

# Parents in Taking Responsibility to Reduce Delayed Enrollment of form One Students in Public Secondary Schools in Ludewa District

Camilla Masangula<sup>1</sup>; Dr. Catherine Muteti<sup>2</sup>; Dr. Victorini Salema<sup>3</sup>

<sup>3</sup>Rev.

<sup>1</sup>Masters Student at Mwenge Catholic University, Tanzania

<sup>2,3</sup>Lecturer, Department of Education, Psychology and Curriculum Studies, Mwenge Catholic University, Tanzania

Publication Date: 2025/08/25

**Abstract:** This study aimed to investigate the extent to which parents are involved to take responsibility in reducing delay enrollment of Form one students in public secondary school in Ludewa District. The social capital Theory (1993) guided this study. This study employed a convergent research design under a mixed-methods approach. The study include a target population of 28 public secondary schools, 28 head teachers, 460 teachers, 112 parents, 2,578 students (Form One) and one District Secondary Education Officer, totaling 3,179 participants. Both probability and non-probability sampling techniques were used to select respondents. The sample included 6 public Secondary schools, 1 District Secondary Education Officer from Ludewa District, 6 head of school, 18 parents, 100 teachers and 264 students totaling 389 respondents. The study utilized questionnaires and interview guides for data collection. A total of 2 educational planning and administration experts from Mwenge Catholic University validated the instruments. A pilot study was conducted in 2 public secondary schools, 26 students, 2 heads of school and 10 teachers in Ludewa District. The reliability of the Likert-type questionnaires was ensured using Cronbach's Alpha, with values of .887 for teachers and .934 for students. The trustworthiness of the interview guide was ensured through peer debriefing and triangulation. Data analysis was conducted using SPSS version 26, with descriptive statistics (Means, Frequencies, and Percentages) for quantitative data and thematic analysis for qualitative data following Creswell and Creswell (2023). The study adhered to ethical considerations throughout the research process. The study found that level of parental involvement in taking responsibility for reducing delayed enrollment of Form One students among public secondary schools in Ludewa District is low. The study concludes that parents in Ludewa District fulfill their responsibilities however, to a low extent on reducing delayed enrollment of form one students in public secondary schools. The DSEO should organize capacity-building workshops and training sessions involving parents, local leaders, religious figures, and youth groups to build trust and address cultural barriers over time.

**Keywords:** Parental Involvement, Parent Responsibilities, Delayed Enrollment, Reduce Delayed.

**How to Cite:** Camilla Masangula; Dr. Catherine Muteti; Dr. Victorini Salema (2025) Parents in Taking Responsibility to Reduce Delayed Enrollment of form One Students in Public Secondary Schools in Ludewa District. *International Journal of Innovative Science and Research Technology*, 10(8), 1132-1143.  
<https://doi.org/10.38124/ijisrt/25aug733>

## I. INTRODUCTION

Education is widely conceptualized as a lifelong process of acquiring knowledge, skills, values, and attitudes that empower individuals to contribute meaningfully to society. Involvement of parents in their children's education is internationally recognized as a fundamental driver for improving school participation and reducing delays in enrollment, especially in secondary schools (UNESCO, 2021). Parental responsibility includes ensuring timely registration, providing learning materials, supporting school attendance, and fostering positive attitudes toward education

within the household (UNICEF, 2020). These actions are essential for addressing socio-economic and cultural barriers that often prevent children from enrolling in school on time. However, more than 60 million adolescents of lower secondary school age in the world remain out of school, many of whom are delayed entrants due to limited parental involvement (UNESCO, 2022).

Delayed enrollment has long-term consequences, including increased risk of dropout, reduced academic achievement, and lower completion rates (Bloem 2025). This challenge aligns with Sustainable Development Goal (SDG)

4, Target 4.1, which aims to ensure that by 2030, all girls and boys complete free, equitable, and quality primary and secondary education (UN, 2015). As key stakeholders, parents encouraged in the education process through awareness campaigns, school-community partnerships, and inclusive decision-making mechanisms. However, without strategic support, many secondary schools will continue to face high rates of delayed enrollment (Peng et al. 2023). This calls for a critical assessment of how parental involvement are strengthened to ensure all children transition to secondary education on time and equitably.

Importantly, the problem of delayed enrollment is not only confined to low-income or developing nations; it is also prevalent in more developed education systems, even though influenced by different factors. Globally, the issue of delayed enrollment into lower secondary education remains a growing concern, affecting students' academic progress and long-term socio-economic outcomes (Jenkins and Fortner 2024). According to the Organisation for Economic Co-operation and Development (OECD, 2022), approximately 11% of students in high-income countries begin secondary education later than the expected age, often due to grade repetition, late school entry, or socio-emotional immaturity.

In the United States of America, data from the National Center for Education Statistics (NCES, 2021) showed that about 7% of students aged 12–14 had not yet transitioned to middle or junior high school, with delayed entry more prevalent among students from low-income families and marginalized communities. Similarly, a 2022 Euro states report indicated that between 5% and 9% of youth in several European Union member states experience delayed enrollment in lower secondary education, often linked to a lack of parental preparedness or administrative delays. These figures illustrate that while the causes may vary, parental involvement remains a key factor across contexts (Poncelet et al. 2023). Nevertheless, the global consistency and effectiveness of strategies aimed at mitigating delayed enrollment remain under-examined, warranting further investigation into how parental responsibility enhance in both developed and developing education systems to ensure timely access to quality secondary education.

In Africa, delayed enrollment into lower secondary education remains a significant challenge affecting millions of adolescents. UNESCO (2022) estimates that over 33 million adolescents of lower secondary school age in Sub-Saharan Africa are out of school, with many experiencing late entry due to socio-economic hardships, inadequate early childhood education, and limited parental involvement. In Nigeria, the National Bureau of Statistics (2021) found that 22% of students enter junior secondary school later than the official age of 12, often due to late birth registration and school readiness issues. Similarly, in Ethiopia, about 27% of adolescents aged 13–15 years are still enrolled in upper primary school, indicating delayed progression (UNICEF, 2020). These delays are frequently linked to factors such as poverty, distance to schools, and socio-cultural norms that deprioritize formal education, especially for girls. In East African countries like Uganda, over 30% of rural students

enroll in Form One after age 13, highlighting persistent barriers despite ongoing reforms (Alegana et al. 2022). These statistics emphasize the urgent need for enhanced community engagement, improved school readiness programs, and parental mobilization to promote timely enrollment and transition to secondary education.

In Tanzania, efforts to improve access to secondary education in Tanzania have notably progressed with the introduction of the Fee Free Education under Circular No. 3 of 2016, which abolished tuition fees in public secondary schools to promote equitable access and early enrollment of students (URT 2016). This policy underscores the government's commitment to ensuring all eligible students enroll in Form One without financial barriers. However, despite these measures, significant delays in enrollment persist, particularly in rural and underserved areas, where logistical, infrastructural, and socio-economic challenges remain prevalent. Parents play a crucial role in this context, as the circular identify their responsibilities which extend beyond tuition payment to include timely school registration, provision of learning materials, and fostering positive educational attitudes within the household (Maro and Omer 2024). Unfortunately, many families continue to face difficulties fulfilling these responsibilities due to poverty and limited awareness of enrollment procedures. According to Lucumay and Matete (2023), in 2023 alone, more than 150,000 students who successfully completed their Standard Seven examinations were unable to transition to secondary school on time. The persistence of the challenges highlights the critical need for targeted interventions that strengthen parental engagement and ensure timely enrollment to safeguard the future of Tanzania's education system.

