

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

PARENTS ROLE IN FACILITATING STUDENTS LEARNING
IN GOVERNMENT SECONDARY SCHOOLS OF
ARADA SUB-CITY IN ADDIS ABABA

BY
ZEMENE FISEHA YALEW

JUNE, 2018
ADDIS ABABA

**PARENTS ROLE IN FACILITATING STUDENTS LEARNING
IN GOVERNMENT SECONDARY SCHOOLS OF
ARADA SUB-CITY IN ADDIS ABABA**

BY

ZEMENE FISEHA YALEW

**A THESIS SUBMITTED TO DEPARTMENT OF EDUCATIONAL PLANNING
AND MANAGEMENT OF ADDIS ABABA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF ART IN EDUCATIONAL LEADERSHIP AND MANAGEMENT
ADDIS ABABA UNIVERSITY**

ADDIS ABABA, ETHIOPIA

JUNE, 2018

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
PARENTS ROLE IN FACILITATING STUDENTS LEARNING
IN GOVERNMENT SECONDARY SCHOOLS OF
ARADA SUB-CITY IN ADDIS ABABA

BY
ZEMENE FISEHA YALEW

APPROVED BY BOARD BY EXAMINERS

_____	_____	_____
CHAIR MAN, DEPARTMENTS	SIGNATURE	DATE
_____	_____	_____
ADVISOR	SIGNATURE	DATE
_____	_____	_____
INTERNAL EXAMINER	SIGNATURE	DATE
_____	_____	_____
EXTERNAL EXAMINER	SIGNATURE	DATE

DECLARATION

I, the under signed, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all source of materials used for the thesis have been properly acknowledged.

Name: Zemene Fiseha Yalew

Signature: _____

Date: _____

This thesis has been submitted for examination with my approval as university advisor

Name: Dr. Jeilu Oumer

Signature: _____

Date: _____

DEDICATION

I dedicated this thesis to my father, Fiseha Yalew Tefera, for taking care of me with kindness and love in the achievement of my life.

ACKNOWLEDGMENTS

It would not have been possible to accomplish this master's thesis without the help and support of the kind people around me, to whom I should particularly address my appreciation.

First, I would like to extend my genuine thanks and appreciation to my thesis advisor Dr. Jeilu Oumer, for his understanding, constructive comments, professional expertise, and valuable advice. His comments at every stage of the writing aimed at helping me to achieve this end of my work. Without the help and support of him, the completion of this work would not have been realistic.

I am very much grateful to the Principals, Vice-Principals, and 10th grade students of Belay Zeleke, Bethlehem, and Agazian Government Secondary Schools as well as Arada sub-City Education Bureau officials, for giving me their valuable inputs and time in answering the research and interview questions. Also for their cooperation and willingly shared their valuable time during the process of survey. I am really indebted to Ato Dinkneh Hailu, who lent me his precious time and energy kindheartedly.

To end with, my deepest acknowledgement goes to my beloved children, my mother, sisters and brothers for their tolerance, encouragement, and concern for my overall success in life.

TABLES OF CONTENTS

Contents	Pages
DEDICATION.....	i
ACKNOWLEDGMENT.....	ii
TABLES OF CONTENTS.....	iii
LIST OF TABLES	vi
ACRONYMS AND ABBREVIATIONS.....	vii
ABSTRACT.....	viii
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	5
1.3 Basic Question.....	8
1.4 Objective of the Study.....	8
1.4.1 General Objective	8
1.4.2 Specific Objectives.....	9
1.5 Significance of the Study.....	9
1.6 Delimitations of the Study.....	10
1.7 Limitations of the Study.....	10
1.8 Operational Definition of Key Terms.....	11
CHAPTER TWO.....	12
REVIEW OF RELATED LITERATURES.....	12
2.1 Quality of Education.....	12
2.2 Education Policy in Ethiopia.....	13
2.2.1 Education Policy in Imperial Period	14
2.2.2 Education Policy in Derg Period.....	15
2.2.3 Education Policy of FDRE.....	16
2.3 Secondary Education in Ethiopia.....	17
2.4 Quality of Secondary Education.....	18

2.5 Factors Affecting Quality of Education.....	19
2.5.1 In school Factors Affecting Quality of Education.....	20
2.5.2 Out of school Factors Affecting Quality of Education	23
2.6 Parental/ Family Involvement	24
2.6.1 Benefits of Parents Involvement in Education Activity.....	27
2.6.2 Why Parents/ Families Do Not Involve in Education Activities.....	28
2.6.3 The Impact of Parents/Families Involvement on Student Achievements.....	29
2.7 Relationships between Schools, Parents/Families & Communities.....	32
CHAPTER THREE	34
3.1 RESEARCH DESIGN AND METHODOLOGY.....	34
3.1. Research Design.....	34
3.2 Data Sources.....	35
3.3 Sample and Sampling Techniques.....	36
3.3.1 Data Collection Tools	36
3.3.2 Procedures of Data Collection.....	37
3.4 Methods of Data Analysis.....	39
CHAPTER FOUR.....	39
DATA PRESENTATION, ANALYSIS, AND DISCUSSION.....	39
4.1 Characteristics of the Respondents	39
4.1.1. The Principals, Vice-Principals and Education Bureau official.....	39
4.1.2. 10 th Grade Sampled Student	41
4.2 Analysis of Home Environment Factors affecting Quality of Education	41
4.2.1 Extents to which Home Environment factors of parental involvement affect secondary school students' Achievement?	43
4.2.2 Extents to which school management promote parental involvement to maintain the secondary school students Academic Achievement?	50
4.2.3 Extents to which family situation influence secondary school students' Academic Achievement?	61

CHAPTER FIVE	68
SUMMARY, CONCLUSION AND RECOMMENDATION	68
5.1 Summary of findings	68
5.2 Conclusions	69
5.4 Recommendations	70
Reference	73
Annexes	75

LIST OF TABLES

	pages
Table 3.1 Total population and sample size of the selected secondary hools.....	36
Table 4.1 Profile of the Principals, Vice-Principals and, Education Bureau official Respondents'	40
Table 4.2 Profile of 10 th Sampled Student Respondents'	41
Table 4.3 Frequency on respondents' perception on, the extent of Home Environment actors of parental involvement affect secondary school students' Achievement	42
Table 4.4 Frequency on respondents' perception about, the extent of school management promote parental involvement to maintain the secondary school students Academic Achievement.....	50
Table 4.5 Frequency on respondents' perception on, extent do family situation influence secondary school students' Academic Achievement	61

ACRONYMS AND ABBREVIATIONS

EFA:	Education for all
ESDP:	Education Sector development program
ETP:	Education and Training policy
GEQIP:	General Education Quality improvement packages
MDGS:	Millennium Development Goals
MOE:	Ministry of Education
PTA:	Parent teachers Association
UN:	United Nations
UNICEF:	United Nations International Children's Emergency fund
UNESCO:	United Nations Educational Scientific and cultural organization

Abstract

The main purpose of the study was to examine some parental involvement factors at home in learning activities affecting Government secondary school students' achievement in Addis Ababa. The participants of the study were two principals, three vice-principals, one education bureau official and two hundred ninety two tenth grade Government secondary school students. The instruments for data collection were questionnaire, interview, and document analysis. The study employed quantitative as well as qualitative design. The quantitative data gathered from the respondents were analyzed by using frequency and percentage, while the qualitative data were analyzed through narration. Although families are essential, not just desirable, policy addressing family involvement are often missing in learning activities and viewed as an addition rather than an essential part of education in Government secondary schools of the selected schools. Based on the data analysis and the literatures reviewed the following major findings of the study considered. school management related factors and lack of coordinated sufficient interventions in the sub city and promoting parental involvement in Government secondary schools was almost ignored by school management and education sector office in the sub city under study, which has a positive impact on education quality. Based on the finding the study concluded that, however parental involvement in children's learning at home has a great contribution for student achievement most Parents do not involve in their children's learning at home; because of lack of awareness creation from concerned bodies. Finally, recommended that more intervention and strong alliance among policy makers, performers in education sector, Parents and concerned Government bodies is highly needed to insure quality of education.

CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Harvey & Knight (1996) explained that, the development of any country in the 21st century will be determined by the level and growth of its human capital, which investment in education forms a major component, (cited in Sinkinesh, 2013). In the present age of science and technology, the advanced and developed nations are dominating in the world only due to their latest knowledge. Welfare, prosperity, and security of a nation depend upon the quality of the education system prevailing in that country. Therefore, Quality Education has one of its basic tasks to train young people to become useful members of the society.

According to Deborah (2000), Quality education does not happen by chance, it is a product of effective teaching and learning coupled with the effort of the teacher, the school, the students, parents and their various home environments. In supporting of this idea, Crosnoe, Johnson & Elder, (2004) stated that, “Educators, trainers, and researchers have long been interested in exploring various factors contributing effectively for the quality of learners’ performance. these factors are inside and outside schools that affect students’ quality of academic achievement, and may be termed as student factors, family factors, school factors and peer factors”, (as cited in Sinkinesh, 2013). Children are motivated to work on activities and learn new information and skills when their environment is rich in interesting activities that arouse their curiosity and offer moderate challenges.

Various home factors have been shown to be important thus, mother’s responsiveness, discipline style and involvement with the child, organization of the environment, availability of appropriate learning materials, opportunities for daily stimulation. Parents who provide a warm responsive and supporting environment, encourage exploration, stimulate curiosity, and provide play and learning materials, accelerate their children's intellectual development, which in the long run increases academic Achievements, (As cited in Sinkinesh, 2013; Meece, 2006). That is why it has been said training begins at home in the informal way.

Despite the fact that the training and development of a child is naturally placed in the hands of the parents, most of the time blames on the poor performance of students in school are shifted to the teachers and the school leaders. Most families seem not to give adequate attention to the education of their children. Moreover, it appears that some of the parents have incorrect perception about the performance of their children; they do not know and seem to fulfill their responsibility of guidance and encouragement in the child's performance in schools. This is congruent with the common assertion of sociologists that, education can be an instrument of cultural change whose foundation begins from home (wilder,2014)

According to Cooper, Lindsay, & Nye, (2000). four dimensions of parental involvements were studied: *autonomy supports, direct involvements, provision of structures, and elimination of distractions*. Adding that as parent support, autonomy increased, the achievement of children also increased, however direct parent involvement showed the opposite relationship. Moreover, study revealed that parents provide more support for autonomy as children aged and homework assignments became more difficult. According to (luckner, Whaley & Egeland, 2004), An active teaching role for parents might be most appropriate for elementary students having trouble in school. However, with older students doing well in school, parents should be encouraged not to interfere with self-study, but to reinforce autonomy so that students develop time-management and study skills that will enable them to become autonomous and lifelong learners. Implications of this study include a caution that teachers use in requesting that parents provide active instruction to their children because outcomes may be affected by a combination of the family's economic, time, and skill resources.

Teachers and parents are advised to consider the ability levels of students before determining the roles their parents should play in homework. (Kellaghan, Sloane, Alvarez, & Bloom, 1993), Research conducted on the role of home environments on school learning, drew the following conclusions:

- * The home environment is “a most powerful factor” in determining school performance, including achievement, interest in learning, and number of years of schooling children will receive;

- * When home and school have “divergent approaches to life and to learning”, children may not perform well; conversely, when home and school “have similar emphases on motivation and learning”, children are more inclined to perform well;
- * The “socioeconomic level or cultural background of a home need not determine how well a child does at school.” Parents from diverse cultures and backgrounds “can and do promote stimulating home environments that support and encourage the learning of their children”.
- * Parents can make better choices for what to do to help children learning, if they have an understanding of home factors that contribute to learning.

Consequently families are essential, not just desirable to the educational success of their children. It is indicated that policies addressing family involvement are often lacking in schools, and that programs that do exist are often viewed as an appendage rather than an integral part of school practices. According to Deslorges & Abouchar, (2003), Parental involvement categorized into four broad strands; Parental involvement in children’s school-based activities, Parental involvement in children at home-based activities, direct parental involvement in academic activities of children, and indirect parental involvement in academic activities of children. It is true that parental involvement level vary among parents. For example, mother parent of young children, educated or uneducated parents, father’s involvement, their economic status, family background, and social environment.

It is observed that parental involvement with children from early age has been found to equate with better outcomes specially in building their personalities. Parents are primary guides to them, children try to copy them, and considered them that they are always right so parents can shape their life as they can, Their involvement has positive impact on children academic achievement even when the background factor of such as social class, family size, has been taken into account.

The better the standards of education the better will be the position of the prosperity of the nation. It is therefore important that every child, whether in rural or urban community, equally benefit from quality basic education in order to promote accelerated development in African countries including Ethiopia (MoE, 2004). The main principles, objectives, and goals of education in the country enunciated in the various proclamations of the Government of

Ethiopia. These documents include the Proclamation of the Constitution of the Federal Democratic Republic of Ethiopia of 1995; the Education and Training Policy (ETP) of 1994; and the Education Sector Strategy of 1994. According to, U. S. Department of Education, (1994). One of the eight goals included in the 1994 Goals and 2000 legislation was dedicated to this critical area: “Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.” Although family involvement has reached a "new level of acceptance" today as one of many factors that can help improve the quality of schools, “acceptance does not always translate into implementation, commitment, or creativity”, (Drake, 2000, p. 34). Much remains to be done. Schools, communities, and parents or families must cooperate and work collaboratively to improve the learning experience of all children.

Government Strategy: The Government’s vision for education development is described in the PASDEP, with the Education Sector Development Programs (ESDP V) serving as the overarching framework, giving high priority to quality improvement at all levels. Within the framework of the ESDP III, the MoE has developed a draft General Education Quality Improvement Program (GEQIP). A key recommendation of the education sector Annual Review Meeting (ARM) in 2007 was that MoE and Development Partners (DPs) work together to implement the GEQIP through a pooled funding mechanism. The proposed Program will support the implementation of the first four of the six components of the GEQIP, namely:

1. Teacher Development Program (TDP) including English Language Quality Improvement Program (ELQIP);
2. Curriculum, Textbooks and Assessment;
3. Management and Administration Program (MAP) with an Education Management Information System (EMIS) sub-component and
4. School Improvement Program (SIP) with a School Grants sub-component.

The Government has also prepared the preliminary cost estimates and financing plan of the proposed program, suggesting a funding gap of over US \$800 million over the next five years.

Government’s Development Policy: The Government prepared a letter of development policy on the basis of the GEQIP program document, outlining the sector policy focusing on quality

improvement in general education. The letter reflects the views of both national and international partners and there is strong consensus around these policy areas. According to, MoE, (2004) Addis Ababa is a multicultural city where teachers and students from diverse cultures and ethnic interact in the same school environment. Thus, the educational system is expected to be fair and equally responsive to all corresponding teachers and students regardless of their ethnic, cultural, and other backgrounds. Apart from this, the system has to focus on quality education. Developing education in Ethiopia, with a focus on quality, can be an important strategy to ultimately fight poverty, increase productivity, and bring about social and economic changes in the country.

Quality is determined by achievement of set goals through adequate resources and appropriate process (Miller, 2001). Quality of education can be affected by the input or process or output (MoE, 2008). This study attempted to examine one of the input factors, *home environment factor*, by raising the basic questions; Is parental support can be a cause for achievement of children education in selected three Government secondary schools of Arada sub-city in Addis Ababa city. The information acquired from the study believed to benefit parents, students, policy makers, educators, and the community as a whole. Moreover, helpful in education planning of educational institutions. The results can be utilized to develop school programs associated with parental involvement at home in academic activities, decisions, and homework. Also it may help to bridge the gap between home and school while improving student's academic achievement, moreover expect to be a key in improving quality of education. In general, it might be useful addition in the existing knowledge of improving quality of education.

1.2. Statement of the Problem

Parental involvement improves student learning whether the child is in preschool or in the upper grades, whether or not the family is struggling economically or is affluent, or whether the parents finished high school or graduated from college, (Deborah Davis, 2000; Epstein, 1991; Henderson, & Berla, 1994; Liontos, 1992; Reynolds, et al., 1991; Zellman, G.L., & Waterman, 1998). Family makes critical contributions to a child's achievement from early childhood through high school. Talking and playing with infants, reading bedtime stories with toddlers,

playing math and reading games with elementary school students, helping middle school students with their homework, and establishing appropriate boundaries for teenagers, are foundations for success in school. Many families, however, require assistance in providing these basics of a supportive home learning environment, Luckner, Whaley & Egeland, (2004).

When parents are involved, regardless of income or background, children are more likely to earn higher grades and test scores, enroll in higher-level programs, attend school regularly, have better social skills, show improved behavior, graduate, and go on to postsecondary education. Essential to achieving meaningful parental engagement is the parent-school-community partnership. Disregarding the home environment factor; parental involvement at home; exposed our country to have undisciplined, criminal and corrupted citizens in all aspects, which is obvious these days. Moreover, this issue reached its pick as highly unmanageable situation for the government itself. Finally, these all affect the quality of education and evident why our education quality gets worse time to time.

Schools that recognize the “interdependent nature of the relationship” between families and schools and value parents as “essential partners” in the education process will realize the full value of this collaboration. Such an approach recognizes the “significance of families” and the “contributions of schools” as a “necessary framework” for working together in “complementary efforts toward common goals” to maximize success for students as learners (Christenson & Sheridan, 2001). Also, Schools have shown success by enlisting the support of parents in areas ranging from developing homework routines, providing after-school supervision, limiting television viewing, and helping children prepare for college and other post-secondary education. Disregarding the home environment factors resulted in a low student achievements and low quality of education what is observed these days. Researchers like, Tefferi Bellew (2007), Sinkinesh Befikadu (2013), Abiy Fetene (2015) and Zewdu Nigussie (2014), have conducted a research on factors affecting quality of education, their findings and recommendations are stated below.

Tefferi (2007), on his research work, the community participation in improving quality of education in Bole sub-city. his findings indicate mainly, lack of the new forms of community participation which is an integral part of the education reform program such as community

participation in school improvement program, low community participation in curriculum design, in supervision and monitoring of students attendance, and in the form of offering less motivation to teachers to improve their performance. Due to these, level of students' achievement is decreasing. He recommended that it is absolutely necessary to enhance school-based management in which the local communities directly participate in the management of the school, so the most important action that must be taken to encourage community participation in the sub-city is to well come it.

Sinkinesh (2013), conducted a research on, An assessment of family related factors affecting educational performance in Addis Ababa. The major findings of her study are economic and family related factors and lack of continuous and coordinated adequate interventions in the city. The study indicated that more intervention is needed by the actors in education sector to improve the public school achievements in Addis Ababa. Therefore, her study recommends that to decrease the dropout rate the local and non-local actors should put their efforts together and start working in the public schools in the city.

