



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND LANGUAGE STUDIES
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**PRACTICES AND CHALLENGS FOR PARENTAL INVOLVEMENT TO ENHANCE
STUDENTS' ACADEMIC ACHIEVEMENT IN GOVERNMENT SECONDARY
SCHOOLS OF YEKA SUB CITY**

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July , 2025
Addis Ababa, Ethiopia

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SECONDARY SCHOOLS OF YEKA SUB CITY**

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**A Thesis Submitted to the Department of Educational Planning and
Management In Partial Fulfillment of the Requirements for Master of Arts
Degree In School Leadership**

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Addis Ababa, Ethiopia

Declaration

I, the under signed, declare that, this thesis entitled “*Practices and Challenges of Parental Involvement to enhance in students’ academic achievement in government secondary Schools of Yeka Sub City*” is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been accordingly acknowledged.

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APPROVAL SHEET

This is to certify that the thesis prepared by Abiyot Dinku entitled “*Practices and challenges for parental involvement to enhance students’ academic achievement on government secondary schools of yeka sub city*” and submitted in partial fulfillment of the requirements for the degree of master of arts in school leadership complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

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Acronyms and Abbreviations

ESDP^{III}-Third Education Sector Development Program

ESDP^{IV}-Fourth Education Sector Development Program

GEQUIP-General Education Quality Improvement Program

MOE- Ministry of Education

PI-Parental Involvement

PTA- Parent Teacher Associational

FDG- Focus group discussion

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Abstract

This study was designed to assess the practices and difficulties of parental involvement in raising children's academic performance in Yeka Sub-city's government secondary schools. The study used a descriptive survey design to describe the present situation of the issue under investigation. The necessary data for the study were collected from 151 students, 142 teachers, 19 PTA members and 12 school principals selected through simple random sampling and purposive sampling. Document review, focus groups, and questionnaires were the tools used to get information from respondents. Percentage, mean, standard deviation, and one-way ANOVA were used to examine the quantitative data collected from the respondents, while narrative was used to analyze the qualitative data. The results of the study revealed that the perception of respondents on parent's involvement in their children's academic achievement were at moderate level in general and at low level in specific area and affected students' academic achievement. The significance difference among respondent groups was observed with respect to the variables. Unobservable parental involvement in their child's academic performance is caused by a poor communication between the school and the parents. In addition, lack of training, time and interest from the side of parents; educational background and socio-economic status factors related to parents are responsible for low level of parental involvement in students' academic activities in secondary schools of Yeka Sub-City. In conclusion, it is expected that by giving policymakers, planners, teachers, and educational leaders the basis that is required to understand the scope of the issue and create workable and successful community-based intervention strategies, the problem at hand would be addressed. Thus, it is recommended that the secondary schools have to create clear roles and awareness to involve parents, students, teachers and community members for enhancing the academic achievement of students as well as school performance.

Key words:

Secondary school; participation; academic performance; education quality

CHAPTER ONE

INTRODUCTION

Parental involvement plays a significant role in enhancing students' academic achievement. Globally, research shows that students perform better when parents are actively involved in their education, both at home and school. Parental involvement includes activities like assisting with homework, communicating with teachers, and participating in school-related activities. However, this involvement tends to decline as children progress to higher education levels, particularly in secondary schools.

In Ethiopia, policies like the Education and Training Policy (1994) and programs such as ESDP III and GEQIP emphasize the need for community participation to improve education quality. Despite these efforts, the level of parental involvement in secondary schools remains inconsistent, particularly in Addis Ababa's Yeka Sub-City. Limited parental engagement has been observed as a contributing factor to students' low academic performance, especially in Grade 12 national exams.

Parental involvement faces challenges such as lack of time, limited knowledge, socioeconomic constraints, and poor communication between schools and parents. Addressing these challenges and identifying effective practices was crucial for improving students' academic outcomes.

1.1 Background of the Study

Parental involvement has long been recognized as a critical factor influencing students' academic achievement across various educational systems. Globally, education stakeholders emphasize the importance of fostering strong partnerships between schools and families to enhance learning outcomes (Epstein, 1995; Sanders & Sheldon, 2009). Research findings have consistently demonstrated that when parents actively engage in their children's education, students tend to exhibit improved performance, greater school attendance, and better behavior (Dauber & Epstein, 1993; Henderson & Berla, 1994). This involvement may include activities both at home, such as assisting with homework, and at school, such as attending parent-teacher meetings or volunteering (Hoover-Dempsey & Sandler, 1997).

The role of parental involvement becomes increasingly critical at the secondary education level, where students face heightened academic demands and psychological changes. According to research conducted in various countries, parental engagement often diminishes as students' progress from primary to secondary education due to factors such as increased autonomy of students and parents' perception of limited influence (Epstein, 1995). Despite this trend, continued parental support remains essential for fostering motivation, confidence, and academic success among students at this stage.

Parental involvement is categorized into various dimensions, including home-based support (e.g., providing learning materials, encouraging academic goals) and school-based engagement (e.g., attending meetings, volunteering, communicating with teachers). Despite the proven benefits, barriers such as lack of time, socioeconomic constraints, limited awareness, and ineffective school-parent communication often limit parents' ability to actively participate (Altschul, 2012; Morgan, 2006).

According to Henderson, (2002), "The research all shows, they say, that children do better in school when their parents are involved." He found that parents are involved in school in four ways. The first two are widely accepted: parents serve as teachers of their children at home and serve as volunteers and supporters at school. The next two include parents becoming advocates for their children and decision-makers in school in such areas as school policy, hiring, and budget.

Hickman (1995), research findings provide seven types of parent involvement: (a) parent as communicator, (b) parent as supporter of activities, (c) parent as learner, (d) parent as advocate, (e) parent as decision maker, (f) parent as volunteer/professional, and (g) parent as home activities teacher. Zellman and Waterman (1998) found important contributions of parent interest and positive parenting style to child outcomes. This suggests that how parents interact with their children is more important in predicting academic outcomes than the extent to which they are involved at school. Parenting style is not entangled in a social context defined by poverty, wealth, or ethnicity. Parenting style may be both teachable and changeable, a most encouraging fact for parents who want to help their children and for those who want to help parents help their children.

In Ethiopia, the government has implemented several policy frameworks and programs to improve educational outcomes through parental involvement. For example, the Education and Training Policy (1994) emphasized decentralized school management and encouraged community participation to enhance accountability and quality. Programs such as the Education Sector Development Programs (ESDP) and the General Education Quality Improvement Program (GEQIP) further underscore the need for active parental involvement in school decision-making and administration (MOE, 2010). However, despite these policy initiatives, challenges persist in achieving effective parental involvement, particularly in secondary schools.

Studies conducted within Ethiopia have revealed significant gaps in parental engagement, particularly in urban areas like Addis Ababa. For instance, Admasu (2004) highlighted that parental involvement significantly contributes to students' academic achievement, while Kassahun (2005) found that parenting styles are closely associated with school performance.

In Yeka Sub-City, government secondary schools faced similar challenges. The academic performance of students at the Grade 12 national entrance examination has been a growing concern. Although some students performed exceptionally well, the overall results indicated significant room for improvement. This discrepancy raised questions about the extent of parental involvement and the factors hindering parents from fully engaging in their children's education.

1.2. Statement of the problem

Parental involvement in their children's education was widely recognized as a critical factor for enhancing students' academic achievement. Various studies have emphasized that when parents actively engage in their child's education, students demonstrate improved academic performance, increased motivation, and better school attendance. This is especially relevant during secondary education, a stage characterized by significant academic demands and developmental changes among students.

In Ethiopia, the education system has undergone numerous reforms aimed at decentralizing educational administration and enhancing community participation. Policies such as the Education Sector Development Programs (ESDP III and IV) and the General Education Quality Improvement Program (GEQIP) highlight the role of parental involvement in improving

educational outcomes. Despite these policy efforts, parental involvement remains inconsistent, particularly at the secondary school level, where involvement tends to decline as students' progress through the education system.

According to different authors, several challenges hinder effective parental involvement. Some are:

1. **Time Constraints:** Many parents lack the time to support their children academically due to work and other personal obligations.(**Morgan, 2006**).
2. **Economic Challenges:** Families with limited financial resources often struggle to provide necessary learning materials and resources for their children. (**Agulanna and Nwachukwu ;2004**).
3. **Lack of Knowledge and Awareness:** Some parents lack the educational background or awareness to actively participate in their child's academic activities, such as assisting with homework or engaging with teachers.(**Bagin and Donald, 2005**).
4. **Communication Gaps:** Schools and parents often fail to establish effective communication channels to discuss students' progress and address academic challenges.(**Hay, 2000**)

In Yeka Sub-City, Addis Ababa, government secondary schools was assumed to face similar challenges, with low parental involvement contributing to poor academic performance, especially in Grade 12 entrance examinations. While some students achieved excellent results, a significant number perform below expectations, raising concerns about the role of parental involvement in supporting academic success.

1.3. Research objective

1.3.1. General Objective

The general purpose of the study was to investigate practices and barriers of parental involvement to enhance their student's academic achievement, in yeka sub-city on selected government secondary Schools.

1.3.2. Specific Objectives

The specific objectives of the study were to:

1. Identify the current practices of parents' involvement to enhance their students' academic achievement in government secondary schools of yeka sub- city
2. Investigate how schools communicate with parents to enhance students' academic achievement in selected government secondary schools of yeka sub- city
3. Investigate specific challenges for parents' involvement to enhance their student's academic achievement in government secondary school of yeka sub- city
4. To assess whether significant differences is there among PTA, students, principals and teachers on perceptions on parents' involvement to enhance student's academic achievement in secondary school..

1.4. Research Questions

The study was guided by the following research questions:

1. What are the current practices of parent's involvement to enhance their students' academic achievement in government secondary schools of yeka sub-city?
2. How do schools communicate with parents to enhance students' academic achievement in government secondary schools of yeka sub-city ?
3. What are specific challenges for parents' involvement to enhance their student's academic achievement in government secondary schools of yeka sub-city?
4. Is there any significant difference among PTA, students, principals and teachers on perceptions on parents' involvement to enhance student's academic achievement in secondary school?

1.5 Significance of the study

This study is expected to contribute valuable insights into the practices and challenges of parental involvement in enhancing students' academic achievement, specifically in Yeka Sub-City government secondary schools. The outcomes of this research may provide benefits to various stakeholders, including students, teachers, school principals, parents, and officials and experts directly related to governance of primary schools. They would get some understanding

on the practical operations and problems associated with community participation in supporting school systems.

1.6. Scope of the study

The scope of this study was focused on examining the practices, ways of school-parent communication and challenges of parental involvement to enhance students' academic achievement in government secondary schools located in Yeka Sub-City. Specifically, the study targets on three selected government secondary schools within Yeka Sub-City. The Participants were the study population included students currently attending in grade 12, the school teachers, the school principals, and PTA (Parent-Teacher Association) members.

Primarily the study focused on home-family support, school-family support, and school-parent communication as key areas of parental involvement. Again specific challenges to parental involvement, such as lack of time, knowledge, socio-economic challenges, and school policies, were also investigated.

1.7. Definition of the terms

Parental Involvement: Refers to the participation of parents in various school-based and home-based activities that support their children's education. This includes attending school events, helping with homework, and communicating with teachers about academic progress (Hoover-Dempsey & Sandler, 1997).

Academic Achievement: Refers to the measurable outcomes of student learning, such as grades, test scores, and overall academic performance, which reflect the extent to which educational goals have been attained (Van der Berg, Wood & Le Roux, 2002).

Active Involvement: The consistent and meaningful participation of parents in activities related to their children's education both at home and at school (Squelch & Lemmer, 1994).

Home-based Involvement: Activities conducted by parents at home, such as creating a conducive learning environment, assisting with homework, and motivating their children to study (Altschul, 2012).

School-based Involvement: Activities that involve parents' presence at school, including volunteering, attending meetings, and participating in decision-making committees (Oyserman et al., 2007).

Parent: Any natural or adoptive guardian or caregiver who assumes responsibility for a student's upbringing and education (Lemmer & Van Wyk, 2004).

Teacher: A qualified individual whose primary role is to teach and facilitate students' learning in a formal education setting (Namibia, 2004).

Communication: The process of sharing information between schools and parents to monitor student progress, address issues, and create a supportive learning environment (Epstein, 1995).

Challenges: Factors that hinder parental involvement, such as lack of time, economic challenges, limited awareness, and inadequate communication between parents and schools (Morgan, 2006).

1.8. Organization of the research paper

The thesis is organized into five chapters. The first chapter is an introduction, which provides the outline of the research, its purpose and the context of the study. The next one reviews the literature relevant practices and challenges of parental involvement to enhance in students' academic achievement. The third chapter explains research methodology, sample and instruments used for the research accomplishment. The fourth chapter explains the results and discussions presentations and analysis of data. The fifth chapter explains summary, conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This unit of the paper was focus on the review of the various relevant literatures related with the concepts and types of parental involvement; Parental Involvement in Ethiopian School Context; Parent Involvement and Academic Achievement, Challenges influencing Parent involvement in Education was described.

2.1. Conceptual Framework of Parental Involvement (PI).

The study adopts **Epstein's Framework of Parental Involvement (1995)**, which identifies six key types of involvement, each linked to specific outcomes for students, parents, and educators. This model serves as a foundational tool for understanding and implementing effective family-school partnerships. While Epstein's framework provides a well-structured approach, some scholars argue that its application may vary depending on contextual factors, and additional models or adaptations may be necessary for deeper analysis.

Epstein's six types of involvement include:

1. **Parenting** – Supporting families in creating a home environment conducive to learning.
2. **Communicating** – Establishing effective school-to-home and home-to-school communication.
3. **Volunteering** – Encouraging parental participation in school activities.
4. **Learning at Home** – Assisting families in engaging with their children's academic work.
5. **Decision-Making** – Involving parents in school governance and advocacy.
6. **Collaborating with the Community** – Integrating community resources to support student-learning development.

Each type encompasses distinct practices and is associated with specific outcomes. However, the framework's effectiveness depends on how schools and families operationalize these strategies.

While Epstein's model is widely accepted, some critiques suggest that a more dynamic or context-specific representation (e.g., a visual model) could enhance understanding and implementation. Future research could explore adaptations or extensions of this framework to address varying educational settings.

Type one: Parenting

Schools must help families create home environments that support learning by providing them with information about such issues as children's health, nutrition, discipline, adolescents' needs, parenting approaches. At the same time, schools must seek to understand and incorporate aspects of their students' family life into what is taught in the classroom. Schools are challenged to ensure that all families who need this type of information receive it in appropriate ways. Outcomes associated with type one activities include improvements in students' behavior, school attendance, time management skills, and awareness of the importance of school. Parent outcomes encompass improved confidence in, and understanding of, parenting practices, awareness of the challenges in parenting, and a sense of support from schools and others. Teacher-related outcomes include foremost a better understanding of, and respect for, their students' families (Epstein, 1995, p.712). Moreover, Beck (2010) refers to parental involvement as being actively involved in their children's schooling by assisting them with ensuring children to have good workspace at home to complete educational activities effectively. According to Gonzalez-Deltas et al (2005), the amount of time a child spends on homework and study contributes to academic achievement as well as the retention in schools.

Type Two: Communicating.

