Abstract

This paper examines the perceptions of stakeholders on disadvantaged families' involvement in school activities and how this influences children's engagements in primary schools of Tanzania. The informants for this study were parents/guardians (families), pupils, dropouts and Educational Officers. The study employed qualitative research methodology. In particular, the study uses multiple case study design that covered six schools in two Regions of Tanzania. The study findings confirm that low involvement of parents in school activities invariably affected engagement of children in school. The paper concludes with strategies on how parental involvement could be improved to enhance pupils' engagement with primary school.