Abiy (2015) on his research paper, An assessment of the status of quality of education in government secondary schools of Bole sub-city in Addis Ababa City Administration. The study focused on investigating quality of education in secondary schools in Addis Ababa particularly in Bole sub-city. The major findings of his study are that quality of education was affected by inadequate supporting inputs, facilities, inappropriate teaching methods and unmotivated teachers. Finally, the researcher based on the finding recommended that strong collaboration among stakeholders is one of important tools to insure quality of education in Bole sub city.

Zewdu (2014), on his research, factors affecting the academic achievement of grade 10 students' in selected secondary schools at north Shoa zone of Oromia regional state. The major findings were, the content in the syllabus were not accomplished due to inappropriate allotment of time for the subject; inadequate school facilities such as laboratory, library, toilet, chairs/table, school instructional resources such as text and reference books; overcrowded nature of the classroom; lack of professional guidance and counsel; and incompetence of school leadership. He recommended that, Zone and Wereda Education office together with Regional Education Bureau should build additional classrooms, upgrade those teachers who do not meet

the minimum requirement, and Ministry of Education, Regional Education Bureau, and the community should strive to make the necessary instructional materials and school facilities available.

As could be observed from the above research works, all of them focus on the income factors of the family, and school-based factors respectively. The researcher of this study acknowledges and has a respect for their great effort and contributions on the issue, however, their research did not consider the home environment factor that is parental involvement at home on children's learning. On the other hand, foreign researchers, like Deborah Davis, Epstein and others did various researches on parental involvement at home on children's learning in different countries. The researcher makes the first move to examine if the home environment factor, that is parental support of academic activities at home like (encouraging, kindness, showing an interest in education, giving enough study time) do affect students' achievement. Being this is the gap not mentioned by any of the above researchers. along with these to explore and recommend possible solution for the problem, As far as my knowledge it was not yet addressed in our case, hopefully this study will contribute in filling the gap.

1.3. Basic Questions

1. To what extent does Home Environment factors of parental involvement affect secondary school students' Achievement?
2. To what extent do school management promote parental involvement to maintain the secondary school students' Academic Achievement?
3. To what extent do family situation influence secondary school students' Academic Achievement?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of the study is to find out the major Home Environment factors, particularly parental involvement factors affecting Secondary school students' academic Achievement, Focusing on only three selected Government Secondary schools, at Addis Ababa city, in Arada Sub-City.

1.4.2. Specific objectives

- * To identify the impact of absence of parental involvement on students' academic performance
- * To explore which parental involvement factors more affect students' academic achievement.
- * To explore the impact of school-parent relationship status on students' academic achievement
- * To recommend possible solutions based on the detailed analysis of the findings and that of related literature facts, and related researches previously made on the topic.

1.5. Significance of the Study

The study may add to the existing knowledge already on the ground about the Home Environment factors of parental involvement affecting quality of education in Government Secondary Schools. Therefore, the present study might be significant in various aspects such as:

- * The study recommends and provides necessary information for concerned government bodies, school leaders, parents, students, and other concerned bodies to realize the extent of the problem to enable them to make immediate remedial actions.
- * The findings help the curriculum developers, secondary school leaders and teachers, parents, and all other concerned bodies to plan supportive parental involvement to improve secondary school students' Academic Achievements.
- * The findings have a say to curriculum developers, secondary school leaders and teachers, parents, and all other concerned bodies to revisit the issue parental involvement to improve secondary school students' Academic Achievement.
- * In addition, the findings serve as a commencing for other researchers to conduct depth study on the same or related issues.

1.6. Delimitations of the Study

The study intended purposely to identify the aspects of parental involvement factors particularly parental involvements in secondary school students' learning in relationship to affecting their academic achievements, whereby affecting the quality of education. The study is restricted to only in Three Selected Government Secondary Schools of Arada sub-city, in Addis Ababa. The grade level that this study embarks on is only 10th grade students. Furthermore, examining factors that affect students' academic achievements is a broad area of study related to many factors that include, external factors such as political, cultural, economic, demographic, and global conditions, and internal factors such as inputs like curriculum, school facilities school leadership, and the like.

Therefore, it is difficult to include all factors that affect student's academic achievements in this study. Consequently, to make the study manageable focus is directed only on home environment factors that are parental involvement factors in academic activities affecting the student's academic achievement. Accordingly, factors considered for the study include the parental support in providing a warm responsive like rewarding, applauds, buying supplementary references, comment on homework, and recognize growth, after-school supervision, parent-children discussion, limiting television viewing, and helping children prepare for college and other post-secondary education. The selection was made carefully and the outcome of the study on these three government secondary schools assumed to represent other similar Government secondary schools in Addis Ababa City than conducting a research throughout Addis Ababa City which needs a large amount of resource and time.

1.7. Limitations

Reluctance from few student participants in properly filling and returning questionnaire was a challenge and very demanding, As a result, questionnaire gathering took the researcher more time than expected timeframe. In addition, not obtaining answers for some of the questions, was another source of challenge however, this limitation was compensated by responses obtained from interview participants. Another limiting factor was availability of sufficient written materials in our context. These were the major challenges faced by the researcher.

1.8. Operational Definition of Key Terms

Academic Achievement: It refers to a successful accomplishment or performance in particular subjects, areas, or courses, usually by reasons of skill hard work and interest (Good, 1973)

Family: Biological parent, close relative or one who adopts or employer of the child.

General Secondary Schools: refers to the Ethiopian schools teaching grades 9-10 (MoE, 1995:17)

Home Environment factor: All the variables in the home that affect a person's existence, behavior and performance constitute the home environmental factors (Anene, 2005).

Intervention: a deliberate entry into a situation in order to influence or prevent undesirable consequences that hinders the academic achievements of students.

Parent: In addition to the natural parent, a parent is the legal guardian or other person, such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child (United States Department of Education, 2004).

Parental Involvement: The participation of parents in regular and meaningful two-way communication involving student academic learning and other school activities (United States Department of Education, 2004).

CHAPTER TWO

REVIEW OF RELATED LITERATURES

2.1. Quality of Education

Quality of education become the central issue for many education systems, and there is perceived need to improve the quality of education worldwide to provide young people with solid educational background. Yoseph (2006) suggested that, the main purpose of a school or educational institution is to prepare skilled, dedicated and responsible citizens in line with the need of a country. In order to produce these kinds of citizens a country needs, there must be a well set and inclusive definitions of quality of education upon which specific objectives are to be formulated to produce the envisioned citizen (as cited in Alemu, 2014). Thus, quality education is fundamental in creating future for human security, community development, and national progress. Besides, (UNESCO, 1997) noted that progress increasingly depends upon the product of educated mind, research, invention and adaptation. It is true that effort made to increase enrollment have brought significant transformation. However, because the success is not accompanied by quality as much as possible, more effort is required to address inquiries in quality of education.

(MoE, 2006:26, 2005:3) asserted that the government's desire to improve the provision of quality education resulted in the formulation of the Education and Training Policy (ETP) and the quality of education needs to be improved in order to increase completion rates, to create the environment for teachers to effectively use their skills, and to maintain the confidence of parents in the school system.

This is an evidence for Ethiopian government commitments on the way to improve quality of education. However, the government single-handedly cannot achieve the desired goal, so support is needed from all citizens. We have to exert as much as effort to save the generation from poor quality education since our development hinge on education.

As studies confirmed, improving quality of education is the best way to improve access to education. World Bank (1997) confirm that the best way to improve access is to improve

quality which would make coming to school or staying in school a more attractive choice from the perspective of parents as well as children. Even though the concept of quality education is still controversial, it is clear from many research findings that, good quality education facilitates the acquisition of knowledge, skills, and attitudes that have intrinsic value and helps to address important human goals (cited in Mirza 2003).

In summing up the above, education is not simply a content delivery system, rather, it is a system designed to help all children reach their full potential and enter society as full and productive citizens. Quality of education should meet the governments' in particular and the society's expectation at large according to the set objectives in order to arrive at a certain level of achievements. Evidence is now clear-cut on the links between good education and a wide range of economic and social development benefits. It was believed that ensuring education quality is necessarily go together to educational access and hence quantity and quality had to go hand in hand. Therefore, quality of schools must improve so that students are prepared to be productive citizens and ready to lead the future.

2.2. Education Policy in Ethiopia

Education policy is the principles and government policy-making in educational sphere, as well as the collection of laws and rules that govern the operation of education systems (Bell and Stevenson, 2006). In traditional Ethiopia, the Orthodox Church and the Mosque were the two major Institutions that were responsible for the dissemination religious education (Seyoum, 1996). A modest attempt was made by Emperor Menelik II (1889-1913) to open the first school in his palace (Teshome, 1979: 28; Pankhurst, 1968: 676). It was primarily for the sons of the nobility, and the fundamental principle that dictated the development of its curriculum was political interest. The education offered has not enabled to solve the problems of farmers, pastoralist, and change the lives of the majority of the people. However, the education and training offered during these long years had limited positive impact on the lives of the people and national development (MoE, 2002).

Moreover, it can be safely said that in all these long years, there was never as such a clear policy by which to evaluate and accordingly shape the direction of education and training in Ethiopia.

In fact, what existed was a mish mach of eclectically combined directives extracted from a host of unrelated experiences, (MoE, 2002). Hence, as a result of the lack of clear and coherent direction and other problems related with the very social order, the majority of the people of Ethiopia were not beneficiaries of the advantages of modern education.

Through different regimes of Ethiopia, education policy has predominated by top down approach. The change in socio-economic and political conditions initiates changes in education. For instance, Tekeste (2006) argued that, educational change in Ethiopia has top down history. The education policy makers (the Emperor, aristocracy, and foreign advisors) were interested in the prevailing international order, modernizing Ethiopia and the training of interpreters for international communication. In this respect, the aims of education were to contribute to maintaining Ethiopia's sovereignty. While policy makers were made up of the aristocrats, emperor and foreign advisors, there were no supervisors and coordinators at the district level who were responsible for looking after the schools and maintaining channels of communication between the schools and decision makers, (Zewdie, 2000:105).

In general, as revealed in the above literatures, whereas policy makers were made up of the aristocrats, emperor and foreign advisors, the policy considerations were not formulated in order to satisfy the needs of the various stakeholders, customers and constitutes. In addition, it could be said that, The education policy was not designed considering the context of the country, just copied directly from foreign countries. At that time quality of education did not given attention even policy makers were not well organized.

The change in socio-economic and political conditions initiates changes in education. Since the 1940s, Ethiopia has experienced three political systems, each distinguished by its own education policy. The first was the Imperial system that started after 1941 and lasted until 1974; the second was the military or socialist system that lasted until 1991. The third and current federal system of governance became operational after 1994, (Friezer, 2013).

2.2.1. Education Policy and Quality in Imperial Period

According to Seyoum (1996), during both the initial phase and in its more planned and coordinated expansion of modern education after 1941, the primary objective of education in

our country had been to produce trained work force that could run the emergent government bureaucracy. Particularly after 1941, the government's main concern was to replace expatriates that worked at various levels in public offices by Ethiopian nationals. In practice, the Ethiopian government had no coherent strategy. The curriculum was unplanned and left to teachers who came from different countries with different backgrounds. The curriculum in place was incapable of producing citizens who had the capability to interpret, enrich, and adapt the heritage of the country to new needs and to changing conditions, (Friezer, 2013). it is possible to argue that ever since the late 1950s; UNESCO, the World Bank, and USAID were major partners in the planning of Ethiopian education.

According to MoE (2002), the first Ethiopian education sector review took place in 1971 and was made up of an international group of experts. Its main mandate was to devise strategies for spreading universal primary education while at the same time resolving the acute problem of unemployment among secondary school graduates.

In general, at that period the education policy primary concern was spreading primary education and solving unemployment problems of the country. Besides lack of appropriate education policy; the policy formulation was not considered the cultural issues, and was not mentioned about education quality, so could be said that, quality of education was not given due attention in the policy documents during the imperial period.

2.2.2. Education Policy and Quality in Derg Period

Ethiopia was declared a People Democratic Republic of Ethiopia (PDRE) and ruled by a socialist/ communist workers party (MoE, 2002). The Ethiopian political system that prevailed in the country between 1974 and 1991 was the exact opposite of the imperial period. Educational experts from Eastern Germany replaced the United States of America, one of the main partners in the development of the Ethiopian education sector.

Socialist education stressed the inculcation of ideology as a prime objective with Marxism and the value of production as the main pillars. Tekeste, (2006) explained that, the political economy of Marxism/Leninism was made a subject at all levels of the education system.

The fundamental aim of education, as expressed by the Ethiopian government in the early 1980s, was to cultivate Marxist-Leninist ideology in the young generation, to develop knowledge in science and technology, and to integrate and coordinate research with production so as to enable the revolution to move forward and secure productive citizens, (As cited in Friezer, 2013,).

As stated above, in addition to having no comprehensible policy and strategy, the old educational system both the Imperial and the Derg period, policy formulation process has by large remained top down. Over the years, the policymaking framework in Ethiopia has been changing depending on the nature of a policy and the specific period in history. Strategic decisions were highly political and had always been integrated in the framework of the ruling party's central committee and cabinet meetings. So that the education policy had limited reach, inadequate relevance in helping solve the problem of either the individual or that of the society, and was in general of low quality.

2.2.3. Education Policy and quality of FDRE

Ethiopia experienced a change of government in 1991 that led to reforms in the education system of the country in 1994. Beyond having no comprehensible policy direction, the previous educational systems had acute and severe problems of both access and quality. That is why it was necessary to seek solutions and to frame a policy, (MoE, 2002). The educational policy of the new government is thus the third policy in the history of the country since 1945. The federal system of governance formulated an appropriate educational policy that became operational in 1994.

The major feature of the new educational policy that became operational in 1994 is the introduction of ethnic languages as mediums of education for primary education. The practice of developing policies based on expert opinions ought to be expanded so as to include parents, students, civic organizations, but above all the major religious institutions, (MoE, 2002). Moreover, according to Belete (2011), The educational reforms include a new education policy, decentralization of educational administration, new school curricula, and the use of vernacular languages of nationalities as media of instruction.

Ministry of Education is responsible for policy and guidelines that help to implement general education on the basis of research and policy analysis (MoE, 2006). As stated in (Tekeste, 2006), One of the most important attitudinal changes that the government has to encourage is the recognition that the main function of the government is to implement policies that have been developed together with all stakeholders in an open and transparent environment. Indeed governments do initiate policies and then seek support for such policies among the electorate. The government of Ethiopia had launched General educational quality improvement program (GEQIP) since 2009. One of the major areas that are given special emphasis in ensuring the quality of education in the country includes development of teachers and school leaders. As a result of intervention, the qualification of training secondary school teachers is planned to shift to MA degree. Moreover, Continuous Professional Development Program (CPDP) for teachers is being implemented all level.

To sum up the above statements, it was observed that, in all of the different regimes anyone of them mentioned or had a concern about the education quality issues adequately, except the current government, even have as such well organized education policy, it was just copied from different developed countries which was not take into consideration our country's context and situation. On the other hand, Ethiopian government at least gives emphasis to education quality in policy documents. In addition, one of the priorities of the education and training system in Ethiopia as stated in ESDP V is to deliver quality education that meets the diverse learning needs of all children, youth, and adults. This shows the government commitment to ensure quality education.

2.3. Secondary Education in Ethiopia

One of the two main goals identified under ESDP IV was to sustain equitable access to quality secondary education services as the basis and bridge to the demand of the economy for middle- and higher-level human resources. Also according to the ESDP V, one of the missions of our educational strategy is to remove fundamental obstacles that stand in the way of quality and relevant education. In order to do so, Ethiopian Government strategy has focused on three components: Change of curriculum; sufficient provision of educational materials and equipment; and the improvement of teachers training in quality and quantity, (MoE 2015).

According to MoE (2002) report, secondary education is an important sub-sector of the entire educational system. On the one hand, it provides the middle level work force for the economy and on the other hand, it acts as a feeder for the higher levels of education. Higher education, which is expected to produce quality professionals in different fields, hinge on the quality of secondary education.

In general, secondary level of education needs to be structured in such a way that it prepares young men and women for the pursuit of higher education as well as prepares them to adjust to their practical lives meaningfully and productively. Therefore, provides an excellent opportunity for the educationists to consider and create programs that initiate the learners into proper forms of behavior and attitudes. The basic perceptions and modes of behavior start taking shape and problems of adjustment with the new roles in life assume critical significance.

2.4. Quality of Secondary Education

According to UNICEF (2004), it is not always easy to arrive at a commonly agreeable definition of quality of education. Many researchers have focused upon the level of material and human resources or facilities available in the schools while defining quality of education. Others have tended to equate quality with school effectiveness and treat learner achievement as the indicator of quality. According to (Deming, 1998), in a detailed survey of studies have identified school and family background factors affecting learner achievement. Although the concept of quality of education is still controversial, it is clear from a lot of research that good quality education facilitates the acquisition of knowledge, skills, and attitudes that have intrinsic value and helps to address important human goals. Better school outcomes as reflected in student scores are related to higher income in later life (Glewwe, 2002).

Various research work also demonstrated that high quality schooling improves national economic potential. There are also strong and significant social benefits. It is now believed that the acquisition of literacy and numeracy, especially by women, has an impact upon fertility. More recently, it has become clear that cognitive skills required to make choices about HIV and AIDS risk and behavior are strongly related to levels of education.

Quality education is perceived to have a strong impact on a country's developmental goals. and also perceived to have an impact on a country's economic growth, which determines how much

improvement can occur in the overall standard of living of a society. More specifically, a more educated society may translate into higher rates of innovation, higher overall productivity through firms' ability to introduce new and better production methods, and faster introduction of new technologies (UNESCO, 2004).

In general, as acknowledged by various research works such as the above, Students who do better in secondary school have a tendency to go to further in higher education. Since a more educated society may translate into higher rates of innovation and higher overall productivity. Therefore, Quality of education in secondary schools have a strong impact on a country's developmental goals. Moreover, it is the stage where a student enters adolescence the most crucial stage in life. Therefore, in order to attain our country's developmental goal, every citizen has a responsibility to contribute its part. Since we achieve our goal altogether, commitments and effort from all citizens required. Accordingly, developing education in Ethiopia, with a focus on quality, can be an important strategy to ultimately fight poverty, increase productivity and bring about social and economic changes in the country.

