

Assessing Parental Self-Efficacy in Helping Children Succeed in Primary Schools in Tanzania

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ABSTRACT

The present study assessed factors associated with a parental self-efficacy in helping primary school children succeed in Tanzania. The study assessed how social contextual variables, parents' perceptions of general invitation for involvement from others, parents' valence towards school, parents' skills and knowledge and parents' energy and resources are associated with parents' sense of self-efficacy. The study involved parents of grade two children in four regions in Northern Tanzania. A multilevel model showed that parents' self-efficacy was predicted by parents' perceptions of the invitations from school, parents' knowledge and skills and parents' valence towards school. These findings shed light on the need for interventions to promote teachers' skills in working with parents in primary schools in Tanzania.

Keywords: *Parental involvement, sense of efficacy, self-efficacy, primary school*

INTRODUCTION

In recent years, there has been a massive increase in the enrolment rate in primary schools in Tanzania; most children can easily access primary education. As is well shown in the Tanzania Development Vision 2025, the Government of the United Republic of Tanzania recognizes the central role of education in achieving overall development goal of improving the quality of life for its citizens. It considers the provision of quality universal primary education as the most reliable way of building a sustainable future for the country (UN, 2021). Despite all notable success in increasing enrolment rate, still, Tanzania's education sector remains constrained by several critical factors. Such factors include inequitable access to early learning and primary education for rural marginalized and vulnerable groups, inadequate school learning environments exacerbated by declining financing, and increasing school populations, and a shortage of teachers and low teacher competencies (World Bank, 2021). There are several efforts to boost primary education in the country.

Such efforts include the recent \$500 million BOOST Primary Student Learning Programme for Results. This project is aided by the World Bank to make primary schools safer, more inclusive, and child friendly, enhance skills and competencies as well as to strengthen education finance and decentralized service. However, some aspects such as parental involvement and the role of the home environment in children's schooling and learning are not emphasized enough. Despite the positive impact of parental involvement reported by many scholars inside and outside the country (Chowa, Masa, & Tucker, 2013; Hoover-Dempsey et al., 1995; Kigobe et al., 2018; Kigobe et al., 2021), still the education system in Tanzania focuses much on teachers and schools as

primary educators. To date, the education policy is not vocal on the role of parents and the home environment; parental involvement is not clearly stated in a country's education policy (URT, 2014). The Tanzanian government prioritized fee-free primary education to achieve universal primary education and promote social and economic development; however, the role of parents and caregivers is not stated in a fee-free education policy (URT, 2014). With on-going uncertainties on the role of parents and care givers in primary schools, it is imperative to assess socio-cultural factors such as the influence of the home environment and the role of parents and caregivers in children learning.

Although parental involvement is highly acknowledged as having a positive impact on children learning, not much is known about parental involvement in Tanzania. Kigobe et al. (2018) reported that parents have a positive attitude towards involvement; they need to be invited by teachers, schools, and their children. Solomon and Zeitlin (2019) reported that parents in Tanzania want their children's schools to be clean, safe, close, and foster learning. However, it is unclear to what extent parents work with teachers, schools, and education authorities to ensure that schools offer their children what they wish. Literature suggests that parents can efficiently work with schools and teachers when they believe their involvement can yield positive feedback on their children's learning (Anderson & Minke, 2007; Hoover-Dempsey et al., 1995). The decisions of parents to get involved in children's education are dictated by personal and contextual factors which may support or hinder their involvement. This study explored factors associated with parent efficacy in supporting their children in schooling and learning.

Parents Self-Efficacy in helping Children Succeed in Schools

Parental self-efficacy is a specific term used to explain parents' self-belief in their ability and the impact they can make on children's lives. Bandura (1997) explained parental self-efficacy as a critical factor in determining parents' goals and their persistence in working toward them. Two theories explain individuals' self-efficacy; one is a belief in personal ability and control over any activity a person can undertake, and the other is the belief that one will succeed in those activities (Bandura, 1986; 1997). Parent self-efficacy is linked to parents' engagement in children's schooling and other aspects of life such as moral and behaviour development. Hoover-Dempsey (2011) linked these theories to parents' decision-making about active engagement in students' school learning. She suggests that parents are most likely to be motivated to get involved when they believe they can manage and control activities while supporting children's learning.