One important factor that increases learner attendance is to establish a good relationship between the home and school. This type of partnership will close the gap between the home and the school and ultimately lead to a reduced absentee rate amongst learners. Good school parent relations usually lead to greater parental awareness. When their children are absent, consequently enabling parents to monitor and supervise their children's attendance through visiting the school (Sheldon, 2009).Some schools have taken special steps to ensure that parents are brought to the schools early in the academic year, before students develop problems, so that their first communication with them may be positive in nature. School must employ a variety of techniques for communicating with parents about their children's progress,

decisions affecting their children, and school programs in general. These include parent-teacher conferences, phone contact, report cards. Some schools sign contracts with parents in which expectations for students, teachers, and parents are clearly delineated. Outcomes associated with type two activities include students' improved awareness of their own academic progress, more informed decisions about courses, and an understanding of school policies related to their conduct. Parents are likely to grow in their understanding of school programs and policies. They will develop familiarity in interacting with teachers and a greater capacity for monitoring their children's progress and responding to their problems. Teachers are expected to develop diverse mechanisms for communicating with parents and an ability to tap the parent network to elicit family views on children's progress (Epstein, 1995, p.717).

Type Three: Volunteering

Schools enhance their connection to families by encouraging them to volunteer in school activities and attend school events. Families who volunteer grow more familiar and comfortable with their children's schools and teachers. Volunteering efforts that tap parental talents enrich school programs and, particularly in upper grades, facilitate individualized learning. The use of a volunteer coordinator is advised especially at secondary school levels, where coordination of volunteer talents and time with teacher and student needs becomes increasingly complex. Schools are challenged to define the term volunteer broadly enough to accommodate a wide range of parental talents and schedules. They are also challenged to encourage students to volunteer in their community as part of the learning process.

Type three activities are designed to enhance students' skills in communicating with adults; provide them with exposure to a wide variety of adult skills, occupations, etc. and help them develop their own skills with the support of volunteer tutors and mentors. Parents are likely to develop a greater appreciation for the work of teachers, develop their own skills, and grow increasingly comfortable in working with their children and interacting with others at school. Finally, teachers will be able to pay more attention to individual students because of volunteer help. They are also likely to become more open to involving parents in varied ways and develop an appreciation for the parental talent base (Epstein, 1995, p.726).

Type Four: Learning at Home.

Most parental participation in children's education occurs in the home. Schools must capitalize upon what parents are already doing by helping them to assist and interact with their children at home learning activities that reinforce what is being taught in school. Schools should aim to increase parents' understanding of the curriculum and the skills their children need to develop at each stage in their schooling. Schools must also inform parents about their systems of tracking students and other practices so that parents may help make decisions that are in their children's best interests. Type four activities may help bridge any cultural or class disconnect between home and school environments. Schools are thus challenged to design a menu of interactive work that taps parents' support skills and involves them in the learning processes. Schools must also work with parents to ensure that students set academic goals, prepare for career transitions, and make appropriate course selections. Outcomes associated with type four activities include improved student test scores and other skills linked to homework. Students are also more likely to view themselves as learners and to see their parents as teachers. Type four activities are also associated with more homework completed and better attitudes toward schoolwork. Parents may begin to perceive their children more as learners and develop confidence in their own abilities to teach and support the educational process. They are also more likely to engage in discussions of schoolwork with their children. Type four practices can help teachers develop better homework assignments. Among other things, teachers are expected to develop greater satisfaction with family involvement as they witness the support all types of families are able to provide students (Epstein, 1995, p.733).

Furthermore, Hoover-Dempsey et al., (2001) strengthen that, Parents' involvement in homework can be composed of various things including focusing on if a child completes the homework, checking it over and making sure it is correct, praise or another reward for completing homework on time . Hence, there are many things parents can do to ensure, they are monitoring their children and the time they spend on academics. A few of these include helping the student and modeling for the student to organize schedules both weekly and daily so that the child learns how to plan and accomplish what needs to be done. It also helps the child become accustomed to a regular routine, which will help them at that particular time as well as throughout life (Finn, 1998). Studies support that this type of monitoring helps students to develop self-regulation and

a work habit (Hoover-Dempsey et al., 2001). Self-regulation and work habit intern contribute to a higher academic achievement and overall success in life.

Type Five: Decision-making

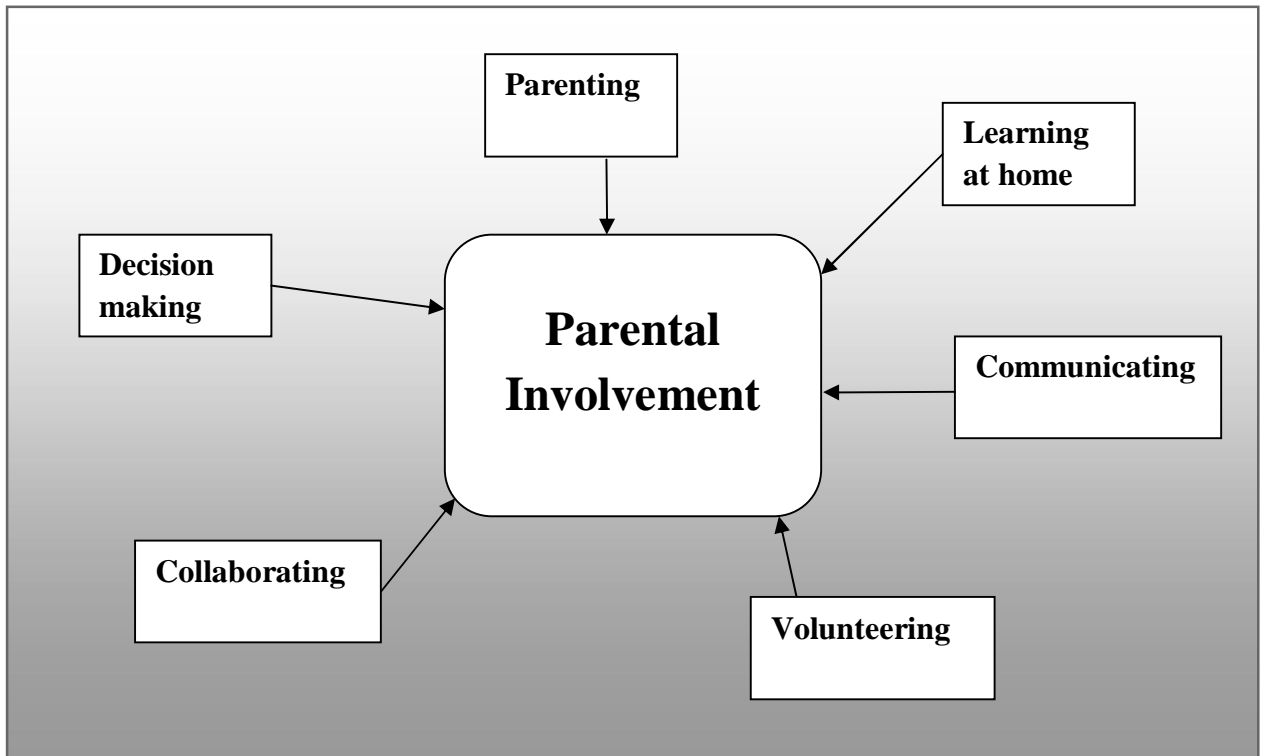
Involving parents in governance, decision-making, and advocacy roles is yet another strategy for fortifying links between schools and parents. As parental participation in decision making, when it is comprehensive program involving parents in learning support activities as well, is associated with improved student outcomes. Parent and community involvement in decision-making may also help make schools more accountable to the community. Parental participation in school decision-making may be strengthened by including parents in school site councils, parent-teacher associations, and other committees. Outcomes from type five activities include the benefits of policies that are enacted on behalf of students. Students are also likely to become aware of family representation in school decisions. Parents are expected to develop opportunities for input, feelings of ownership, an understanding of policies, and a sense of connection with other families. Teachers will likely become increasingly aware of the role of parents' perspectives in policy development (Epstein, 1995, p.736).

Type Six: Collaborating with the Community

Schools and families must draw regularly upon community resources to support their efforts to educate children. In fact, community representatives and resources may be tapped for each of the other five types of involvement: communicating with families, volunteering, supporting learning, and participating in school committees. Student outcomes are greatest when families, schools, and community organizations and leaders work together. Children are provided with more opportunities for learning and for linking school knowledge with real world opportunities. They associate with individuals, other than their parents and teachers, who reinforce the importance of learning. Teachers are expected to develop an understanding of resources available to enrich the curriculum. They should also develop a capacity for working with and tapping a variety of community partners (Epstein, 1995, p.739).

Based on the discussion of parental involvement practices that enhance students' academic achievement and their associated challenges, the researcher will use the following non-linear conceptual framework. This framework encompasses the social environment, dynamic

interactions between stakeholders (parents, teachers, students, and the community), and the resulting academic outcomes.



Source: Epstein (1995) Model

Figure 2.1: summary of parental involvement Model

2.2. Important of parental involvement

According to Lam (1997), students who were receiving a high level of support from the parents had higher academic achievement than those students who were receiving only a medium to low amount of support from the parents. He also found that there was a relationship between the socioeconomic status and whether or not the family was intact on the amount of parental

monitoring, support, and psychological autonomy. He concluded that all of these factors did influence academic achievement.

Research has also shown that successful students have strong academic support from their involved parents (Sheldon, 2009). Furthermore, research on effective schools, those where students are learning and achieving, has consistently shown that these schools, despite often working in low social and economic neighborhoods, have strong and positive school-home relationships (Sanders & Sheldon, 2009; Sheldon, 2009). More importantly, these effective schools have made a real effort in reaching out to their students' families in order to bring about liaison and cooperation. It is important to note that development project cannot be successful without the participation of target population.

2.3. Parental Involvement in Ethiopian School Context

Governance plays an important role in determining the conditions under which can take place and, through its mechanisms, processes and institutions, it critically affects the possibility of participation as well as its likely success. Good governance makes it possible for citizens, individually or in groups, to articulate their interests, exercise their legal rights and negotiate their differences. Within the broad area of governance, decentralization, which brings decision-making closer to the local level, is potentially important to participation, since it may, if it is done well, lead to more responsive government and new opportunities for citizens to participate (UN, 2009).

So in our education context, a more decentralized governance structure needed so that schools, as unique educational entities, can offer their local communities the services, programs, and activities, which they desire. If adults are going to develop this ownership and commitment to their local schools, the governance of education must be decentralized so they can participate in decision-making activities, at the local school level, which directly influence the quality and quantity of education offered to children (Shaeffer, 1994).

Therefore, identifying these assumptions is a first step toward changing them and determining ways for educators to encourage parent involvement in school. If educators view children simply as students, they are likely to see the parent as separate from the school. That is, the parent is expected to do its job and leave the education of children to the schools. If educators view

students as children, they are likely to see both the parent and the community as partners with the school in children's education and development.

Partners recognize their shared interests in and responsibilities for children, and they work together to create better programs and opportunities for students. Strong families provide for the health and safety of children, and maintain a home environment that encourages learning and positive participation in school community life (Ferguson, 2005).

2.3.1. During the Imperial Haile Selassie Regime

Until the early 1900s, an education was not a right, requirement or demands of the average layperson, but rather a luxury that only the elite or the future clergy could afford. By 1925, however, the imperial government recognized the role that education had in modernizing the country and attaining standards set by the international community, and thus made it a national priority. In an effort to promote the value of education within the nation, Emperor Haile Selassie developed a policy to promote secular education, including a tax act to finance the delivery of education and the establishment of a formal government school in the capital city, Addis Ababa (WeldeMeskel, 1999). The Italian occupation of 1936-1941 proved to be detrimental to the limited progress of the Ethiopian educational system, and the little infrastructure that had been established in the previous years was destroyed. However, soon after the end of the occupation, a bold and progressive education policy was implemented with the goal of expanding education to serve the masses. In 1944, 1956, and 1964, the government proclaimed its vision through a series of policies that promoted universal access to education for both children and adults. Using civil society as the primary agent, these policies sought and Encourage those educated (including clergy) to teach the uneducated. It tried to popularize that all shades can serve as learning centers. All educational centers were given the assignment to render teaching service during their free time. It indicated strategies on how to avail resources for the programs, motivate those who can render an outstanding and meritorious service (WeldeMeskel, 1999).

In essence, the government sought to expand education through the voluntary participation and contribution of communities by strengthening what is now referring to as the non-formal education sector. This approach to national education came to be distinguished from contemporary definitions of what is now considering formal education. Thus, until the mid-

1960s, the formal education strategy of the government of Ethiopia for the majority of the country was non-formal and community-based education that was largely not financed by the government (Negash, 1996).

By 1966, these short-lived campaigns for community-facilitated education were reverse. This decision came because of the fact that in 1961 the Ethiopian education system was ranked below most other African countries nearly 40 years after the initial attempt at its modernization. “This new attempt to centralize the education system under the supervision of the government marked the beginning of the schism between what is now considering formal and non-formal community based education in Ethiopia. As a result, the non-formal approach to education was removed from the responsibility of the MoE and divided among other ministries (WeldeMeskel, 1999).

In 1972, a new Education Sector Review and Policy was proclaimed as the failures of the urban biased policy of formal education became clear. Within this new policy, non-formal education and community-based systems were given greater attention and promoted as a method to reach the neglected rural regions, where the majority of the Ethiopian population resides. In this way, the government sought to reinvigorate earlier efforts to place education in the hands of the community. However, the effort came too late and at an unfortunate point in Ethiopian history. Despite continual reform, 95% of the Ethiopian population was illiterate in 1974. Because of the wide economic disparities in the country, a socialist revolution was brewing. Although the collapse of the government had various causes, education was seen as a symbol of the elitism and urban bias of the reigning government’s policy (Vassalo, 2001).

2.3.2, .During the Dergue Regime (1974 – 1990)

The arrival of the Dergue military regime marked the ascension of an authoritarian rural by the name of Mengistu Haile Mariam. The regime, motivated by its socialist ideologies, attempted to provide socialist-style education infused with propaganda. As Mengistu Haile Mariam emphasized at the 1984 Founding Congress of the Workers’ Party of Ethiopia, “the aim of socialist education was to would citizens who have an all-rounded personality by inculcating the entire society with socialist ideology, thus arming them with the required knowledge for socialist construction (Tefera, 1996).

In the early years, the regime was successful in extensively expanding enrollment levels, adding three million students to the education system between 1974 and 1990, and raising the literacy rate to 70%. However, adequate levels of resources were neither available nor invested in education to make it effective. In the same 15 years, “expenditure on education as a percentage of the national budget fell from 17% to 9.5%. Thus, overall enrollment rose by 376% in absolute terms while expenditure increased only 43%” (WeldeMeskel, 1999). Meanwhile, nearly 56% of the budget was allocating to the military (MoE, 1998). Even the literacy campaign, launched in 15 local languages, failed due to the weak financial and ideological commitment of a government plagued by corruption and mediocrity.

Although the political environment did not allow for open criticism of the education policies, the weak state of the education sector was undeniable by 1983. In its attempt to legitimize its ideologies and policies, the Dergue regime launched an Evaluative Research of the General Education in Ethiopia in which it called for the participation of the public at large in the deliverance of educational services. An unprecedented step for the regime, this effort represented the government’s recognition of its own inability to monopolize the education system without broad participation. The effort to become more participatory was seen as being too little and too late by repressed citizens; the Dergue regime’s failure to achieve the promised political and social system desired by Ethiopians ultimately led to its demise in 1991. In the end, Ethiopian society, both within the rural and urban areas, rejected both the Dergue regime’s implementation of socialism and its history of intrusive education policies (Tefera, 1996).