2.5. Factors Affecting Quality of Education

What does quality mean in the context of education? Many definitions of quality in education exist, testifying to the complexity and multifaceted nature of the concept. According to (Barrette, 2006), Quality is at the heart of education. It influences what students learn, how well they learn and what benefits they draw from their education. The question to ensure that students achieve decent learning outcomes and acquire values and skills that help them play a positive role in their societies is an issue on the policy agenda of nearly every country. A high quality of education will always reflect the dynamic nature of culture and languages, the value of the individual in relation to the larger context and the importance of living in a way that promotes equality in the present and fosters a sustainable future. The quality of education must recognize the past, be relevant to the present, and have a view to the future, (Samoff, 2007).

Adams (1993) acknowledged that, (as cited in Abiy, 2015), Considerable consensus exists around the basic dimensions of quality education today, however, Quality education includes; *Learners* who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; *Environments* that are healthy, safe, protective and

gender-sensitive, and provide adequate resources and facilities; *Content* that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition, HIV/AIDS prevention and peace; *Processes* through which trained teachers use child-centered teaching approaches in well-managed classrooms and schools and skillful assessment to facilitate learning and reduce disparities; *Outcomes* that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society UNESCO, (2003).

To conclude the above statements, in general, among the factors affecting quality of education; improper inputs, the process of learning and teaching, the out puts or outcomes of the education system, environment are major factors believed to be barriers to perform quality education properly. Therefore, understanding these factors and working in commitments towards will contribute to achieve the desired goal. Moreover, these are categorized broadly as an in school and out of school factors. and we will go through in details in the next portion.

2.5.1. In school Factors Affecting Quality of Education

Our primary concern is learning; therefore, the relationship between the learner and the teacher is critical. However, in school Factors the inputs, processes, environments, managerial and administrative systems, and outputs that surround and foster or hamper learning are important as well.

According to Dare (2005) in general, the three aspects of quality indicators are input, process, and output. Which are tools, or measures that used to assess a quality characteristics or the achievement of quality objectives. Indicators provide information about the state of particular systems and are typically used as yardsticks in comparisons.

Input: Dare (2005) explain that, (as cited in Abiy, 2015), input refers the availability of material and human resources, the nature, and quality of these inputs significantly determine the outcome of educational provision. Accordingly listed in details below:

Educational Personnel: These include teachers and the non-teaching staff.

Instructional Content and Materials: The materials that support teaching and learning, the type, quality and quantity impact significantly on the quality of education. Access to sufficient educational materials has long been recognized as essential for learning. Low-cost teaching and learning materials can facilitate learning as well as expensive materials. However, the materials themselves need to be reviewed in light of what they convey about rights, obligations, and responsibilities with respect to gender, stereotyping, and religion, (Mathews 2000). The content of education needs to be re-examined in light of the changes that have occurred in the world. Much of what is now taught worldwide may be less relevant to future generations of learners, UNICEF (2000).

Educational Facilities: pupil and teacher, furniture (tables & chairs), places of convenience, water, etc. The standard of construction, the conditions of the facilities and the specialized rooms are all important areas to consider. In support of this, Satijia (1998) says, although basic minimum infrastructure and qualified teachers are inevitable to improve the quality of secondary education, it cannot be said with certainty by making them available; the standards of education will improve only when these resources are managed well.

Educational Finance: an input categorized as capital and recurrent expenditures. Constructions of classroom buildings constitute are of the major capital expenditure of education. While salaries, particularly of teachers represent the most important aspect of recurrent education expenditure.

Process: According to (Abiy, 2015), high quality educational processes require well-trained teachers who are able to use learner-centered teaching and learning methods and life-skills approaches. How learners are enabled to frame and solve problems, how different learners in the same group are treated, how teachers and administrators are treated and behave, and how families and communities are engaged in education are all processes that affect the quality of education. Within the learning environment learners must be able to express their views, thoughts, and ideas to participate fully, associate freely, and feel comfortable about who they are, where they come from, their sex, and what they believe in. They need to be given dignity with these facilitating processes in place; learners can develop the self-esteem that is essential for decision making throughout life, and a sense of self-discipline that will help them pursue their personal goals. of the quality of education.

The process component of the equality of education relates to many aspects as teacher-pupil interaction in class management, control, and daily time-on-task with the class. It also concerns the regularity & punctuality of the teacher in the school for instructional activities. It also includes the intensity of operation, which has to do with length of the school day & term, how many days are effectively available for schoolwork in a term.

Output/Outcomes: Dare also explained that, output of educational service which constitutes the immediate evidence of quality is the achievement of students in examinations. For many including parents the performance of students in national level or standardized examinations is enough indication of what quality education has been provided. Quality of the education service also indexed by such non-measurable outcomes as improved health habits effective participation in social and political activities.

Generally, various research works confirm that, the school factors considered to be influencing learner achievements are facilities and equipment available in the school, institutional climate, and leadership behavior of the head, qualification, training, and morale of the teachers. Yet the processes of education are a frequently overlooked aspect in government schools of our country.

Environment: Evidence is mounting that a suitable learning environment can also be contributing towards the quality of education. According to MOE, (2003), there must be adequate hygiene and sanitation facilities accessible to all and, if possible, health and nutrition services in the vicinity. Regarding this, Harris (2003) stated the following; School policies and their implementation must promote safety, and both physical and mental health. While the physical environment is better understood, the psychosocial one, which is at least as important, deserves serious attention so that practices such as gender discrimination, bullying, corporal punishment, and forced work are eliminated, (as cited in Zewdu, 2013). Lack of safety and security may be obvious in terms of physical dangers, such as beatings or rape. However, more incidence are the invisible forms of harassment and violence that are often exerted. Violence in all its forms, any action causing emotional or physical harm to a person, will clearly affect learning. The offender may often be other students, but can also include teachers and school administrators, UNICEF (2000). This underscores the UNESCO commitment to reach out to those who have been traditionally neglected, including the poor, girls, working children,

children in emergencies, those with disabilities, and those with nomadic lifestyles. Learners have a right to an education that will serve as the basis for lifelong education. However, it is not merely a concern with quantity. A high quality education also welcomes the learner adapting to meet learning needs. It is inclusive and it strives to ensure that all learners, regardless of sex, age, language, religion, and ethnicity are reached, and that they have the possibility of participating in, and learning from, organized learning activities, UNESCO (2000). Education must be available without discrimination.

To summarize the above view, Quality is determined by achievement of set goals through adequate resources and appropriate process therefore, the education system has a concern on quality education even if it is not an easy task. This is due to quality of education can be affected by the input or process or output. Also Quality education implies an environment that actively seek out learners and assists them to learn using a wide range of methods, recognize that learning is linked to experience, language, and cultural practices and interests. In addition to the above mentioned input, processes, output or outcome issues, the nature and quality of these inputs significantly determine the outcome of educational provision.

2.5.2. Out of school Factors Affecting Quality of Education

What the learner brings: One of the out of school factors, what the learner brings to his or her own learning, and to that of a group is extremely important. It can vary from work skills, to stressful experiences, to excellent early childhood development opportunities, to illness, or to hunger, UNESCO (2004). A high-quality education has to consider the learner as an active participant and a main part of educational efforts. Learners bring to their learning, and to that of the group in which they participate, a large diversity of experiences, characteristics, skills and conditions, reflecting both their prior and current situation and presenting obstacles as well as opportunities for the way in which they learn, (Alemu 2014). All of these characteristics determine how a learner learns, behaves in class, interacts with the group and teacher and how she or he interprets the knowledge presented, Therefore, the education system has to recognize, actively respond to, and take advantage of the diversity of learners, as far as this has an impact on quality of education.

Parental involvement: Deborah acknowledged that there is another out of the school factor which is Parental involvement in children's education activity, that has been significantly linked with the quality of education and academic achievement of children, the socio economic factor in the input aspect of quality indicator (Deborah Davis, 2000). Moreover, it may further contribute in mitigating the mass level failure of students in examinations that may indirectly cause wastage of parents' own resources as well as the public expenditures for imparting formal education in schools (Annunziata, Huge, & Liddle, 2006). Besides bearing the financial expenses of educating children, parental involvement in academic activities of their children may not only save personal and public spending, but also it would be contributive in improving the quality of education of children at individual and national level. Parental involvement, almost in any form, produces measurable gains in student achievement (Dixon, 1992, p. 16).

Much was said about in school and out school factors affecting quality of education by different researchers, but the parental involvement factor was not addressed adequately, even, that much consideration was not given in our country specially in government secondary schools. This is not to say all factors that affect quality of education other than parental involvement were addressed abundantly, specially nowadays, at least got attention and the government is working on it strongly. Therefore, this factor, parental involvement at home in education activities will be touched in this research paper at least to contribute as a starting point for interested scholars, also which is the major objective of the research.

2.6. Parental/ Family Involvement and Students Academic Achievements

The role of parental involvement in children's education has become a central issue in educational policy and research. Although family involvement has reached a "new level of acceptance," today as one of many factors that can help to improve the quality of schools. "Acceptance does not always translate into implementation, commitment, or creativity" (Drake, 2000, p. 34). So much remains to be done. Parental involvement is associated with children's higher achievements in language and mathematics, enrolment in programs that are more challenging, greater academic persistence, better behavior, better social skills, and adaptation to school, better attendance and lower dropout rates (Henderson & Mapp, 2002).

According to (Deborah Davis, 2000), the transition from middle school to secondary school may be complex and stressful experience for young adolescents. Secondary school students experience both contextual change and personal changes, during this transition, It may often be a confusing time for students, their families, and the other adults in their lives who seek to support their healthy development and learning. As indicated in various literatures, the secondary school learning environment may be more complex than elementary school and academic achievement expectations increases, so children are more likely to have higher academic achievement levels and improved behavior when parents or families are involved in their education.

Most of the existing research has investigated parental involvement in the primary and middle grades, less is known about successful parental involvement in secondary school in our country. However, Parents play a crucial role in both the home and school environments. Therefore, we must support our kids learning at home in some way, at least by encouraging them. A continued effort of parental involvement throughout the child's education can improve academic achievement (Driessen, Smit & Slegers, 2005; Fan, 2001; Hong & Ho, 2005). The main reason to create such partnerships is to help youngsters succeed in school and in later life (Epstein, 1995).

In general, the concept of parental involvement with the student at home is a vital one and can produce great rewards for the society. Parents are able to involve in their child's academic achievement in a variety of ways. Like by setting high standards and goals for children and always ask about school. Make sure he or she arrives to school on time and does not skip class. Help with homework whenever you can and establish a relationship with children's teacher or school supervisor. Talk to a child about what he wants to be when he grows up and what it takes to get there. Most importantly, provide a loving, supportive, and safe environment at home that fosters healthy communication and study habits. Accordingly much remained to work on the issue. Therefore, parents, teachers, and the community as a whole are responsible for children's education.

According to Vandergrift & Greene, (2005; p. 57), there are two key elements that work together to make up the concept of parental involvement, one of these is a level of commitment

to parental support; this includes such things as encouraging the student, being sympathetic, reassuring, and understanding. The other element needed is a level of parental activity and participation, such as doing something that is observable. "This combination of level of commitment and active participation is what makes an involved parent."

What happens before and after school can be as important as what happens during the school day. In supporting this, Deborah (2000) explained that, Parental participation improves student learning whether the child is in preschool or in the upper grades, whether or not the family is struggling economically or is affluent, or whether the parents finished high school or graduated from college. According to (Annunziata, Huges, & Liddle, 2006), Education reform efforts that focus solely on classrooms and schools are leaving out critical factors essential for long-term success. While education is clearly an asset to the individual, it also benefits families and serves the common good. One dynamic too often observed is that parent involvement in education tends to decline as their children go up in grade, with a dramatic drop once students reach middle school (Deborah, 2000). While educators take their professional responsibilities seriously, they also recognize that they cannot do it alone. They need and depend on the support from parents and community members.

To summarize the above concept, education is a core value of our democratic society, and it is in everyone's self-interest to insure that all children receive a quality education. Too many policymakers, community leaders, and even parents still view schools and student learning as the sole responsibility of educators. Our children's learning is not the responsibility of schools or government only. Learning begins at home through interaction with one's family. Parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside the four walls of their house, and providing coaching services for improving their learning in different subjects. As a result, parents or families and the community have to involve in students learning activities at home extremely, because as we all know learning begins at home. We have to support our kids; we have to shape them to be visionary, responsible, disciplined, and productive citizens. Otherwise, the reward will be awful.

2.6.1. Benefits of Parents Involvement in Education

There are many reasons for developing school, family, and community partnerships. They can improve school programs and school climate, provide family services and support, increase parent's skills and leadership, and connect families with others in the school and in the community and help teachers with their work. (Scott-Jones, D., 1994; & Shields, P., 1995) stated that, the need for strong family involvement starts by the time children are in preschool and continues through high school. As children grow older, the methods and expectations for family involvement must change and continue to evolve until graduation (As cited in Abiy, 2015).

Literatures confirm, Schools have shown success by enlisting the support of parents in areas ranging from developing homework routines, providing after-school supervision, limiting television viewing, and helping children prepare for college and other post-secondary education. Thus, both students and schools benefit from active participation by families in the process of educating children. Richardson (2009) shows that, some of the benefits of parental involvement in their child's education are: Fewer placements in special education; More positive attitudes and behaviors; Better attendance and more homework completed; Higher grades and test scores; Higher graduation rates; and Greater enrollment in post-secondary education (Willms, 2000). These are some of the benefits patterns of communication between families and the school. As children enter, middle school must be altered to accommodate multiple teachers and increased independence; nonetheless, parents remain valuable allies in increasing student achievement. However, Parents may not always have the tools and background to support their children's cognitive and psychosocial development throughout their school years. Parental education influences parent-child interactions related to learning and also affects parents' income and need for help in the home or field help that often comes at the expense of keeping children in school (Carron & Chau, 1996).

In general, Parents with little formal education may also be less familiar with the language used in the school, limiting their ability to support learning and participate in school-related activities. although many constraints exist all Parents may not always have the tools and background to support their children's education, schools can play a role in helping parents to

enhance support at home and improve the quality of parental involvement in their children's education.

2.6.2. Why Parents/ Families Do Not Involve in Education

Parent involvement actually declines, as students grow older, so that it is less in secondary schools than in elementary (Stouffer, 1992). If parental involvement is so beneficial, why isn't it being used to a greater extent than at present? There are many reasons for lack of involvement. Some of them are explained below.

1. *One of the reasons concerns the lack of understanding of children's families on the part of the school system,* The family is struggling to deal with many factors that affect every member of the family; these can definitely affect the way that the family is able to be involved in the student's education. More than likely, there is a shortage of time to accomplish everything. The parents may be doing the very best that they can. "Schools must understand that lack of participation by parents does not necessarily mean they are neglecting their responsibilities. They simply may not have the time, resources, or know-how to help out" (Wanat, p. 47).
2. *If there has been a divorce or death in the family, there probably has been a change in the financial standing of the family,* By the school not being sensitive to this change, the student and family could be uncomfortable. The very nature of the family structure is in a state of change causing confusion and insecurity (Duncan, 1992; Lewis, 1992; Wanat, 1992).
3. *Parents often do not feel welcomed at school,* They feel that what they may have to offer is unimportant and unappreciated.
4. *In addition, parents may not believe that they have any knowledge that the school is interested in knowing,* this is especially true when the parent may not have a great deal of education (Dixon, 1992; Vandergrift & Greene, 1992).
5. *It is also possible that the parent does not have a great deal of interest in the school or his child's education,* The parent may not feel that education is important (Vandergrift & Greene).

6. *Another reason for lack of involvement is embarrassment*, The parents may be illiterate or unable to speak English. This could make communication difficult if not impossible.
7. *Another source of embarrassment is memories of the parent's failure in school*. The parent would not have much desire to return to a place that only served to remind him of his own failures (Brink & Chandler, 1993; Smith, 1991).

Generally, parents or families lack an interest to involve in education activities because of one or more reasons raised above, therefore the schools have to be sensitive, use different methods to communicate them and to find out the cause in order to provide appropriate solutions.

2.6.3 The Impact of Parental Involvement on Student Achievements

According to Johnston and Juyono, a student might be in a better position to raise his level of academic achievement if he lived in an environment where encouragement and support were provided for his schoolwork, (Susanne Carter FALL 2002).

The following Parent or family involvement twelve key findings are pointed out The Impact of Parents/Families Involvement on Student Achievements:

1. *Parent/family involvement has a significant positive impact on student outcomes throughout the elementary, middle school, and secondary years*, parent/family involvement has a lasting effect throughout the K-12 educational careers of students, (Kellaghan, & Bloom, 1993; Trusty, 1999). Simon (1999) found that although study habits, attitudes, and behavior patterns may be set by a student's senior year, an adolescent's success is influenced by his or her family even through the last year of high school.
2. *While in general parent/family involvement improves student outcomes, variations have been found according to students' family cultures, ethnicity and socioeconomic backgrounds*, Desimone's (1999), these differences be considered by educators and policy makers if parent involvement is to be utilized as a resource to help, schools respond more effectively to the nation's growing income and educational disparities.
3. *Parent/family involvement at home has a more significant impact on children than parent/family involvement in school activity*, What parents/families do in the home

environment, however, remains significantly more important to student outcomes than what parents/families do in the school setting (Christenson & Sheridan, 2001; Hickman & Greenwood, 1995; Trusty, 1999).

4. *The nature of the parent/family involvement that is most beneficial to children changes as they reach adolescence*, In their interviews with students, teachers, and parents in four high schools, Sanders and Epstein (2000) found that although adolescents need more independence than younger children, the need for guidance and support of caring adults in the home, school, and community during this time in their lives is very important. Other studies reinforce the value of parents/families expressing confidence in adolescents and supporting autonomy as significant contributors to achievement among high school students (Christenson and Christenson, 1998; Deslandes, Royer, Turcotte, and Bertrand, 1997; and Kellaghan, Sloane, Alvarez, and Bloom, 1993).
5. *Parent/family involvement in early childhood programs helps children succeed in their transition to kindergarten and elementary school*, programs that include parent/family involvement have shown significant positive results in helping children transition to kindergarten and succeed during the primary grades, especially among disadvantaged children and those at risk of school failure (Kreider, 2002; Miedel and Reynolds, 1999; Starkey and Klein, 2000).
6. *Parent/family assistance with homework can be beneficial; however, parents may need guidance and assistance in order to work effectively with their children*. The nature of that involvement, however, determines the value of the assistance. Cooper, Lindsay, and Nye (2000) found that an active teaching role for parents may be most appropriate for elementary children experiencing difficulty in school. But with older students doing well in school, it is best to reinforce autonomy and not directly intervene so that students learn time-management and study skills. (Balli, Demo, and Wedman, 1998) indicate that educators need to help parents understand homework concepts and developmentally appropriate practices in order to best help their children.
7. *The ways in which culturally diverse families are involved in their children's education may be different from those of other families*, these family practices are nonetheless valuable and should be respected and capitalized on when planning parent/family involvement programs.