They believe those activities will indeed "make a difference" in their children's learning. Over the years, researchers in developed countries try to assess what motivates parent's self-efficacy in helping their children succeed in school and the impact of parent self-efficacy in parental involvement (Hoover-Dempsey et al., 2005; Hoover-Dempsey; 2011; Sheldon, 2002; Shumow, 1998). There is research evidence that parents' higher sense of self-efficacy shows confidence in dealing with their children's schooling, commitment and engage more in their children's learning. The stronger and more positive parents' self-efficacy beliefs for helping their children learn and succeed in school, the more robust and effective their involvement in activities will be (Hoover-Dempsey, 2011). Because of its importance in supporting parental involvement, it is

essential to assess the factors influencing parents' self-efficacy. Schools need to identify activities that support the development of solid self-efficacy beliefs among parents and give the children learning benefits of parents' active involvement in children's education (Hoover-Dempsey, 2011). This is to say that self-efficacy can be nurtured, boosted, and developed by parents, communities, teachers, and a favourable school climate. In Tanzania, the majority of children are enrolled in public schools, which are fee-free, and the majority of parents of children in public schools have low incomes and are less educated. Heymann (2000) stipulated that, regardless of income and social class, poor parents have the same opportunity to be involved in their children's education.

However, this does not negate that parents' availability to care for their children is often determined by job benefits and working conditions. It is not easy for low-income parents to work with teachers and schools. First, they spend many hours working for their families' basic needs and might not be confident enough to engage with their children's teachers and schools and even help with children learning. In a context like Tanzania, it is imperative to empower parents to activate and help them develop their self-efficacy. In this study, we assessed factors associated with parents' self-efficacy in Tanzania to understand parents' involvement decisions.

The Model of Parental Involvement

This study employed the Hoover-Dempsey and Sandler (1995; 1997) model of the parental involvement process, as revised by Walker et al. (2005). The model focuses on understanding why parents become involved in their children's education and how their involvement influences student outcomes. The model

explains the mechanisms involved in parental involvement through five levels. Level one explains factors for parents' involvement decisions. Level two explains mechanisms used by parents during involvement; level three discusses students' perceptions of learning mechanisms used by parents; level four explains students' attributes conducive to achievement, and level five is about students' achievement (Walker et al., 2005). Generally, level one of the model, which serves as the basis for the model, includes three broad constructs. The constructs are parental motivational beliefs for involvement, which include parent role construction and sense of efficacy; parents' perceptions of invitations for involvement from schools, teachers, and children; and perceptions of life context (time and energy, skills and knowledge, and family culture). The model suggests that parents' involvement is motivated by two belief systems: role construction for involvement and a sense of efficacy for helping the child succeed in school (Hoover-Dempsey & Sandler, 1995; 1997). According to Liu and Leighton (2021), the direction of influence between role construction and self-efficacy is unknown; it is not explicit in which variable comes first. This might be caused by a lack of research on how parental beliefs are related, because the model only gives direction between levels (Liu & Leighton, 2021). However, it does not offer specific guidance on directional relations among variables within levels. The model is flexible and convenient in assessing variables within levels. With our goal to assess parents' self-efficacy, the model allows us to assess how other constructs and their variables in level one influence parents' sense of efficacy.

The Current Study

The current study assessed factors associated with primary school parents' self-efficacy in Tanzania. Specifically, this study assessed three research questions (1) Do parents' own school experience and level of education relate to their sense of self-efficacy? (2) Are social-contextual variables (time and energy; skills and knowledge) related to parents' sense of self-efficacy? (3) Do parents' perceptions of invitations for involvement relate more to parents' sense of self-efficacy than other social contextual variables?

Methods

Participants

The study participants were parents of grade two children from 55 primary schools in 10 districts of four regions (Mara, Mwanza, Simiyu, and Shinyanga) in northern Tanzania. A total of 1187 participants (52% mothers and 48% fathers) were involved in the study. Among them, 67.7% were married; 27% were unmarried; and 5.3% did not disclose their status. On income, 63.5% had a low income (below 2,000 Tsh); 19.7% of parents had an income of between 2,000-5,000 Tsh; 7.8% were parents with middle income – having between 5,001-10,000 Tshs; 4.1% had income between 10,001-15,000; 3% had an income of 15,001-20,000 and 1.9% had an income of 20,001 and above. Regarding education, 1.4 % of parents had bachelor's degrees; 0.2% had postgraduate degrees; 3.2% had college certificates and diplomas; 13.9% had secondary education; 70.4% had primary education; and 7.3% were uneducated. Among the families, 22% had only one child; 20.8% of the families two children; 19.6% had three children; 18% had four children; and 14.1% of the families had five or more children.