2.3.3. During the Federal Democratic Republic of Ethiopia (1991 to the present)

In 1994 new Educational and training policy was developed and made public. The policy incorporates the educational organization and management, which state that educational management would be decentralized to create the necessary conditions to improve the relevance, quality, accessibility and equity of education and training. It also states that educational administration would be democratic leadership by boards or committees, consisting of members from the community, teachers and students (MoE, 2003).

Based on the policy implementation strategy was issued in September, 1994 which states educational organization and administration should be restructured in accordance with the

devolution of power from the central government that was been implemented. Furthermore, it describes that schools were strongly linked with community. The management of each schools would be democratized and run with the participation of the community (Aalen, 2006).

The ministry of education has also published a guideline of educational management organization, community participation and finance, in 2002 to implement the policy. In addition to this the responsibilities and duties of the boards, associations, education officials, teachers, and the community is specifying. Furthermore, the MoE developed a manual for the school improvement program in which the role of principals, supervisors, students, parents and the community is detailed. In addition to this, the school parent and community partnership is describing. In 2007 and the new 2013 frame work of school improvement program is issued and in this frame work, the standards, characteristics and indicators for the community participation is stated (MoE, 2013).

Parent plays a great role for the successful achievement of students need money to buy some clothes and others make ups in addition to purchases of stationary materials. If thus things not fulfilled, their student feel inferior to their colleagues and may divert their attention from their education and try to get some way to fulfill their requirements and become decrease in their academic achievement (Edo and Perez, 2002).

This study stresses on the implementation of the Parental involvement in corporate in the guidelines and manuals issued by the FDRE

2.4. Parent Involvement and Academic Achievement

In 1994 new Educational and training policy was developed and made public. The policy incorporates the educational organization and management which state that educational management would be decentralized to create the necessary conditions to improve the relevance, quality, accessibility and equity of education and training. It also states that educational administration would be democratic leadership by boards or committees, consisting of members from the community, teachers and students (MoE, 2003).

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2.5. Parent Related Factors that Influence Parental Involvement in students' academic achievement.

There were numerous obstacles to parent involvement on student result achievement. These were due to lack of training, lack of interest, lack of time, socio –economic status and socio-Communication factors .etc.

2.5.1. Parental lack of training on how to support their children.

In adequate training of principals and teachers could be one of the challenges of parent involvement in school activities. Many teachers feel that they have been hired only to teach and not to carry out parent involvement responsibilities. There was also problem from the side of parents; in difference to the schoolwork, their suspicious nature regarding the motives of school authorities. These problems could be solved through training

2.5.2. Parental lack of time to support their children

Lack of time could also be an obstacle to the teachers in meeting the parents and the parents might have shortage of time to visit the school due to busy life styles and other personal problem. In the SNNPR about school committees (members elected from the community) is not often attended; busy life from the side of parents of contact the side of teachers are obstacles for

parent's involvement in school activities. Thus, to enhance parent involvement, the school has to create Conducive environment (Morgan, 2006)..

Generally according the research expectation it was found that teachers have little time available for meetings might have jobs and other commitments to schedule around. Lack of time and Conflict in work schedule was obstacles to parent involvement in children's educations.

2.5.3. Parental lack of interest to support their children

Lack of interest might come from different perspectives. Teachers and administrators fear the self-interest and confidential issues that parent might bring to meetings with them. Furthermore teachers protect parent involvement due to their unwillingness to face hostile parents, fear of failure and fear of criticism. There was also unwillingness from the side of parents due to their feeling powerless when they communicate with educators. In general, the absence of clear roles for teachers, principals and parents in adequate support to the parents" makes them disinterested in parent involvement inschool activities (Henderson and Mapp, 2002).

2.5.4. Socio –economic status of parent

Agulanna and Nwachukwu (2004) posited that students differ from one another in social class or Socio-economic status. Socio-economic status they defined as a relative standing in society based on an individual's income, power, occupation, education and prestige. To support this, in Ethiopia today, with the wide exposure and establishment of educational institutions even in rural areas, parents either of low or high socio-economic status now urge their children to work hard at their studies in other to occupy one of the highly prestigious jobs or Position. Some low socio-economic status families and indeed some rural communities often rally round to joint educate any outstanding child to any level of education with much attention towards student academic performance. Sometimes they do not feed their children properly and this is true for urban (Tefera, S.1996).

2.6. Parent-Teacher Association/PTA/

According to Fan (2001) holds that structures between the school and parents include parent associations and parent-teacher associations have great impact on the home-school relation for education activities. These might be formed around individual classes, grades, and/or the entire

management committee or a school board. Hay (2000) goes further by saying; parents' groups may also form into alumni organizations or private foundations in support of the school.

These organizations might do little more than provide a chance for a few parents to listen to news about school activities and appeals for additional resources or serve as rubber-stamp to plans and budgets developed by school personnel. Parents might be considerably more active helping to establish some kind of forum for dialogue between the school and parents and the means to build and strengthen parental involvement in school life (Hay, 2000). In 2007 and the new 2013 frame work of school improvement program was issued and in this frame work, the standards, characteristics and indicators for the community participation was stated (MoE,2013).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Introduction

The primary goal of this study was to explore parental involvement practices to enhance students' academic achievement, as well as identify the challenges that hinder effective parental involvement in Yeka Sub-City government secondary schools.

This chapter included a discussion on the research design, research methods, sources of data, study population, sample size, sampling techniques, data collection instruments and procedures, methods of data analysis, and the steps taken to ensure the validity and reliability of the research. Additionally, ethical considerations were discussed to ensure the study adheres to research ethics standards and safeguards participant confidentiality.

3.1. Research Design

This chapter explained the research design and methodology used in the study, the **descriptive research design** employed to explore the practices of parental involvement and its impact on students' academic achievement in Yeka Sub-City government secondary schools. The primary aim of this study was to identify and describe the parental involvement practices that contribute to academic success and the challenges that prevent effective involvement. A descriptive research design was appropriate for the study, as it allowed for a detailed and accurate description of the current state of parental involvement in the selected schools.

3.2. Research Approach:

This chapter described the research approach used in this study to investigate the practices of parental involvement to enhance students' academic achievement in Yeka Sub-City government secondary schools. The research approach adopted for this study was a mixed-methods approach, combining both quantitative and qualitative research methods. This approach allows for a comprehensive exploration of the research problem, as it provides both numerical data and in-depth insights into the factors influencing parental involvement and its challenges.

The quantitative aspect of the study involved the collection and analysis of numerical data to identify patterns and correlations, while the qualitative component explored the perceptions and

experiences of stakeholders, including PTA, students, teachers, and principals. This mixed-methods approach ensured that the study captured a broader understanding of the issue under investigation by combining the strengths of both methods.

3.3. Population and Sampling Technique:

3.3.1. Population:

In yeka sub-city, there were 12 woredas and 7 government secondary schools. The study was conducted in 3 woredas. Consequently, in those 3 woredas there were 3 government secondary schools comprising 12 principals, 416 teachers, 1592 students and 21 PTA as population.

3.3.2. Sample size and Sampling Technique:

Sample Size: Given time and cost constraints, the study was focused on three government secondary schools from three woredas. Using Yamane (1967:) formula ,

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the sample size,
N: is the population size,
e: is the level of precision.

Thus a total sample size of **334** respondents were selected .

In this research, the sampling techniques used were both simple random and purposive sampling techniques. That is, simple random sampling was used for selecting teachers. A proportional sample was taken from each school.

Again , purposive sampling was also used for selecting PTA members, principals, and students. Students were selected based on their academic performance (high, medium, and low achievers) proportionally from each school.

The table shows the sample size was as follows::

Table 1: Population, sample size and sampling technique

Secondary School	Respondent Type	Population	Sample Size	%	Sampling Technique
Dejach Wondirad	• Teachers	134	49	36.5	<i>Simple Random</i>
	• Students	697	66	9.4	Purposive Sampling
	• Principals	4	4	100	Purposive Sampling
	• PTA	7	7	100	Purposive Sampling
Karalo	• Teachers	164	58	35.4	<i>Simple Random</i>
	• Students	549	54	9.8	Purposive Sampling
	• Principals	4	4	100	Purposive Sampling
	• PTA	7	7	100	Purposive Sampling
Millennium	• Teachers	113	39	34.5	<i>Simple Random</i>
	• Students	346	35	10	Purposive Sampling
	• Principals	4	4	100	Purposive Sampling
	• PTA	7	7	100	Purposive Sampling
Total	• Teachers	411	146	35.5	<i>Simple Random</i>
	• Students	1592	155	9.6	Purposive Sampling
	• Principals	12	12	100	Purposive Sampling
	• PTA	21	21	100	Purposive Sampling
Grand total		2036	334	16.4	

Source: Own survey2025

3.4. Data Collection Instruments and Procedures

3.4.1 Data Collection Instruments

Data were collected using two main instruments: primary data collection from questionnaire and FGD (focus group discussion). The other one is secondary data obtained from document reviews available in relevant offices including the secondary schools.

Questionnaires: These included both **close-ended** and **open-ended** questions. Close-ended questions were designed using a **Likert scale** to measure attitudes and opinions, while open-ended questions were allow respondents to express their views in more detail. The questionnaire was developed under the guidance of advisor and self-administered to respondents.

Small group discussions: focus group discussion with selected teachers on practice of parents, school parent communication and their challenges.

Document Review: The study also involved reviewing secondary documents, such as students' previous academic records (Grade 11 results), to get enough information for sample selection from each school.

3.4.2 Data Collection Procedures

The researcher first got permission from the schools and explained the study's objectives to the participants. The questionnaires were distributed to respondents within the selected schools. The researcher also supervised the process to clarify any confusion and ensure that participants complete the questionnaires accurately. Small group discussion of teachers from three school was also used to get detailed information

3.5. Variables and Measurements+

In this section, the key variables that were examined in the study were identified, along with the measurements used to assess them. These variables were central to understanding the practices of parental involvement to enhance students' academic achievement

3.5.1. Variables in the Study

1. Dependent Variable:

Practice of parental involvement in education: This is the primary outcome being studied. It was measured using a **Likert scale** (e.g., "Strongly Agree" to "Strongly Disagree") to assess the frequency and type of parental involvement in school-related activities. The questionnaire included both closed-ended (quantitative) and open-ended (qualitative) items.

2. Independent Variables:

Demographic Characteristics of Parents:

Education level, occupation, and socio-economic status may influence parental involvement. This is measured through demographic questions in the parent survey.

School Factors: Availability of resources, teacher support for parental involvement and school communication practices. This is assessed through teacher, students, PTA members and principal surveys.

3.5.2. Measurement Instruments:

Parental Involvement Practices, school-parent communication and their challenges: A Likert scale (ranging from "Strongly Agree" to "Strongly Disagree") were used to measure the frequency and intensity of parental involvement and challenges in various activities through a series of closed-ended questions and open-ended items in the questionnaire, allowing for both structured responses and more detailed, qualitative insights.

3.6. Data Collection Methods:

This study was employed a combination of quantitative and qualitative data collection methods to gather comprehensive information on the practices of parental involvement on students' academic achievement in Yeka Sub-City government secondary schools. The following methods were used:

1. Questionnaire Survey: A primary data collection tool was a structured questionnaire survey. The questionnaire was distributed to four key groups: principals, PTAs ,teachers and students. The purpose of this survey was to collect data on parental involvement practices, challenges to involvement, and perceived impact on students' academic achievement.

2. Document Review: Secondary data was collected from school records, particularly academic performance data of students (e.g., Grade 11 results).This helped researcher to get information to take students sampling.

3. Observation: The researcher also conducted observational visits to school events, such as parent-teacher meetings and school activities, to directly observe the level of parental involvement. This was provided a more accurate picture of how parents interact with teachers and the school environment.

4. **Focus group discussion:** Group discussion with teachers from the three schools were used to get enough information using qualitative approaches.

By combining these various methods, the study was ensured a well-rounded understanding of the relationship between parental involvement and students' academic achievement, as well as the challenges that might limit such involvement. This mixed-methods approach provided both quantitative data and qualitative insights, enriching the findings and conclusions of the study.

3.7. Reliability and Validity

Ensuring the reliability and validity of the data was essential for the credibility and accuracy of the findings in this study. To achieve that, the following measures were taken

3.7.1. Reliability of the tools

Reliability refers to the consistency and stability of the data over time.

The items were constructed after a review of literature. For the sake of ease and uniformity among respondents.

The items were forward translated into Amharic by MA holder who is fluent in Amharic, better in English language and served in schools for more than fifteen years and the items were shaped under close guidance of my advisor.

The pilot-test was conducted to test the reliability of the content among 40 participants from Birhan-Guzo secondary School by selecting 18 students, 3 PTA members, 2 Principals, 17 teachers. It was done with the objective of checking whether the items included in the instruments could enable the researcher to obtain relevant information and to identify and eliminate problems in collecting data from the target population. The respondents were oriented about the objectives of the pilot-study, how to fill out the items, evaluate and give feedback regarding the relevant items. To this end, draft questionnaires were distributed and filled out by the population selected for the pilot study. Consequently as shown in Table 2 below, the overall Cronbach's alpha reliability coefficient for the whole questionnaire was 0.73. Based on the results, statement of some items have modified, corrected and changed.

Table 2. Reliability test

Reliability Statistics			
Items	Cronbach's Alpha	No of Items	No. of respondents
Home practice	.72	6	40
School practice	.74	6	40
School –parent Communication	.76	7	40
Challenges	.69	6	40

3.7.2. Validity of Data

Validity refers to the degree to which a research instrument measures what it intends to measure. To ensure the validity of the data collection instruments and overall study, the following strategies were applied:

- **Content Validity:** experts in the field of education and parental involvement reviewed the questionnaire and interview guides. These experts evaluated whether the instruments comprehensively cover the key aspects of parental involvement, challenges to involvement, and its effect on students' academic achievement. Any feedback from experts was used to refine and improve the instruments.
- **Construct Validity:** The questions in the survey were carefully designed to ensure they measure the underlying constructs, such as the different types of parental involvement (e.g., academic support, school participation, communication with teachers). Construct validity was also ensured by focusing on the most relevant and well-established concepts related to parental involvement.

By ensuring both reliability and validity through these measures, the study will be able to produce trustworthy and meaningful findings that accurately reflect the relationship between parental involvement and students' academic achievement in Yeka Sub-City government secondary schools.

3.8. Data processing, analysis and presentation

Once the data is collected, it will undergo a thorough process of cleaning, analysis, and presentation to ensure accurate interpretation of the findings. The following steps were taken for data processing, analysis, and presentation:

1. Data Processing

✓ Data Entry, Cleaning and Coding were done carefully.

2. Data Analysis

The data analysis was conducted using both **quantitative** and **qualitative** methods to provide a comprehensive understanding of the research problem.

Quantitative Data Analysis:

1. **Descriptive Statistics:**

Descriptive statistics such as frequencies, percentages, means standard deviation and one way ANOVA were calculated to summarize the demographic information of respondents and the levels of parental involvement in the selected schools. This gave a general overview of the sample characteristics and trends in the data.

Qualitative Data Analysis:

• **Thematic Analysis:**

The qualitative data from focus group discussions and open-ended questions in the survey was analyzed using thematic analysis. This process involves identifying recurring themes, patterns, and key insights in the responses. The data was categorized into themes such as types of parental involvement, challenges to involvement, and their perceptions.