In Njombe Region, like many other regions in Tanzania, particularly in Ludewa District, delayed enrollment for Form One students in public secondary schools arises from the alarming and persistent educational gaps ability by different challenges (Sanga et al. 2023). Many students face significant barriers to timely enrollment, including long distances to schools, insufficient educational resources, and family financial constraints (Maro & Kihyo, 2023). These delays are not just minor difficulty but critical issues that contribute to a larger educational crisis, where many students are left out of the formal education system altogether, maintain cycles of poverty and illiteracy. The delayed enrollment further exacerbates the country's struggle with high dropout rates, which is particularly troubling as education is seen as one of the most effective tools for addressing inequality and economic hardship (Santos & Castillo, 2023).

Community efforts like transportation support and local fundraising have been good attempts to turn the tide, but in remote and underserved areas, these efforts often fall short, leaving many families struggling to overcome barriers beyond their control. At the heart of this crisis is the crucial role of parents and guardians, whose engagement and responsibility make all the difference in ensuring children step into school on time and ready to learn. This study outstanding to look into investigating the parental involvement on strengthened to reverse this alarming and

help every child take hold of the chance to start their secondary education without delay. The hope was to uncover solutions that resonate beyond Ludewa, setting alight change in other regions facing similar struggles.

#### ➤ *Statement of the Problem*

Delayed enrollment among the form one students in public secondary education has become a pressing problem in Tanzania affecting educational outcomes and socio-economic development specifically in Ludewa district. Families in these areas face economic hardships and logistical challenges, which contribute to students beginning secondary education late or not at all. This delay not only affects individual students but also has broader societal implications, such as reduced workforce potential and perpetuated cycles of poverty. In response, the Tanzanian government implemented Circular No. 3 of 2016, which authorized fee-free basic education. Regardless, the amendment, challenges persist, as students, teachers, and other stakeholders continue to raise concerns about late reporting of most of the students to schools.

Reviewed studies conducted in Tanzania, such as those by Ngonyani and Kamando (2023) in Njombe and Maro and Kihyo (2023) in Ludewa, highlight the effectiveness of community-based interventions in promoting the sustainability and broader applicability of addressing enrollment. However, none of the reviewed studies specifically focus on parental involvement in taking responsibilities to reduce delayed enrollment among Form One students in public secondary schools in Ludewa District. Consequently, this study investigated parental involvement aimed at reducing delayed enrollment for Form One students in public secondary schools in Ludewa District, Tanzania.

#### ➤ *Research Question*

This study was guided by the following research question To what extent are parents involved in taking responsibility for reducing delayed enrollment among Form One students in public secondary schools in Ludewa District?

#### ➤ *Significance of the Study*

The study sought to be of significance to various educational stakeholders concerned with reducing delayed enrollment in public secondary schools. Parents and guardians gain a deeper understanding of their critical role in ensuring timely school enrollment by embracing responsibilities such as early registration, providing school materials, and nurturing positive attitudes toward education. Headteachers and school management teams benefit from strategies to strengthen school-community engagement and foster accountability through effective communication and parental outreach programs. Teachers experience improved student readiness that supports better instructional continuity. Education officers and local government authorities in Ludewa District use the findings to assess and strengthen existing community-based interventions aimed at improving enrollment timeliness. Policymakers guided by evidence-based insights to design policies that enhance parental participation in education and reduce delays in student transition. Academically, the study contributes to the body of

knowledge by offering empirical evidence on the impact of parental involvement on delayed enrollment, particularly in rural and underserved communities, and serves as a foundation for future research on education access and community engagement in Tanzania.

#### ➤ *Theoretical Framework*

This study was guided by Social Capital Theory, which first conceptualized by Pierre Bourdieu in the 1980s and later advanced by James Coleman (1988) and Robert Putnam (1993), emphasizes the importance of social networks, trust, and shared norms as critical resources for fostering collective action and mutual benefit within communities. The theory assumes that when communities are bonded by trust and reciprocity, they are more likely to collaborate effectively in addressing shared challenges, such as delayed school enrollment. This theory is particularly relevant to the current study, as it provides a framework for understanding how communities in Ludewa District can mobilize parental involvement and local resources to support timely Form One enrollment in public secondary schools (Gregg et al. 2020).

The theory focuses on collective action, which highlights how mutual trust and cooperation among community members can lead to sustainable, community-driven solutions such as organizing transportation, providing early school materials, or raising awareness on timely registration. Additionally, lies in its emphasis on community empowerment, affirming that even in resource-limited settings, parents and local stakeholders can create effective interventions through collaboration and shared responsibility. However, the theory is not without limitations. Strong bonding ties may lead to exclusion of external innovations, where tight-knit communities become resistant to outside help or new approaches (Harinuridin, 2025). Moreover, Social Capital Theory often overlooks internal power imbalances, such as differences in income, education, or influence, which can prevent equal participation in interventions, leaving poorer households unable to fully benefit. Despite these limitations, the theory remains highly relevant in analyzing and guiding how parental engagement and community collaboration can be strengthened to address enrollment delays, ultimately enhancing access to secondary education in Ludewa District and similar rural contexts.

## II. LITERATURE REVIEW

This section presents the empirical reviews related to the extent to which parental involvement plays a critical role in supporting timely enrollment in secondary education. When parents actively engage in their children's education, it fosters an environment that encourages consistent school attendance and reduces barriers to enrollment. This theme explores various studies that examine the impact of parental involvement as part of community-based interventions aimed at improving enrollment timelines.

McEldowney et al. (2021) explored the impact of parental involvement on student attendance and timely enrollment in public schools in New York, USA. Adopting a mixed-methods approach, the study collected data from 250

parents and teachers through surveys and in-depth interviews. The analysis utilized both thematic coding and statistical regression to examine the relationship between parental participation and enrollment outcomes. The results indicated that parents who regularly attended school meetings, engaged in decision-making, and supported their children's academic activities positively influenced on-time enrollment and retention. The study finding provided comprehensive insights and its applicability in USA, its urban setting confines the generalizability to rural, resource-poor environments like Tanzania. The current study aimed to fill this gap by investigating parental involvement in rural public secondary schools in Ludewa District, Tanzania, where economic and logistical challenges are more pronounced.

Asante and Boateng (2023) conducted a qualitative case study in Accra, Ghana, examining the role of parental engagement and community involvement in ensuring educational access in public secondary schools. Through interviews with 15 community leaders and 30 parents, the study analyzed the data thematically and found that parental involvement, coupled with community support, significantly contributed to higher rates of timely enrollment, particularly when parents participated in school activities and decision-making. Although, the study emphasized the value of community support, its qualitative nature provides a little ability to quantify the outcome of parental engagement. The present study sought to address this constraint by adopting a mixed-methods approach to provide both qualitative insights and quantitative measurement of the influence of parental involvement on enrollment rates in rural Tanzanian schools.