(Espinosa, 1995; Scribner, Young, and Pedroza, 1999) have found that Hispanic parents and families may be very involved in their children's educational lives, although they may not participate in their children's schooling in ways expected by school personnel. Educators must identify new ways of partnering with families that respect and validate the cultures of their homes.

8. *Promising outcomes have been documented in both mathematics and literacy when children's parents/families are involved in the educational process.* (Faires, and Rickeman, 2000; Hara and Burke, 1998; Quigley, 2000; West, 2000) and mathematics (Balli, Demo, and Wedman, 1998; Epstein, 2001; Galloway and Sheridan, 1994). These interventions ranged from teachers' notes home to formal trainings offered to parents on how to implement the program at home and work effectively with their children. The positive impact of parent/family involvement has also been documented in the areas of music (Zdzinski, 1996), art (Epstein, 2001), and writing (Chavkin, Gonzalez, & Rader, 2002; Epstein, 2001).
9. *The most promising opportunity for student achievement occurs when families, schools and community organizations work together,* To promote these comprehensive partnerships, schools must provide a variety of opportunities for schools, families, and communities to work together (Rutherford & Billing, 1995). These programs must be based upon "mutual respect and interdependence of home, school, and community" (McAfee, 1993).
10. *To be effective, school programs must be individualized to fit the needs of the students, parents, and community,* There is no one model that has proven effective in building parent/family involvement programs in schools. It must be based upon the individualized needs of the families, teachers, students, and community members involved (Brough & Irvin, 2001; Christenson & Sheridan, 2001).
11. *Effective programs assist parents in learning how to create a home environment that fosters learning and how to provide support and encouragement for their children's success.* Effective programs have taught parents how to create a home environment that encourages learning and how to provide support and encouragement that is appropriate for their children's development level (National Council of Jewish Women, 1996; Quigley, 2000; Simmons, Stevenson, & Strnad, 1993).

12. *Teachers must be trained to promote effective parent/family involvement in child's education.* Professional and in-service training for teachers that focuses on working with families is not yet widely available; nor do many preserves programs across the country offer training for future teachers in the development of school-family relationships (Kessler-Sklar & Baker, 2000; National Council of Jewish Women, 1996). This component is also critical for the development of effective school, family, and community partnerships.

2.7. Relationships between Schools, Parents/Families & Communities

One of the eight goals included in the 1994 Goals 2000 legislation was dedicated to this critical area: “Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children” (U.S. Department of Education, 1994). According to a handout prepared by the National Parent Teacher Association (PTA), when parents are involved, regardless of income or background, children are more likely to earn higher grades and test scores, enroll in higher-level programs, attend school regularly, have better social skills, show improved behavior, graduate, and go on to postsecondary education, Essential to achieving meaningful parental engagement is the parent-school-community partnership.

Schools that recognize the “interdependent nature of the relationship” between families and schools and value parents as “essential partners” in the education process will realize the full value of this collaboration. Such an approach recognizes the “significance of families” and the “contributions of schools” as a “necessary framework” for working together in “complementary efforts toward common goals” to maximize success for students as learners (Christenson & Sheridan, 2001). The importance of parent/family involvement was reaffirmed in 1997 when the National PTA, in cooperation with education and parent involvement professionals, developed six National Standards for Parent/Family Involvement Programs (White, 1998). These standards are: *Welcoming All Families, Communicating Effectively, Supporting Student Success, Speaking Up for Every Child, Sharing Power and Collaborating with the Community*. Most often, a result of a strong parent-school-community partnership is increased parent involvement at home.

Two particular key practices that the PTA identified as supportive of learning are:- Modeling the value of learning, and Expressing high but realistic expectations for achievement. The first practice sets an example for learning and the latter encourages learning and helps children develop self-efficacy. Here are some specific ways parents can support their children at home:

Model the Value of Learning

Set an example by reading at home and engaging in other learning activities, Play games together that require planning ahead and problem solving (e.g. Scrabble, Dominoes), rather than pure luck (e.g. The Game of Life) and Communicate openly.

Express High but Realistic Expectations for Achievement

Encourage your child to work hard in school, regularly discuss education, careers, life skills, and interests, and regularly affirm your child's personal worth through positive messages.

The education sector's action plan encourages parental involvement in terms of providing financial support to school, and participating in school events and in parent-teacher association (MoE, 2010). However, such parental involvement at school has little effect on students' academic performance. Studies have shown that rather than at school, parental involvement at home is more beneficial for students' academic achievement (Wilder, 2013). Which highly depends on parents' role construction and perceived life contexts.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

This section presents the research design of the study. Decisions regarding what, where, when, how much, by what means concerning an inquiry or a research study constitute a research design. A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. In fact, the research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement, and analysis of data. As such, the design includes an outline of what the researcher will do from writing the hypothesis and its operational implications to the final analysis of data.

The main purpose of the study is to find out major home environment factors, particularly parental involvement factors at home affecting Secondary school students' learning, focusing on only three selected Government Secondary schools, at Addis Ababa city, in Arada Sub-City. The study employed a descriptive survey design; because it helps to obtain first hand information and enables the researcher to have access to multiple methods of gathering information. Besides, the descriptive survey method involves obtaining information directly from the participants by posing questions. Best and Kohn (1989) explained that descriptive survey design describes, analyzes and interprets conditions that exist. It was therefore; felt that the appropriate research type to carry out this investigation is descriptive survey, as the major objective of this study is describing and interpreting the existing conditions regarding parental involvement factors at home.

To make a research effective and convenient the mixed methods, quantitative and qualitative approaches are employed. Mixed methods design is the combination of both forms of data provides a better understanding of a research problem than either quantitative or qualitative data by itself. However, the deficiencies of one approach can be offset by the advantage of the other, The researcher employed this method to assess and reveal relevant information. In order to collect the required data, the researcher used both quantitative and qualitative data collecting

instruments. These tools include structured questionnaires, interviews, and relevant document analysis. The set of questionnaires structured using the Likert scale format with a five-point response scale. The questionnaire has two parts, the first part focused on some necessary personal information of the respondents like gender, age and grade (for students). And the second part of focused on the basic question of the research.

The data obtained through the questionnaire were analyzed quantitatively that is checked, tallied, numbered, arranged, and organized in tables to make it understandable. Then, the data were analyzed and interpreted using different descriptive statistical tools such as frequencies and percentages, measures of central tendency like mean and weighted mean were computed to find average values against each item scores. While the qualitative data that collected through interviews and various literatures were analyzed by correlation and regression analysis techniques and reported through narrative description to complement the quantitative data. Qualitative analysis used to examine the cause and relationship if any, between parental involvement factors at home and students' learning Achievement. Finally, interpretation employed by explaining the findings carefully and fairly, and generalized from the themes about the fact in question and interpret in the light of the available literatures, in order to give explanation to that parents' involvements have an effect on students' learning.

3.2. Data Sources

The necessary data for the study collected from both primary and secondary sources. Primary sources refer to individuals or organizations from which information has originated directly of the particular problem under study. The primary data were collected from sample population of the three selected government secondary school students, principals and vice principals, and Arada sub-city education bureau officer, employing both quantitative and qualitative approaches. In addition, the selection of these participants as a source of data is done based on the expectation that they would have better information and experiences with respect to the study topic. On the other hand, the secondary data collected from selected schools' yearbook, web sites, and other relevant documents that are essential in enriching the findings and the analysis.

3.3. Sample and Sampling Techniques

According to Neuman (2000:199), a population is defined as the sum total of all units of analysis from which the sample is drawn. For the purpose of this research, 30% of the total population Nine hundred Seventy (970), Two hundred Ninety Two (292) students particularly from 10th grade students were picked from each of the selected three (3) Governmental Secondary schools in Addis Ababa City Administration, within Arada sub-City. Arada sub city selected purposely, since most of the schools were not open to give information due to this only these schools which were open to information were selected. More over, being the standard of living of parents at the low and middle class and the locations of the three schools, enable to get the appropriate information for this study. Due to these reasons the researcher assumed the Sub-City could represent Addis Ababa City Administration. The study only 10th grade students that their stay and experience in the schools and their maturity as compared with 9th grade students, 10th grade students would provide better information for the purpose of the study. also stratified sampling method used to ensure that, an adequate number of subject are selected from different subgroups, to made the number of male and female respondents proportional stratified sampling method used in this study.

Table 3.1. Population and sample size of the selected secondary schools

No	Name of The Schools	Population			Sample 30 % from		Total Sample
		M	F	Total	M	F	
1	Dejach Belay Zeleke Secondary School	153	202	355	48	59	107
2	Agazian Secondary school	92	124	216	28	37	65
3	Bethlehem Secondary school	162	237	399	49	71	120
Total		407	563	970	125	167	292

3.3.1 Data Collection Tools

The researcher used both quantitative and qualitative data collecting instruments, in order to collect the required data. These tools include structured questionnaires, interviews, and relevant

document analysis. The questionnaire structured in such a way that respondent able to answer it easily (Burns and Bush, 2002:129). Thus, the set of questionnaires structured using the Likert scale format with a five-point response scale. A Likert scale is a rating scale that requires the subject to indicate his or her degree of agreement or disagreement to a statement (Saunders, & Thornhill, 2003:3). In this type of questionnaire, the respondents had given five response choices. These options again served as the quantification of the respondent's agreement on each statement of the questionnaire exposed, and responses from participants are taken using Likert Scale method of rating and the respondents were expected to express their degree of agreement on point scale that was relevant to the issues.

The questionnaire consist of two parts; the first part of the questionnaire focused on biodata of the respondents like gender, age, and grade (for students). And the second part of the questionnaire focused on the basic question of the research, Does home environment factors of parental involvement affect secondary school students' academic achievements?. For the qualitative purpose of data collection, Interview guide prepared for one Arada Sub-City Education bureau official and for each selected three secondary schools, one principal, and one vice-principal. Because such a qualitative interview lets, the respondents tell an issue on their own terms and experiences. In addition, such face-to-face interview with the target respondents will help to capture their views and attitudes.

3.3.2 Procedures of Data Collection

The first step in collecting the data started with face-to-face contact with the Principals of the sampled schools and Arada sub-city Education bureau official to discuss on the objective of the study and to facilitate the data gathering process to be smooth. Questionnaires are distributed, Interviews are conducted, and relevant documents examined. Data from interview gathered with informed consent of respondents. Each of the respondents personally contacted and in addition to the interview, discussions have been held on the purpose of the study in order to gain the respondents willingness to involve in the study. The interviews were held in their office and interviewees were assured that the information obtained will be kept confidential. The questionnaires for sampled students' distributed in the classroom physically in the presence of both the researcher and classroom teachers. The data collecting instruments first prepared in

English language and then translate into Amharic to enhance the respondents understanding on the issues, and piloted on Asko Government Secondary School, which was not included in the sample, to check the suitability for the intended purpose or need amendment before the actual survey was conducted.

3.4. Methods of Data Analysis

The interpretation and analysis of the data employed descriptive statistics technique. The analysis of the data collected is done in line with the data type; for better analysis the responses of the questionnaires were categorized into five rating scales (strongly agree, agree, do not know, disagree, and strongly disagree; That means, data obtained through the questionnaire were analyzed quantitatively while those obtained through interviews, and document analysis were analyzed qualitatively. The raw data that were collected through questionnaire were checked, tallied, numbered, arranged, and organized in tables to make it understandable. Then, the data were analyzed and interpreted using different descriptive statistical tools such as frequencies and percentages, measures of central tendency like mean and weighted mean were computed to find average values against each item scores.

The qualitative data collected through interviews and various literatures were analyzed by correlation and regression analysis techniques and reported through narrative description to complement the quantitative data. Qualitative analysis is also used to examine the cause and effect relationship between parental involvement at home and students' learning achievement. Finally, interpretation of results is employed by explaining the findings carefully and fairly, and generalize from the themes about the fact in question in the light of the available literatures.

Following the meanings attached to the findings and with due consideration to the basic question and objectives of the study conclusion has been drawn. Based on the findings and the conclusion drawn thereof, plausible and fairly feasible recommendations are forwarded to inform the concerned parties which are deemed to have stake and responsibility in addressing the home environment factor in particular and quality of education in general.

CHAPTER FOUR

Data Presentation, Analysis, and Interpretation

The presentation and analysis of the data categorized into two sections. The first part deals with the characteristics of the sample population involved in the study presented in terms of Age, gender, qualification, and years of experience. The second part deals with the analysis and interpretation of the main study, *home environment factors affecting the academic achievement of secondary school students*’.

The analysis and interpretation given are based on the data collected using the different instruments like; questionnaire and interview from of the Three sampled secondary school students, school principals and vice principals, as well as the Sub-city Education Bureau official. Also review of different literatures. From 292 questionnaires distributed to the sampled students, 259 or 89% were properly filled and returned. Similarly interview guide questions presented to Three principals and Three vice-principals, out of them Two principals and Three vice-principals Five or 84% and, One Arada Sub-city Education Bureau official were willingly responded to the interview.

4.1 Characteristics of the Respondents

4.1.1 Characteristics of the Principals, Vice-Principals, and Education Bureau official

The first part of the analysis deals with the Characteristics of the samples involved in the study, and presented in terms of age, gender, qualification, and years of experiences. According to Table 4.1. presents some key characteristics of respondents’ principals, vice-principals, and Sub-city Education Bureau official .

Table 4.1 Characteristics of the Principals, Vice-principals, and Sub-city Education Bureau official respondents'

No	Item		Respondent					
			Principals		Vice Principals		Sub-City Official	
			No	%	No	%	No	%
1	Gender	M	2	100	3	100	1	100
		F	-	-	-	-	-	-
		Total	2	100	3	100	1	100
2	Age	36-45	1	50	1	33	1	100
		46-55	1	50	2	67	-	-
		Total	2	100	3	100	1	100
3	Educational Background	Master	2	100	3	100	1	100
		Total	2	100	3	100	1	100
4	Experience in years	1-5	-	-	-	-	-	-
		6-10	-	-	1	33	1	100
		11-15	-	-	2	67	-	-
		16-20	2	100	-	-	-	-
		Total	2	100	3	100	1	100

As shown on Table 4.1 above, from the data collected and tabulated, the following significant characteristics of the respondents have been observed. According to the personal details shown under item 1 of Table 4.1 all the interviewees that is, the Principals, Vice-principals, and Sub-city official, are male respondents. Regarding the respondents Age 50% of them were between 36-45 years and, the rest 50% of the respondents were between 46-55 years. Concerning their qualification, all of the respondents (100%) of the interviewees are masters degree holders. Item 4 of table 4.1 reveal 33% of the respondents have 6 to 10 years experience. Whereas 33% respondents have 11 to 15 years experience and the remaining 34%, respondents have above 16 to 20 years service.

4.1.2 Characteristics of Students Respondents

Table 4.2 below presents some key characteristics of student respondents regarding their Profile in terms of gender and age, which were believed to have some important implications on students' response.

Table 4.2 Profile of 10th Student Respondents

No	Items		Respondent							
			Agazian		Belay Zeleke		Bethlehem		Total	
			No	%	No	%	No	%	No	%
1	Gender	M	23	40	37	42	45	40	105	41
		F	35	60	51	58	68	60	154	59
		Total	58	100	88	100	113	100	259	100
2	Age	14-16	15	26	28	32	37	33	80	31
		17-19	34	59	53	60	64	56	151	58
		20-22	9	15	7	8	12	11	28	11
		Total	58	100	88	100	113	100	259	100

Some characteristics of students involved in the study are as follows: The number of male students 105 students or 41% was less than female students 154 or (59%0. Regarding the student respondents Age, as revealed in item 2 of Table 4.2, 31% were between 14-16 years, and 58% were between 17-19, and the remaining 11% were between 20-22, years.

4.2. Analysis of Parental Involvement factors affecting Students Learning

The second part of the analysis deals with the interpretation of the data. Under this section, the responses were organized on three themes, i.e. according to the three basic questions of the research. In addition, each theme has its responses in a separate three tables in accordance the subject, as a result thirty responses were provided for student respondents.

The data obtained from the respondents, analyzed, and interpreted using both descriptive and inferential statistics. The descriptive statistics tool i.e. frequencies and percentages were

considered. Percentages were computed to find average values against each item scores. The five point likert scales of measurements have been condensed into three for more clarity and uncomplicated analysis and interpretation. Thus strongly agree and agree condensed into agree, strongly disagree and disagree condensed into disagree, and do not know remained as it is.

Table 4.3 Students' perception on Parental Involvement factors affect the Secondary school student Learning.

No	Items	5		4		3		2		1	
		No	%	No	%	No	%	No	%	No	%
1	My Parents or guardians Displaying parental warmth and nurturance toward me	184	71	35	13	20	8	8	3	12	5
2	My family or parent does not have an interest in my education; and may not feel that education is important.	22	8	10	4	29	11	19	7	179	69
3	My Parents or guardians Show interest in academic and personal growth.	170	66	39	15	33	12	12	5	5	2
4	At the core of the children's plan is the firm belief that parental engagement makes a significant difference to education outcomes	161	62	52	20	20	8	13	5	13	5
5	Students would do better in school if their parents were more involved in academic Activities.	179	69	40	15	17	7	12	5	11	4
6	My Parents share their best practice to create time for studying, discipline, encouragement or other relevant topic.	132	51	70	27	22	8	17	7	18	7
7	Parental involvement in any form at home, interest and support has a major force in shaping students' achievement	178	68	41	16	18	7	12	5	10	4
8	Supporting their child's learning at home parents can make the maximum difference to children's academic achievement.	183	71	36	14	15	6	12	5	13	5
9	In spite of parents' low degree of participation at certain moment, the parent's role is indispensable in the child's education.	149	57	48	19	34	13	10	4	18	7

Rating scales 5=Strongly Agree, 4=Agree, 3=Do not know, 2=Disagree & 1=Strongly Disagree

4.2.1 Perception of students on Parental Involvement factors affects the Secondary school student Learning.

Regarding table 4.3, The Frequency on students' perception on the statement, To what extent do the Home Environment factors affect the Secondary school student Achievement, presented using 9 items with 5 response rating scales, 5=Strongly Agree, 4=Agree, 3=Do not know, 2=Disagree, and 1=Strongly Disagree. These used for all tables throughout the paper, to measure student respondents' perception on Home Environment factors affecting government secondary school student's achievement.