• **Content Analysis:**

Content analysis was used to identify specific patterns or trends in the responses to open-ended questions. This involved examining the text for frequency of keywords or phrases related to parental involvement and its impact on student outcomes.

3. Data Presentation

The findings from the data analysis were presented clearly and comprehensively using various methods:

• **Tables and charts:**

Descriptive statistics was presented in tables and charts, such as pie charts and histograms. These visual representations helped summarize the demographic characteristics of the respondents and the distribution of responses to key questions about parental involvement.

- **Narrative Presentation:**

Thematic and content analysis results were presented through a narrative format, highlighting the main themes and patterns that emerged from the qualitative data and focus group discussion. This included direct quotes from respondents to illustrate key points and provide a deeper understanding of parental involvement experiences.

By using these methods of data processing, analysis, and presentation, the study provided a clear, detailed, and insightful examination of the impact of parental involvement on students' academic achievement in Yeka Sub-City government secondary schools.

3.9. Ethical Considerations

Ethical considerations are a critical aspect of the research process to ensure that the study was conducted in a responsible and morally sound manner. In this research, the following ethical guidelines were adhered to:

1. Informed Consent

Before participation, all respondents were provided with a clear and concise explanation of the research purpose, objectives, and procedures. The consent form also included information on how the data was used, ensuring transparency.

2. Confidentiality and Anonymity

The privacy of all participants were respected, and their personal information was kept confidential. Any data collected, including names, contact details, and other identifiers, were not shared with third parties. All information collected was stored securely and only accessible to the research team.

3. Handling of Sensitive Data

If any sensitive topics, such as socioeconomic status or family-related matters, were discussed during interviews or surveys, the researcher handled the information with the utmost care and discretion. The participants reminded that they could choose not to answer sensitive questions, and that their responses affect their involvement in the study.

By adhering to these ethical considerations, the research aimed to protect the rights and welfare of participants while ensuring that the findings were reliable, credible, and conducted in an ethically responsible manner.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation and analysis of data categorized into two major parts. Part one deals with the characteristics of respondents. The second part deals with the analysis and interpretation of practices, Ways of school-parent communication and challenges of parental involvement to enhance in student's academic achievement.

4.1. Demographic Characteristics of the Respondents

Depending on the sample members, 334 questionnaire were distributed and 324(97%) were returned. Among these respondents, 151(97.4%) were students, 142 (97.3%) were teachers, 19 (90.5%) were PTA member and 12 (100%) principals. The background characteristics of the respondents are presented in the tables below:

4.1.1. Demographic Characteristics of all Respondents.

Demographic characteristics of the respondents were described in terms of gender, educational qualification, their roles associated in the school they are serving. In the case of students their area of residence is counted. For parents respondents their work type and experience in years is also considered to assess how it may affect their participation.

Accordingly the variables were sequentially shown in tables and the analysis provides as follows.

Gender

A. Gender

Table 2: Sex of all respondents

Variables		frequency	percent
	Male	185	57.1
Sex	Female	139	42.9
	Total	324	100.0

The sex, composition of the respondents was described in table-2. Thus, from 334 respondents 324 (97%) respondents returned questionnaire; 185 (57.1%) were male and the rest 139 (42.9%) were female. This indicates that though the majority of the respondents were male the female proportion is still very high almost, closing the gender gap in the school.

B) Educational Level

Table 3: Educational level of all respondents

Variables		frequency	percent
Educational level	Diploma	2	.6
	Degree	83	25.6
	Masters	86	26.5
	PhD	2	.6
	Grade 12 Student	151	46.6
Total		324	100.0

The education levels of the respondents were described in table-3. Thus from the respondents 151 (46.6%) were grade 12 students, 2(0.6%) were diploma holders, 83(25.6%) were degree holders, 86(26.5 %) were second degree holders and 2(0.6%) were PhD holders. This indicates that however Grade 12 respondents were students, most of the respondent teachers, principals and PTA members were master (second degree) holders so, they have enough knowledge and skills for teaching and managing teaching –learning process and encourage the parental involvement to enhance their children’s academic achievement in secondary schools. This implies teachers and principals educational level cannot be a reason for student’s low academic achievement and to some extent PTA members know school activity.

C) Role of respondent in the schools

Table 4: Role of all respondents

Variables		frequency	percent
Role in the School	Student	151	46.6
	Principal	12	3.7
	PTA	19	5.9
	Teachers	142	43.8
	Total	324	100.0

According to data in the Table 4: 151 (46.6%) were grade 12 students, 142 (43.8%) were teachers, 19(5.9%) were PTA members and 12 (3.7%) were school principals. This shows that majority of respondents were students and teachers’, both were asked to provide genuine data on practices of parental involvement to enhance students’ academic achievement.

4.1.2. Demographic Characteristics of students.

The sampled students who were considered as respondents were enrolled in grade 12 as mentioned earlier. So, the variation could be in terms of their gender and a slight difference in age cohort. So except for their socio- economic background of their families and the distance they cover to come to their schools their perception is assumed to be similar in nature.

B) With whom are you living now?

Table 6: With whom the students are living.

Variables		frequency	percent
Whom they live with	With both my parents	151	46.6
	With Either of them	12	3.7
	Alone	19	5.9
	Sub –total	142	43.8
	No –response	173	53.4
<i>Total</i>		324	100.0

Table 6: described that with whom students were currently live: 112 (74.2%) were living with both parents, 31 (20.5%) were living with only one parent and 8 (2.5 %) were living alone or with relatives. This indicated that most of the students(74.2%) were living with both of their parents, but there were also some students (20.5%)who were living with only single parent, a few (2.5 %)were also still living alone or with relatives.

C) Parents Education Level

Table 7: Students' parents education level

Variables		frequency	percent
Parents educational level	<grade 11	20	6.2
	Certificate	32	9.9
	Diploma	29	8.6
	Degree	50	15.4
	MA degree	16	4.9
	PhD	4	1.2
	Sub- total	151	46.3
	Missing value	174	53.7
	Grand total	324	100.0

With regard to academic qualification, 20 (13.3%) of student's parent were less than grade 11th, 32 (21.3%) were at certificate level, 28 (18.7%) were at diploma level, 50 (33.3%) were degree level, 16(10.7%) were masters in academic level and 4 (2.7%) of them were at PhD level. This indicated that most of student's parent (**53.3%**) were Diploma holders and less than where as the rest(**46.7%**) were Degree holders and above. Hence, more than half parents' education level to help their children academically were under questions and may be one reason for parental involvement on students' learning.

D). Student's Parent Income level per -month

Table 8: parents' income estimates per -month

Variables		frequency	percent
Range of Income per Month (ETB)	Low income (5000-10000)	63	19.4
	Moderate income (10001-15000)	52	16.0
	Enough income (15001-20000)	33	10.2
	High enough income (over 20, 000)	3	.9
	Sub total	151	46.6
	Missing value	173	53.4
	Grand total	324	100.0

The majority of respondents, 132(76.3%) were in the age range between 31 to 55 years, some were 35 (20.2%) were in the age above 55 years and the rest few 6 (3.5%) were in the age below 30 years. This indicates that the majority of teachers and school leaders had mature experience on field of their work and know that the extent of parental involvement practices and challenges in their school, because most of them were more than 30 years in age and they share their long experience how to motivate parents involve in their children academic achievement.

4.1.3. Demographic Characteristics of teachers, principals and PTA members.

A) Age

Table 9: Age of respondents in years

Variables		frequency	percent
Age (n Years)	Below 31	6	1.9
	31 – 55	132	40.7
	>over 55	35	10.8
	Sub total	173	53.4
	Missing value	173	53.4
	<i>Grand total</i>	324	100.0

C) Work experience of respondent in the school:

Table 11: Work experience in the school:

Work Experience in the school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 Years	28	8.6	16.2	16.2
	4-9 Years	66	20.4	38.2	54.3
	10-15 Years	50	15.4	28.9	83.2
	>15 Years	29	9.0	16.8	100.0
	Total	173	53.4	100.0	
Missing	System	151	46.6		
Total		324	100.0		

According to data in Table 11, 28(16.2%) of respondents reported that they were newly joined the school and their working experiences were not more than 3 years in that school. The proportions of respondent whose work experiences fall between 4-9years were 66 (38.2%) on the other hand 50 (28.9%) respondents fall between 10 -15 years in the school and still 29 (16.8%) respondents were above 15 years' experience in the school and they were seniors.

Most of the respondent working in those schools were more than 4 years (**83.8%**). This indicates that the majority of the workers know that the extent of parental involvement in their school ,because most of them do more than four years and they share their long experience how to motivate parents involve in their children academic achievement

4.2. Perceptions of respondents on practices, the way of school-parent communication and challenges of parental involvement to enhance their students' academic achievement.

Under this analysis, the perceptions of respondents were collected using Likert scales.

The items were prepared in the form of five rating scales. These are strongly disagree (S.D), disagree (D), undecided (U), agree (A) and strongly agree (S.A) .The values given were, 1, 2, 3, 4, and 5 respectively. The average value was obtained by dividing the sum of ratio scales (1+2+3+4+5=15) by number of rating scales that is 5. Thus, the average value is 3.0. In the interpretation, effort was put to show that the mean score indicates. The result obtained from the score was interpreted as following. If $1.0 \leq \text{mean score} \leq 1.5$, it was interpreted as strongly disagree, $1.5 < \text{mean score} \leq 2.5$, it was interpreted as disagree, if $2.5 < \text{mean score} \leq 3.5$, it was interpreted as average, if $3.5 < \text{mean value} \leq 4.5$, it was interpreted as agree. If the mean value was above 4.50, it was interpreted as strongly agree (Watt, 2012).

4.2.1. The current practices of parents' involvement to enhance their students' academic achievement in government secondary schools.

To see the support of parents at home; six items and support at school six items were developed and the respondents represented by N (students, teachers, principals and PTA members) were asked to identify their level of agreement.

Hence, the summary of the response were organized and presented under tables below

A. Home practices of parents:

Table 12: Support of parents at home

No	Items	N	S.D		D		U		A		S.A		
			F	%	F	%	F	%	F	%	F	%	
1	Parents provide the necessary materials for their children education such as, reference books and others	324	73	22.5	106	32.7	30	9.3	84	25.9	31	9.6	
2	Parents Create conducive home environment where their children to study	324	40	12.3	76	23.5	28	8.6	148	45.7	32	9.9	
3	Parents Monitor their child activities to enhance academic achievement	324	102	31.5	141	43.5	9	2.8	51	15.7	21	6.5	
4	Parents encourage their child to have confidence in group work and participation	324	45	13.9	60	18.5	22	6.8	154	47.5	43	13.3	
5	Parents reduce workload over their child at home.	324	50	15.4	145	44.8	25	7.7	87	26.9	17	5.2	
6	Parents Praise and motivate their child based on good work and successes	324	54	16.7	135	41.7	6	1.9	93	28.7	36	11.1	
Summary of overall mean and standard deviation for practice of parents at home		Overall Mean					Standard deviation						
		2.7870					0.50887						

One Way ANOVA result						
		Sum of Squares	Df	Mean Square	F	Sig.
Practice at home mean	Between Groups	2.243	3	.748	2.939	.033
	Within Groups	81.396	320	.254		
	Total	83.639	323			

Agreements: SD+D= not agree; U= neutral and A+SA= agree on the variables; F= F-value

Source: own survey 2025

On table 12 item 1 indicates that the perception of respondents on home practice of parents with respect to providing the necessary materials for their children education such as reference books .Accordingly, 73 (22.5%) respondents rated strongly disagree,106(32.7%) rated disagree, 30(9.3%) rated undecided , 84(25.9%)rated agree and 31 (9.6%) rated strongly agree. This showed us that majority of parents (55.2%) did not provide necessary materials like reference books for their children while some of them (35.5%) agree and few (9.3%) are neutral. This indicates that most parents did not provide adequate and appropriate educational materials for their children.

In supporting this research has also shown that successful students have strong academic support from their involved parents (Sheldon, 2009).

On table 12 item 2 indicates that the perception of respondents on home practice of parents with respect to Creating conducive home environment where their children to study .Accordingly,40 (12.3%) respondents rated strongly disagree, 76(23.5%) rated disagree, 28(8.6%) rated undecided, 148(45.7%) rated agree and 3(9.9%) rated strongly agree. This showed us that majority of parents (55.6%) created conducive home environment where their children to study while some of them (35.8%) did not create conducive home environment and few (8.6%) were neutral to judge. This indicates that most parents created conducive home environment for their children to study, but still there were parents who did not create conducive home environment for their child to study at home. Furthermore, Beck (2010) refers to parental involvement as being actively involved in their children's schooling by assisting them with ensuring children to have good workspace at home to complete educational activities effectively.

On table 12 item 3 indicates that the perception of respondents on home practice of parents with respect to monitoring their children's activities to enhance academic achievement. Accordingly, 102 (31.5%) respondents rated strongly disagree, 141(43.5%) rated disagree, 9(2.8%) rated undecided,51(15.7%) rated agree and 21 (6.5%) rated strongly agree. This indicates that majority of parents (75%) did not monitor their children's activities to enhance academic achievement while some of them (22.2%) and few (2.8%) are neutral. This indicated

that parents did not monitor their students' activities at home to succeed in academic achievement..

There are many things parents can do to ensure they are, monitoring their children and the time they spend on academics. A few of these include helping the student and modeling for the student to organize schedules both weekly and daily so that the child learns how to plan and accomplish what needs to be done. It also helps the child become accustomed to a regular routine that will help them at that particular time as well as throughout life (Finn, 1998). Studies support that this type of monitoring helps students to develop self-regulation and a work habit (Hoover-Dempsey et al., 2001). Self-regulation and work habit intern contribute to a higher academic achievement and overall success in life. Parent-child interaction lays a firm foundation for academic achievement. The stronger the relationships, especially as they relate to educational issues, the higher the academic achievement. The Parents' involvement in homework can be composed of various things including focusing on if a child completes the homework, checking it over and making sure it is correct, praise or another reward for completing homework on time (Hoover-Dempsey et al., 2001).

On table 12 item 4 indicates that the perception of respondents on home practice of parents with respect to encouraging their child to have confidence in group work and participation. Accordingly, 45(13.9%) respondents rated strongly disagree,60(18.5%) rated disagree,22(6.8%) rated undecided, 154(47.5%) rated agree and 43 (13.3%) rated strongly agree. This indicates that majority of parents(**60.8%**)encouraged their child to have self -confidence in group work and participation where as some of them (32.4%) did not encourage and few (2.8%) respondents were neutral. This indicated that parents encouraged their child at home to have confidence in group work and participation, but still there were parents who did not encourage their child to develop self-confidence in group work and participation.

On table 12 item5 indicates that the perception of respondents on home practice of parents with respect to reducing workload over their child at home. Accordingly, 50 (15.4%) respondents rated strongly disagree,145(44.8%) rated disagree,25(7.7%) rated undecided, 87(26.9%) rated agree and 17 (5.2%) rated strongly agree. This implies that majority of parents (**60.2%**) did not reduce workload over their child at home where as some of them (32.1%) reduce workload and

few (7.7%) respondent were neutral judge. This indicated that majority of parents did not reduce workload over their child at home.

In supporting this, the summery of FGD with teachers and organized open-end questions' response informed that, the majority of parents need to use their children time on several activities to generate income for their survival.

However, according to Gonzalez-Deltas et al (2005), the amount of time a child spends on homework and study contributes to academic achievement as well as the retention in schools.