Ofojebe and Ogochukwu (2021) conducted a descriptive survey in Nigeria comparing parental involvement practices in public and private schools. Data from 534 respondents were collected through questionnaires and analyzed using inferential statistics. The study found that parents in both school types similarly contributed to school decision-making, positively influencing enrollment practices. Despite the large sample size and quantitative approach, the study provided insufficient information on the account for the specific challenges faced by rural public schools, where parental involvement may be constrained due to inadequate resources. The current study addressed this gap by focusing solely on public secondary schools in Ludewa District, examining how parental involvement can be optimized despite these economic and logistical barriers.

Chengula (2020) examined the psychosocial factors affecting preventive educational behaviors in Njombe Region, Tanzania, focusing on how parental attitudes and involvement influenced student engagement in schooling. The study used a quantitative approach, surveying 200 parents, and analyzed the data through statistical methods. The findings revealed that higher levels of parental engagement, including participation in school activities and providing support at home, fostered timely enrollment and regular attendance. However, the study conducted in Tanzania exploring a slight on the logistical and economic challenges that influence parental involvement. The current

study addressed this gap by considering these additional factors in the context of rural schools in Ludewa District.

Ngonyani and Kamando (2023) conducted a qualitative study in Njombe, Tanzania, to explore the role of community support and parental involvement in ensuring timely enrollment. Using in-depth interviews with 50 local leaders and parents, the study found that community fundraising efforts and active parental engagement played a crucial role in improving enrollment rates. However, the study's reliance on qualitative data provides more information based on the perceptions with insufficiency information on the experiences on the ability to measure the extent of parental involvement in quantitative terms. This gap was addressed in the present study by incorporating quantitative measures to evaluate the degree of parental involvement and its direct impact on enrollment outcomes in Ludewa District.

### ➤ *Research Gaps*

The reviewed empirical studies on parental involvement and timely school enrollment provide valuable insights across various global and African contexts; however, notable research gaps persist, particularly in relation to rural, resource-constrained settings like Ludewa District, Tanzania. McEldowney et al. (2021) demonstrated the positive influence of parental engagement in New York, yet their findings lack applicability to rural African settings due to contextual differences in infrastructure and socio-economic conditions. Asante and Boateng (2023) conducted a qualitative study in Accra, Ghana. Likewise, Ofojebe and Ogochukwu (2021) applied a descriptive survey in Nigeria comparing public and private schools, yet did not explore the distinctive challenges faced by parents in rural public schools where resources and access are limited. While Chengula (2020) focused on psychosocial aspects of parental engagement in Njombe Region, Tanzania, the study only lightly addressed economic and logistical barriers, leaving a gap in understanding how these factors influence parental involvement in rural areas. Similarly, Ngonyani and Kamando (2023) explored the impact of community and parental support in Njombe through a qualitative lens but lacked quantitative evaluation to measure the actual extent of parental involvement. Methodologically, most of these studies relied on either qualitative or quantitative methods, without integrating the two for a comprehensive analysis. The current study addressed these limitations by employing a mixed-methods approach to investigate the influence of parental involvement on timely Form One enrollment in rural public secondary schools in Ludewa District, while explicitly considering the economic and logistical barriers that may hinder effective participation.

## III. RESEARCH METHODOLOGY

This study used a convergent research design under a mixed-method, collecting both qualitative and quantitative data to comprehensively understand the research problem (Creswell & Creswell, 2023). The study targeted 28 public secondary schools, 28 head teachers, 460 teachers, 112 parents, 2,578 students, and one District Secondary Education Officer, totaling 3,179 participants. Both



probability and non-probability sampling techniques were used to select 6 public Secondary schools, 1 District Secondary Education Officer from Ludewa District, 6 head of school chosen via total population sampling, 100 teachers and 264 students selected using the proportionate stratified sampling technique, and 18 parents chosen through snowball sampling to capture specific insights relevant to the study's objectives, totaling 389 respondents. The research instruments for data collection included questionnaires (teachers and students), interview guides (District Secondary Education Officer, Parents and Head of School). Two research experts specializing in educational planning and administration from Mwenge Catholic University validated the research instruments. A pilot study was conducted in 2 public secondary schools in Ludewa District, which consisted of 10 teachers and 26 students, together with 2 heads of school, totaling 38 respondents.

The reliability of the Likert-type questionnaires was established using Cronbach's Alpha coefficient, with values of .887 for teachers and .934 for students. The trustworthiness of the interview guide was ensured through peer debriefing and triangulation techniques to confirm the findings' credibility, conformability, transferability, trustworthiness, and dependability. Statistical Package for Social Sciences (SPSS) version 26 was used in quantitative data analysis. Descriptive data were analyzed in terms of means, frequencies, and percentages. For the qualitative data, Otter software was used to transcribe interviews, organize and

summarize the information, and identify important keywords and themes. In addition, coding and categorizing, extracting quotes for referencing and conducting thematic analysis following the seven stages outlined by Creswell and Creswell (2023). Ethical considerations, such as informed consent and confidentiality, were followed throughout the study.

#### IV. FINDINGS AND DISCUSSIONS

This study sought to investigate the extent to which parents are involved to take responsibility in reducing delay in public secondary school in Ludewa District. The rate of percentage described as  $\leq 20$ =extremely minority; 21-49=minority; 50-59=moderate; 60-69= majority; 71-89= very high majority; 90-99=extremely majority; 100=overwhelming majority (Taherdoost, 2019).

According to Chyung and Hutchinson (2023), a mean score greater than  $>3$  on the item indicates that parents are involved in taking responsibility to reduce delayed enrollment of Form One students. According to Warmbrod (2024) a mean score less than  $<3$  suggests that parents are not involved in this responsibility. A mean score equal to 3 implies a neutral position, meaning it is unclear whether or not parents are actively involved.

Key: 1 = Not at all true 2 = A little true 3 = Sometimes true 4 = Mostly true 5 = completely true.