Regarding item 1 in table 4.3, Students' perception on the statement, Parents or guardians displaying parental warmth nurturance toward them, 84% of the respondents agreed, While 8% of respondents disagreed, and the rest 8% of the respond do not know. As observed from item 1 discussion, majority of the respondents agreed on, their Parents or guardians displaying parental warmth nurturance toward them. Moreover, proven in literatures like: A continued effort of parental involvement throughout the child's education can improve academic achievement (Driessen, Smit & Slegers, 2005; Fan, 2001; Hong & Ho, 2005).

According to Vandergrift & Greene, (1992, p. 57), there are two key elements that work together to make up the concept of parental involvement. One of these is a level of commitment to parental support; this includes such things as encouraging the student, being sympathetic, reassuring, and understanding. The other element needed is a level of parental activity and participation, such as doing something that is observable. "This combination of level of commitment and active participation is what makes an involved parent."

As a result, the findings indicate that, majority of the respondents agreed on, their parents, or guardians displaying parental warmth nurturance toward them.

Regarding item 2, Students' perception on the statement, family or parent does not have an interest in my education; and may not feel that education is important. in table 4.3, 12% of the respondents agreed, While 77% of respondents disagreed, and the rest 11% respond do not know.

As could be observed, only few students agreed, on the statement, my parent does not have an interest in my education and may not feel that education is important. While majority of the students disagree; possible to conclude that, most of students perceive that, their parents feel education is important and show an interest.

Regarding item 3, in table 4.3, Students' perception on the statement parents or families show an interest in academic and personal growth; 80% of the student respondents agreed, While 7% of respondents disagreed, and the rest 13% respond do not know.

Majority of student respondents agreed on, about their parents, show an interest in academic and personal growth. Therefore, possible to conclude most of the students perceive that, parents have an interest in their children academic and personal growth. As observed from the data analysis, item 2 and item 3, statements are almost similar, these two statements presented intentionally to double check the response of the students.

According to the interviews held with Informant about their opinion on students would do better in school if their parents were more involved in academic Activities. They stated their views like this:

According to Informant A: Yes, I believe that students would do better in school if their parents were more involved in Academic Activities. However, the problem is even though the has an interest to work with them, Parents are not willing to come in our school as invited.

According to Informant B: In my opinion, most of the parents may consider education is important and may have an interest on their children education. In addition, this has to be put in practice. Parents or families have to work on their children learning as much as possible.

According to Informant C: Yes, I believe that, but it is not only parents, but all stakeholders participation in Academic Activities is needed to improve quality of education.

According to Informant D: Yes, I believe that students would do better in school if their parents were more involved in Academic Activities. Otherwise, it becomes clapping in your one hand only.

According to Informant E: Yes, I believe that, as parents, participate in learning activities they know their kids situation. Also, know this practically in my kids.

As a result, the majority of students perceive, on both cases, their parents feel education is important and have an interest in academic and personal growth. On the other hand, according to the informants, even though parents show an interest, the practice is insufficient. Therefore, possible to conclude that, parents feel education is important and have an interest in academic and personal growth, yet the practice is not insufficient.

Regarding item 4, in table 4.3, Students' perception on the statement, At the core of the children's plan is the firm belief that parental engagement makes a significant difference to education outcomes 82% of the student respondents agreed, While 10% of respondents disagreed, and the rest 8% respond do not know, on the statement, at the core of the children's plan is the firm belief that parental engagement makes a significant difference to education outcomes. Therefore, Majority of student respondents perceived that, on the statement, at the core of their plan, the firm belief that parental engagement makes a significant difference to education outcomes.

According to the interviews held with Informant about their opinion on students would do better in school if their parents were more involved in academic Activities. They stated their views like this: According to the interview held with the informants, they expressed their view, as stated below:

According to Informant A: The school invite parents four times in a year to discuss on the areas like school facilities and student ethical issues and performance, in addition parent-student-teacher association invite them to participate in learning activities.

According to Informant B: Ethiopian education policy support parental involvement and participation in student learning activities. Also parents must take the initiative specially these days. However, for different reasons The participation is not that much. I think may be one of the reasons could be most parents are not knowledgeable.

According to Informant C: As far as learning begins at home, parents have to take the major role in shaping their kids attitude towards education. Parents have to discuss with children about their expectations, in addition must explain to them the reality, diverse ways of life, and advantages and disadvantages of the alternatives; and then let them decide. Therefore, parents or families involvement a great importance. However, due to various reasons in our context most of the time, this is not practical.

To sum up most of the informats agree on that, at the core of the children's learning parental engagement makes a significant difference to education outcomes

"Parental involvement, in almost any form, produces measurable gains in student achievement" (Dixon, 1992, p. 16). Consequently, as indicated in the percentage results and from the data gathered through the interview, indicated that, almost all the respondents agreed on that, at the core of the children's plan, there is firm belief that parental engagement makes a significant difference to education outcomes.

Regarding item 5, in table 4.3, Students' perception on the statement they would do better in school if their parents were more involved in academic activities 84% of the student respondents agreed, While 9% of respondents disagreed, and the rest 7% responded they do not know, on the statement, Students would do better in school if their parents were more involved in academic activities. As observed from item 5 discussion, majority of the respondents' perceived that, Students would do better in school if their parents were more involved in academic activities. According to the interviews held with the informants, stated their views like this:

According to Informant A: In my opinion, it is obvious that parental involvement in education activities has a positive impact on students' performance. If properly performed its importance would be great. However, on the education policy stated clearly about the need for community involvement in education activities, yet not considered as desired.

According to Informant C: In my point if view, if parents involve more at home in learning activities, students performance would be improved.

Therefore parents have to involve more in academic activities to support students learning.

Various literatures confirmed that, Parental participation improves student learning whether the child is in preschool or in the upper grades, whether or not the family is struggling economically or is affluent or whether the parents finished high school or graduated from college (Epstein, 1991; Henderson, & Berla, 1994; Lontos, 1992; Reynolds, et al., 1991; Zellman, G.L., & Waterman, J.M., 1998). In supporting the above literature, Also (Topor, 2010; Kgosidialwa, 2010). Stated that parenting involvement is one factor that has been consistently related to a child's increased academic performance.

Consequently, as indicated in the percentage results and, from the data gathered through the interviews, logical to conclude that, almost all the respondents agreed on that, students would

do better in school if their parents were more involved in academic activities. In addition, different research works and literatures confirm the concept as revealed above.

Regarding item 6, in table 4.3, Students' perception on the statement their parents share their best practice to create time for studying, encouragement, discipline, or other relevant topic 78% of the student respondents agreed, While 14% of respondents disagreed, and the rest 8% respond do not know, on the statement, My Parents share their best practice to create time for studying, encouragement, discipline, or other relevant topic. As observed from item 6 discussion, majority of the respondents' agreed on that, their Parents share their best practice to create time for studying, encouragement, discipline, or other relevant topic.

Regarding item 7, in table 4.3, Students' perception on the statement parental involvement in any form at home, interest and support has a major force in shaping students' achievement, 84% of the student respondents agreed, While 9% of respondents disagreed, and the rest 9% respond do not know, on the statement, Parental involvement in any form at home, interest and support has a major force in shaping students' achievement. As observed from item 7 discussion, majority of the respondents' agreed. According to the interviews held with the informants, they stated their views like this:

According to Informant B: Most parents and the community believe that it is only the responsibility of schools to teach and to follow up students; as far as they send them to schools.

According to Informant C: Educating children left alone for teachers, no one wants to take the responsibility and accountability. In addition, I can say, the concerned government bodies have not paid much attention yet. Even the media coverage, given to it is less. Therefore, parental involvement and support at home is unnoticed subject.

In general parental involvement in any form at home has a major force in shaping students' achievement, therefore it needs much effort towards the issue.

As indicated in the percentage results and, from the data gathered through the interviews, possible to conclude that, Parental involvement in any form at home, interest, and support has a major force in shaping students' achievement, If gets acceptance.

Regarding item 8, in table 4.3, Students' perception on the statement supporting their child's learning at home, parents can make the maximum difference to children's academic

achievement 84% of the student respondents agreed, While 9% of respondents disagreed, and the rest 7% respond do not know, on the statement, supporting their child’s learning at home, parents can make the maximum difference to children’s academic achievement. As observed from item 8, discussion, majority of the respondents’ agreed on the statement. According to the interviews held with the informants, they stated their views like this:

According to Informant C: There is a say Teachers are responsible for the formal education and instruction at schools, whereas parents are responsible for the informal education and instruction at home, such as valuing education, fostering learning at home, supporting homework completion, etc.

According to Informant E: Both at school and at home education are essential to creating optimal learning conditions for students. I strongly agree on this concept, everyone has responsibility.

Also literatures support the statements on item 7 and 8 as the following. According to (Drake, 2000, p. 34), Three decades of research demonstrated that, parent/family involvement significantly contributes, in a variety of ways to improved student outcomes related to learning and school success. These findings have remained consistent despite the fact that families have undergone significant changes during that time, schools “operate in very different times than those of a decade or two ago”.

Accordingly, as indicated in the percentage results and, from the data gathered through the interviews, possible to conclude that, majority of the respondents agreed on the statement that, supporting their child’s learning at home, parents can make the maximum difference to children’s academic achievement. In addition, different writers approved the significance.

Regarding item 9, in table 4.3, Students’ perception on the statement In spite of parents’ low degree of participation at certain moment, the parent’s role is indispensable in the child’s education, 76% of the student respondents agreed, While 11% of respondents disagreed, and the rest 13% respond they do not know, on the statement, In spite of parents’ low degree of participation at certain moment, the parent’s role is indispensable in the child’s education. As observed from item 9, discussion, majority of the respondents’ agreed. According to the interviews held with the informants, they stated their views like this:

According to Informant C: From my experience, Most parents especially in government schools, believe that their responsibility is only providing learning

materials and sending their kids to school. However, Involving in learning activities at home contributions for students' achievement and education quality improvement have a great role.

According to Informant D: Yes I believe that students would do better in school if their parents were more involved in Academic Activities.

Therefore, as far as learning begins at home parents have a great responsibility in childrens education. in general, everyone has responsibility.

As we could notice in table 4.3, items 7, 8 and 9 statements are almost similar in their content and these provided intentionally in order to reassure and to verify the respondents' responses on the issue.

Accordingly, as revealed from the data analysis in the percentage results and, from the data gathered through the interviews, possible to conclude that, majority of the respondents agreed on that, Parental involvement in any form at home and support has a major force in shaping students' achievement.

According to Johnston and Juyono, a student might be in a better position to raise his level of academic achievement if he lived in an environment where encouragement and support were provided for his schoolwork. (Susanne Carter FALL 2002), the following Parent/family involvement twelve key findings are pointed out: Parent/family involvement has a significant positive impact on student outcomes throughout the elementary, middle school, and secondary years, parent/family involvement has a lasting effect throughout the K-12 educational careers of students, (Kellaghan, & Bloom, 1993; Trusty, 1999). Simon (1999) found that although study habits, attitudes, and behavior patterns may be set by a student's senior year, an adolescent's success is influenced by his or her family even through the last year of high school.

Finally, logical to conclude that, the discussion on table 4.3, the interview held with informants' and the document analysis indicate that, the Home Environment factors affect the Secondary school student Achievement in a great extent.

Table 4.4 Students' perception on the statement, the school management in promoting parent involvement.

No	Items	5		4		3		2		1	
		No	%	No	%	No	%	No	%	No	%
1	My Parents Communicate regularly with school personnel	38	15	71	27	55	22	50	19	45	17
2	My Parents or guardians Attending & participating in school functions	80	31	66	25	42	16	33	13	38	15
3	My Parents or guardians feel the school is supporting them and they are confident that they are helping their children	108	42	45	17	57	22	20	8	29	11
4	My Parents or guardians visit the school regularly to know about my performance	39	15	56	22	58	22	56	22	50	19
5	My Parents or guardians being resistant to the information provided awareness by the school	33	13	30	12	54	21	28	11	114	44
6	My Parents or guardians go to school when requested by administration or teachers	119	45	44	17	26	10	26	10	44	18
7	The School invests time and effort to influence Parents training-at-home tradition	39	14	41	16	62	24	17	7	100	39
8	The school provides information for Parents about necessary boundary/depending on age/, adult role model, supporting academic achievement & positive social and emotional development of child	52	18	42	16	55	23	35	14	75	29
9	My parents, families or guardians participate in school training programs how to help the child with homework and parent-child discussion	35	13	38	15	60	23	38	15	88	34
10	There is a school policy that encourages parental involvements at home	59	22	40	15	70	14	19	7	71	42
11	My Parents are learning parenting strategies they use as their children move from one phase of development to another	90	18	47	15	60	23	24	19	38	25

Rating scales (5=Strongly Agree, 4=Agree, 3=Do not know, 2=Disagree & 1=Strongly Disagree)

4.2.2 Students' perception on school management initiatives to promote parental involvement.

Regarding Table 4.4 item 1, reveal Students' perception on the statement, my parents communicate regularly with school personnel, 42% of the respondents agreed, While 36% respond disagreed, and the rest 22% respond, they do not know. As observed from item 1, data analysis, less than average respondents' agreed. While above average respondents respond

disagreed and do not know. In addition, about parents communicate regularly with school personnel, one of the interviewee responded:

According Informant A: In my opinion, parents must follow up their child's status, they must invest their time, they have to communicate regularly teachers as well as school management, specially these days. However, for different reasons the trend is not that much. The reason can be most of the parents are not well informed.

In general because of information gap most parents donot communicate regularly with school personnel concerning their children learning.

“When parents and schools interact closely together they share information among themselves and these information-sharing helps families to better understand the schools and schools to understand the families” (Bojuwoye 2009). Such practice is helpful both for the school and parents. Accordingly, as indicated in the percentage results of the students' response and, from the data gathered through the interviews, it is possible to conclude that, most parents did not communicate with the school personnels regularly. This is contradicting to what is stated in the literatures.

Regarding Table 4.4 item 2, Students' perception on the statement, Parents or guardians Attending & participating in school functions, 56% of the respondents agreed, While 28% respond disagreed, and the rest 16% respond, they do not know. As observed from item 2, discussion, around average respondents' agreed. According to the interviews held with the informants, two of them stated their opinion that:

According Informant B: The Ethiopian education policies formulated parental involvement is vital; Parents invited and discussions held with them on the areas like school facilities and students' ethical issues. However, in all cases, only few parents are willing to participate the discussion.

According Informant D: Parent-student-teacher association invites parents to participate in student learning Activities. Moreover, the school management invites parents four times in a year to have discussion and participate on school activities and children performance. In addition, to discuss on positive as well as negative issues about students, but average parents were not willing.

As indicated in the percentage results of the students' response, it is possible to conclude that, parents participation in school function is not adequate. At the same time, the data gathered through the informants revealed that, in general parents' participation in the schools functions

is not sufficient as seen from the analysis. However, various literatures support parental participation in school functions and, as could be seen from the data analysis, much remain to work on this.

According to Bojuwoye, (2009: 463), parents must have a say in the way their children are taught and treated. Parents have the right to know what is going on in school and should be informed about the nature of the education their children are receiving. Moreover, Ethiopian education sector action plan encourages parental involvement in terms of providing financial support to school, and participating in school events and in parent-teacher association (MoE, 2010). The most promising opportunity for student achievement occurs when families, schools, and community organizations work together. To promote these comprehensive partnerships, schools must provide a variety of opportunities for schools, families, and communities to work together (Rutherford & Billing, 1995).

Regarding Table 4.4. Item 3, students' perception on the statement, Parents feel the school is supporting them and they are confident that they are helping their children, 59% of the respondents agreed, While 19% of respondents disagreed, and the rest 22% respond they do not know. Accordingly, based on the data analysis, above average respondents agreed. On the other hand, from the interviews held with the informants, most of them expressed their opinion as follows:

According Informant A: Our school invite student parents to attend on school meetings and discuss on different issues like students performance and ethical issues, most of the parents did not attend the meeting, but parents who attend the school meetings made decisions about students must be located in the school compound during their lunch time and how to support poorly performed students through tutorial classes. Therefore, I believe those parents who participate in school activities feel good in the school.

According Informant B: As my observation, only few parents show an interest to participate on school meetings, like in making decisions on students' clothing and hair styles, and how to use mobile phones. In my opinion, some parents have a trust that school could support them, however parent school communication is not that much.

According Informant E: While families, schools and communities partner together towards supporting schooling of their children, they create a conducive environment

for learning, strengthen parenting and communication skills, improve their children's academic achievement and the society develops improved social values and good citizenry.

To sum up only a few parents feel the school is supporting them also, they are certain on helping their children.

As indicated in the percentage results and, from the data gathered through the interview, it is possible to conclude that Parents, who visit schools, feel the school is supporting them and they are confident that they are helping their children.

In literatures stated that, Parental involvement increases student's opportunity to learn, and provide as a relationship between school and home. This implies that the students will receive quality education during their schooling. (Murray et al. 2014, as cited in, Mahuro & Hungi, 2016).

Regarding Table 4.4, item 4, Students' perception on the statement, parents, or guardians' visit the school regularly to know about my performance, 37% of the respondents agreed, While 41% of respondents disagreed, and the rest 22% respond they do not know. As observed from the data analyzed in table 4.4 item 4, majority of the respondents' disagreed their Parents or guardians' visit the school regularly. In addition, most of the interviewee agreed on that, only few parents follow up their children's performance occasionally, as explained below. According to the informants, most of them expressed their opinion:

According Informant B: In my point of view, students would do better in school, if their parents work closely with schools, like visiting schools regularly to know all about their children condition, to check their children's attendance and the like will help to take corrective actions on time and for improvements. all parents have responsibility on their children learning.

According Informant D: In my point of view, parents must participate in school activities in order to help their children learning, but The problem is even though school management shows interest to work with parents most of them didn't participate in our school even when invited. Therefore, all parents must accept their children learning as part of their job.

