



**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF GRADUATE STUDIES**  
**DEPARTMENT OF EDUCATIONAL PLANNED AND MANAGEMENT**

**PARENTAL INVOLVEMENT HIGH SCHOOL STUDENTS OF NIFAS SILK LAFTO**  
**SUB CITY ADDIS ABABA**

**BY: DEREJE MELISSIE TOLA**

**MAY 2017**  
**ADDIS ABABA ETHIOPIA**

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ADDIS ABABA**

**DEREJE MELISSIE TOLA**

**A THESIS PRESENTED TO THE SCHOOL OF GRADUATE STUDIES ADDIS  
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## ***Declaration***

I hereby declare that the thesis entailed as ***“The Impact Of Parental Involvement On The Academic Achievement Of High School Students Of Nifas Silk Lafto Sub City Addis Ababa”*** has been carried out by me under the guidance of Dr. Zenebe Baraki as a part of Master Degree in educational leadership and management.

I further declare that this thesis is my original work and has not been submitted to any other university or Institution for the award of any degree or diploma all sources of material used for this thesis have been dully acknowledged.

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This is to certify that the thesis prepared by Dereje Melissie Tola, entitled: *“The Impact Of Parental Involvement On The Academic Achievement Of High School Students Of Nifas Silk Lafto Sub City Addis Ababa”* is submitted in Partial fulfillment for the Degree of Arts in educational Planned and Management, specialization in Educational Leadership and Management complies with the regulations of the University and meets the expected standards with respect to originality and quality.

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## Acronyms and symbols

|              |                                                   |
|--------------|---------------------------------------------------|
| <b>EGSEC</b> | Ethiopian general Secondary education certificate |
| <b>MGIP</b>  | Middle Grades improvement project                 |
| <b>NCDS</b>  | National child development study                  |
| <b>NELS</b>  | National Educational longitudinal study           |
| <b>PTA</b>   | Parent Teacher Association                        |
| <b>SDC</b>   | System Development Corporation                    |
| <b>SES</b>   | Socio- economic status                            |

## **ABSTRACT**

*The main purpose of this study was to investigate the parental involvement high school students of Nifas Silk Lafto sub city Addis Ababa some selected high school. A descriptive survey design was employed for addressing the objectives of one study. The study consisted of on sub city. Four secondary school parents. A total of 160 respondents drawn from the respective sub city and schools were included in the study. To-gather the necessary data, closed ended questionnaires were used. The data was collected through the use of a survey designed specifically for this study. According to the findings parents are positive attitude on parent-teachers conference and parents are also a positive attitude on parents involvement with school. Such relationship is important for children's academic achievement. The parents who participated in this study concur with this belief and find it to be both important and healthy. Parents levels of education and their expectations on their children success is directly related. Parent's level of education had little or no effect on their desires and expectations for their children. It is obvious from the survey that parents are concerned their children's success in and out of school. This information could assist in identifying behaviors and attitudes of parents that affect children's achievement in school. Knowledge gained from this study may encourage change that could improve the level of parental involvement in all aspects of children's lives.*

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

Research findings suggest that parents' attitudes, along with their behavior and activities with regard to their children's education, do affect academic achievement in a positive way (Hui-Chen Huang and Mason, 2008). There appears to be general agreement about the effect the family can have by being involved with their children's education. Students earn higher grades, they enroll in higher education, and their attitude towards school becomes more positive if the family, the community and school all work together (Henderson and Mapp, 2002). In addition, Henderson and Berla (1994) claim that parental involvement in their children's education affects their school attendance, more students graduate, and behavior of students' improves.

The purpose of this study is to show the involvement of parents on their children's academic achievement in some selected four secondary government school. The parents are for instance asked about their expectations to their child's education; the relationship they have with the school and staff and whether they monitor their children's school work and then school directors also asked about the parents involvement in the school in addition the aim is to learn what effects if may have on academic achievement of the students selected for this study, if their parents are actively involved with their education.

Since education is one of the key factors for the country's development, it goes without saying how important it is for Ethiopia that its students to do well in school. Therefore, it will be interesting to study how parents are involved with their children's education. In addition, it will be intriguing to learn the parents' attitude towards their children's education and education in general.



## **1.1 Statement of the problem**

The expansion of education in most Africa countries, including Ethiopia was so limited however today many developing Africa countries including Ethiopia gave due attention for the expansion of education and considerable investment made by government has led to an impressive increase in the number of students in schools throughout Africa.

Nature of parental involvement is crucial and has ultimate impact of students' achievement. Effective "school parents interaction program" could encourage parents to play their critical role to result in higher academic and non- academic achievement for students.

The education system in Ethiopia is growing and capable of adapting to new theories, especially the theories that have proved successful elsewhere. This case study investigation introduces a clear vision to the nature attitude and the level of the parental involvement in school to help policy makers and educators in the country to adapt and reform the new school paradigm to match the parental life style, to enhance the level of parental involvement, to encourage parents with low levels of engagement, and invite parents that are left behind to an applicable, attractive and effective "school parents' interaction program" to get hold of an ultimate benefit.

### **1.2.1 Basic research questions**

1. What are the perceptions of parents about involvement in their children's learning?
2. What forms does involvement of parents taken?
3. In what ways does parents involvement at school affects their children's academic achievement.
4. What are positive impact of parental involvement on their students' academic achievement and their expectations?
5. What are parent's attitude towards their child's education and education in general.

### **1.2.2 Objective of the study**

To precisely identify and studied the benefits of parental involvement in the school and how it's important for students achievement.

1. The study shows the parents perception about their involvement on children's learning.
2. The study can be show what forms of involvement is taken by the parents.
3. To show how school- parent interaction program essential.
4. To show how the positive impacts of parental involvement in students' academic achievement.
5. To show the parents attitudes to warder their children's education and education in general.