Table 1 Students Responses on the Extent Parents Involved in Reducing Delay of Form One Students in Public Secondary School in Ludewa District (N of Student = 170)

S/N		NT		LT		ST		MT		CT		Mean
		f	%	F	%	f	%	f	%	f	%	
	Parents afford to buy uniforms, books, and other school materials on time	42	24.7	8	4.7	33	19.4	13	7.6	74	43.5	3.41
	Families in the community value equal education opportunities for both boys and girls	105	61.8	15	8.8	24	14.1	11	6.5	15	8.8	1.92
	The distance from home to school prevent students from starting Form One on time	108	63.5	17	10.0	20	11.8	8	4.7	17	10.0	1.88
	Students are free from excessive household responsibilities that would delay school enrollment	79	46.5	27	15.9	13	7.6	22	12.9	29	17.1	2.38
	Parents are aware of the importance of enrolling their children in school on time	101	59.4	16	9.4	22	12.9	13	7.6	18	10.6	2.01
	Parents support their children in starting school rather than relying on them for income-generating activities	72	42.4	24	14.1	27	15.9	24	14.1	23	13.5	2.42
	Roads and transport systems are supportive of students reaching school on time	79	46.5	17	10.0	27	15.9	28	16.5	19	11.2	2.36
	Parents actively participate in community initiatives that promote timely Form One enrollment	72	42.4	19	11.2	27	15.9	24	14.1	28	16.5	2.51
	Community members frequently discuss and encourage the importance of starting secondary school on time	79	46.5	20	11.8	27	15.9	19	11.2	25	14.7	2.36
	Parents believe that secondary education is necessary and important for their children's future	74	43.5	19	11.2	24	14.1	14	8.2	39	22.9	2.56
	<b>Grand Mean</b>											<b>2.38</b>

Source: Field Data, (2025)

Data in Table 1 indicate that moderate (51.1%) of students rated this statement as true that parents have an ability to buy uniform, books, and other materials on time, extreme minority (19.4%) of students rated it as sometimes true, while minority (29.4%) rated it to a not true on the statement. The mean score of 3.41 also falls under a high true level, indicating that inability to afford school essentials is a significant factor in delayed enrollment. This suggests that number of students face delayed school entry due to their families' financial struggles in purchasing school items. A Head of School 1 from one of the secondary schools in the Ludewa district highlighted the challenge; *"I notice that students from poorer households report late not because they lack interest, but because they come without uniforms or exercise books. Some parents even come to plead for extra time, saying they're still trying to raise money. It's a real issue here."* (HoS1, Personal Communication, 19<sup>th</sup> February 2025).

One parent 1 similarly emphasized; *"It's not that we don't want our children to go to school, but the costs pile up. Uniforms, shoes and books these things are expensive. Sometimes we have to delay until we harvest or get money from small businesses."* (P1, Personal Communication 27<sup>th</sup> February 2025).

The information from students, parent and head of school indicate the willingness struggle of the parents with financial obstacle on essential materials such as uniforms, books, pens, and other learning tools form the minimum requirements for enrollment. Without them, students often delay starting school even if they are eligible and willing. These findings align with observations made by Gwokyalya and Okumu (2023) in Uganda, who found that delays in providing school necessities significantly contributed to late school entry and absenteeism in low-income households. Similarly, in Tanzania, Koomson (2022) noted that economically disadvantaged parents often fail to meet school requirements on time, which hinders children's regular attendance and progress.

Data in Table 1 indicate that majority (70.6%) of students rated this statement as not true that some families in the community think boys should go to school before girls, while an extreme minority (15.3%) of students rated it as true on the statement, and an extreme minority (14.1%) rated it as sometimes true. The mean score of 1.92 falls under a low true level, suggesting that gender preference is not a widespread issue among most families in the area. Despite this trend, several qualitative responses indicate that distance remains a challenge for students living in remote or underdeveloped areas. A Head of School 2 emphasized that; *Some students come from villages that are far. We try to support them, but if there is no reliable transport, they might miss the first weeks or even more* (HoS2, Personal Communication, 20<sup>th</sup> February 2025).

Additionally, parent 2 further commented that; *"For us who live far from the school, the walking distance is a problem, especially for girls, when it rains or if there are wild*

*animals, we wait until we can find someone to escort them* (P2, Personal Communication, 28<sup>th</sup> February 2025).

The information from students, school administrators, and parents highlights that, although not universally experienced, distance and transportation gaps lead to delay school enrollment, particularly for children from marginalized households. The findings resonate with Social Capital Theory (1993), which posits that social structures such as supportive relationships between families and institutions can either facilitate or constrain access to resources like education. Where social capital is low such as in isolated rural areas lacking community transport systems families struggle to convert intentions into actions, like enrolling their children on time. This is in line with study conducted by Ndungane et al. (2024) who found that distance is a key infrastructural challenge in rural African schooling, especially when unaccompanied by community-based solutions.

Data in Table 1 show that majority (62.4%) of students rated this as not true that parents support their children in starting school rather than relying on them for income-generating activities, also, minority (30%) of students rated it as a true statement, while an extreme minority (7.6%) rated it as sometimes true. The mean score of 2.38 also reflects a low extent, suggesting that a number of students believes on a domestic responsibility as a dominant cause of delay. A Head of School 4 reported that; *"We rarely have students reporting late because of home chores or looking after siblings. Most come from homes where education is valued, and they try to make it work."* (HoS4, Personal communication, 19<sup>th</sup> February 2025). To top up on the above flows a parent affirmed that; *"Our children help, yes, but we know school is a priority. We tell them to prepare early and we do our best not to keep them behind for chores* (P4, Personal communication, 4<sup>th</sup> March 2025).

The information from students, school administrators, and parents indicates that awareness about the importance of timely school enrollment is generally high, and lack of parental knowledge is not a key obstacle in this context. This finding aligns with Social Capital Theory (Coleman, 1993), which emphasizes the role of shared norms, trust, and communication in facilitating children's access to educational opportunities. Parents who are informed and engaged in their children's education typically contribute to more consistent attendance and prompt enrollment. This is consistent with Tighe et al. (2022), who reports that when parents perceive long-term educational benefits, they reorganize family responsibilities accordingly.

Data in Table 1 indicate that majority (68.8%) of students rated this as not true that parents actively participate in community initiatives that promote timely Form One enrollment, also an extreme minority (18.2%) of students rated it as a true statement, while an extreme minority (12.9%) rated it as sometimes true. The mean score of 2.01 also falls under a little true, meaning most parents have a little awareness of the importance of timely enrollment. This suggests that parents have a little commitment to their

children and this is due to a little awareness that had. However, the District Secondary Education Officer (DSEO) remarked that; *Parents have received awareness campaigns. They understand that education starts on time. Only a few still need encouragements, through our collaboration with ward education coordinators and health workers, we ensure that parents are reminded during clinics and community forums about school schedules (DSEO, Personal communication, 7<sup>th</sup> March 2025).*

Similarly, a parent “5” added on the above information by saying that; *We have been told through village meetings and at the clinics when registering our children. We know school is important from day one, even the local leaders now announce on loudspeakers about school opening dates. We can't say we don't know (P5, Personal communication, 6<sup>th</sup> March 2025).*

The information from students, District Secondary Education Officer, and parents imply that, although not prevalent, child labor obligations has been leading to delay school enrollment for students from economically vulnerable backgrounds. This indicates a strong level of information flow within communities, likely due to effective sensitization strategies. This resonates with Social Capital Theory (1993), which posits that access to timely and accurate information an aspect of informational capital facilitates positive outcomes. According to UNESCO (2022), parental awareness campaigns through local institutions improve enrollment rates.