Generally, as indicated in the percentage results and, from the data gathered through the interviews, it is possible to conclude that most parents did not follow up their children

performance on a regular base. This situation contradict what is stated in different literatures. The nature of the parent/family involvement that is most beneficial to children changes as they reach adolescence, In their interviews with students, teachers, and parents in four high schools, Sanders and Epstein (2000) found that although adolescents need more independent than younger children, the need for guidance and support of caring adults in the home, school, and community during this time in their lives is very important. Other studies reinforce the value of parents/families expressing confidence in adolescents and supporting autonomy as significant contributors to achievement among high school students.

Regarding Table 4.4, item 5 Students' perception on the statement, my parents or families being resistant to the information being provided awareness by the school, 25% of the respondents agreed, While 55% of respondents disagreed, and the rest 20% respond they do not know. As could be observed from the data analysis in table 4.4 item 5, around average respondents' disagreed on that, their Parents being resistant to the information being provided awareness by the school. In addition, the informants stated that their opinion:

According Informant D: In the first place, parents are not available at school to have information about their children's learning. Concerning awareness creation like HIV AIDS day, only few of them were willing to come to the meeting.

According Informant F: In my point of view, most of them are busy of their living and have no time to come to school. Concerning awareness creation, once year parent-student-teachers association invite parents and try to create awareness on different issues and collect feedbacks, however, it is not done as required.

Most parents are not available at school to have information about their children's learning, even most of them donot attend the school annual meeting or once in a semester.

In General, as revealed in the percentage results and, from the data gathered through the interviews, possible to conclude that, few parents resist the school information provided. Also schools programme on awareness creation is poor. According to the various documents, Effective programs assist parents in learning how to create a home environment that fosters learning and how to provide support and encouragement for their children's success. Effective programs have taught parents how to create a home environment that encourages learning and how to provide support and encouragement that is appropriate for their children's development

level (National Council of Jewish Women, 1996; Quigley, 2000; Simmons, Stevenson, & Strnad, 1993).

Regarding Table 4.4. Item 6, students' perception on the statement, Parents go to school when requested by administration or teachers, 62% of the respondents agreed, While 28% of respondents disagreed, and the rest 10% respond they do not know.

As observed from the analysis, majority of the student, respondents' agreed that their parent do not visit school unless requested by the school managements. According to the informants, they expressed their opinion:

According Informant A: The school management want to work with parents on different issues like students learning activities, school facilities and the like; most of the time some parents do not show an interest come to school even requested by the school management.

According Informant C: only a few parents are willing to help students learning activities, school facilities and attend meetings, However most of are not willing, even invited by the school management.

In general, most parents do not have the information about the benefit of visiting their children schools, even requested by the school personels.

Generally, possible to conclude that, majority of the student respondents and the informants agreed that, almost, all parents come to school only when the school management requested them to come.

Schools have to ensure that parents are brought to the schools early in the academic year, before students develop problems. School must employ a variety of techniques for communicating with parents about their children's progress, decisions affecting their children, and school programs, (Epstein, 1995). in general parents will develop familiarity as interacting with teachers and a greater capacity for monitoring their children's progress and responding to their problems,

According to Table 4.4, item 7, Students' perception on the statement, The School invests time and effort to influence Parents training-at-home tradition, 30% of the respondents agreed, While 46% of respondents disagreed, and the remaining 24% of respondents respond they do

not know. As observed from discussion, the majority of the respondents' agreed on that schools does not invest time and effort to influence parents training-at-home tradition.

Regarding the interviews held with the informants, they expressed their opinion, that training is not given for parents in their schools, and stated their opinion like this:

According Informant A: Most of the time advice given to students about gender issues, concerning developmental changes on their physical and psychological, and relevant issues, during the flag raising ceremony. Concerning parents the school does not give training.

According Informant B: Our schools does not have training programs for student parents, if there is an issue concerning them Just they informed on different ways, like sending message by their children. Maybe this happened due to budget constraints.

According Informant C: In our school, we have students' 1-5 students' team discussion, and various issues raised and discussed openly. Moreover, students required to communicate these for their parents. This is to help our students to develop self-confidence and to enable them to explain themselves. "Due to this I observed in my kids self-confidence." on the other hand, schools did not provide training for parents.

According Informant D: Our schools do not have any training programs for student parents.

According Informant E: Our schools do not provide training for student parents, however if done it will improve parent-school relationship.

Therefore, all informats agreed on their schools do not have any training programs for student parents.

As indicated in the percentage results and, from the data gathered through the interviews, one could conclude that, Schools does not invest time and effort to influence Parents training-at-home tradition. However, literature proves the importance of parental training.

Teachers must be trained to promote effective parent/family involvement in child's education. Professional and in-service training for teachers that focuses on working with families is not yet widely available; nor do many preserves programs across the country offer training for future teachers in the development of school-family relationships (Kessler-Sklar & Baker, 2000; National Council of Jewish Women, 1996). This component is also critical for the development of effective school, family, and community partnerships.

Table 4.4. item 8, Students' perception on the statement, The school provides information for Parents about necessary boundary, adult role model, supporting academic achievement & positive social and emotional development of child, 34% of the respondents agreed, While 43% of respondents disagreed, and the rest 23% of the respond do not know. As observed from the discussion, majority of the respondents' disagreed. According to the interviews held with the informants, they stated their ideas like this:

According Informant A: in our school the Guidance Department has psychology graduate teacher to give advice for the students and sometimes invite parents to discuss on their children performance as problem occurs.

According Informant B: the Guidance teacher provides information for parents about their children's whereabouts and discusses on the issue when there is a problem. However, it is not that much effective because most of the time acceptance is less.

According Informant C: as students misbehave school personnel call parents and discuss on their children's situation.

According Informant D: Sometimes parents invited to explain about their children behavior at home and informed what their child doing. Discussion held in the presence of the child and advice and warning will be given.

According Informant E: Sometimes there will be a problem in parents side so they invited at school and advice given. But this happens as there is a problem.

In general These school do not provide information for Parents about necessary boundary, adult role model, supporting academic achievement & positive social and emotional development of child, in regular bases. But only problem occurred.

As indicated in the percentage results and, from the data gathered through the interviews, possible to conclude that, schools provides information only for students through guidance department; sometimes parents called informed when the children misbehave. However the above issues were not considered. This is contrary to literatures.

As revealed on table 4.4, item 9, frequency of Students' perception on the statement, My Parents participate in school training programs how to help the child with homework and parent-child discussion, 28% of the respondents agreed, While 23% of respondents disagreed, and the remaining 49% of respondents respond they do not know. As observed from discussion, the majority of the respondents' disagreed on that; Parents participate in school training

programs how to help the child with homework and parent-child discussion. According to the interviews held with the informants, they expressed their opinion, that the schools does not provide any type of training programmes for student parents. As they respond on similar issues above. These questions prepared intentionally to cross check the responses; in all cases almost all the responses were similar. However, as indicated in different literatures, schools must provide trainings.

Parent/family assistance with homework can be beneficial; however, parents may need guidance and assistance in order to work effectively with their children. The nature of that involvement, however, determines the value of the assistance. Cooper, Lindsay, and Nye (2000) found that an active teaching role for parents may be most appropriate for elementary children experiencing difficulty in school. But with older students doing well in school, it is best to reinforce autonomy and not directly intervene so that students learn time-management and study skills. (Balli, Demo, and Wedman, 1998) indicate that educators need to help parents understand homework concepts and developmentally appropriate practices in order to best help their children.

Regarding item 10, in table 4.4, Students' perception on the statement, there is a school policy that encourages parental involvements at home, 37% of the respondents agreed, While 14% of respondents disagreed, and the rest 49% respond they do not know.

As revealed in item 10 discussion, majority of the student respondents' respond they do not know that, the school policies that encourage parental involvements at home. According to the interviews held with the informants, they expressed their opinion, like this:

According Informant A: Ethiopian education policy stated clearly about the need for community involvement. In addition, schools must do a lot on awareness creation programmes to involve parents.

According Informant B: Ethiopian education policy encourages parental participation in students learning activities, however much is not done yet. in my opinion, there are different ways to involve parents in learning activities.

According Informant C: Ethiopian education policy support parental participation Moreover, the concerned bodies must have use different mass Medias like television, radio, newspapers, brochures and even mobile phone SMS, and promote insistently

parental involvement benefits for education quality. However, the issue did not touch yet as desired.

According Informant F: The sub-city encourages parental involvement and sometimes follow up is done in the schools, However it is not adequately. There are many problems in implementation. So it was not done in a sustainable way so the outcome is insignificance. Therefore, much effort needed to be successful.

Ethiopian education policy encourages parental participation in students learning activities, but it is not addressed effectively.

Also, in Education Sector Development Programme V (ESDP V) 2008-2012 E.C., stated that, Under ESDP V, community involvement will go beyond financial, material and labor contributions; communities will be expected to exercise leadership, participate in school management in such a manner that it reflects their ownership of the school, (MOE 2015).

As indicated in the percentage results of the students' response, and the data gathered through the interviews it is possible to conclude that, there is a policy to encourage parental involvement on learning. However, schools are not implementing it as desired. Also majority of the students did not know about the policy that encourage parental involvement.

Table 4.3, item 11, in Students' perception on the statement, my parents are learning parenting strategies they use as their children move from one phase of development to another, 33% of the respondents agreed, While 23% of respondents disagreed, and the rest 44% respond they do not know. In general, majority of the student respondents do not know. According to the interviews held with the informants, they stated their views like this:

According Informant A: In part of the school, Sometimes discussion held with parents concerning problematic students, when problem occurs, schools do not have capacity to do on this issue sufficiently, due to different cases. However, in part of parents, I am not sure that all parents have trained.

According Informant C: I believe in parents learning parenting strategies to be able to use as their children move from one phase of development to another unfortunately these is not practical in government schools. However, I have information that it is practical in some private schools.

According Informant D: As I explained previously in our school we do not give training for parents yet.

There is an agreement parents must be trained how to handle children's according to their age, and how to provide support and encouragement that is appropriate for their children's development level

Different literatures confirm that, parents must be trained how to handle secondary school children's learning at home. Scott-Jones. (1994); Sheilds, (1995) explained that, the need for strong family involvement starts by the time children are in preschool and continues through high school. As children grow older, the methods and expectations for family involvement must change and continue to evolve until graduation. Schools have shown success by enlisting the support of parents in areas ranging from developing homework routines, providing after-school supervision, limiting television viewing, and helping children prepare for college and other post-secondary education (As cited in Abiy, 2015).

As observed from the data analysis majority of the student and the informants respond, uncertain about parents learning parenting strategies to use as their children move from one phase of development to another.

Finally, from the data analyzed on table 4.4 and the informants response, possible to conclude that, the extent school management promote parental involvement is poor.

Table 4.5. Students perception on family situation influence the secondary students' performance.

No	Items	5		4		3		2		1	
		No	%	No	%	No	%	No	%	No	%
1	My Parents, Families or guardians comment on my homework.	75	20	72	24	24	9	50	28	38	19
2	My Parents or guardians engage me in their occupation after, during and before school.	19	7	25	10	18	7	39	15	158	61
3	My Parents, Families or guardians give me enough study time.	135	42	58	22	24	19	22	9	20	8
4	My Parents, Families or guardians believing children's effort, not luck, will result in learning	156	60	28	11	30	12	19	7	26	10
5	My Parents or guardians have time to closely follow up my academic performance.	72	28	58	22	53	21	42	16	34	13
6	Parents or Families Monitoring consistently how time is spent.	81	31	73	28	38	15	37	14	30	12
7	My Parents or Families Monitoring and joint analysis of television viewing.	82	32	51	20	29	11	35	14	62	24
8	My Parents /guardians familiarize my attention to learning opportunities.	144	56	58	22	25	10	14	5	15	6
9	My family or parent helping me to prepare for college and other post-secondary education.	152	59	63	24	12	5	12	5	20	8
10	My Parents or guardians Orienting my attention to learning opportunities	155	60	51	20	22	8	17	7	14	5

Rating scales (5=Strongly Agree, 4=Agree, 3=Do not know, 2=Disagree & 1=Strongly Disagree)

4.2.3 Students perception on family situation influencing the secondary students' learning performance.

Table 4.5 item 1 reveal students' perception on the statement, my parents comment on my homework. 44% of the respondents agreed, While 47% respond disagreed, and the rest 9% respond, they do not know. As observed from the discussion above, around average of the respondents disagreed. According to the interviews held with the informants, they expressed their opinion as stated below:

According Informant B: Our schools Teachers prepare individual and group homework assignments and projects. Moreover, Teachers guide and support students how to carry out the assignments. I am not sure that whether or not their parents comment on the assignments.

According Informant C: In my point of view if homework assignments prepared considering parental involvement to comment on the homework, it would have a helpful outcome, but not practical in our school case.

According Informant D: This differs from Teacher to Teacher and from subject to subject. We do this as much as possible but it could not said that much, especially on Language and math subjects, assignments given to them as a team and individually. projects given for science subjects, then feedback given on their assignments. Concerning parental involvement, there are limitations in this area.

According Informant E: There are few students who did not complete their home works and even come to school without their textbooks with them. To alleviate this problem parental involvement is critical.

Most of the time the home work assignment given to students do not participate parents.

As indicated in the percentage results possible to conclude that, most of the student respondents disagreed that their parents comment their homework. On the other hand, the data gathered through the interviews revealed that, the schools Teachers did not prepare homework assignments and projects that involve parents. This act contradicts with what is stated in different literatures.

Cooper, Lindsay, and Nye (2000) found that, an active teaching role for parents may be most appropriate for elementary children experiencing difficulty in school. However, with older students doing well in school, it is best to reinforce autonomy and not directly intervene so that students learn time-management and study skills. (Balli, Demo, and Wedman, 1998) indicate that educators need to help parents understand homework concepts and developmentally appropriate practices in order to best help their children. Parent or family assistance with homework can be beneficial; however, parents may need guidance and assistance in order to work effectively with their children. The nature of that involvement, however, determines the value of the assistance.

Table 4.5 item 2, reveal Students' perceptions on the statement, parents or guardians engage me in their occupation after, during, and before school. 17% of the respondents agreed, While 76% respond disagreed, and the rest 7% respond, they do not know. As observed from the discussion above, 3/4th of the respondents disagreed, while the rest of the student respondents agreed on the statement, their Parents or guardians engage them in their occupation after, during, and

before school. According to the interview held with the informants, three of the school principal and vice principal expressed their opinion as stated below:

According Informant A: at the beginning of every year, our school sorts out students' profile to have information about their parents living situation, even it is incomplete. Based on that information, some students found engaged in their parents' occupation, then few teachers volunteer to provide tutorial classes on Saturdays. However, those students were not willing and interested to attend the tutor class. Because they do for their living on those days, besides, few female students engaged as home maid for their survival and learning.

According Informant B: Our school works in this area in collaboration with one NGO, and at school capacity level, we are supporting a few needy students. In addition, self-initiated teachers support those students whose parents or families are not well to do.

According Informant C: we know that there are students in our schools who engaged in their parents occupation even in school days.

There are students whose parents or guardians engaged them in their occupation after, during, and before school.

Accordingly, as indicated in the percentage results and, from the data gathered through interview, possible to conclude that, few students engaged in their parents' occupations, which prevent them from attending their learning critically.

In addition, various literatures proved that: According to (Duncan, 1992; Lewis, 1992; Wanat, 1992), if there has been a divorce or death in the family, there probably has been a change in the financial standing of the family, by the school not being sensitive to this change, the student and family could be uncomfortable. The very nature of the family structure is in a state of change causing confusion and insecurity.

As revealed on table 4.5 item 3, Students' response on the statement, Parents, or guardians give them enough study time. 64% of the respondents agreed, While 17% of the respondents disagreed, and the rest 19% of the respondents respond do not know. As observed from item 3 discussion, majority of the respondents' agreed on that, their Parents or families give them enough study time. Consequently, as indicated in the percentage results possible to conclude that, their Parents or guardians give them enough study time. Also stated in literatures;

Parent/family involvement has a significant positive impact on student outcomes throughout the elementary, middle school, and secondary years, parent/family involvement has a lasting effect throughout the K-12 educational careers of students, (Kellaghan, & Bloom, 1993; Trusty, 1999). Simon (1999) found that although study habits, attitudes, and behavior patterns may be set by a student's senior year, an adolescent's success is influenced by his or her family even through the last year of high school.

Table 4.5, item 4, Students' perception on the statement, their Parents, or guardians believe in children's effort not luck, will result in learning, 71% of the respondents agreed, While 17% of respondents disagreed, the rest 12% of the respond they do not know. As observed from item 4 discussion, majority of the respondents' agreed. Also proved in literatures that;

According to a Handout prepared by the National Parent Teacher Association (PTA), one of the two particular key practices that identified as supportive of learning is; Model the Value of Learning, and Set an example by reading at home and engaging in other learning activities, Play games together that require planning ahead and problem solving, rather than pure luck (e.g. The Game of Life) and Communicate openly.

Consequently, as indicated in the percentage results possible to conclude that, Parents believe in children's effort not luck, will result in learning.

Table 4.5, item 5, Students' perception on the statement, their Parents have time to closely follow up their academic performance, 50% of the respondents agreed, While 29% of respondents disagreed, and the rest 21% of the respond do not know. As observed from item 5 discussion, half of the respondents agreed. As stated in literatures;

As indicated in the percentage results possible to conclude that, half of the respondents agreed, their Parents have time to closely follow up their academic performance. This is contrary to the literatures. According to Deborah, (2000), Parental participation improves student learning, Learning begins at home through interaction with one's family. Parental involvement may include activities like helping children in reading, encouraging them to do their independently, monitoring their activities inside the house and outside the four walls of their house, and providing.

Table 4.5, item 6, in students' perception on the statement, their Parents, or guardians monitoring consistently how time is spent, 59% of the respondents agreed, While 26% of respondents disagreed, and the rest 15% of the respond do not know. As observed from item 6 discussions, above average respondents agreed on the statement that, their parents or families Monitoring consistently how time is spent. According to the interviews held with the informants, two of them expressed their idea as the following;

According Informant B: In my opinion, parents have to support their children learning and must have time to follow up and monitor their performance in a regular bases, if parents have time with their children learning, the students' performance would improved, but only few parents came to school to request about their children attendance.

According Informant F: in my opinion, parents must follow closely children's learning and must monitor how children spent their time. Besides they must communicate the teachers how he or she perform in the class. This action will be helpful in the learning process.

Most of the parents or families monitoring consistently how their children spent their time.

Consequently, as indicated in the percentage results and, from the data gathered through the interviews, possible to conclude that, most Parents did not follow up their children academic performance and Monitoring consistently how their children spent time. On the other hand opposing to literatures.