Procedure

The data of this study was baseline data collected from a large intervention project designed to capacitate teachers in working with parents to stimulate children's literacy development. We selected a sample of 55 schools from lower and higher-performing schools in rural Tanzania. Parents were invited to school to fill out the survey. In these meetings, district and ward educational officers were invited to officiate the meetings. We asked parents to sign a consent form to participate in the study and allow their children to participate. In the data collection, 12 trained research assistants (tutors from nearby resident teacher colleges in the regions) were responsible for the whole exercise. In every school, teachers were asked to help illiterate parents in one interaction to maintain parents' privacy.

Measures

All variables in the study originated from Hoover-Dempsey and Sandler's revised model of parent involvement (Walker et al., 2005). The variables were related to three constructs of the first level of the Hoover-Dempsey and Sandler model of the parental involvement process that focused on understanding factors underlying parents' decision to be involved in their children's education. In this study, five variables were assessed. These are parents' sense of efficacy as the outcome variable, parent valance towards school, parents' perception of general school invitation, teachers' invitations and specific invitation from a child, parents' skills and knowledge as well as parents' time and energy as predictor variables. The reliability test conducted to all scales showed moderate to strong internal consistency, with Cronbach's alphas ranging from .63 to .86.

Parent Sense of Self-efficacy

Parent self-efficacy was measured by a four-item scale. Parents were requested to rate their beliefs on whether or not their involvement is likely to positively influence their children's education (Walker et al., 2005). They (parents) rated their self-efficacy beliefs on a 6-point Likert-type scale ranging from 1 (disagree very strongly) to 6 (agree very strongly). Item examples are: (a) "I Know how to help my child to acquire reading skills" and (b) "I feel successful about my efforts to help my child to acquire reading skills." Higher scores indicated that parents have a higher sense of efficacy. The two items worded negatively in the scale were deleted since they contributed to low Cronbach's alpha when included. We suspected the misinterpretation or misunderstanding of the items by the parents. The Cronbach's alpha of the two items in the scale was .63, indicating a moderate internal consistency.

Parents' Perceptions of Invitation to be Involved

Parents' Perceptions of Specific Invitations for Involvement from the Child

It included seven items referring to parents' feelings on the specific invitations from their children (Walker et al., 2005). Parents rated their perceptions on a 6-point Likert-type scale ranging from 1 (never) to 6 (daily). Item examples are: (a) "My child asked me to supervise his or her homework," and (b) "My child asked me to talk with his or her teacher." The Cronbach's alpha of this scale was .82, indicating a strong internal consistency.

Parents' Perceptions of Specific Invitations for Involvement from Teachers

It consisted of six items examining how often the child's teachers contact or make any communication with a parent (Walker et al., 2005). Parents rated their perceptions on a 6-point Likert-type scale ranging from 1 (never) to 6 (daily). Item examples are: (a) "My child's teacher asked me or expected me to help my child with homework," and (b) "My child's teacher asked me to attend a special event at school." The Cronbach's alpha of this scale was .86, indicating strong internal consistency.

Parents' Perceptions of General Invitations from School

We measured parents' perceptions of general invitations using six items developed by Walker et al. (2005). Parents rated their perceptions on a 6-point Likert-type scale ranging from 1 (disagree very strongly) to 6 (agree very strongly). Item examples are: (a) "I feel welcome at this school," and (b) "This school lets me know about meetings and special school events." The Cronbach's alpha of this scale was .65, indicating a moderate internal consistency.

Parents' Perceived Life Context

Parents' Perceptions of the Time and Energy

It was measured by six items referring to how parents perceived time and energy in their decision about involvement (Walker et al., 2005). Parents rated their perceptions on a 6-point Likert-type scale ranging from 1 (disagree very strongly) to 6 (agree very strongly). Item examples are: "I have enough time and energy to (a) communicate with my child about the school day and (b) attend special events at school." The Cronbach's alpha of this scale was .68, indicating a moderate internal consistency.

Parents' Skills and Knowledge

Measurement of this aspect involved six items examining parents' understanding of their skills and knowledge (Walker et al., 2005). Parents rated their perceptions on a 6-point Likert-type scale ranging from 1 (disagree very strongly) to 6 (agree very strongly). Item examples are: "(a) I know effective ways to contact my child's teacher; (b) I know how to supervise my child's homework." The Cronbach's alpha of this scale was .70, indicating a good internal consistency.