Data in Table 1 indicate that majority (56.5%) of students rated this statement as not true that Parents support their children in starting school rather than relying on them for income-generating activities, while a minority (27.6%) rated it as a true statement and 15.9% as sometimes true. The mean score of 2.42 reflects a low extent, suggesting that economic labor contribution by students plays a role in prevailing cause of delayed enrollment. A Head of School explained; *I only get a few students saying they were helping with small jobs. Most delays are not due to child labor, but due to things like lack of uniform, sometimes especially in farming seasons, boys miss the first week or two to help in the Shamba, but this is reducing with more awareness (HoS4, Personal communication, 19<sup>th</sup> February 2025).*

Further a parent 6 had the following to add; *If money is tight, maybe a child helps in farming, but we try to send them as soon as we can afford basic needs... school is school. Sometimes I ask neighbors to help with food so my children can attend on time (P6, Personal communication, 7<sup>th</sup> March 2025).*

The quantitative and qualitative findings suggest that while student labor exists, it is generally short-term, seasonal, and circumstantial, and not the primary cause of delayed enrollment. Rather, material poverty and lack of essential school items emerge as more pressing factors. This is consistent with Von Stumm et al. (2022), who found that in many cases, poor families still send children to school if social norms emphasize education. The findings are in line

with the Social Capital Theory (1993) which emphasizes the role of social networks, norms, and trust in facilitating collective action. Despite economic hardship, families leverage community support such as borrowing food or seeking help from neighbors to ensure school attendance.

Data in Table 1 indicate that majority (56.5%) of students rated this statement as not true that roads and transport systems are supportive of students reaching school on time, while a minority (27.7%) rated it as true and 15.9% as sometimes true. The mean score of 2.36 shows a low extent level, indicating that transport and road infrastructure are perceived as major barriers to school entry. Although, the roads or no transport made has been found to be not an issue the Head of School 5 has justified the issue by saying that; *In some areas here, roads are passable and students can walk. We've had a lot of cases where transport becomes an issue during heavy rains, but generally, students does not report on time due to other factors such as negative beliefs and economic factors, the government has done a good job grading the feeder roads. We normally hear parents complaining that transport is keeping their children lazy from early reporting to the school (HoS5, Personal communication, 25<sup>th</sup> February 2025).*

Further parent 8 added his comment by saying that; *It's true that road infrastructure are an issue in our district it reaches a time until our children walk in groups and reach school safely. The road is not perfect, despite the government efforts but it has been things that contract our child safety (P8, Personal communication, 20<sup>th</sup> February 2025).*

The information from head of school, parent and student imply that while transport issues exist, they are not the leading cause of delayed school enrollment. These insights align with Social Capital Theory (1993), which posits that community cooperation and strong family-school relationships can compensate for material deficits such as poor roads or lack of transport. The act of children walking in groups to school, often organized informally by families, is an example of community-based coping mechanisms that reduce the impact of infrastructural weaknesses. This finding are correlating with the study conducted by Hopson et al, (2022) which found that while transportation issues can contribute to school absences and affect attendance, they are not the leading cause of delayed school enrollment, as factors like school choice, proximity, and social considerations also play significant roles.

Data in Table 1 show that majority (58.3%) of students rated this statement as not true that in the community, people talk much about the importance of starting secondary school on time, while a minority (25.9%) rated it as true and 15.9% as sometimes true. The mean score of 2.36 reflects a low extent, indicating that lack of community dialogue is a dominant issue affecting school enrollment. Also, qualitative information from one of the head of school 6 have identified as an issue to the delay enrollment by saying that;

That used to be an issue years ago, and now even the less educated parents insist that their children reaching Form

Four it's just a wastage of time, very few parents doubt secondary education today. They didn't see its benefits on better jobs, better life, even for girls since they see as thing that has to lead their children to unemployed (HoS6, Personal communication, 26<sup>th</sup> February 2025).

Also, to top up on the above information one of the parents 7 also added by saying that; *"I only reached Standard Seven, and I am just seeing the graduate how are suffering in the village things that make me feel going to school is not an issue rather than going to training vocational centers (P7, Personal Communication 19 February 2025)"*

The information indicates that while lack of discourse has been not a dominant issue in the eyes of most respondents, negative perceptions and limited belief in the practical benefits of secondary education persist within some segments of the community. The attitudinal factors are critical and more subtle barriers that affect the timing and likelihood of early enrollment. The information correlate with the study conducted by Monaghan (2024) which affirm that negative attitudes, limited belief in the benefits of secondary education, and student attributes are important and subtle barriers that influence secondary school enrollment. This

finding resonates with Social Capital Theory (1993), which emphasizes the value of social networks, shared norms, and trust in shaping individual behaviors.

The study found that parental involvement in reducing delayed enrollment in public secondary schools in Ludewa District is generally low, as reflected by the grand mean score of 2.38. While some parents were acknowledged for occasional support such as attending school meetings or following up on their children's enrollment, the overall extent of their active participation remains minimal. Field observations revealed that many Form One students enrolled late, particularly in remote areas, due to limited parental engagement and poor communication between home and school. Interviews with heads of schools and parents attributed these challenges to low awareness of enrollment procedures, economic hardships, and the undervaluing of formal education. Furthermore, weak coordination between schools and families has left enrollment responsibilities largely in the hands of school administrators. These findings point to the urgent need for strengthened parent-school partnerships, increased community sensitization, and targeted awareness campaigns to boost parental responsibility and improve the timely enrollment of students.

Table 2 Teachers Response on the Extent Parents are Involved in Taking Responsibility for Reducing Delayed Enrollment Among Form One Students in Public Secondary Schools in Ludewa District (No. of Teachers = 62)

S/N		SD		D		N		A		SA		Mean
		f	%	F	%	f	%	f	%	f	%	
	Parents have to ensure early registration of their children to avoid delays in enrollment.	3	4.8	1	1.6	4	6.5	13	21.0	41	66.1	4.42
	Parents can regularly communicate with the school to understand enrollment requirements and deadlines.	3	4.8	1	1.6	5	8.1	16	25.8	37	59.7	4.34
	Parents need to prioritize saving and budgeting for school-related expenses like fees, uniforms, and books.	1	1.6	5	8.1	3	4.8	20	32.3	33	53.2	4.27
	Parents have to attend school meetings to stay informed about enrollment policies and deadlines.	1	1.6	4	6.5	5	8.1	12	19.4	40	64.5	4.39
	Parents can support other families in the community by sharing information or resources for enrollment.	1	1.6	4	6.5	7	11.3	22	35.5	28	45.2	4.16
	Parents should work with teachers to address any challenges their children face that could delay enrollment.	2	3.2	5	8.1	6	9.7	18	29.0	31	50.0	4.15
	Parents should assist in resolving logistical issues such as transportation to ensure their children attend school.	1	1.6	2	3.2	8	12.9	24	38.7	27	43.5	4.19
	Parents' encouragement and guidance significantly influence children's timely enrollment in school.	0	0.0	2	3.2	6	9.7	20	32.3	34	54.8	4.39
	Parents should actively monitor their children's progress to ensure consistent attendance after enrollment.	2	3.2	3	4.8	5	8.1	20	32.3	32	51.6	4.24
	Parents can collaborate with school and community leaders to promote timely enrollment for all students.	2	3.2	1	1.6	7	11.3	16	25.8	36	58.1	4.34
	<b>Grand Mean</b>											<b>4.29</b>

Source: Field Data, (2025)



