of participants do not believe that the school committee effectively ensures parental participation in making follow-up on their students' educational progress. This may indicate reservations or concerns about the committee's ability to engage parents or doubts about the impact of parental involvement on students' educational outcomes. However, the presence of neutral and disagree responses highlights the need for further communication and efforts to engage parents effectively. It is important to address any uncertainties, misconceptions, or concerns that may exist, in order to create an environment where parents feel empowered and supported in actively participating in their children's educational journey.

Table 5. Parents participation on making follow up.

Details	Frequency	Percentage
Strong agree	27	28.7%
Agree	56	59.6%
Neutral	06	6.4%
Disagree	05	5.3%
Total	94	100%

Source 2023

The result indicate that, by actively engaging parents in the follow-up procedures, educational institutions can cultivate a caring and encouraging atmosphere that help student to accomplish their desire goals.

These findings were supported by the one of the interviewees, who revealed that;

“The school committee actively promotes and facilitates parental participation in various aspects of the educational process. Through their involvement in school committees, parents contribute to the planning, monitoring, and follow-up of students' progress. They play a crucial role in organizing school activities, engaging in financial decision-making, and contributing to the maintenance of school facilities. This collaborative approach strengthens the overall educational experience and fosters a sense of shared responsibility for the students' academic success.”

Information provided on the quotations indicates that, school parents committees are discussing with teachers on children school matters including school attendance and school dropout frequently, parents follow-ups of their children school performance and attendance. In this way, the parents make close follow ups on children school exercise books every day after school hours. When school committees ensure that parents participate in making follow-ups, it increases parent engagement and collaboration. Actively involving parents in the follow-up process and promotes a sense of ownership, partnership, and shared responsibility for their child's education, leading to improved outcomes.

These findings are in agreement with the study by Smetana (2017) involving parents in making follow-up on students' progress through the school committee is an effective strategy to enhance parental engagement and improve educational outcomes. It fosters a collaborative partnership between parents and

the school, leading to increased student motivation, improved attendance, and higher academic achievement. By actively involving parents in the follow-up process, schools can create a supportive and nurturing environment that promotes student success.

Conclusion

Firstly, the study emphasizes how school parents committee are important for making education better and helping students do well in Tanzanian secondary schools. Recent research shows that these committees are becoming more aware of their roles and are actively making education better. They help with planning, keeping an eye on things, managing money wisely, and making sure teachers do their best, like in the South District of Unguja where they're vital for excellent education.

Furthermore, the parents committee plays a big part in making sure that teaching and learning are good in secondary schools by working closely with the school leaders, teachers, and parents. They help improve communication, make the learning environment better, and have a say in important decisions like curriculum and policies, making education more inclusive.

Moreover, the parents committee is important in arranging events and activities that make teaching and learning better. They work with teachers to make special programs, invite interesting speakers, and help with activities outside of regular classes to help students grow. They also watch classes and give feedback to help teachers improve, making education better for everyone

Recommendation

The following recommendations were made based on the findings and the conclusions of the study:

- i) According to the study, it's important to acknowledge and help school parents committee in Tanzanian secondary schools because they play a big role in making education better. We can do this by providing training and workshops to help them understand their jobs better, like planning, managing money, and supporting teachers. It's also crucial for school leaders to work closely with these committees, especially in districts like the South District of Unguja, where they are really needed for good education.
- ii) To ensure a more inclusive education, school parents committees should stay involved in decisions about what students learn, how schools work, and how resources are used. This can be done by improving communication between parents, teachers, and school leaders to create a positive environment where all students can succeed.
- iii) It's a good idea for parents committees to keep arranging events and activities that make learning more fun and helpful. They should work closely with teachers to find ways to make things even better. Also, they should keep watching classes and telling teachers how they can improve. These actions can make education better for all students and create a happy and fair learning experience.

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