Parent Self-Reported Valence towards School

Parent valence was measured by six items assessing the extent to which a parent is attracted to or disliked schools, based on personal previous school experiences. Parents were asked to rate their own experiences at school, their personal experiences with their teachers and school staff, and their general school experience (e.g., "My school 1 = I disliked, 6 = I liked"; "My teachers: 1 = ignored me, 6 = cared about me"). Higher scale scores indicated a stronger attraction to or good experiences with the school. The Cronbach's alpha of this scale was .76, indicating a good internal consistency.

Results

Statistical Analysis

We used SPSS 25 to conduct all the statistical analyses in the study. We assessed the suitability of the data by checking the skewness and kurtosis of all variables in the study. Acceptable values of skewness fall between -3 and +3. It is noted here that kurtosis is appropriate from -10 to +10 when utilizing SEM (Brown, 2006). All seven variables had smaller values than +3 and -3. Parent valence was the only variable with a larger kurtosis value (14.5, $SE = .14$),

indicating a pointy and heavy-tailed distribution for this variable. Next, we assessed the correlation of all study variables in the study. Spearman non-parametric correlations were calculated between parents' characteristics and other variables; Pearson correlations were calculated between all other variables in the study. To assess the association predictor variables (general school invitation, teachers invitation, specific child invitation, parents' skills and knowledge, parents' energy and resources, and parents' school valance) to outcome variable (parents' sense of efficacy), we used multilevel modelling. This decision was relevant since our data were nested with parents rating their child's teachers and schools. We first checked the interclass correlation (ICC) in the null model to assess if there was a possible multilevel variance within the outcome variable. Usually, when the ICC is more than 0.1, the normal regression models are no longer efficient, and multilevel modelling becomes crucial.

Correlation between all Study Variables

The correlation analysis between parent's efficacy and predictors' variables (school invitation, teachers' invitation, child invitation, parents' knowledge and skills, parents' energy and resources, and parents' school valence) showed a strong positive relationship between parents' self-efficacy and all six variables. In the five personal characteristics variables (gender, parents' level of education, income, marital status and number of children in the family), only parents' income showed a correlation with the self-efficacy (See Table 1). Since parents' characteristic variables (gender, level of education, number of children, and marital status) were not related to parents' self-efficacy, they were not included in further analyses.

Table 1: Correlation between all study variables

Note. * $p < .05$ ** $p < .01$ *** $p < .001$. Spearman non-parametric correlations were calculated between parent's

	1	2	3	4	5	6	7	8	9	10	11	12
1. Parents' Gender												
2. Parents' Education	-.037											
3. Parents 'Income	-.011	.244***										
4. Number of children	-.010	.027	-.096**									
5. Marital status	-.001	-.034	.043	-.242***								
6. Parents self-efficacy	.008	.033	.087**	-.059	.035							
7. School invitation	.001	-.051	.042	-.070*	-.056	.263***						
8. Teacher invitation	-.010	-.014	-.031	.045	-.056	.220**	.323***					
9. Child invitation	-.030	-.025	.025	-.047	-.019	.255***	.405***	.385***				
10. Knowledge and skills	-.030	-.021	.155***	-.129***	.017	.236***	.344***	.166***	.336***			
11. Parents energy and Resources	.019	.061*	.155***	-.056	-.012	.227***	.374***	.147***	.313***	.697***		
12. Parent school valence	.006	-.023	-.051	.016	.034	.135***	.303***	.085***	.094***	.229***	.255***	
<i>M</i>	1.48	1.53	1.69	1.77	2.80	4.28	5.13	3.26	4.29	5.24	5.36	5.80
<i>SD</i>	0.50	0.97	1.64	1.39	1.38	1.20	0.76	1.55	1.38	0.78	0.73	0.48
<i>Cronbach's alpha</i>						.63	.65	.86	.82	.70	.68	.76

characteristics and other variables; Pearson correlations were calculated between all other variables

Predictors of Parent's Sense of Self-efficacy

In the unconditional mean (null model), a one-way ANOVA model with a random effect with no predictor was included. We assessed the interclass correlation to examine individual variation in the outcome variable (self-efficacy). The total number of parameters estimated in the unconditional mean model was three, including the fixed effect of the intercept ($p < .001$); the ICC was 0.70, suggesting that 70% of the total variation in self-efficacy was due to inter-individual differences. In assessing the ICC, the higher the value, the more significant the differences are between subjects, compared to the differences within subjects; hence, necessitating multilevel analyses over normal regression models.