**Key:** 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Data in Table 2 indicate that very high majority (87.1%) of teachers agreed that parents should ensure early registration of their children to avoid delays in enrollment, while an extreme minority (6.4%) disagreed, and an extreme minority (6.5%) of teachers were neutral. The mean score of 4.42 falls under a very high agreement level, indicating strong parental involvement should ensure early registration to reduce delayed enrollment. The data imply that effective parental involvement, particularly in the timely registration of children, is critical to avoiding delays in school enrollment. Correspondingly, the District Secondary Education Officer (DSEO) during a face-to-face interview commented that; *In remote areas like Ludewa, many parents delay registering their children for school because they are either unaware of the deadlines or believe that school can wait until after the farming season. This mindset, coupled with poor communication infrastructure, contributes heavily to late enrollment (DSEO, Personal Communication, 7<sup>th</sup> March 2025).* Another Parent 9 had this to add: *I didn't know the exact registration date. We are deep in the village, and no one told me officially. I was also busy on the farm during the rainy season. By the time I came to the school, they had already started classes (P9, Personal Communication 10<sup>th</sup> March 2025).*

The information from parent, head of school and teachers indicates that these findings imply that while teachers recognize and appreciate parental efforts in early registration, practical challenges in remote environments still hinder timely enrollment. This suggests that delayed enrollment is more accurately attributed to structural and contextual limitations rather than a lack of parental commitment. These findings align with a study by Shukia and Marobo (2023), which found that parental participation in education is strong in intent but frequently obstructed by contextual barriers in rural Tanzania. This is further supported by the Social Capital Theory (1993), which posits that strong relationships and networks among families, schools, and communities are essential for achieving educational goals. However, in Ludewa, the absence of robust informational networks and shared norms diminishes the collective capacity to support timely school enrollment.

Data in Table 2 show that very high majority (85.5%) of teachers agreed that parents should regularly communicate with the school to understand enrollment requirements and deadlines, whereas an extreme minority (6.4%) disagreed, and extreme minority (8.1%) were neutral. The mean score of 4.34 suggests a very high agreement of parental communication regarding enrollment processes. This implies that teachers perceive parents as proactive in staying informed, which helps minimize delays caused by misinformation or ignorance of school procedures. However, the Head of School 2 during a face-to-face interview commented that; *"Parents who take the time to call or visit the school are usually more prepared during enrollment. They ask questions, get updated on the required documents, and meet deadlines. We always encourage parents to*

*communicate with us early to avoid last-minute confusion (HoS2, Personal Communication, 20<sup>th</sup> February 2025).*

Further Parent 11 added that; *I believe it's important for us parents to keep in touch with the school. When I visited the school office early last year, I got all the information I needed to prepare my child for enrollment. If I hadn't gone, I would have missed the deadline. Regular communication helps us avoid surprises (P11, Personal Communication, 11<sup>th</sup> March 2025).*

The information from teachers, parent "11" and head of school "2" imply that parents should make strong efforts to communicate with schools about enrollment deadlines and requirements. This shows that teachers see parents as committed and involved. However, interviews with the Head of School and a parent from Ludewa District reveal that many parents face serious challenges like long distances, no phones, and poor access to information, which make it hard for them to stay in touch with schools. This means that although parents are willing to support their children's education, these practical problems often prevent them from doing so. This align with Social Capital Theory (1993), which shows a strong relationships and good communication between parents and schools are important for student success but in remote areas like Ludewa, weak infrastructure breaks these connections and delays enrollment, even when parents care. Data in Table 2 indicate that very high majority (85.5%) of teachers agreed that parents prioritize saving and budgeting for school-related expenses like fees, uniforms, and books, while a minority (9.7%) of teachers disagreed and an extreme minority (4.8%) of teachers were neutral. The mean score of 4.27 reflects a very high extent of parental financial planning for timely enrollment. This indicates that most parents are financially conscious and make deliberate efforts to ensure that economic barriers do not hinder their children's education. Though, the District Secondary Education Officer (DSEO) during a face-to-face interview commented that; *"In low-income households, especially in remote settings, parents often do not budget ahead for school. Immediate needs like food and healthcare come first. When the time for school comes, they are not financially ready (DSEO, Personal Communication, 7<sup>th</sup> March 2025)".*

Further Parent 12 added that; *"We live hand-to-mouth. Even if I want to save for my child's school needs, there's always something urgent someone gets sick, or the harvest fails. So, school costs come as a surprise and delay everything (P12, Personal Communication, 13<sup>rd</sup> March 2025)*

The information from teachers, parent "12", DSEO implies that despite the fact that parents generally make strong efforts to save and budget for school-related expenses such as fees, uniforms, and books, their consistent implementation to a high level of financial planning to support timely enrollment fail. However, interviews with the District Secondary Education Officer and a parent from Ludewa District reveal a different picture in low-income and remote households, where immediate needs like food and healthcare take priority over school expenses. Many parents do not plan ahead financially because of unpredictable

challenges such as illness or poor harvests, which often result in delayed enrollment. This aligns with Social Capital Theory (1993), which highlights that strong social networks and resources are vital for educational success. In Ludewa's remote settings, economic hardships and lack of financial stability weaken these supports, making it difficult for parents to consistently provide for school needs despite their willingness.

Data in Table 2 show that very high majority (83.9%) of teachers agreed that parents should attend school meetings to stay informed about enrollment policies and deadlines, while a minority (8.1%) disagreed and an extreme minority (8.1%) of teachers remained neutral. The mean score of 4.39 indicates very strong parental involvement in school meetings supporting enrollment. This suggests that parents should be aware of the importance of school engagement and seek to stay updated on policies, thereby promoting timely registration and continued attendance. The level of involvement has been a crucial because helped to bridge the gap between the school and families, ensuring that parents are aware of important timelines and requirements. Such engagement fostering a collaborative environment where parents can support their children's education more effectively, which likely contributes to timely enrollment and sustained attendance. The finding are in line with the study conducted by Mugumya et al (2023) which found that parents actively engage with schools such as by attending meetings they become better informed about school policies and expectations, which fosters a collaborative environment supportive of students' academic progress. The finding aligns with Social Capital Theory (1993), which emphasizes the importance of strong networks and regular communication between parents and schools for positive educational outcomes. Where these networks are strong, children benefit from better support and guidance. Data in Table 2 show that a majority (79.0%) of teachers agreed that parents work with teachers to address any challenges their children face that could delay enrollment, while an extreme minority (11.3%) of teachers disagreed and an extreme minority (9.7%) of teachers were neutral. The mean score of 4.15 reflects a high extent of parental cooperation with teachers to reduce delays. This indicates that parents are perceived to engage constructively with educators to solve problems such as learning difficulties, behavioral issues, or health concerns that may otherwise affect timely school enrollment. However, the Head of School 3 during a face-to-face interview noted that: *"Most parents only come to school when there's a crisis. They don't usually open up about family challenges early on. This makes it hard for teachers to offer timely support or guidance that could prevent late enrollment (HoS3, Personal Communication, 21<sup>st</sup> February 2025). Another Parent 14 had this to add: I was ashamed to tell the teacher that I couldn't afford exercise books. I thought they would judge me or send my child away, so I just kept quiet and waited until I got money (P14, Personal Communication, 17<sup>th</sup> March 2025).*