According to Scott-Jones, D.,1994; Sheilds, P.,(1995). The need for strong family involvement starts by the time children are in preschool and continues through high school. As children grow older, the methods and expectations for family involvement must change and continue to evolve until graduation. Schools have shown success by enlisting the support of parents in areas ranging from developing homework routines, providing after-school supervision, limiting television viewing, and helping children prepare for college and other post-secondary education. (as cited in Abiy, 2015).

Table 4.5, item 7, Students' perception on the statement, my parents, families or guardians Monitoring and joint analysis of television viewing, 52% of the respondents agreed, While 38% of respondents disagreed, and the rest 11% of the respond do not know. As observed from item 7

discussions, almost average respondents agreed. According to the interviews held with the informants, they stated their idea as the following;

According Informant F: These days we have a problem in our schools regarding technology usage. Some students use their mobile phones during class time therefore they do not attend classes properly, student parents must shape their children to be disciplined.

According Informant F: before and after class time students misuse the plasma television other than learning activities. Parents have to do a lot in shaping their students behavior at home.

Some students use their mobile phones during class time which is distracting them and other students from attending classes properly. This action must be stopped.

As indicated in the percentage results and, from the data gathered through the interviews, possible to conclude that, only some Parents are monitoring them and joint analysis of television viewing.

Regarding the item 8 in table 4.5, Students' perception on the statement, Parents or guardians familiarize their attention to learning opportunities, 79% of the respondents agreed, While 11% of respondents disagreed, and the rest 10% of the respond do not know. As observed from item 8 discussion, majority of the respondents agreed. Also congruent with the following literature;

According to PTA two supportive of learning are identified as; Modeling the value of learning, and Expressing high but realistic expectations for achievement. The first practice sets an example for learning and the latter encourages learning and helps children develop self-efficacy. Here are some specific ways parents can support their children at home that is Expressing High but Realistic Expectations for Achievement: Encourage your child to work hard in school, Regularly discuss education, careers, life skills, and interests and Regularly affirm your child's personal worth through positive messages.

Consequently, as indicated in the percentage results possible to conclude that, most Parents or guardians familiarize their children attention to learning opportunities.

Table 4.5, item 9, in Students' perception on the statement, my family, or parent helping me to prepare for college and other post-secondary education. 82% of the respondents agreed, While 13% of respondents disagreed, and the rest 5% of the respond do not know. As observed from

item 9 discussion, majority of the respondents agreed on the statement, their parents or families helping them to prepare for college and other post-secondary education.

Table 4.5, item 10 in Students' perception on the statement, my parents or guardians orienting my attention to learning opportunities, 80% of the respondents agreed, While 12% of respondents disagreed, and the rest 8% of the respond do not know. As observed from item 10 discussions, majority of the respondents agreed on the statement, my parents or guardians orienting my attention to learning opportunities.

According to the interviews held with the informants, one of the school vice principals stated his idea as the following;

According Informant E: Some parents understanding or value for learning is surprisingly odd. once the school management requested a parent to come and discuss about her child situation, she came and angrily asked me like this; "let alone my daughter, she can go to Arabian countries and earn her living; is it only education that needs to survive?" so there are few parents who does not have interest in learning, in most cases, uneducated parents. On the other hand, few parents came to our school and demonstrate an interest in children is learning.

In general parents have to orient their children attention to learning opportunities, and help them to prepare for post-secondary education.

As indicated in the percentage results and, from the data gathered through the interviews, one could generalize that, some Parents or guardians orient their children attention to learning opportunities.

Items 8, 9 and 10 are almost similar and provided intentionally to check the consistency of the students' response, therefore as indicated in the percentage results around 80% respondents agreed. Accordingly, it is logical to conclude that, majority of respondents perceive that, their parents or guardians are orienting their attention to learning opportunities.

Finally, from the data analyzed on table 4.5 and the informants' response, logical to conclude that, the extent of family situation influence the secondary students' Academic Achievement is moderate.

CHAPTER FIVE

Summary, Conclusion and Recommendation

This section summarizes the main points of the findings of the study and presents conclusion based on the findings and at the end, recommendations that are considered helpful in addressing the problem will be forwarded.

The purpose of this study was to examine the major Home Environment Factors Affecting Quality of Education in Selected Government Secondary Schools of Arada Sub-City, In Addis Ababa City Administration. In order to accomplish these objectives, the following basic questions were raised and answered in the course of the study.

1. To what extents do Home Environment factors of parental involvement affect secondary school students' achievement?
2. To what extent do school management promote parental involvement to maintain the secondary school students Academic achievement?
3. To what extent do family situation influence secondary school students' Academic achievement?

Questionnaire and interview used to gather data from sampled three government secondary schools of Principals, Vice-Principals, and 10th grade students. In addition Sub-City Education Bureau expert. The collected data analyzed through frequencies, percentages, and averages. The qualitative data gathered through the interview and documents were analyzed qualitatively by means of narration.

5.1 Summary of Findings

Based on the analysis of the data, the following major findings were obtained:

1. The findings of the study indicated that, the school principals and vice-principals, the students, and the education bureau expert agree on that parental involvement at home in learning activities has a great role on to improve students' achievements.

2. Most parents did not communicate the school personnel's and does not follow up their children performance regularly. On the other hand, student parents or families consider that teaching children is the responsibility of teachers only.
3. Most parents do not give comments on children's assignments, in addition did not monitor consistently how their children use their time.
4. The Schools do not promote parental involvement at home and provide orientation for Parents concerning parental involvement in learning at home.
5. Even there is a policy to encourage parental involvement in learning activities; the concerned government bodies have not paid much attention for parental involvement and support at home. It is unnoticed even the media coverage given to it is less.
6. There are students engaged in their parents' occupation, which prevent them from attending their learning regularly. However, schoolteachers attempted to help those students by providing free tutorial classes on Saturdays; those students were not willing and interested to attend the tutorial classes. Because they have to support their parents on those days, besides, few female students engaged as a home maid for their living and learning.

5.2 Conclusions

Based on the finding mentioned the following conclusions are drawn: parental involvement in children's learning at home has a great contribution for student achievement; however most Parents do not involve in their children's learning at home. Because of lack of awareness creation from concerned bodies. Insufficient interventions of Sub-City Education bureau, to improve parental involvement at home in students' learning. Students need appropriate assistance and frequent communication from their parents that could promote effective learning and their interest. In general, interventions of concerned institutes are inadequate.

Finally, it is concluded in this study that, the current condition of low student academic achievements in government secondary schools of Addis Ababa city Arada sub-city; is originate from insufficient parental involvement in children's learning at home. Policymakers and researchers in this issue in particular; and the Education sector at large; must give due attention to improve the existing condition by promoting parental involvement in children's learning at home; in order to make stakeholders to play their roles towards quality of education.

5.3 Recommendations

Based on the findings, the study forwarded the following possible recommendations which need due consideration by respective Government bodies, school managements, education officers at any level and all stakeholders.

1. In the study it was found out that, most parents did not communicate with the school personnel; They seem lenient to follow up their children's performance regularly. On the other hand, student parents or families consider that teaching children is the responsibility of teachers only. Thus, this condition leads to, parents or families, did not accept that children's learning as part of their job.

Therefore, the researcher recommended parents to admit that, teachers are responsible for the formal education and instruction at school, whereas parents are responsible for the informal education and instruction at home, such as valuing education, encourage learning at home, supporting homework completion. Both are essential to creating best learning conditions for students. To improve the problem, training programs should be provided to parents.

2. In the study it was found that, most parents did not comment their children homework assignments in addition did not monitoring consistently how time is spent. Thus, this situation could lessen parent-child communication and interest of students' learning.

Therefore, the researcher recommended parents that, to display optimistic parent-child communication and monitor consistently how time is spent. Commenting on homework could be one method of monitoring indirectly how time is spent, moreover, open a way to parent-child communication. in other words make available learning materials at home and discussions about the school days with children could improve parent-child communication.

3. In the study it was found that, the Schools never provide training for Parents concerning parental involvement at home in learning activities. Schools failed to have training and awareness creation that can provide professional assistance for parents or families.

Therefore, the researcher recommended the concerned government bodies that, to revisit the curriculum concerning teachers training, to train teachers on the issue in order to provide

professional assistance for parents about parental involvement at home, and to promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

4. In the study it was found that, even there is policy concerning parental involvement in children learning, the concerned government bodies have not paid much attention for parental involvement and support at home. could be said unnoticed even the media coverage given to it is less.

Therefore, the researcher recommended all stake holders in the education sectors that, as there is lack of familiarity in case of parents how to involve productively in child learning, training and awareness creation have to be provided on a regular basis for all parents by using different mass Medias, like Television, Radio, Newspapers, SMS (short message service) using mobile phones.

Therefore, the researcher recommended the concerned government bodies, to give due attention in revisiting the previous policy and formulating enforcing policy, In order to be effective in implementing, while formulating polices, rules, and regulation, parents, teachers, school managements and community as a whole must be invited to participate in the process. Since parental involvement and encouragement at home is essential not supplementary in students learning.

5. In the study it was found that, the schools Teachers did not prepare homework assignments and projects for the students that involve parents. Schools failed to promote parents or families to feel confident that they are supporting their children learning.

Therefore, the researcher recommended the school principals and vice-principals that, to enforce and at the same time monitors teachers to provide homework assignments and projects for the students that involve parents.

The sub City Administration personnel recommended that, to support, supervise and follow up the schools activities on the issue and give timely feedback.

6. In the study it was found that, there are students engaged in their parent's occupation, which prevent them from attending school regularly. However, the schoolteachers attempted to help

those students by providing free tutorial classes on Saturdays; the students were not willing and interested to attend the tutorial classes, because they have to support their parents on those days, besides, few female students engaged as a home maid for their living and schooling.

Therefore, the researcher recommended the concerned government bodies that, to develop a system in collaboration with the sub cities, to support those disadvantaged students to work in their free time in schools compound for their living.

Finally, it is recommended for interested researchers that, this study is very limited to only three government schools Addis Ababa, further and more in-depth study should be carried out on the same area to identify or provide possible solution to the other problems uncovered in the study.

Reference

- Abiy Fetene, (2015). An Assessment of the Status of Quality of Education in Government Secondary Schools of Bole Sub-City, in Addis Ababa City Administration.
- Adams, D. (1993). Defining educational quality. Improving Educational Quality Project Publication #1: Biennial Report. Arlington, VA: Institute for International Research
- Ayalew Shibesh (1991) Approach to educational organization management. Addis Ababa. Addis Ababa university printing presses.
- Bakker, F.J., Deness , E., and Mariel, B.L (2007). Socio-economic background, parental involvement and teacher perceptions in relation to pupil achievement. *Educational Studies*.33(2).
- Bridge, R.G., Judd, C.M. and Moock, P.R. (1979). The Determinants of Educational Outcomes. Ballinger Publishing Co.
- Clark, R. (1993). Families and schools in a pluralistic society (pp.85-105). Albany, NY: State University of New York Press.
- Deborah Davis, (2000). Supporting Parent, Family, and Community Involvement in Your School; Northwest Regional Educational Laboratory.
- Davis, Pamela E. (2005). The Indirect Role of Parental Expectations and the Home Environment. *Journal of Family Psychology*. 19(2): 294–304.
- Epstein, J.L. (1995). School/family/community partnerships: Caring for the children we share. Phi Delta Kappan, journals.sagepub.com 76(9), 701-711.
- Finders, M., & Lewis, C. (1994). Why some parents do not come to school. *Educational Leadership*, 51(8), 50-54.
- Griffith, J. (1996). Relation of parental involvement, empowerment, and school traits to student academic performance. *Journal of Educational Research*, 90(1), 33-41.
- Henderson, A.T., &Berla, N. (Eds.). (1994). A new generation of evidence: The family is critical to student achievement. Washington, DC: National Committee for Citizens in Education.
- Mathewos Tamiru (2000), “Factors Affecting Academic Achievement of Students at Bole Senior secondary School”, *The Ethiopian Journal of Education*. AA: AAU printing press, 27-28.
- MoE, (2002) *The Education and Training Policy and Its Implementation*.

Nettles, S.M. (1991). Community involvement and disadvantaged students: A review. *Review of Educational Research*, 61(3), 379-406.

Price, Hugh (2008). *Mobilizing the Community to Help Students Succeed*. USA: ASCD, 26&30.

Schultz, T. Paul (1993). "Investments in the Schooling and Health of Women and Men: Quantities and Returns," *Journal of Human Resources, University of Wisconsin*, vol. 28(4), pages 694-734.

Shields, P.M. (1995). In B. Rutherford (Ed.), *Creating family/school partnerships* (pp.191-207). Columbus, OH: National Middle School Association.

Shittu, M. R. (2004). "Socio-Economic Determinants of Academic Performance of Secondary School Students in Nigeria", B. Ed Project, University of Ilorin: (Unpublished).

Sinkinesh Befikadu (2013). *An Assessment of Family Related Factors Affecting Educational Performance In Addis Ababa: The Primary Schools In Focus*.

Internet Sources

Aber, Lawrence., Morris, Pamela., and Raver, Cybele (2012). *Families and Poverty,*

Definitions, Trends, Emerging Science and Implications for Policy. Social Policy

Report. Vol.26 (3). Retrieved on May 29, 2013 from http://steinhardt.nyu.edu/scmsAdmin/uploads/007/297/SPR_26%233_Final.pdf.

[\[Kenneth N. Ross, Ilona Jurgens Genevois\]_Cross-na\(BookZZ.org\).pdf](#)

Unicef's Cfs Case : Ethiopia, 2010 Unicef's Child-Friendly Schools: Ethiopia Case Study

USAID EDUCATION STRATEGY/20112015

[quality/2006%20E.C%20Annual%20Abstract4.pdf](#)

[addressing-the-quality-challenge.pdf](#)

Defining Quality in Education, A paper presented by UNICEF at the meeting of The

International Working Group on Education Florence, Italy June 2000.

Appendix I

ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION & BEHAVIORAL STUDIES

Interview questions to be filled by Arada sub city Education bureau Head

Dear respondents The purpose of this interview question is designed to collect information about the “Home Environment factors “to improve quality of education in selected Arada sub city, secondary schools of Addis Ababa.

The study is being conducted only for academic purpose, but the finding can serve to forward possible recommendations for improvements and adjustment in the focused area. Thus, your genuine, frank and timely response is vital to determine the success of this study, and you are kindly requested to contribute honestly and responsibly.

Thank You in advance for your kind cooperation!!

Note : - There is no need of writing your name, and Your response is confidential.

Part I –personal information

Sex: Female Male Age: below 25 years 25–30 31–40 above 41 years

Work place ----- -

Part II- guiding Questions

1. Is there an active participation of the parents in school activities in your sub-city ?
2. Is there a policy, which support and encourage parents Involvement in their child’s education?
3. Have you ever prepared any training for parents about home environment and child education?
4. Do you believe that students would do better in school if their parents were more involved in academic Activities?
5. Is your sub city encouraging schools to have parental participation in the school activities?
6. Do your sub city closely follow up the school program concerning parents Involvement in their child’s education?

Appendix II

ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION & BEHAVIORAL STUDIES

Interview questions to be filled by secondary school principals and Vice Principals

Dear respondents! The purpose of this interview question is designed to collect information about the “Home Environment factors “to improve quality of education in selected Arada sub city, secondary schools of Addis Ababa.

The study is being conducted only for academic purpose, but the finding can serve to forward possible recommendations for improvements and adjustment in the focused area. Thus, your genuine, frank and timely response is vital to determine the success of this study, and you are kindly requested to contribute honestly and responsibly.

Thank You in advance for your kind cooperation!!

Note : - There is no need of writing your name, and Your response is confidential.

Part I –personal information

Sex: Female Male **Age:** below 25 years 25–30 31–40 above 41 years Work place ----- -

Part II- guiding Questions

1. Do you believe that students would do better in school if their parents were more involved in academic Activities
2. Do all families are welcomed at your school and invited to participate at all levels of involvement?
3. Do your schools Teachers prepare homework assignments and projects that truly engage students, promote higher levels of learning, and productively involve parents?
4. Do your schools work through the issues of busy family schedules, single parent homes, and children switching between homes?
5. What is the best way to improve parent, family, and community involvement?
6. Do schools provide information for parents about the necessary boundaries, high expectations, adult role models, support for academic achievement, and an environment that nurtures the positive social/ emotional development of children?
7. Do Parents are learning parenting strategies they can use as their children move from one phase of development to another?

Appendix III

ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION & BEHAVIORAL STUDIES

Questionnaire to be filled by Grade 10 students

This questionnaire is designed to collect information about the Home Environment factors to improve quality of education in selected Arada sub city, secondary schools of Addis Ababa.

The study is being conducted only for academic purpose, but the finding can serve to forward possible recommendations for improvements and adjustment in the focused area. Thus, your genuine, frank and timely response is vital to determine the success of this study, and you are kindly requested to contribute in filling the questionnaire honestly and responsibly.

Note : - There is no need of writing your name, and Your response is confidential

Thank You in advance for your kind cooperation!!

Part I Personal Data Please put a tick / ✓ / mark below in the box which describes you!!

Sex: Female Male Age: below 12 years 12–14 15–17 above 17 years Section --

Part II Questions related to parental involvement and Secondary students achievements.

Please rate the items by putting tick / ✓ / mark below in the boxes the number against each item, / 5 = strongly agree , 4 = agree, 3 = don't know , 2 = disagree, 1 = strongly disagree /

1. To what extent do the Home Environment factors affect the secondary school student Achievement

No	Items	Rating Scales				
		Strongly agree	agree	don't know	dis agree	Strongly disagree
1	My Parents or guardians Displaying parental warmth and nurturance toward me					
2	My family or parent does not have an interest in my education; and may not feel that education is important.					
3	My Parents or guardians Show interest in academic and personal growth.					
4	At the core of the children's plan is the firm belief that parental engagement makes a significant difference to education outcomes					

5	Students would do better in school if their parents were more involved in academic Activities.					
6	My Parents share their best practice to create time for studying, discipline, encouragement or other relevant topic.					
7	Parental involvement in any form at home, interest and support has a major force in shaping students' achievement					
8	Supporting their child's learning at home parents can make the maximum difference to children's academic achievement.					
9	In spite of parents' low degree of participation at certain moment, the parent's role is indispensable in the child's education.					

2 . To what extent do school management promote parent involvement?