Next, a two-level model, with school at the first level and parents in the second level, was tested with six predictor variables (general school invitation, teacher invitation, specific child invitation, parents' knowledge, and skills, parents' energy and resources, and parents' school valence) and parents' sense of efficacy. Among the six predictors, general school invitation, parents' knowledge and skills, parents' energy and resources, and valence towards school were strong predictors of parents' sense of self-efficacy. Among all predictor variables, parents' valence towards school ($b = 0.33$, $SE = 0.06$, $p = .001$) were the strongest predictors of self-efficacy. This finding indicates that parents who have positive perceptions with a general invitation from school, parents who perceive that they have enough knowledge and skills, and parents with higher valence towards school have a higher sense of self-efficacy to help children succeed in education. Parents' energy and resources ($b = 0.12$, $SE = 0.05$, $p = .05$) were also significant predictor of parents' sense of self-efficacy, indicating that parents with enough time and resources have a higher sense of self-efficacy. Parents' perceptions of teachers and specific child invitations were insignificant (see

table 2). In the second model, we added parents' economic status as a control variable to see if it affects the relationship between the predictor variables and an outcome variable. The findings indicate that parents' perception of general school invitation, parents' knowledge and skills and parents' valence towards school continued to predict parents' sense of self-efficacy. Parents' economic status was not significant predictor of parents' self-efficacy ($b = -0.01, SE = 0.02, p = .62$); adding it on the model made parents' energy and resources insignificant ($b = 0.11, SE = 0.07, p = .06$).

Table 2. Multilevel models for Parents' Self-efficacy

	Model 1	
Model 2		
Fixed effect		
Intercept	-0.20 (0.40)	-0.20(0.40)
Variance components		
Between schools (level 1)	0.27(0.06)***	0.27(0.06)***
Between parents (level 2)	0.27(0.88)***	0.28(0.88)***
Residual level 1	0.59(0.88)	0.59(0.88)
Schools' invitation	0.23(0.05)***	0.23(0.05)***
Teachers' invitation	-0.00(0.02)	0.00(0.02)
Child's invitation	0.03(0.02)	0.03(0.02)
Parents' knowledge and skills	0.23(0.06)***	0.23(0.06)***
Parents energy and resources	0.12(0.06)*	0.11(0.07)
Parents' valence	0.33(0.06) ***	0.36(0.07) ***
Parents' income		-0.01(0.02)*
N of parameters	10	11

Note.* $p < .05$. ** $p < .01$. *** $p < .001$. Parameter estimate standard errors listed between parentheses.

Discussion

Parental self-efficacy (PSE) is a key predictor of parental involvement in children's education. This study explored possible predictors of parents' self-efficacy in helping a child succeed in school in primary schools in Tanzania. The findings showed a strong association between parents' perception of general school invitation, parents' knowledge and skills and parents' valence towards schools with parents' self-efficacy. Parental self-efficacy is a powerful construct in understanding parents' involvement decisions. The parents' beliefs on what they can do and their actions' impact on children's learning are always defined by social and economic factors around them. In the study of Dixon-Elliott (2019), he found that the underlying drivers of parents' low self-efficacy are lack of time, knowledge, and resources. Arguably, these factors can motivate or undermine parents' sense of efficacy. In this study, parents' school valence was the leading predictor of parents' sense of efficacy even though there was no correlation between parents' level of education with parents' self-efficacy.

This might imply that parents' school experience has a vital role in shaping their personal beliefs on the importance of their involvement in children's education than their educational attainment. Given that some parents in the study did not finish primary school and the majority were only primary school leavers, it was unexpected that their school experience could motivate their self-efficacy. The predicting power of parents' valence on their self-efficacy might have many implications. First, parents might use their experience in schooling to motivate their children's future education successes. Second, parents might use their schooling experience to help their children avoid the same mistakes they made as students. Some studies suggested that, with quality

support resources, it is possible for parents who went through challenging situations in their schooling history to possess a motivating desire to continue pursuing educational goals for their children (Barnett & Taylor, 2009; Brown, 2013; Gutman & McLoyd, 2000). Having general school invitation as another strong predictor of parents' self-efficacy, might indicate that the combination of parents' own school experience and a welcoming environment in their children's schools is crucial for parental involvement. A welcoming school environment provides parents with enough confidence and strengthens their self-efficacy on what they can do to help their children succeed in school. Brown (2013) explains that low socioeconomic status combined with strong social support or other factors that promote resilience can lead parents to pursue higher educational goals for their children.