On table 12 item 6 indicates that the perception of respondents on home practice of parents with respect to Praising and motivating their child based on good work and successes. Accordingly, 54 (16.7%) respondents rated strongly disagree, 135(41.7%) rated disagree, 6 (1.9%) rated undecided, 93(28.7%) rated agree and 36 (11.1%) rated strongly agree. This implies that majority of parents (58.4%) did not Praise and motivate their child based on good work and successes where as some of them (39.8%) praised and motivated their children and few (1.9%) respondents were neutral to judge. This indicated that majority of parents did not Praise and motivate their children. It needs further improvement. The Parents' involvement in homework can be composed of various things including focusing on if a child completes the homework, checking it over and making sure it is correct, praise or another reward for completing homework on time (Hoover-Dempsey et al., 2001).

As a summery, from the above analysis of each items and overall calculated mean value **2.7870** and standard deviation **0.50887** on home practices of parents to support their children was at moderate level and needs improvement. Hence, from this one can understand that home support of parent for their child was one reason for low academic achievement of students' on entrance exam. Furthermore, the ANOVA result shows statistically significant differences among the four groups by their means (teachers, PTA, students, and principals) and the computed value is smaller than the alpha value (**0.033 < 0.05**) regarding respondents' perceptions on **parents' home practices**. By indicating that the impact of parental involvement on student academic progress was not readily apparent, this suggests that differences in the means of each measured variable are significantly related to the role of respondents in the school.

A summary of focus group discussions with teachers and responses to structured open-ended questions revealed that the majority of parents did not establish a study time or place, bought reference book, and did not closely monitor and provide feedback on their children's activities at home. Additionally, they failed to counsel against exposing their child to harmful peer pressure and the need to earn extra money by working instead of attending school.

B. Practices of parent at school:

Table 13: Support of parents at school

No	Items	N	S.D		D		U		A		S.A		
			F	%	F	%	F	%	F	%	F	%	
1	Parents contact with home room teacher for checking attendance and behavior of their children	324	67	20.7	116	38.5	3	0.9	117	36.1	21	6.5	
2	Parents communicate with teachers to discuss about their children academic activities	324	54	16.7	139	42.9	4	1.2	104	32.1	23	7.1	
3	Parents visit the suitability of school environment by themselves	324	86	26.5	147	45.4	14	4.3	73	22.5	4	1.2	
4	Parents are involved in school decision making	324	53	16.4	82	25.3	40	12.3	121	37.3	28	8.6	
5	Parents Create and implement mobilization concerning students' academic support	324	59	18.2	121	37.3	34	10.5	107	33	3	0.9	
6	Parents Support school efforts to integrate ICT in the academic activities	324	11	3.4	51	15.7	12	3.7	192	59.3	58	17.9	
Summary of overall mean and standard deviation for practices of parents at school		Overall Mean						Standard deviation					
		2.6553						0.49633					

One Way ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Practice at school mean	Between Groups	5.196	3	1.732	7.452	.000
	Within Groups	74.374	320	.232		

Total	79.570	323		
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Agreements: SD+D= not agree; U= neutral and A+SA= agree on the variables

Source: own survey, 2025

On table 13 item, 1 indicates that the perception of respondents on school practices of parents with respect to contacting with home room teacher for checking attendance and behavior of their children. Accordingly, 67 (20.7%) respondents rated strongly disagree, 116(38.5%) rated disagree, 3(0.9%) rated undecided, 117(36.1%) rated agree and 21 (6.5%) rated strongly agree. This indicates that majority of parents (59.2%) did not contact with homeroom teacher to check attendance and behavior of their children whereas less than half respondent (42.6%) agreed that parents contact with home room teacher for checking attendance and behavior of their children, and few (0.9%) respondent were neutral to judge. This indicated that majority of parents did not contact with homeroom teacher for checking attendance and behavior of their children at school.

On table 13 item, 2 indicates that the perception of respondents on school practices of parents with respect to communicating with teachers to discuss about their children academic activities. Accordingly, 54 (16.7%) respondents rated strongly disagree, 134(42.9%) rated disagree, 4 (1.2%) rated undecided, 104(32.1%) rated agree and 23 (7.1%) rated strongly agree. This indicates that majority of parents (59.6%) did not communicate with teachers to discuss about their children academic performance whereas some of them (39.2%) communicated with teachers to know about their children academic performance, and few (1.2%) respondent were neutral to judge. This implies that majority of parents did not communicate with teachers to know about their children academic activities.

In supporting, regarding the above, two items (item 1 and 2);A bond of ownership is formed between the parent and the school, and parents can become comfortable communicating with the school. When parents are comfortable with the school's expectations, they are willing to communicate with their child's teacher (Fuller and Olsen, 1998) as cited in Habtamu (2016).On the other hand, Sheldon (2009) suggested that, one important factor that increases learner attendance is to establish a good relationship between the home and school. This type of partnership will close the gap between the home and the school and ultimately lead to a reduced absentee rate amongst learners. Good school-parent relations usually lead to greater parental

awareness when their children are absent. Globally, parental involvement is categorized into various dimensions, including home-based support (e.g., providing learning materials, encouraging academic goals) and school-based engagement (e.g., attending meetings, volunteering, communicating with teachers). Despite the proven benefits, barriers such as lack of time, socioeconomic constraints, limited awareness, and ineffective school-parent communication often limit parents' ability to actively participate (Altschul, 2012; Morgan, 2006).

On table 13 item 3 indicates that the perception of respondents on school practices of parents with respect to visiting the suitability of school environment by themselves. Accordingly, 86 (26.5%) respondents rated strongly disagree, 147(45.4%) rated disagree, 14(4.3%) rated undecided, 73(22.5%) rated agree and 4(1.2%) rated strongly agree. This indicates that majority of parents (71.9%) did not visit the suitability of school environment by themselves. while some of them (23.7%) did it and few (4.3%) are neutral. This indicates that parents did not visit the suitability of school environment by themselves. Therefore, it needs improvement. However, as Gonzalez-Deltas (2005) suggested, when students see that their parents take part in their schooling, they may benefit from being intrinsically motivated. They perceive their parents to value education and therefore the student themselves value education. This in turn contributes to their intrinsic motivation and desire to do well in school.

On table 13 item 4 indicates that the perception of respondents on school practices of parents with respect to decision making in the school activities. Accordingly, 53 (16.4%) respondents rated strongly disagree, 82(25.3%) rated disagree, 40(12.3%) rated undecided, 121(37.3%) rated agree and 28(8.3%) rated strongly agree. This indicates that majority of parents (45.6%) involved in school decision making. However, still there were parents (41.7%) who did not participate in school decision making and some(12.3%) are neutral. This indicates that the parent's involvement on school decision making was not as expected. Research also support, aspects of home-school relationships include communicating with teachers and school personnel, attending school events, volunteering at school, and participating in parent- teacher organizations and leadership groups. The extent to which parents attend and volunteer at school functions, for example, has a consistent positive impact on adolescent academic achievement (Jeynes, 2005).Parents may also lack the understanding of how to interact with the educational system effectively.

Even I have observed that on different schools- parent-meeting documents, their most agendas were on school facilities and disciplinary cases of student and teachers not on academic issue.

On table 13 item, 5 indicates that the perception of respondents on school practices of parents with respect to Creating and implement mobilization concerning students' academic support. Accordingly, 59 (18.2%) respondents rated strongly disagree, 121(37.3%) rated disagree, 34 (10.5%) rated undecided, 107(33%) rated agree and 3 (0.9%) rated strongly agree. This indicates that majority of parents (55.5%) did not create and implement mobilization concerning students' academic support whereas some of them (**33.9%**) Created and implemented mobilization concerning students' academic support such as school facilities and some (10.5%) respondent were neutral to judge. This implies that majority of parents did not create and implement mobilization concerning students' academic support at school.

Parental involvement can be divided into two general categories: school-site involvement and home involvement (Zellmanand Waterman, 1998). They focused on five measures of parent-school involvement: attendance at school events, participation on a school councilor advisory committee, regular volunteer activities, employment at school, and PTA meetings. Kindiki (2009) added parents as learners to this list, and indicated that home involvement includes helping the child with homework, communicating with the child about school, and spending “quality” time with the child.

On table 13 item, 6 indicate that the perception of respondents on school practices of parents with respect to supporting school efforts to integrate ICT in the academic activities. Accordingly, 60(18.5%) respondents rated strongly disagree, 115(35.5%) rated disagree, 29(9%) rated undecided, 112(34.6%) rated agree and 8 (2.5%) rated strongly agree. This indicates that majority of parents (54%) did not support school efforts to integrate ICT in the academic activities whereas some of them (37.1%) supported school efforts to integrate ICT in the academic activities and some (9%) respondent were neutral. This implies that majority of parents did not support school efforts to integrate ICT in the academic activities in the school.

In supporting this, previous researches proved that use of ICT in teaching will enhance the learning process and maximizes the students' abilities in active learning (Jamieson-Procter et al., 2013).

As a summary, from the above analysis of each items observation and overall calculated mean value **2.6553** and standard deviation **0.49633** of school practices of parents was at moderate level and needs improvement. Hence, from this one can understand that school support of parents for their child was one reason for low achievement of students' entrance exam. Additionally, the results of the One-Way ANOVA ($0.000 < .05$) on factors relating to parental school practices to improve students' academic progress reveal statistically significant differences between the four groups (teachers, students, principals, and PTAs) mean. By demonstrating that the impact of parental involvement on student academic progress was not readily apparent, this suggests that differences in the means of each measured variable are significantly related to the role in the school.

Parental support can significantly improve a child's academic performance. However, the summary of the organized open-ended questions and small group discussions with teachers revealed that the majority of school parents currently do not provide much support for their children's academic achievement. The majority of parents failed to come to school for discussions with teachers, even when teachers called them.

4.2.2. School-parent communication to enhance students' academic achievement in government secondary schools

To see the School-parent communication to enhance students' academic achievement; seven items were developed and the respondents represented by N (students, teachers, principals and PTA members) were asked to identify their level of agreement.

Hence, the summary of the response were organized and presented under tables 14 below.

Table 14: School-parent communication

No	Items	N	S.D		D		U		A		S.A	
			F	%	F	%	F	%	F	%	F	%
1	Most of the time the school contact parents for disciplinary cases of their child	324	11	3.4	51	15.7	12	3.7	192	59.3	58	17.9
2	Most of the time schools discuss with parents for conducive school environment	324	30	9.3	71	21.9	5	1.5	159	49.1	59	18.2
3	The school assists parents through social media to help students at home	324	51	15.7	131	40.7	33	10.2	91	28.1	18	5.6
4	Schools contact parents to show student's academic achievement	324	47	14.5	134	41.4	11	3.4	118	36.4	14	4.3
5	Homeroom teachers discuss with parents on students' academic progress or gap	324	41	12.7	133	41	36	11.1	107	33	7	2.2
6	Schools give capacity building or awareness for parents on school policies and program	324	40	12.3	125	38.6	40	12.3	106	32.7	13	4
7	Schools give constructive feedback to parents through book of communication.	324	70	21.6	147	45.4	13	4	83	25.6	11	3.4

Summary of overall mean and standard deviation for school-parent communication	Overall Mean	Standard deviation
	2.9312	0.45084

One Way ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
School-parents Communication mean	Between Groups	4.930	3	1.643	8.660	.000
	Within Groups	60.721	320	.190		
	Total	65.651	323			

Agreements: SD+D= not agree; U= neutral and A+SA= agree on the variables

Source: own survey 2025

From table 14 item, 1 indicates that the perception of respondents on School-parent communication; most of the time the school contact parents for disciplinary cases of their child. Accordingly, 11 (3.4%) respondents rated strongly disagree, 51(15.7%) rated disagree, 12(3.7%) rated undecided, 192(59.3%) rated agree and 58(17.9%) rated strongly agree. This indicates that majority of respondents (77.2%)agree that parents were contacted for disciplinary cases of their child whereas some of them (19.7%) did not and few (3.7%) respondent were neutral to judge. This implies that schools mostly contact parents for disciplinary cases of students rather than academic cases.

The summery of FGD made with teaches were also confirmed that, most of the time majority of parents went to the school when informed about disciplinary cases.

In supporting this result, Parental involvement can therefore be considered as a factor that reduces problematic behavior at school and, in turn, improves academic achievement (McNeal, 2012). In addition, creating such a partnership will also help to improve the learner’s academic achievement. Sheldon (2009) also revealed that, learner’s behavior is closely linked to improved academic achievement.

From table 14 item, 2 indicates that the perception of respondents on School-parent communication; most of the time schools discuss with parents on conductive school environment. Accordingly, 30 (9.3%) respondents rated strongly disagree, 71(21.9%) rated disagree, 5(1.5%) rated undecided, 159(49.1%) rated agree and 59(18.2%) rated strongly agree. This indicates that majority of respondents (67.3%)agree that most of the time schools

discussed with parents to make conducive school environment whereas some of them (**31.2%**) did not only that and few (3.7%) respondent were neutral to judge. This indicated us that most of the time schools discussed with parents to make conducive school environment rather than discussing academic performance issue.

However, Gillande, McKinney and Ritchie (2012) confirm that, when educators communicate to parents that the assistance given by them (parents) has positively improved their children's achievements, then they are more likely to continue assisting their children with other school related tasks.

From table 14 item, 3 indicates that the perception of respondents on School-parent communication; the school assists parents through social media to help students at home. Accordingly, 51 (15.7%) respondents rated strongly disagree, 131(40.7%) rated disagree, 33(10.2%) rated undecided, 91(28.1%) rated agree and 18(5.6%) rated strongly agree. This indicates that majority of respondents (**56.4%**)not agree that the schools assisted parents through social media to help students at home whereas some of them (33.7%)agree for school assisting and few (10.2%) respondents were neutral to judge. This indicated that the schools were not assisting parents through social media or communication book to help students at home to achieve good academic result.

However, when parents only receive negative feedback from the school with regard to their children they feel intimidated to come to school for the reason that their parenting style is being questioned. Therefore, the educators may seem to have an understanding of what they expect from the parents but often this message is not communicated to the parents (Decker *et al.*, 2007). This involvement may include activities both at home, such as assisting with homework, and at school, such as attending parent-teacher meetings or volunteering (Hoover-Dempsey & Sandler, 1997).

From table 14 item, 4 indicates that the perception of respondents on School-parent communication; Schools contact parents to show student's academic achievement. Accordingly, 47 (14.5%) respondents rated strongly disagree, 134(41.4%) rated disagree, 11(3.4%) rated undecided, 118(36.4%) rated agree and 14(4.3%) rated strongly agree. This indicates that majority of respondents (**55.9%**) did not agree on issue whereas some of them (40.7%) agreed

that schools contact parents to discuss on students' academic performance and few (3.4%) respondents were neutral .The findings show that schools did not contact with parents on students' academic achievement and they were focusing on other activities.

On table 14 item, 5 indicates that the perception of respondents on School-parent communication; homeroom teachers discuss with parents on students' academic progress or gap. Accordingly, 41 (12.7%) respondents rated strongly disagree, 133(41%) rated disagree, 36(11.1%) rated undecided, 107(33%) rated agree and 7(2.2%) rated strongly agree. This indicates that majority of respondents (**53.7%**) did not agree on that homeroom teachers discuss with parents on students' academic progress or gap. Whereas some of them (35.2%) agreed on the issue and few (11.1%) respondents were neutral .The findings show that home-room teachers did not discuss with parents on students' academic progress or gap as required so, it needs improvement.