No	Items	Rating Scales				
		Strongly agree	agree	don't know	dis agree	Strongly disagree
1	My Parents Communicate regularly with school personnel					
2	My Parents or guardians Attending & participating in school functions					
3	My Parents or guardians feel the school is supporting them and they are confident that they are helping their children					
4	My Parents or guardians visit the school regularly to know about my performance					
5	My Parents or guardians being resistant to the information provided awareness by the school					
6	My Parents or guardians go to school when requested by administration or teachers					
7	The School invests time and effort to influence Parents training-at-home tradition					
8	The school provides information for Parents about necessary boundary, adult role model, support academic achievement & positive social and emotional development of child					
9	My Parents, Families or guardians participate in school training programs how to help the child with homework and parent-child discussion					
10	There is a school policy that encourage parental involvements at home					
11	My Parents are learning parenting strategies they use as their children move from one phase of development to another					

3.To what extent do family situation influence the secondary students' Academic Achievement ?

No	Items	Rating Scales				
		Strongly agree	agree	don't know	dis agree	Strongly disagree
1	My Parents, Families or guardians comment on my homework.					
2	My Parents or guardians engage me in their occupation after, during, and before school.					
3	My Parents, Families or guardians give me enough study time.					
4	My Parents, Families or guardians believing children's effort, not luck, will result in learning					
5	My Parents or guardians have time to closely follow up my academic performance.					
6	Parents or Families Monitoring consistently how time is spent.					
7	My Parents, Families or guardians Monitoring and joint analysis of television viewing.					
8	My Parents or guardians familiarize my attention to learning opportunities.					
9	My family or parent helping me to prepare for college and other post-secondary education.					
10	My Parents or guardians Orienting my attention to learning opportunities					

Appendix IV

በአዲስ አበባ ዩኒቨርሲቲ

የትምህርትና የባህርይ ጥናት ትምህርት ቤት

በአራዳ ክፍለ ከተማ 2ኛ ደረጃ የመንግስት ትምህርት ቤት ኃላፊዎች የሚሞላ ቃለ መጠይቅ

ይህ ቃለ መጠይቅ በአራዳ ክፍለ ከተማ 2ኛ ደረጃ የመንግስት ትምህርት ቤት ተማሪ ወላጆች ፣ አሳ።።። ች ወይም ቤተሰብ ልጆች በትምህርታቸው ውጤታማ እንዲሆኑ በተቻለ መጠን መደገፍ፣ ማበረታታትና የድርሻውን ማበርከት፣ በትምህርት ጥራት ላይ የሚያሳድረው በግ ተፅዕኖ ስለመኖሩ ጥናት በማካሄድና ከጥናቱ የተገኙ ወሳኝ ነጥቦችን በመለየት በቤት አካባቢ ልጆችን መርዳት፣ መ።።።ና ማበረታታትን ለማጎልበት የሚረዳ መነሻ ሐሳብ ለማቅረብ የሚያስችል ተጨባጭ መረጃ ለማሰባሰብ የተዘጋጀ ነው። ጥናቱ በአካዳሚያዊ ጉዳይ ላይ ብቻ ያተኮረ ቢሆንም ከጥናቱ የሚገኙ ውጤቶች የትምህርት ጥራቱን ለማሻሻል ጉልህ አስተዋጽኦ ሊያበረክቱ ይችላሉ ተብሎ ይታመናል። ስለዚህ ለጥናቱ መሳካት ወሳኝነት ያለውን ግልጽና በታማኝነት ላይ የተመሰረተ መረጃ እንዲሰጡን በትህትና እጠይቃለን።

ስም መጻፍ አያስፈልግም ለቀና ትብብራችሁ በቅድሚያ እናመሰግናለን

ክፍል አንድ አጠቃላይ መረጃ

ጾታ: ሴት ወንድ እድሜ: ከ 25 ዓመት በታች ከ25-30 ከ31-40 ከ41 ዓመት በላይ
የስራ ድርሻ -----

ክፍል አንድ አጠቃላይ መረጃ

1. የወላጆች በትምህርት ቤት ተሳትፎ በጨመረ ቁጥር የልጆች ትምህርት ውጤት እንደሚሻሻል ትምህርት ቤቱ ያምናልን?
2. ትምህርት ቤታችሁ ወላጆችን በልጆቻቸው ትምህርት ጉዳይ ላይ እንዲሳተፉ ይጋብዛልን?
3. የትምህርት ቤታችሁ መምህራን ለተማሪዎች የሚያዘጋጁት የቤት ስራና ፕሮጀክት ተማሪዎችን ወደ ከፍተኛ የእውቀት ደረጃ እንዲደርሱና ወላጆችም ውጤታማ በሆነ መልኩ እንዲያግዟቸው ያደርጋሉን?
4. ትምህርት ቤታችሁ ስራ የሚበዛባቸውንና የብቸኛ ወላጅ ተማሪዎች ጉዳይ ትኩረት ሰጥቶ ይሰራልን?
5. የተማሪ ወላጆችንና ህብረተሰቡን በትምህርት ጉዳይ ለማሳተፍ የተሻለ ነው የሚሉት መንገድ ካለ ቢነግሩን?
6. ትምህርት ቤቱ ወላጆች አግባብነት ያለው ክልከላ ማድረግ፣ የመልካም ጎልማሳነት ምሳሌ መሆን፣ የትምህርት እገዛና በአዎንታዊ ማህበራዊና ስሜታዊ እድገት ዙሪያ ለተማሪ ወላጆች መረጃ ይሰጣልን?
7. ትምህርት ቤቱ ወላጅን ወይም አሳዳጊዎችን የልጆቻቸውን የእድገት ለውጥ በመከታተል እድገታቸውን መሰረት ያደረገ የማሳደግ ዘዴ ያስተምራልን ?

Appendix V
በአዲስ አበባ ዩኒቨርሲቲ
የትምህርትና የባህርይ ጥናት ትምህርት ቤት

በአራዳ ክፍለ ከተማ ትምህርት ቢሮ ኃላፊ የሚሞላ ቃለ መጠይቅ

ይህ ቃለ መጠይቅ በአራዳ ክፍለ ከተማ 2ኛ ደረጃ የመንግስት ትምህርት ቤት ተማሪ ወላጆች፣ አሳ።።። ች ወይም ቤተሰብ ልጆች በትምህርታቸው ውጤታማ እንዲሆኑ በተቻለ መጠን መደገፍ፣ ማበረታታትና የድርሻውን ማበርከት፣ በትምህርት ጥራት ላይ የሚያሳድረው በጎ ተፅዕኖ ስለመኖሩ ጥናት በማካሄድና ከጥናቱ የተገኙ ወሳኝ ነጥቦችን በመለየት በቤት አካባቢ ልጆችን መርዳት፣ መ።።።ና ማበረታታትን ለማጎልበት የሚረዳ መነሻ ሐሳብ ለማቅረብ የሚያስችል ተጨባጭ መረጃ ለማሰባሰብ የተዘጋጀ ነው። ጥናቱ በአካዳሚያዊ ጉዳይ ላይ ብቻ ያተኮረ ቢሆንም ከጥናቱ የሚገኙ ውጤቶች የትምህርት ጥራቱን ለማሻሻል ጉልህ አስተዋጽኦ ሊያበረክቱ ይችላሉ ተብሎ ይታመናል። ስለዚህ ለጥናቱ መሳካት ወሳኝነት ያለውን ግልጽና በታማኝነት ላይ የተመሰረተ መረጃ እንዲሰጡን በትህትና እጠይቃለን።

ስም መጻፍ አያስፈልግም ለቀና ትብብራችሁ በቅድሚያ እናመሰግናለን

ክፍል አንድ አጠቃላይ መረጃ

ጾታ: ሴት ወንድ እድሜ: ከ25 ዓመት በታች ከ25-30 ከ31-40 ከ41 ዓመት በላይ
 የስራ ድርሻ -----

ክፍል አንድ አጠቃላይ መረጃ

1. በክፍለ ከተማው የተማሪ ወላጆች በትምህርት ተግባራት ላይ የነቃ ተሳትፎ ያደርጋሉን?
2. ክፍለ ከተማው ወላጆች በትምህርት ጉዳይ እንዲሳተፉ የሚደግፍና የሚያበረታታ ፖሊሲ አለውን?
3. ወላጆች ለልጆቻቸው ትምህርት በቤት ውስጥ ምን ማድረግ እንዳለባቸው የሚመክር ስልጠና ክፍለ ከተማው አዘጋጅቶ ያውቃልን?
4. የወላጆች በትምህርት ቤት ተሳትፎ በጨመረ ቁጥር የልጆች ትምህርት ውጤት እንደሚሻሻል ቢሮው ያምናልን?
5. ክፍለ ከተማው ወላጆች በትምህርት ተግባራት ላይ እንዲሳተፉ ትምህርት ቤቶችን ያበረታታልን?
6. ትምህርት ቤቶች ወላጆችን በትምህርት ተግባራት ላይ ለማሳተፋቸው ክፍለ ከተማው ክትትል ያደርጋልን?

በአዲስ አበባ ዩኒቨርሲቲ የትምህርትና የባህርይ ጥናት ትምህርት ቤት

/በ10ኛ ክፍል ተማሪዎች የሚሞላ መጠይቅ/

ይህ መጠይቅ በአራዳ ክፍለ ከተማ 2ኛ ደረጃ የመንግስት ትምህርት ቤት ተማሪ ወላጆች፣ ቤተሰብ ወይም የአካባቢው ማህበረሰብ ልጆች በትምህርታቸው ውጤታማ እንዲሆኑ በተቻለ መጠን መደገፍ፣ ማበረታታትና የድርሻውን ማበርከት፣ በትምህርት ጥራት ላይ የሚያሳድረው በጎ ተፅዕኖ ስለመኖሩ ጥናት በማካሄድና ከጥናቱ የተገኙ ወሳኝ ነጥቦችን በመለየት በቤት አካባቢ ልጆችን መርዳት፣ መጠቀምና ማበረታታትን ለማጎልበት የሚረዳ መነሻ ሐሳብ ለማቅረብ የሚያስችል ተጨባጭ መረጃ ለማሰባሰብ የተዘጋጀ ነው። ጥናቱ በአካዳሚያዊ ጉዳይ ላይ ብቻ ያተኮረ ቢሆንም ከጥናቱ የሚገኙ ውጤቶች የትምህርት ጥራቱን ለማሻሻል ጉልህ አስተዋጽኦ ሊያበረክቱ ይችላሉ ተብሎ ይታመናል። ስለዚህ ለጥናቱ መሳካት ወሳኝነት ያለውን ግልጽና በታማኝነት ላይ የተመሰረተ መረጃ እንዲሰጡን በትህትና እጠይቃለን።

ስም መጻፍ አያስፈልግም ለቀና ትብብራችሁ በቅድሚያ እናመሰግናለን

ክፍል አንድ አጠቃላይ ግላዊ መረጃ

1. የትምህርት ቤቱ የሚገኝበት ወረዳ _____ 2. ክፍል ደረጃ _____ ሴክሽን _____
3. ጾታ _____ 4. እድሜ _____

ማሳሰቢያ: ከዚህ በታች የተዘረዘሩ ዓረፍተ ነገሮችን እያነበባችሁ ስለቤተሰቦቻችሁ አስቡ፣

ቀጥሎ እነዚህን መለኪያዎች ማለትም /5= ሙሉ በሙሉ እስማማለሁ፣ 4= በአብዛኛው እስማማለሁ፣ 3= በአብዛኛው አልስማማም፣ 2= ሙሉ በሙሉ አልስማማም፣ 1= ይህንን አላውቅም/ መሠረት በማድረግ በምን ያህል ደረጃ መስማማታችሁንና ያለመስማማታችሁን (✓) ምልክት በመጠቀም ምላሻችሁን ስጡ

1. በቤት ውስጥ ወላጅ ወይም ቤተሰብ ለትምህርት ያለው ቦታ ከሁለተኛ ደረጃ ተማሪዎች ውጤታማነትን በምን ያህል ደረጃ ይደግፋል?	የመስማማት ወይም ያለመስማማት ደረጃ				
	በጣም አስማማለሁ	እስማማለሁ	ይህንን አላውቅም	አልስማማም	በጣም አልስማማም
1	ቤተሰቦቼ በተቻላቸው ሁሉ ቤተሰባዊ ደግነትና እንክብካቤ ያሳዩኛል				
2	ቤተሰቦቼ ስለትምህርትም ሆነ ስለእኔ መማር ደስተኛ አይደሉም እንዲያውም ትምህርት ይጠቅማል ብለው አያስቡም				

3	ቤተሰቦቹ በትምህርቱም ሆነ በሁለተኛ እድገቱ ደስተኛ ናቸው				
4	ለልጆች የወደፊት እቅድ በትምህርት ውጤታማ ሆኖ ለመገኘት የቤተሰብ ድርሻ ከፍተኛ ለውጥ ያመጣል ተብሎ በእርግጠኛነት ይታመናል				
5	ቤተሰብ በትምህርት ዙሪያ ያለው ተሳትፎ እየጨመረ በሄደ ቁጥር ልጆችም በትምህርታቸው የተሻለ ውጤት ይኖራቸዋል				
6	ቤተሰቦቹ ለጥናት ሰዓት ማመቻቸት፣ የቤት ስራ፣ ማበረታታት፣ ስነምግባርና በመሳሰሉት ዙሪያ የራሳቸውን ምርጥ ተሞክሮ ያከፍላሉ				
7	በማንኛውም መልኩ በቤት ውስጥ ያለው የቤተሰብ ፍላጎትና እገዛ የልጆች የትምህርት ውጤት ላይ ወሳኝ ሚና አለው				
8	ቤተሰብ በቤት ውስጥ የልጆችን ትምህርት መደገፍ በትምህርት ውጤታቸው ላይ ከፍተኛ ለውጥ ለማስገኘት አቅም አለው				
9	ልጆችን በትምህርት ማገዙ ምንም እንኳን በዝቅተኛና በተወሰነ ደረጃ ቢሆን የቤተሰብ ድርሻ የማይናቅ ሚና ይጫወታል				

2. የትምህርት ቤት አመራሮች ወላጆች በልጆቻቸው ትምህርት ጉዳይ እንዲሳተፉ ማበረታታቱ በምን ያህል ደረጃ ይገለጻል ?

		የመስማማት ወይም ያለመስማማት ደረጃ				
		በጣም እስማማለሁ	እስማማለሁ	ይህንን አላውቅም	አልስማማም	በጣም አልስማማም
1	ቤተሰቦቹ ከትምህርት ቤቱ ጋር በየጊዜው መረጃ ይለዋወጣሉ					
2	ቤተሰቦቹ በትምህርት ቤቱ ልዩ ልዩ ጉዳዮች ላይ ይገኛሉ ይሳተፋሉ					
3	የቤተሰቦቹ ልጃቸውን ማገዝ ትምህርት ቤቱ እንደሚደግፈው ስለሚያስቡ ኩራት ይሰማቸዋል					
4	ቤተሰቦቹ በየጊዜው ትምህርት ቤት በመገኘት በትምህርት ሁኔታዬ ላይ ይወያያሉ					
5	ቤተሰቦቹ ትምህርት ቤቱ የሚሰጣቸውን የግንዛቤ ማስጨበጫ መረጃ አይቀበሉትም					
6	ቤተሰቦቹ ትምህርት ቤት የሚሄዱት አስተዳዳሪው ወይም መምህሩ ሲጠሯቸው ብቻ ነው					
7	ትምህርት ቤቱ በተቻለው አቅም ጊዜውን መስዋዕት በማድረግ የተማሪ ቤተሰቦችን በቤት አካባቢ ሊኖር ስለሚገባው የልጆች አያያዝ ስልጠና ለመስጠት ጥረት ያደርጋል					
8	ትምህርት ቤቱ ቤተሰብ አግባብነት ያለው ክልከላ ማድረግን፣ የመልካም ጎልማሳነት ምሳሌ መሆንን፣ የትምህርት እገዛና በማህበራዊና ስሜታዊ እድገት ዙሪያ ለተማሪዎች ቤተሰብ መረጃ ይሰጣል					

9	ቤተሰቦቹ የልጆችን የቤት ስራ እንዴት ማገዝ እንደሚገባቸውና የቤተሰብና የልጆች ግንኙነት ምን መሆን እንዳለበት በሚያስተምረው የትምህርት ቤቱ የስልጠና ፕሮግራም ላይ ይሳተፋሉ					
10	ትምህርት ቤቱ የተማሪ ቤተሰብን የትምህርት ተሳትፎ የሚበረታታ ፖሊሲ አለው					
11	ቤተሰቦቹ የልጆችን እድገት በመከታተል ደረጃ በደረጃ የማሳደግ ዘዴ ይማራሉ					

3. በቤት ውስጥ የቤተሰብ ሁኔታ የሁለተኛ ደረጃ ተማሪዎችን የትምህርት ስኬት በምን ያህል ደረጃ ይደግፋል ?

		የመስማማት ወይም ያለመስማማት ደረጃ				
		በጣም አስማማለሁ	እስማማለሁ	ይህንን አላውቅም	አልስማማም	በጣም አልስማማም
1	ቤተሰቦቹ የቤት ስራዬን ስለራ አስተያየት በመስጠት ያግዙኛል					
2	ቤተሰቦቹ በትምህርት ሰዓትም ሆነ ከትምህርት ሰዓት ውጪ ስራቸውን ያሰሩኛል					
3	ቤተሰቦቹ በቂ የጥናት ጊዜ እንዲኖረኝ ያደርጋሉ					
4	ቤተሰቦቹ በትምህርት ስኬታማ መሆን በጥረት እንጅ በአጋጣሚ ወይም በእድል የሚከሰት እንዳይደለ ያምናሉ					
5	ቤተሰቦቹ ጊዜ ወስደው የትምህርት ሁኔታዬን በቅርበት ይከታተላሉ					
6	ቤተሰቦቹ ጊዜዬን እንዴት እየተጠቀምኩ እንደሆነ ሁልጊዜ ይቆጣጠሩኛል					
7	ቤተሰቦቹ ቴሌቪዥን የማይበትን ጊዜ ከመቆጣጠራቸውም በላይ የሚያስከትለው ጥቅምና ጉዳቱ ላይ እንወያያለን					
8	ቤተሰቦቹ ትኩረቴን በትምህርት ዙሪያ እንዲያዝ ሁኔታዎች ያመቻቹልኛል					
9	ቤተሰቦቹ ለከፍተኛ ትምህርት ራሴን እንዳዘጋጅ እየረዱኝ ነው					
10	ቤተሰቦቹ ትኩረቴን በትምህርት ዙሪያ እንዳደርግ አጋጣሚዎችን ያመቻቹልኛል					