The information from parents "14", the Head of School "3", and teachers shows a low parental cooperation with teachers to address challenges delaying enrollment. Teachers perceive parents should be willing to solve issues like

learning difficulties or health problems affecting enrollment. However, the Head of School notes that many parents only seek help during crises, often hiding problems early due to fear or shame. A parent shared that embarrassment about financial struggles delayed seeking support, causing enrollment delays. This indicates that delays stem less from unwillingness and more from social and emotional barriers. These findings align with Shukia and Marobo (2023), who found parental involvement, is sincere but limited by rural cultural and contextual factors. Social Capital Theory (Coleman, 1993) emphasizes that strong trust and open communication between families and schools are key to educational success. In Ludewa, weakened social networks reduce early problem-solving capacity. Strengthening trust, improving communication, and fostering supportive interactions between parents and teachers are essential to minimizing enrollment delays caused by hidden challenges.

Data in Table 2 show that very high majority (87.1%) of teachers agreed that parents' encouragement and guidance influence children's timely enrollment in school, with no disagreement recorded and an extreme minority (9.7%) of teachers they don't know. The mean score of 4.39 indicates very strong parental encouragement contributing to timely enrollment. Data imply that teachers recognize the positive psychological influence parents have on their children's educational behaviors, reinforcing the motivational role of families in ensuring students start school on time. This suggests that teachers perceive parents' motivational support as a critical factor in promoting children's prompt school attendance. Parental encouragement likely fosters positive attitudes and a sense of responsibility in children, which enhances their readiness to enroll on time. The finding underscores the important psychological role families play in shaping educational behaviors, creating an environment where students feel supported and motivated to start school promptly. This aligns with the study by Utami (2022), which found that parental involvement through encouragement significantly improves students' academic engagement and attendance. Furthermore, the finding is consistent with Social Capital Theory (1993), which highlights that strong familial support and guidance within social networks positively impact children's educational outcomes. Where parents actively encourage their children, students are more likely to develop the motivation needed for timely enrollment and sustained academic participation.

The study found that effective and active parental involvement in taking their responsibilities is vital in reducing enrollment delays and ensuring successful enrollment processes in public secondary schools in Ludewa District, as reflected by the grand mean score of 4.29. Teachers strongly emphasized the importance of parents supporting timely enrollment by attending school meetings, encouraging their children, and collaborating with teachers to address emerging challenges. In line with these quantitative results, interviews with several Heads of Schools, DSEO and parents reinforced the belief that when parents actively engage with schools, they help streamline the enrollment process and contribute positively to students' readiness. Though, there uncovered underlying social and emotional

barriers identified such as fear, shame, or a lack of confidence, which continues to contribute to enrollment delays. Others cited challenges such as long distances to schools, and negative beliefs that place the responsibility of communication solely on teachers. This discrepancy between numerical data and real-life experiences highlights the dual nature of parental involvement strong in intention, yet at times hindered by contextual and cultural limitations. These findings align with Social Capital Theory (1993), which emphasizes that effective educational outcomes are nurtured through trust-based relationships and open communication between families and schools.

Generally, the study found that the level of parental involvement in taking responsibility for reducing delayed enrollment of Form One students in public secondary schools in Ludewa District is low. This was clearly shown by students' responses, which had a low mean score of 2.38, suggesting that many students felt their parents were not actively involved in helping them enroll on time. Although some parents were occasionally recognized for actions such as attending school meetings or checking on enrollment matters, overall participation was still inadequate. In understanding the low parental involvement teachers strongly agreed on the importance of emphasizing parental involvement in preventing delayed enrollment, with a high mean score of 4.29. Interview findings from parents, Heads of Schools, and the District Secondary Education Officer (DSEO) found challenges that prevent parents from being fully involved. These include emotional barriers like fear, shame, and low confidence, especially among parents with low education levels. Other problems mentioned were long distances to school, lack of phones, and cultural beliefs that see teachers as solely responsible for school communication. These findings concur with Social Capital Theory (1993), which emphasizes that strong relationships and trust between parents and schools are important for improving student outcomes. In Ludewa, such connections appear to be weak, limiting parents' ability to help reduce delays in student enrollment.

## V. CONCLUSION AND RECOMMENDATIONS

Based on the finding the study concludes that parents in Ludewa District fulfill their responsibilities however, to a low extent on reducing delayed enrollment of form one students in public secondary schools. As a result, delayed enrollment remains a challenge, particularly in remote areas where communication between schools and families is poor and socio-economic barriers persist. Schools and local authorities should also provide targeted support to families facing financial hardships through transport stipends or school materials assistance to reduce economic obstacles to timely enrollment.

### ➤ Recommendation

Based on the conclusion, the study recommends that Head teachers should establish routine, two-way communication channels using multiple platforms such as SMS alerts, community meetings, and WhatsApp groups to keep all parents, including those in remote areas, informed

and engaged. Moreover, the District Secondary Education Officer (DSEO) should facilitate ongoing community dialogues involving parents, local leaders, religious figures, and youth groups to build trust and address cultural barriers over time. Parents should start early preparations, attend school meetings, and collaborate with teachers and local leaders to ensure timely Form One enrollment. Using local communication channels, forming support groups, and tracking deadlines can help. Active parental engagement is key to overcoming financial and handling barriers in Ludewa District.

### ➤ Recommendation for Further Study.

Future studies should look at how parents' knowledge and support affect the time children start Form One. It should also compare areas to find what works best. The research can help show how to improve parent involvement, deal with poverty, and improve communication between schools and families.

## REFERENCES

- [1]. Alegana, V., Christensen, A., Bakari, O., & Tatem, A. (2022). Understanding factors associated with attending secondary school in Tanzania using household survey data. *PLoS ONE*, 17. <https://doi.org/10.1371/journal.pone.0263734>.
- [2]. Bloem, M. (2025). Delayed Bachelor's Degree Graduates Have Lower Graduate School Enrollment Rates. *Education Finance and Policy*. [https://doi.org/10.1162/edfp\\_a\\_00446](https://doi.org/10.1162/edfp_a_00446).
- [3]. Gregg, J., Nyborg, S., Hansen, M., Schwanitz, V., Wierling, A., Zeiss, J., Delvaux, S., Sáenz, V., Polo-Alvarez, L., Candelise, C., Gilcrease, W., Arrobbio, O., Sciallo, A., & Padovan, D. (2020). Collective Action and Social Innovation in the Energy Sector: A Mobilization Model Perspective. *Energies*. <https://doi.org/10.3390/en13030651>.
- [4]. Gwokyalya, W., & Okumu, I. (2023). Gross turnover assessment and tax compliance in Uganda's small businesses: a deep inquiry on the certainty of presumptive tax law. *International Journal of Law and Management*. <https://doi.org/10.1108/ijlma-10-2022-0221>.
- [5]. Harinurdin, E., Laksmono, B., Kusumastuti, R., & Safitri, K. (2025). Community Empowerment Utilizing Open Innovation as a Sustainable Village-Owned Enterprise Strategy in Indonesia: A Systematic Literature Review. *Sustainability*. <https://doi.org/10.3390/su17083394>.
- [6]. Hopson, L., Lidbe, A., Jackson, M., Adanu, E., Li, X., Penmetse, P., Lee, H., Anderson, A., Obuya, C., & Abura-Meerdink, G. (2022). Transportation to school and academic outcomes: a systematic review. *Educational Review*, 76, 648 - 668. <https://doi.org/10.1080/00131911.2022.2034748>.
- [7]. Jenkins, J., & Fortner, C. (2024). Forced to Redshirt: Quasi-Experimental Impacts of Delayed Kindergarten Entry. *Journal of Research on Educational Effectiveness*. <https://doi.org/10.1080/19345747.2024.2333733>.