Concerning the items (4 and 5) research also indicates that children whose parents are more involved in their schooling are more likely to experience academic success than children whose parents are less involved (Hill & Craft, 2003; Marcon, 1999). In the same way, Schools and parents often fail to establish effective communication channels to discuss students' progress and address academic challenges. (Hay, 2000)

On table 14 item, 6 indicate that the perception of respondents on School-parent communication; Schools give capacity building or awareness for parents on school policies and program. Accordingly, 40(12.3%) respondents rated strongly disagree, 125(38.6%) rated disagree, 40(12.3%) rated undecided, 106(32.7%) rated agree and 13(4%) rated strongly agree. This indicates that majority of respondents (**50.9%**)did not agree on that Schools give capacity building or awareness for parents Whereas some of respondents (**36,7%**) agreed on the issue and some of them(11.1%) were neutral on issue. The findings show that schools did not give enough capacity building or awareness for parents on school policies and programs hence, there were lack of awareness for parents to be actively involved in students' academic achievement.

On table 14 item, 7 indicates that the perception of respondents on School-parent communication; Schools give constructive feedback to parents through book of communication. Accordingly, 70(21.6%) respondents rated strongly disagree, 147(45.4%) rated

disagree, 13(4%) rated undecided, 83(25.6%) rated agree and 11(3.4%) rated strongly agree. This indicates that majority of respondents (**67%**) did not agree on that Schools give constructive feedback to parents through book of communication. Whereas some of respondents (29%) agreed on the issue and some of them (4%) were neutral on issue. The findings indicate that schools did not give constructive feedback to parents through book of communication, even no culture of use of communication books in government schools.

School must employ a variety of techniques for communicating with parents about their children's progress, decisions affecting their children, and school programs in general. These include parent-teacher conferences, phone contact, report cards. Some schools sign contracts with parents in which expectations for students, teachers, and parents are clearly delineated. Outcomes associated with type two activities include students' improved awareness of their own academic progress, more informed decisions about courses, and an understanding of school policies related to their conduct. Parents are likely to grow in their understanding of school programs and policies. They will develop familiarity in interacting with teachers and a greater capacity for monitoring their children's progress and responding to their problems. Teachers are expected to develop diverse mechanisms for communicating with parents and an ability to tap the parent network to elicit family views on children's progress (Epstein, 1995).

As a summery, from the above analysis of each items observation and overall calculated mean value **2.9312 and** standard deviation was **0.45084 from the mean** indicating that school-parent communication was at moderate level and needs improvement. Hence, from this one can understand that school-parent communication gaps for their child were one reason for low achievement of students' entrance exam. Additionally, we can see statistically significant differences across the four groups (student, principal, PTA, and teachers) based on the results of the One-Way ANOVA ($0.000 < .05$) on variables related to school-parent communications to involve parents on enhancing students' academic progress. By demonstrating that the impact of parental involvement on student academic progress was not readily apparent, this suggests that differences in the means of each measured variable are significantly related to the role in the school.

In supporting this communication gap, the summery of small group discussion with teachers and organized open-end questions' response informed that:

Majority schools did not deeply discuss with parents on low achiever students for further improvement as well as no culture for use of communication books to overcome the problems and information sharing on academic achievement of the students with parents specially parent-teacher contact was less.

Aspects of home–school relationships include communicating with teachers and school personnel, attending school events, volunteering at school, and participating in parent– teacher organizations and leadership groups. The extent to which parents attend and volunteer at school functions, for example, has a consistent positive impact on adolescent academic achievement (Jeynes, 2005).Parents may also lack the understanding of how to interact with the educational system effectively.

4.2.3. Challenges for parents’ involvement to enhance their student’s academic achievement in government secondary schools

To see the challenges for parents’ involvement to enhance students’ academic achievement; six items were developed and the respondents represented by N (students, teachers, principals and PTA members) were asked to identify their level of agreement. Hence, the summary of the response were organized and presented under tables15 below.

Table 15: Challenges for parents’ involvement

No	Items	N	S.D		D		U		A		S.A		
			F	%	F	%	F	%	F	%	F	%	
1	Parents have no time to follow up and monitor their Childs’ learning	324	34	10.5	65	20.1	33	10.2	148	45.7	44	13.6	
2	Most of the Parents have economic problem to fulfill their child’s necessary learning resources	324	22	6.8	60	18.5	50	15.4	168	51.9	24	7.4	
3	Most of the Parents have no knowledge to support their children in education activities.	324	41	12.7	53	16.4	30	9.3	149	46	51	15.7	
4	Teachers give up to date information about child learning	324	44	13.6	122	37.7	13	4	109	33.6	36	11.1	
5	Involvement in student learning activity is teachers duty rather than parents	324	19	5.9	51	15.7	20	6.2	175	54	59	18.2	
6	Parents lack of awareness about school policies and program	324	37	11.4	91	28.1	26	8	130	40.1	40	12.3	
		3.2834						0.49559					
Summary of overall mean and standard deviation for challenges for parents’ involvement		Overall Mean						Standard deviation					

Agreements: SD+D= not agree; U= neutral and A+SA= agree on the variables

One Way ANOVA

Variable		Sum of Squares	df	Mean Square	F	Sig.
Challenges mean	Between Groups	5.012	3	1.671	7.193	.000
	Within Groups	74.320	320	.232		
	Total	79.332	323			

Source: own survey 2025

On table 15 item, 1 indicates that the perception of respondents on challenges for parents' involvement; Parents have no time to follow up and monitor their Children's learning enhancement. Accordingly, 34(10.5%) respondents rated strongly disagree, 65(20.1%) rated disagree, 33(10.2%) rated undecided, 148(45.7%) rated agree and 44(13.6%) rated strongly agree. This indicates that majority of respondents(59.3%)agree on that Parents have no time to follow up and monitor their children's learning whereas some of respondents (30.6%)did not agreed on the issue and some of them (10.2%) were neutral to judge. The findings indicate that most of the parents did not give the time and attention to follow and monitor their child's learning hence time was one of the challenges for parental involvement. The results also, uphold the findings of other researchers' such as Comer, (1986), time as greatest barrier to volunteering, attending meetings and joining decision-making committees at their children's school. These activities are often scheduled at times that interfere with work or other family and/or personal obligations.

On table 15 item, 2 indicates that the perception of respondents on challenges for parents' involvement; most of the Parents have economic problem to fulfill their child's necessary learning resources. Accordingly, 22(6.9%) respondents rated strongly disagree, 60(18.5%) rated disagree, 50(15.4%) rated undecided, 168(51.9%) rated agree and 24(7.4%) rated strongly agree. This indicates that majority of respondents (59.3%) agree on that most of the Parents have economic problem to fulfill their child's necessary learning resources whereas some of respondents (25.4%) did not agreed on the issue and some of them (15.4%) were neutral to judge. The findings indicate that most of the Parents have economic problem to fulfill necessary materials for their child as well as to give attention for their academic success. In supporting this,

Agulanna and Nwachukwu ; 2004, families with limited financial resources often struggle to provide necessary learning materials and resources for their children

On table 15 item, 3 indicates that the perception of respondents on challenges for parents' involvement; most of the Parents have no knowledge to support their child at school and home. Accordingly, 41(12.7%) respondents rated strongly disagree, 53(16.4%) rated disagree, 30(9.3%) rated undecided, 149(46%) rated agree and 51(15.7%) rated strongly agree. This indicates that majority of respondents (**61.7%**) agree on that most of the Parents have no knowledge to support their child at home whereas some of respondents (29.1%) did not agree on the issue and some of them (9.3%) were neutral to judge. The findings indicate that most Parents have no knowledge to support their child in his/her homework and other academic area.

Bagin and Donald, 2005 in adequate training of principals and teachers can be one of principals and teachers barriers of parent involvement in school activities. According to the research, many teachers feel that they have been hired only to teach and not to carry out parent involvement responsibilities. The parents should also be trained by the principals how to participate in the school management in their children's education in school and at home.

On table 15 item, 4 indicates that the perception of respondents on challenges for parents' involvement; teachers give up to date information about child learning for parents. Accordingly, 44(13.6%) respondents rated strongly disagree, 122(37.7%) rated disagree, 13(4%) rated undecided, 109(33.6%) rated agree and 36(11.1%) rated strongly agree. This indicates that majority of respondents (**51.3%**) did not agree on that most of the teachers give latest information for parents about their child learning whereas some of respondents (44.7%) agreed on the issue and few of them (4%) were neutral to judge. The findings indicate that most teachers did not give enough and latest information about students' learning for parents.

Furthermore, Parents are likely to grow in their understanding of school programs and policies. They will develop familiarity in interacting with teachers and a greater capacity for monitoring their children's progress and responding to their problems. Teachers are expected to develop diverse mechanisms for communicating with parents and an ability to tap the parent network to elicit family views on children's progress (Epstein, 1995).

On table 15 item, 5 indicates that the perception of respondents on challenges for parents' involvement; Involvement in student learning activity is teachers duty rather than parents. Accordingly, 19(5.9%) respondents rated strongly disagree, 51(15.7%) rated disagree, 20(6.2%) rated undecided, 175(54%) rated agree and 59(18.2%) rated strongly agree. This indicates that majority of respondents **(72.2%)** agreed on that involvement in student learning activity is teachers duty rather than parents whereas some of respondents (21.6%) did not agree on the issue and few of them (6.2%) were neutral to judge. This implies that the responsibility to see each activities of students were given to teachers', not to parents'. *During small group discussion, teachers raised that:*

Most parents' perception was that the responsibility to follow each activity of the students at school were given to teachers even, if they face challenges with their child at home ,they bring the issue to school rather than solving it at home.

Liontos 1991,suggested that parents with certain educational background as well as many low-income parents consider schools as institutionalized authority hence leaving the responsibility solely to the teachers to educate their children. In addition, Henderson and Mapp, 2002, the absence of clear roles for teachers, principals and parents in adequate support to the parents' makes them disinterested in parent involvement in school activities. Generally, according to the researcher this feeling might be raised due to lack of training.

On table 15 item, 6 indicates that the perception of respondents on challenges for parents' involvement; lack of awareness about school policies and program. Accordingly, 37(11.4%) respondents rated strongly disagree, 91(28.1%) rated disagree, 26(8%) rated undecided, 130(40.1%) rated agree and 40(12.3%) rated strongly agree. This indicates that majority of respondents **(52.4%)**agreed on that Parents did not get awareness about school policies and program whereas some of respondents (39.5%) did not agree on the issue and few of them (8%) were neutral to judge. This indicates that more than half parents had problems on getting capacity building and awareness about school policies and programs.

Bagin and Donald, 2005, suggest that some parents lack the educational background or awareness to actively participate in their child's academic activities, such as assisting with homework or engaging with teachers.

As a summery, from the above analysis of each items observation and overall calculated mean value **3.2834** and standard deviation **0.49559** from the mean indicating that **challenges for parents' involvement** was at moderate level and needs improvement. Hence, from this one can understand that the challenges could be the reason for low achievement of students' entrance exam. Additionally, we can see statistically significant differences across the four groups (student, principal, PTA, and teachers) based on the results of a One-Way ANOVA ($0.000 < .05$) on factors relating to the challenges parental involvement in enhancing children' academic performance presents. By demonstrating that the impact of parental involvement on student academic progress was not readily apparent, this suggests that differences in the means of each measured variable are significantly related to the role of respondent groups in the school.

In supporting these parents' challenges, the summery of small group discussion with teachers and organized open-end questions' response informed that:

- *Most parents did not attend on school meeting due to lack of time.*
- *Low interest of students for leaning leads parents not to be involved on education activities to enhance their children's academic achievement.*
- *Parents' lack of knowledge and interest to support students at home*
- *Teachers lack of commitment to contact with parents due to large class size.*
- *Economic challenges of parents was one of the factors for parent involvement*
- *Low awareness and capacity building for parents on school policy and programs.*
- *The majority schools did not deeply discuss with parents on low achiever students for further improvement as well as no culture for use of communication books to overcome the problems and information sharing on academic achievement of the students*

4.2.4. The significance difference among PTA, students, principals and teachers on perceptions on parents' involvement to enhance student's academic achievement in secondary school:

One-Way ANOVA ("analysis of variance") compares the means of two or more independent groups in order to determine whether there is statistical evidence that the associated population means are significantly different.

It is a parametric test and One-Factor ANOVA

Table 16: One Way ANOVA

One Way ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Practice_ Home mean	Between Groups	2.243	3	.748	2.939	.033
	Within Groups	81.396	320	.254		
	Total	83.639	323			
Practice_ School mean	Between Groups	5.196	3	1.732	7.452	.000
	Within Groups	74.374	320	.232		
	Total	79.570	323			
Communication Mean	Between Groups	4.930	3	1.643	8.660	.000
	Within Groups	60.721	320	.190		
	Total	65.651	323			
Challenge Mean	Between Groups	5.012	3	1.671	7.193	.000
	Within Groups	74.320	320	.232		
	Total	79.332	323			

All four variables show statistically significant differences ($p < .05$) among the four groups: Students, Principals, PTA, and Teachers.

This means the roles in the school is significantly associated with differences in the means of each measured variable.

This result is different from other researchers result like the one that Harun Obsa did at Jimma University in 2019 on the relationship between parental involvement and students' academic achievement in secondary schools of Ilu Aba Bor Zone. Additionally, Misgana Abte did at Addis Ababa University in 2023 On practice and challenges of parental involvement to enhance in students' learning in government secondary school of Nifas Silk Lafto Sub city. The difference may be the role difference of participants , place and the tools for data collection.

CHAPTER FIVE

5. SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1. SUMMARY

The primary goal of the study was to assess the practices and challenges of parental involvement to improve students' academic performance in Yeka sub-city's governmental secondary schools. To achieve this, the study asked fundamental questions about parents' involvement and support of their children's academic activities, school-parent communication methods, and challenges to parental involvement in a sample of secondary schools. Lastly, it tried to develop suggestions and forward recommendations.

In order to attain the objective of the study, four basic questions were stated and answered.

1. What are the current practices of parent's involvement to enhance their students' academic achievement in government secondary schools of yeka sub-city?
2. How do schools communicate with parents to enhance students' academic achievement in government secondary schools of yeka sub-city?
3. What are specific challenges on parents' involvement to enhance their student's academic achievement in government secondary schools of yeka sub-city? .
4. Is there any significant difference among PTA, students, principals and teachers on perceptions of parents' involvement to enhance student's academic achievement in secondary school?

The study was conducted in three government secondary schools (DejachWondirad, Karalo, and Millennium secondary schools). Data was collected from students, teachers, principals and PTA members. In addition, focus group discussion with teachers was conducted qualitatively.

Finally, the data gathered from the four groups of respondents were sorted, tabulated, analyzed and interpreted using quantitative and qualitative methods. Percentage, mean standard deviation and one-way ANOVA were the statistical tools employed. In view of that, the following findings were drawn.