It is argued here that a strong sense of self-efficacy can help a parent find ways to work with their children beyond the involvement opportunities provided by the school at their own pace and energy (Dixon-Elliott, 2019). The lack of association between teacher invitation and specific child invitation with parents' self-efficacy shows minimal interaction between teachers and parents and the lack of interactive activities between children and their parents. Several studies showed a positive relationship between teacher involvement activities and children's invitations on the effectiveness of specific involvement activities (Deslandes & Bertrand, 2005; Epstein & Van Voorhis, 2001; Kigobe et al., 2021; Simon, 2004). The lack of association between teacher invitation and parents' self-efficacy raises concerns since teachers are significant in connecting families and schools. Results revealed the lack of association between parents' energy and resources with parents' self-efficacy. The absence of an association between parents' energy and resources with parents' self-efficacy might

imply that, even with limited time and resources, parents can still find ways to help their children if they receive enough support. This finding is very relevant in the Tanzanian context, where most parents of children in public schools are in non-formal employment, engaging in peasant agriculture and petty trade to sustain their needs. To help these parents, teachers and schools need to be considerate in identifying feasible activities because these parents are also struggling to attend to the basic needs of their families. A study by Dixon-Elliott (2019) revealed that financial challenges often result in lower parental self-efficacy and minimal parental involvement in children's schooling. There is research evidence showing that, with adequate support, parents with limited resources and low self-efficacy can be involved in their children's schooling (Barnett & Taylor, 2009; Brown, 2013; Gutman & McLoyd, 2000; Lott, 2001).

Generally, the study's findings are very promising for the Tanzanian context; having parents' school valence as the strongest predictor of parents' self-efficacy was not only unexpected but also astonishing. Given that most of the parents in this study did not possess higher education, it is impressive that they still had self-efficacy to help their children succeed in education. However, the lack of association between teacher invitation and specific child invitation with parents' self-efficacy raises some concerns about the ability of teachers to work with parents and stimulate learning interaction between parents and their children at home. The findings of this study call for purposeful intervention in preparing pre-service teachers to work with parents in the future and helping in-service teachers to work with parents in schools.

Implications of the Study for Education in Tanzania

This study explored factors associated with parents' self-efficacy in primary schools in rural Tanzania. With minimal parental involvement in Tanzania, this study revealed some possibilities for schools, teachers, and education authorities on how parents can be helped and supported regardless of their social and economic conditions. Assessing Tanzanian parents' self-efficacy is essential in promoting active parental involvement in children's education. This study shows how schools can play a salient role in supporting parents' self-efficacy and maximizing parental involvement. This can be an indication of how schools in Tanzania can use their resources to help teachers to work with parents as well as to facilitate feasible parental involvement activities in schools. Schools can do a lot through teachers and school boards to help parents realize their potential as partners and co-educators in their children's education.

Strength and Weakness of the Study

This study contributes to understanding parents' self-efficacy in Tanzania and the general African context. Mechanisms involved in understanding parental involvement processes are very contextual, and it is not feasible to use studies from western culture to explain the parental involvement process in the African context. Adding parents' valence variable, as suggested by Walker et al. (2005), is also strength of this study. This study involved public schools in rural communities, whose most parents had lower education levels. It is crucial to assess how parents' schooling experience affects their self-efficacy in helping children succeed in education. Adding this variable broadens theoretical and practical perspectives in explaining parental involvement mechanism in Tanzania. Despite the presented strengths, this study has got a

weakness as well. The study used cross-sectional data; thus, we cannot establish a causal effect relationship between study variables. In the future, researchers may consider conducting a longitudinal study to establish factors that develop parents' self-efficacy.

Conclusion

This study explored factors associated with parents' self-efficacy in primary school parents in rural Tanzania. We have seen that parents' valence towards schools, perception of general school invitations, and parents' knowledge and skills were the predictors of parents' self-efficacy. Educators, schools, and teachers must understand the relationship between parent involvement and efficacy and nurture that relationship with feasible activities that boost parents' confidence in the impact they can make on their children's education. It is crucial for policymakers and schools to find possible ways to help parents develop strong efficacy to help their children succeed in education. Schools and school boards need to find ways to increase parent-teacher interaction.

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