- [8]. Koomson, I., Ansong, D., Okumu, M., & Achulo, S. (2022). Effect of Financial Literacy on Poverty Reduction Across Kenya, Tanzania, and Uganda. *Global Social Welfare*, 10, 93 - 103. <https://doi.org/10.1007/s40609-022-00259-2>.
- [9]. Lanyasunya, A. (2022). Effect of domestic work on children's schooling in Samburu County, Kenya. *Editon Consortium Journal of Arts, Humanities and Social Studies*. <https://doi.org/10.51317/ecjahss.v4i1.450>.
- [10]. Li, Y., Devlieghere, J., Li, J., & Vandenbroeck, M. (2022). Parental Involvement in early childhood education and care: exploring parents' perspectives in rural China. *European Early Childhood Education Research Journal*, 31, 343 - 358. <https://doi.org/10.1080/1350293X.2022.2098995>.
- [11]. Maro, P., & Kihiyi, V. (2023). *Community involvement and student enrollment: A study in Ludewa District, Tanzania*. *Tanzanian Journal of Education Research*, 18(1), 72-88.
- [12]. Maro, S., & Omer, S. (2024). Influence of Parental Attitudes Towards Girls Regular School Attendance in Public Secondary Schools in Morogoro Municipality, Tanzania. *East African Journal of Education Studies*. <https://doi.org/10.37284/eajes.7.4.2287>.
- [13]. Monaghan, D. (2024). Schooled Families: Higher Education and Family Virtue. *Sociological Perspectives*. <https://doi.org/10.1177/07311214241264510>.
- [14]. Mugumya, D., Karooro, E., & Mwesigye, A. (2023). Parental Engagement as a Predictor of Academic Performance among Secondary School Learners in Sheema District, Uganda. *American Journal of Psychology*. <https://doi.org/10.47672/ajp.1377>.
- [15]. National Bureau of Statistics. (2021). *Multiple Indicator Cluster Survey 2016–17, Nigeria*. <https://www.unicef.org/nigeria/reports/multiple-indicator-cluster-survey-201617-nigeria>
- [16]. National Center for Education Statistics. (2021). *The condition of education 2021* (NCES 2021-144). U.S. Department of Education. <https://nces.ed.gov/pubsearch/pubinfo.asp?pubid=2021144>
- [17]. Ndungane, B., Crafford, G., & Moyo, T. (2024). Defying decay: a strategy to enforce infrastructure standards in rural schools within the Eastern Cape, South Africa. *Frontiers in Built Environment*. <https://doi.org/10.3389/fbuil.2024.1319902>.
- [18]. Ngonyani, D., & Kamando, E. (2023). *Effectiveness of community-based interventions in promoting sustainable enrollment in Njombe, Tanzania*. *Journal of Educational Development*, 15(2), 45-60.
- [19]. Peng, S., Li, H., Xu, L., Chen, J., & Cai, S. (2023). Burden or empowerment? A double-edged sword model of the efficacy of parental involvement in the academic performance of chinese adolescents. *Current Psychology (New Brunswick, N.j.)*, 1 - 12. <https://doi.org/10.1007/s12144-023-04589-y>.
- [20]. Pezzulo, C., Alegana, V., Christensen, A., Bakari, O., & Tatem, A. (2022). Understanding factors associated with attending secondary school in Tanzania using household survey data. *PLoS ONE*, 17. <https://doi.org/10.1371/journal.pone.0263734>.
- [21]. Poncelet, D., Bordalba, M., & Dierendonck, C. (2023). Parental involvement in secondary education in Belgium, France and Luxembourg: Associations with family and school characteristics. *European Journal of Education*. <https://doi.org/10.1111/ejed.12590>.
- [22]. Sanga, N., Chaula, E., & Mhando, S. (2023). Challenges of Implementing Educational Strategic Plans on Students Academic Performance in Public Secondary Schools in Njombe Town Council, Tanzania. *Asian Journal of Education and Social Studies*. <https://doi.org/10.9734/ajess/2023/v49i21128>.
- [23]. Shukia, R., & Marobo, S. (2023). Parental Engagement in Children's Pre-Primary Education in Marginalized Communities in Tanzania Before and During the COVID-19 Era. *Journal of Research in Childhood Education*, 38, S61 - S76. <https://doi.org/10.1080/02568543.2023.2281556>.
- [24]. Þórsson, B., & Ólafsdóttir, S. (2024). Parental Involvement and Its Influence on Academic Achievement: A Cross-Cultural Analysis. *International Journal of Educational Development*. <https://doi.org/10.61132/ijed.v1i1.123>.
- [25]. Tighe, L., Sommer, T., Sabol, T., & Chase-Lansdale, P. (2024). Improving the education and wellbeing of student parents. *Annals of the New York Academy of Sciences*, 1532, 10 - 17. <https://doi.org/10.1111/nyas.15094>.
- [26]. UNESCO. (2021). *Global education monitoring report 2021/2: Non-state actors in education: Who chooses? Who loses?* United Nations Educational, Scientific and Cultural Organization. <https://digitallibrary.un.org/record/4020380>
- [27]. UNESCO. (2022). *Global education monitoring report 2022: Youth edition – non-state actors in education: Who chooses? Who loses?* United Nations Educational, Scientific and Cultural Organization. <https://www.unesco.org/gem-report/en/2022-youth-report>
- [28]. UNICEF. (2021). *Global annual results report 2020: Goal area 2 – Every child learns*. United Nations Children's Fund. <https://www.unicef.org/reports/global-annual-results-2020-goal-area-2>
- [29]. UNICEF. (2023). *UNICEF leads efforts to ensure education for all children in Ethiopia*. <https://www.unicef.org/ethiopia/press-releases/unicef-leads-efforts-ensure-education-all-children-ethiopia>
- [30]. Utami, A. (2022). The Role of Parental Involvement in Student Academic Outcomes. *Journal of Education Provision*. <https://doi.org/10.55885/jerp.v2i1.156>.
- [31]. Von Stumm, S., Cave, S., & Wakeling, P. (2022). Persistent association between family socioeconomic status and primary school performance in Britain over 95 years. *NPJ Science of Learning*, 7. <https://doi.org/10.1038/s41539-022-00120-3>.