5.1.1 Findings related to perceptions about practices of parental involvement to enhance children's academic achievement:

- ✓ The majority of respondents (**75%**) did not agree on parents monitor their children's academic activities to enhance for success while some of them (22.2%) agreed and few (2.8%) are neutral. This indicated that parents did not monitor their students' academic activities at home for their success.
- ✓ Majority of respondents (**71.9%**) did not agree that parents visit the suitability of school environment while some of them (23.7%) agreed on it and few (4.3%) were neutral. This indicates that parents did not visit the suitability of school environment by themselves. Therefore, it needs improvement.
- ✓ The majority of respondents (**60.2%**) did not agree on parents reduced workload over their child at home where as some of them (32.1%) agree on it and few (7.7%) respondent were neutral to judge. This indicates that majority of parents did not reduce workload over their child at home to generate additional income.
- ✓ The majority of respondents (**59.6%**) did not agree that parents communicate with teachers to discuss about their children academic performance whereas some of them (39.2%) agreed, and few (1.2%) respondents were neutral to judge. This implies that majority of parents did not communicate with teachers to know about their children academic activities in the school.
- ✓ Majority of respondents (**59.2%**) did not agree on that parents contact with homeroom teacher to check attendance and behavior of their children whereas less than half numbers of them (42.6%) agreed and few (0.9%) respondents were neutral to judge this. This indicated that majority of parents did not contact with homeroom teacher for checking attendance and behavior of their children.
- ✓ The majority of respondents (**58.4%**) did not agree on parents praise and motivate their child based on good successes where as some of them (39.8%) agreed and few (1.9%) respondents were neutral to judge. This indicated that majority of parents did not Praise and motivate their children. It needs improvement

5.1.2. Findings related to perceptions about School-parent communication to enhance students' academic achievement

- ✓ Majority of respondents (**77.2%**) agree that parents were mostly contacted for disciplinary cases of their child whereas some of them (19.7%) did not agree and few (3.7%) respondent were neutral to judge. This implies that schools mostly contact parents for disciplinary cases of students rather than academic achievement issue.
- ✓ The majority of respondents (**67.3%**) agreed that most of the time schools discussed with parents to make conducive school environment whereas some of them (31.2%) did not agree and few (3.7%) respondent were neutral to judge. This indicated us that most of the time schools discussed with parents to make conducive school environment rather than discussing academic performance issue.
- ✓ The majority of respondents (**67%**) did not agree on that Schools give constructive feedback to parents through book of communication. Whereas some of respondents (29%) agreed on the issue and some of them (4%) were neutral on issue. The findings indicate that schools did not give constructive feedback to parents through book of communication, even no culture of use of communication books in government schools.
- ✓ The majority of respondents (**56.4%**) did not agree that the schools assisted parents through social media to help students at home whereas some of them (33.7%) agree for school assisting and few (10.2%) respondents were neutral to judge. This indicated us that the schools did not assist parents through social media to help students at home to achieve good academic result.
- ✓ Majority of respondents (**55.9%**) did not agree on that school contacted to discuss on students' academic achievement whereas some of them (40.7%) agreed that schools contact parents to discuss on students' academic performance and few (3.4%) respondents were neutral .The findings show that schools did not contact with parents on students' academic achievement. They contacted parents only three times at year (on plan discussion, first semester result and at the end of year result.)
- ✓ The majority of respondents (**53.7%**) did not agree on that homeroom teachers discuss with parents on students' academic progress or gap. Whereas some of them (35.2%) agreed on the issue and few (11.1%) respondents were neutral .The findings show that homeroom teachers did not discuss with parents on students' academic progress or gap as required so, it needs improvement.

- ✓ Majority of respondents (**50.9%**) did not agree on that Schools give capacity building or awareness for parents Whereas some of respondents (36,7%) agreed on the issue and some of them (11.1%) were neutral on issue. The findings show that schools did not give enough capacity building or awareness for parents on school policies and programs; hence, there were lack of awareness for parents to be actively involved in students' academic achievement.

- ✓ **5.1.3 Findings related to perceptions about challenges for parents' involvement to enhance their child's academic achievement**
- ✓ The majority of respondents (**72.2%**) agreed on that involvement in student learning activity is teacher's duty rather than parents whereas some of respondents (21.6%) did not agree on the issue and few of them (6.2%) were neutral to judge. This implies that it was teacher's responsibility to see each activity of children, not the duty of parent's.
- ✓ The majority of respondents (**61.7%**)agree on that most oftheParents have no knowledge to support their child at home whereas some of respondents (29.1%) did not agree on the issue and some of them (9.3%) were neutral to judge. The findings indicate that most Parents have no knowledge to support their child in his/her homework at home.
- ✓ The majority of respondents (**59.3%**) agree on that Parents have no time to follow up and monitor their children's learning whereas some of respondents (30.6%) did not agreed on the issue and some of them (10.2%) were neutral to judge. The findings indicate that most of the parents did not give the time and attention to follow and monitor their child's learning.
- ✓ Majority of respondents (**59.3%**)agree on that most of the Parents have economic problem to fulfill their child's necessary learning resources whereas some of respondents (25.4%) did not agreed on the issue and some of them (15.4%) were neutral to judge. The findings indicate that most of the Parents have economic problem to fulfill necessary materials for their child as well as to give attention for their academic achievement.
- ✓ Majority of respondents (**52.4%**) agreed on that Parents did not get awareness about school policies and program whereas some of respondents (39.5%) did not agree on the issue and few of them (8%) were neutral to judge. This indicates that however tried; there were problems on capacity building and awareness creation for parents about school policies and programs.

5.1. 4 Findings related to perceptions about the significant levels among the respondent groups.

The calculated values are less than the alpha coefficient value on the following variables: parental practices at home, at school, communication between the school and parents, and challenges for parental involvement in enhancing children's academic performance. One-Way ANOVA results show that differences in the means of each measured variable are significantly related to the role in the school (students, teachers, principals and PTA members). The results indicate that perceptions of the groups are different, which mean unobservable involvement of parents on practices at home and at school, the communication gap on challenges and students' academic progress in the school (entrance exam).

5.2. CONCLUSION

The study was conducted to assess the recent practices and challenges of parental involvement to enhance students' learning (achievement) in the selected government secondary school of Yaka Sub City. According to the analysis and major findings of the study the following conclusions are drawn.

The findings of the study showed that practices of parental involvement at home and school to enhance their students' academic achievement in Yaka Sub-city government secondary schools were moderate in general and low concerning the following practices:

- Monitoring and supporting their children's academic activities. Most Parents did not monitor their students' academic activities at home for their success..
- Contacting with homeroom and subject teachers. To check attendance, academic progress and behavior of their children majority of parents did not contact with homeroom teachers and others classroom teachers.
- Visiting the suitability of school environment. Most of the parents did not visit and support the suitability of school environment for good teaching learning.
- School-parents communications: Mostly school called parents on disciplinary cases of their children and to support school facilities. They did not find useful so called 'book of communication' to enhance students' academic support and behavior control.

The major challenges for parent involvement to enhance their child's academic achievement were mainly expressed as follows:

- There is common perception that responsibilities to follow each activity of the students were duty for teachers and school principals, but not the duty of parents. On the part of most parents, their awareness on their role and school policy and programs practice involvement is low.
- Besides, there is time constraint to visit their school in order to contact with homeroom and class teachers for discussion on their child academic achievement. Even after receiving information about their own child, they lack the right knowledge and skill to support students' on academic area and monitoring their activities at home and school
- Still an important concern for many was the economic constraint parents face to adequately fulfill needs of students that satisfy them to go along with their class mates with comparable comfort and confidence.

The most crucial tools to address the issues are potential interventions, strengthening ties between parents and the school; establishing well-organized school leadership; educating the parents about the value of education and how to improve their perceptions of it; using follow-up tactics by the school; and providing students with strong study habits counseling.

Overall, the findings confirmed that the study's identified parental involvement variable is a factor in the secondary schools' poor quality of education. Furthermore, it also demonstrated some helpful interventions. In order to address the demands of secondary schools for high-quality education, as well as to improve students' academic performance and benefit the educational system, the data presented in the study thus supported the call to focus on parental involvement issues.

Research of this type can provide the information required to comprehend the reasons behind variations in academic achievement in situations where such educational research is scarce. It is anticipated that the findings of this study will give planners, educators, school administrators, and policymakers the foundation they need to recognize the scope of the issue and suggest workable and successful intervention strategies to support it. Successfully managing the situation

present in the secondary school could be seen as a significant factor to facilitate and improve the learning experience of students at the secondary school level of Yaka Sub-City.

5.3. RECOMMENDATIONS

The study's findings and conclusions, which give appropriate consideration to the dimension to which parental involvement in students' learning influences their academic performance in secondary school, contribute to the following recommendations.

At Parents level : Since parents are the first teachers to introduce their children to the academic world, the study suggests that parents should take the lead in promoting their academic success. For adolescents who are successful academically, the study also suggests solid parent-teacher collaboration. Homeroom teachers should regularly meet with parents to discuss their children's academic progress.

At the level of the Schools: Teaching parents and kids about the role parents play in their children's education, school policies and programs, the value of parent-teacher communication, and the significance of attending and visiting their children's classrooms. An efficient method of communication between the home and the school is beneficial since it is the duty of the school to inform the parent body of all events that occur. A crucial link that not only promotes teamwork but also strengthens the bond between the home and the school is communication. The best way to communicate with parents is another thing that the schools must figure out. In terms of the school-home interaction, teachers also have a significant role to play by speaking with the parents in a positive and constructive manner so that the parents feel they are working together as a team.

For Sub city educational office: They need to support secondary schools and fill their knowledge gap regarding parental involvement issues. Besides, in order to improve students' academic performance, these government structures are advised to find new parental involvement approaches and support to secondary schools.

For Policy makers: They need to employ the study to evaluate the approach they are taking in relation to the impact of parental involvement on students' academic performance. In addition, researchers have to explore the variables that affect how well parental involvement works to raise students' academic performance in government secondary school.

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Questionnaire to be Filled by Teachers, PTA and principals

Dear respondent. I am a graduate student at the University of Addis Ababa, working towards a Master's degree in School Leadership. Currently I am conducting a study on practices and challenges for parental involvement to enhance students' academic achievement in government secondary Schools of Yeka Sub-city. The purpose of this letter is to invite you to participate in a study. Therefore, I would like to request you to fill this questionnaire genuinely. The information you offer me play crucial role in the conclusion that will be made after the analysis of data.

I would like to assure you that all the information you provide in this questionnaire would be kept in strict confidence and will only be used for the research purpose. There is no means by which the information can be accessed by a third party. Please note that you are not allowed to write your name or any personal identity in any part of this questionnaire.

Directions:

- Please read the instructions and each item carefully before you give response.
- Write your brief response in the blank spaces
- If you want to change your responses, make sure you have cancelled the unwanted ones.
- Responses you offer me will be kept confidential and used only for research purpose.
- Return the questionnaire as soon as possible after completion.

Thank you! For your kind cooperation to fill this questionnaire

Part One: Background Information

Instruction: - Please, Write appropriate answer on the space provided and a "√" mark to choose one of the listed choices

1. Name of the school: _____
2. **Sex** - A/ Male () B/Female ()
3. **Age**: -A/ below30 () B/ 31-60 () C/above 60 ()
4. **Qualification**:- A/ certificate () B/ Diploma () C/ Degree ()

- D/ MA/MSc () E/ PhD ()
5. **Income per month (ETB):** - A/ Less than 5000 () B/ 5000-10000 ()
 C/ 10000-15000 () D/ 15000-20,000 () F/ above 20,000 ()
6. **Working in this school in years:** A/ Less than 3 () B/ 4—9 ()
 C/ 10—15 () D/ Above 15 ()
7. **Position:** - A/ PTA () B/ Teacher () C/ Principal ()

Part two: -Perception questions for respondents on practices, the way of communication and challenges of parental involvement to enhance their students’ academic achievement

Please, write appropriate answer on the space provided and a "√" mark to choose one of the indicated Likert scales.

I. What are the current practices of parents involvement to enhance their students’ academic achievement in government secondary schools of Yeka sub-city?

Please rate your level of agreement by putting a “√” mark in the box corresponding to each item to indicate your response among the following rates:

Strongly Agree (SA) =5; Agree (A) =4; Undecided (U) =3; Disagree (D) =2; Strongly Disagree (SD) =1

N _o	Items	Scale				
		SA (5)	A (4)	U (3)	D (2)	SD (1)
A) Home-family support						
1	Parents provide the necessary materials for their children education such as, reference books and others					
2	Parents Create conducive home environment where their children to study.					
3	Parents Monitor their child activities to enhance academic achievement					
4	Parents encourage their child to have confidence in group work and participation					
5	Parents reduce workload over their child at home.					
6	Parents Praise and motivate their child based on good work and successes					
B) School-family support						
7	Parents contact with home room teacher for checking attendance and behavior of their children					
8	Parents communicate with teachers to discuss about their children academic activities					
9	Parents visit the suitability of school environment by their own schedule					
10	Parents are involved in school decision making					
11	Parents Create and implement mobilization concerning students’ academic activities					
12	Parents Support school efforts to integrate information and communication Technology in the academic activities					

13. Please offer your idea if there are any other practices at home and school in which parents involved to enhance their children's academic achievement

II. How do schools communicate with parents to enhance students' academic achievement in government secondary schools of Yeka sub- city ?

Please rate your level of agreement by putting a “√” mark in the box corresponding to each item to indicate your response among the following rates: Strongly Agree (SA) =5; Agree (A) =4; Undecided (U) =3; Disagree (D) =2; Strongly Disagree (SD) =1

No	Items	Scale				
		SA (5)	A (4)	U (3)	D (2)	SD (1)
1	Most of the time the school contact parents for disciplinary cases of their child					
2	Schools discuss with parents to make the school environment conducive					
3	The school assists parents in guiding their children to discuss school work at home through telegram channel or other social media					
4	Schools contact parents to show their children's academic achievement					
5	Homeroom teachers discuss with parents on students' academic progress or gap					
6	School give capacity building or awareness for parents on education policies, programs and other information.					
7	Schools give constructive feedback for parents about their children through book of communication					

7. Please offer your idea if there is any other school parent communication that enhances students' academic achievement

III. What are specific challenges for parents' involvement to enhance their student's academic achievement in government secondary schools of Yeka sub-city?

No	Items	Scale				
		SA (5)	A (4)	U (3)	D (2)	SD (1)
1	Parents have no time to follow up and monitor their Childs' learning					
2	Most of the Parents have economic problem to fulfill their child's necessary learning resources					
3	Most of the Parents have no knowledge to support their child in his/her home work					
4	Teachers give up to date information about child learning					
5	Involvement in student learning activity is teachers duty rather than parents					
6	Parents lack of awareness about school policies and program					

7. Please offer your idea if there is any other barriers that mostly hinders parents' involvement in their student's academic achievement:

Addis Ababa University
College of Education and Language Study
Department of Educational Planning and Management

Questionnaire For Grade 12 Students

Dear respondent, I am a graduate student at the University of Addis Ababa, working towards a Master's degree in School Leadership. Currently I am conducting a study on practice and challenges for parental involvement to enhance students' academic achievement in government secondary Schools of Yeka Sub-city. The purpose of this letter is to invite you to participate in a study. Therefore, I would like to request you to fill this questionnaire genuinely. The information you offer me play crucial role in the conclusion that will be made after the analysis of data.

I would like to assure you that all the information you provide in this questionnaire would be kept in strict confidence and will only be used for the research purpose. There is no means by which the information can be accessed by a third party. Please note that you are not allowed to write your name or any personal identity in any part of this questionnaire.

Directions:

- Please read the instructions and each item carefully before you give response.
- Write your brief response in the blank spaces
- Give only a single answer to each item.
- If you want to change your responses, make sure you have cancelled the unwanted ones.
- Responses you offer me will be kept confidential and used only for research purpose.
- There is no need to write your name in any part of the questionnaire.
- Return the questionnaire as soon as possible after completion.

Thank you! For your kind cooperation to fill this questionnaire

Part One: Background Information

Instruction: - Please, Write appropriate answer in the bracket provided and a "✓" mark to choose one of the listed answers

1. Name of the school: _____
2. Sex: - A/ Male () B/ Female ()
3. Total years learning in this school:- 1 year () 2 years () 3 years () 4 years ()
4. With whom are you leaving now? A/ with both of them () B/ with one of them ()
C/ alone/with relatives ()
5. Parent's education level:A/ Grade 10 and less () B/ certificate () C/
Diploma ()D/ Degree ()E/ MA/MSC () F/ PhD ()
6. Economic status of family : A/ Low income () B/ Moderate income ()
C/ High income ()

Part two: - Perception questions for respondents on practices, the way of communication and challenges of parental involvement to enhance their students' academic achievement.

Please, write appropriate answer on the space provided and a "√" mark to choose one of the indicated Likert scales. **I. What are the current practices of parents involvement to enhance their students' academic achievement?**

Please rate your level of agreement by putting a "√" mark in the box corresponding to each item to indicate your response among the following rates:

Strongly Agree (SA) =5; Agree (A) =4; Undecided (U) =3; Disagree (D) =2; Strongly Disagree (SD) =1

No	Items Support of parents for their student:	Scale				
		SA (5)	A (4)	U (3)	D (2)	SD (1)
A) support at home						
1	My Parents provide me the necessary materials for education such as, reference books and others					
2	My Parents Create conducive home environment where I to study					
3	My Parents monitor my activities to enhance me academic achievement					
4	My parent Encourages me to have confidence in group work and participation					
5	My parents reduce workload over me at home					
6	My Parent Praise and motivate me based on my good work and successes					
B)Support at school						
7	My parents contact with home room teacher for checking my attendance and behavior					
8	My Parent Communicate with teachers to discuss about my education activities					
9	My Parents visit the suitability of my school environment by their own schedule					
10	My Parents are involved in school decision making					
11	My Parents Create and implement mobilization concerning students' academic activities for school					
12	My parent Support schools efforts to integrate information and communication Technology in the academic activities					

13. Please offer your idea if there is any other practices (at home and school) in which parents involved to enhance their children's academic achievement-----

II. How do schools communicate with parents to enhance students' academic achievement?

No	Items School –parent communication:	Scale				
		SA (5)	A (4)	U (3)	D (2)	SD (1)
1	Most of the time the school contact parents for disciplinary cases of their child					
2	Schools discuss with parents to make the school environment conducive					
3	The school assists parents in guiding their children to discuss school work at home through face to face , telegram channel or other social media					
4	Schools contact parents to show their children’s academic achievement					
5	Homeroom teachers discuss with parents on students’ academic progress or gap					
6	Schools give capacity building or awareness for parents on school policies, program and other new information					
7	Schools give constructive feedback for parents about their children academic progress or gap through book of communication					

7. Please offer your idea if there is other ways of school parent communication to enhances students’ academic achievement? _____

III. What are specific challenges for parents’ involvement to enhance their student’s academic achievement?

No	Items Challenges for parent’s involvement:	Scale				
		SA (5)	A (4)	U (3)	D (2)	SD (1)
1	My Parents have no time to follow up and monitor my learning					
2	My Parents have economic problem to fulfill me necessary learning resources					
3	My Parents have no knowledge to support me on homework and other activities					
4	Teachers give up to date information about my learning to parents					
5	Involvement in student learning activity is teachers duty rather than parents					
6	Parents lack of awareness about school policies and program					

7. Please offer your idea if there is any other challenges that mostly hinders parents’ involvement in their student’s academic achievement: _____

**Addis Ababa University
College of Education and Language Study
Department of Educational Planning and Management**

Guiding Questions for teachers

1. Is your school principals effectively communicate with parent on students' academic achievement?
2. What is your opinion of parental involvement in their child's academic achievement at school and at home?
3. How often each month does the student's parent, on average, contact you to discuss about academic achievement? Is it effective?
4. What are the attitudes of parents towards their child's activities such as homework, project work, assignment etc?
5. Are parents aware of all the subject of their child's is learning at school? In addition, what he /she are learning in each subject?
6. Through the years, have they taken their child to visit museum, educational visit? Or do they encourage such visits?
7. In your professional role, what are the main parental challenges you face in maintaining and increasing students' academic achievement?
8. What are the strategies currently in place to improve academic achievement for this student?

Appendix D

Document Analysis (Grade 11 at 2016 E.C) checklist

School Name _____ **Date** _____

No	Indicators	Number or quality	Remark
1	Student assessment (Roster) document		
2	Parent principal-meeting document on student academic achievement		
3	School PTA members meeting agendas document		
4	Parent teacher-meeting document on student academic achievement.		

አዲስ አበባ ዩኒቨርሲቲ

የድህረ-ምረቃ ት/ቤት የስነ-ትምህርትና ባህሪ ጥናት ኮሌጅ የትምህርት ዕቅድና አስተዳደር ትምህርት ክፍል

በመምህራን፣ በወላጅ ኮሚቴና ርዕሰ መምህራን የሚሞላ መጠይቅ

የተወደዳችሁ መምህራን/ አመራሮች ይህ መጠይቅ ዓላማው በአዲስአበባ አስተዳደር የካ ክ/ከተማስር በሚገኙ የመንግስት ሁለተኛ ደረጃ ትምህርት-ቤቶች ውስጥ በተማሪዎች ውጤት ማሻሻል ላይ ውስጥ የወላጆች ተሳትፎና ትግበራን በተመለከተ ለሚደረግ ጥናት የሚሆን መረጃ ለመሰብሰብ በመሆኑ በእርሶ እይታያሎትን ሚዛናዊ ምላሽ ይሙሉ።

በዚህ መጠይቅ ውስጥ የተካተቱ ጥያቄዎች የምትሠጡን ማንኛውም መረጃ ለጥናት አገልግሎት ብቻ የሚፈለግ ስለሆነ ሚስጥራዊ ተጠበቀ መሆኑን በቅድሚያ እያሳወኩ ጊዜዎትን ስተው ይህንን መጠይቅ በመሙላት ስለተባበሩኝ ላቅ ያለ ምስጋናዎን ከወዲሁ አቀርባለሁ።

- አጠቃላይ መሪያ፤
- ለጥያቄዎቹ ምላሽ ከመስጠት ያለፈው ስድስት ሰዓት ያህን ደንብ ለማንገድ መሪያና ጥያቄዎች በአግባቡ ያንብቡዎቸው።
- ትክክለኛውን ምላሽ በተቀመጠው የመልስ መስጫ ቦታ ላይ ያስቀምጡ።
- አንዴ ምላሽ ከሰጡ ባኃላ ላላቸው ትንሹ መቀየር ከፈለጉ የመጀመሪያውን ምላሽ መሰረዝን ያረጋግጡ።
- በዚህ መጠይቅ ውስጥ የሚሰጡት ማንኛውም ምላሽ ስጠራ ዊነቱ የተጠበቀ ነው።
- በዚህ መጠይቅ ላይ ስምዎን ወይም ማንነትዎን መግለጽ አያስፈልግም።
- የጽሑፍ ምላሽ ያልተሰጠበትን ጉዳይ ያደርጉ።
- መጠይቁን ምልተው ሲጨርሱ ወዲያውኑ ይመልሱ።

አመሰግናለሁ!!!

ክፍል- አንድ- አጠቃላይ ግላዊ መረጃ

መመሪያ አንድ :- ለሚከተሉት ጥያቄዎች ምላሽ ህን/ሽን በተሰጠው የቅንፍ ምልክት () ውስጥ የ X ምልክትን በማስቀመጥ ይመልሱ።

1. የት/ቤቱ ስም፡-----
2. ጾታ፡- ሀ/ ወንድ () ለ/ ሴት ()
3. ዕድሜ (በዓመት)፡- ሀ/ ከ 30 በታች () ለ/ ከ 31-60 () ሐ/ ከ 60 በላይ ()
4. የትምህርት ደረጃ፡- ሀ/ ስርተፍኬት () ለ/ ዲፕሎማ () ሐ/ ዲግሪ () መ/ 2ኛ ዲግሪ () ሠ/ ፒኤችዲ ()
5. የወር ገቢ (ETB) :- ሀ/ ከ5000 በታች () ለ/ ከ5000--10,000 () ሐ/ ከ10,000-- 15,000 () ከ15,000--20,000 () ከ 20,000 በላይ ()
6. ሀላፊነት፡- ሀ/ መምህር () ለ/ ር/ መምህር (ም/ር/መምህር) () ሐ/ የተማሪ ወላጅ ኮሚቴ ()

ክፍል -ሁለት፡- በተማሪዎች ውጤት መሻሻል ላይ የወላጆች ተሳትፎ ና ትግበራ እንዲሁ ምን ዓይነት ጥያቄዎችን (perception) ጥያቄዎች፡-

መመሪያ ሁለት :- ለሚከተሉት ጥያቄዎች ምላሽ ምንበሰንጠራ ሻውስጥ የጥያቄ አካላትን በማስቀመጥ ይመልሱ።

- ❖ ማሳሰቢያ:
- ምላሽ ህ/ሽቦ ጣም እስማማለሁክሆነ 5 ይምረጡ፤
- እስማማለሁክሆነ 4 ይምረጡ፤
- ገለልተኛ ከሆነ 3 ይምረጡ፤
- አልስማማም ከሆነ 2
- እንዲሁም በጣም አልማማም ከሆነ 1 ይምረጡ።

I. በተማሪዎች ውጤት መሻሻል ሂደት ውስጥ የወላጆች ተሳትፎ ና ትግበራው በአንተ/ቺ እይታ:-

N o	Items / መጠይቅ የወላጆች/አሳዳጊዎች እገዛለል ጆቻቸው:-	Scale / መለኪያ				
		5	4	3	2	1
	ሀ/ የቤት ውስጥ እገዛ :-					
1	አስፈላጊውን የትምህርት ቁሳቁስ በአግባቡ ያሟላሉ፡፡ ለምሳሌ የማጣቀሻ መጻሕፍት					
2	ምቹ የማጥኛ ቦታ ያመቻቻሉ					
3	የትምህርት እንቅስቃሴቸውን ክትትል ያደርጋሉ። ለምሳሌ ቤት ስራ እና ጥናታቸውን					
4	በራስ መተማመን እንደ ያገለብቱ በቡድን ተሳትፎ እና ስራ ላይ እንደ ሳተፍ ያበረታታሉ					
5	እቤት ውስጥ የትምህርት ጊዜያቸውን የሚሻ ማሌላተጨማሪ ስራ አያሰሩም					
6	የተሻለው ጤነ ስያመጡ ሽልማት በመስጠት ያበረታታሉ					
	ለ/ የትምህርት ቤት እገዛ :-					
7	ከክፍል ተጠሪ መምህር ጋር ተገናኝተው ስለተማሪ ስነ-ምግባርና የት/ቤት ቆይታ ሁኔታ ይወያያሉ					
8	ከክፍል መምህራኖች ጋር በመገናኘት ስለልጆቻቸው የትምህርት ጤነ ስያ ይወያያሉ					
9	በራሳቸው ጊዜ ወሰደው የት/ቤቱን ምቹ ሁኔታ ይገባሉ					
10	በት/ቤት ውሳኔዎች ላይ ይሳተፋሉ					
11	የተማሪዎችን ውጤት ለያሻሽል የሚችል የንቅናቄ ሀሳብ በመገናኘት/ት/ቤቱ ጋር ይሰራሉ					
12	ለተማሪው ጤነ ስያ ለማሻሻል የኢንፎርሜሽን ቴክኖሎጂን ይጠቀሙ					

13. ከላይ ከተገለጹት (h1-12) ውጪ ወላጆች እቤት ውስጥም ሆነ በት/ቤት የሚያደርጉት አስተዋጽኦ ካለ ይግለጹ

II. በተማሪዎች ውጤት መሻሻል ረገድ ትምህርት ቤቱ ከወላጆች ጋር ያለው

N o	Items/ መጠይቅ ት/ቤቱ ከወላጆች ጋር ያለው ተግባራትን በተመለከተ፡-	Scale / መለኪያ				
		5	4	3	2	1
1	አብዛኛውን ጊዜ በተማሪ ስነምግባር ችግር ላይ ነው					
2	የት/ቤቱን ምቹ ሁኔታ ለመፍጠር ነው፡ ለምሳሌ የመሰረተ-ልማት ስራዎች					
3	በተለያዩ የመረጃ ልውውጥ አግባብ (በቴሌግራም ...) መረጃ ተደራሽ በማድረግ					
4	ወላጆችን በመጥራት የልጆቻቸውን ውጤት ያሳያል					
5	የክፍል ተጠሪ መምህራን ስለተማሪ ውጤት መሻሻል ወይም ማነስ ከ ወላጆች ጋር ወይይት ያደርጋሉ					
6	በትምህርት ፖሊሲ፣ ፕሮግራም ከዳዲስ የት/ቤቱ መረጃ ላይ ለወላጆች የግንዛቤ ማስጨበጫ ስልጠና ይሰጣል					
7	የተግባራት መፅሐፍ (communication book) በመጠቀም ለወላጆች ስለ ልጆቻቸው ውጤት መሻሻል ወይም ማነስ ገንቢ ግብረ-መልስ ይሰጣሉ					

ተግባራት (Communication) ባንተ/ቺ እንዴት ይገለጻል፡-

7. ከላይ ከተገለጹት (ክ1-7) ውጪ የእርሶ ት/ቤት የተማሪ ውጤትን የተሻለ ለማድረግ ት/ቤቱ ከወላጅ ጋር የለው ተግባራት ካለ ይግለጹ

III. ወላጆች በልጆቻቸው የትምህርት ውጤት መሻሻል ውስጥ ንቁ ተሳትፎ እንዳያረጉ የሚያደርጉ ምክንያቶች ምንድን ናቸው?

N o	Items/መጠይቅ ለወላጅ ተሳትፎ ተግደሮቶች፡-	Scale/ መለኪያ				
		5	4	3	2	1
1	ስለ ልጆቻቸው ትምህርት ሁኔታ ክትትል ና ድጋፍ ይሰጣሉ ግዜ የላቸውም					
2	አብዛኛው ወላጆች በኢኮኖሚ ረገድ ዝቅተኛ ገቢ ያላቸው በመሆን ተነ-የትምህርት ቁሳቁስ ማሟላት አይችሉም ለምሳሌ የማጣቀሻ መጽሐፍት					
3	አብዛኛው ወላጅ ለተማሪ የቤት ስራ እና ሌሎች የትምህርት ስራዎች ለማገዝ በቁጠራ ቀት የላቸውም					
4	መምህራኖች ወቅታዊ የተማሪዎችን የትምህርት እንቅስቃሴ መረጃ ለወላጆች ይገልጻሉ					
5	ትሰተማሪ መማር ሀላፊነት ያለው ክቤተሰብ ለሰጠ ለመምህርነው					
6	ወላጆች በት/ቤቱ ፖሊሲ ፣ ፕሮግራም ላይ በቂ ግንዛቤ አላገኙም					

(ክ1-6) ተግደሮቶች በተጨማሪ በእርሶ ሀሳብ እንቅፋት የሚሆኑ ጉዳዮች ካሉ ግለጹ፡-