### **1.3 Significances of the study**

Reviewing literature and performing tests to regulate whether parent involvement increases academic achievement contribution in evolving successful programs for students, parents, and teachers. Schools are required to have parent involvement programs legislated; therefore, knowledge of effective parent involvement assists with successfully developed and implemented activities.

Therefore conducting a study identifies the parents attitude and parental involvement on academic achievements could have the following advantages.

1. By pointing out parents' perceptions of parental involvement on children's learning.
2. The study can be used as a feedback for parents by forms on parental involvement.
3. The recommendations given based on the discussions and analysis will be helpful for secondary schools, by using it as a reference to see the parental involvement on academic achievement.
4. The researches hope that the thesis might enrich the existing parents expectations and children's academic achievement.
5. The study may also help as a stepping stone for other who hinted to carry out in depth and nationwide study on the issues.

### **1.4 Delimitation of the study**

This study is delimited to surveying what parental involvement is doing with regard to improve student's achievement. Thus, parental involvement responsibilities other than student's achievement are not included.

While student' achievement is the responsibility of many stakeholders in education, this research is limited covered only the impact of parental involvement on the academic achievements of students.

Again, the study is delimited to some selected government secondary school. Thus other government, private secondary schools and extension programs in government schools are not included.

The other delimitation is the study focused some selected secondary school those located in Nifas Silk Lafto sub city.



## **1.5 Definition of the key terms**

**Sub city** the second administrative level in Addis Ababa

The entire city is led by the Addis Ababa city administration. Its next tier is city administration.

There are 10 sub cities in Addis Ababa. Each sub city has several woredas.

**High school**- A schooling level of grade 9 and 10 it is the first cycle in the secondary school and preparatory college school.

**Academic achievement**- is the yard stick used to measure school effectiveness.

**Parent involvement**- is the involvement of parents in their children's education by participating in various activities.

## **1.6 Limitations of the study**

The study was conducted along with routine office work because of this the writer faced serious shortage of time and was unable to hold focus group discussion with teachers and students that might have enriched the study. The writers also faced shortage of adequate and relevant written materials. Specially based on our country's experiences related to the topic.

Therefore, because of the abovementioned limitations the study would not claim completeness or exhaustiveness as it ought to be.

## **1.7 Organization of the study**

The study is organized into five chapters. Chapter one presents the problem and its approach, the review of related literature is discussed in chapter two chapter three deals with research design and methodology, while chapter four deals with data presentation, analysis and interpretation. Finally, summary, conclusions and recommendations are presented in chapter five.



## CHAPTER TWO

### REVIEW OF THE RELATED LITERATURE

The purpose of the literature review has been to explore Parental involvement definitions, the relation between parental involvement and academic achievement in the previous researches, models of parental involvement, the impact of parental involvement factors on academic achievement, and barriers to parent involvement.

#### **2.1 Definitions of parent involvement**

The common understanding is that parental involvement and strong schools are always together so they are supplemented. Certainly, research point to a strong relationship between parental involvement and student achievement (Hester, 1989). As improvements in education have requisite extra responsibility, the definition of parent involvement has shifted to mean the dynamic and well-informed involvement of parents from birth during the course of the elementary and secondary education of their children. It has transformed from a parent center to family focus, then to community agencies focus, and from the ever enthusiastic parents only to the hard to-reach or at-risk parents. Parent involvements altered from specialized (teacher or administrator) agendas to family priorities, and from a insufficiency view of primarily urban families to a greater impassion the basic strengths of families (Davies, 1991). The shift in definition has transported about the belief that greatest number of parents do actually care about their children and have significant perceptions about their children. Furthermore, parents are capable of learning new techniques that they can practice. More, it is supposed families do have strong point and many family forms do exist (Liontos, 1992). Although non-traditional families are considerably more common than they were forty years ago, alternate family constructions of today are in effect, and, thus, should be recognized as such (Jesse, 1996).

##### **2.1.1 Parent involvement and academic achievement in researches**

A lot of researchers have drawn a correlation between deteriorating success of public schools and the lots of important changes in the demographics of families in the different countries in current years, which, Fishel and Ramirez (2005), report has caused the topic of parental involvement in education to turn out to be a main concern. Conducting a study that reviewed 24 studies taking place between 1984 and 2003, Fishel and Ramirez tried to find out the answer to this question: how parental involvement really has an effect on a child's educational achievement. As is widely used by many researchers of the topic, Fishel and Ramirez defined parental involvement according to the theoretical frame work of Epstein's that has a classification of six involvement categories: parenting, communicating, learning at home,

Volunteering/attending, decision making, and community connections. No decisive evidence was found in this study that parental involvement positively affect child's educational success; on the other hand, certain precise activities were found to impact a child's learning, such as involvement in learning at home. A different study, conducted on the impact of parental involvement on a student's success in the specific area of mathematics, bring into being evidence that parents play an essential role in their children achievement. Sheldon and Epstein (2005) focused for the most part on parental involvement in which maths achievement has been promoted, and they found that the type or level of parental involvement and the quality of their involvement is very significant. To encourage this sort of involvement, schools require proposing a diversity of opportunities for parents to turn out to be involved.

This allows all parents to become involved in the school and their child's education, regardless of challenges some parents may face with time or level of commitment, as well as involving parents right the way through many aspects of the educational course of action; one type of involvement from one group of parents cannot guarantee success. Sheldon and Epstein found that parental attitude toward their child's education and parent training ended with a strong impact. Ingram, Wolfe, and Lieberman (2007) stated that, despite the fact that there is huge motivation to involve parents in education; many schools have not determined how to involve parents successfully. When surveying parents of low-income and at-risk children in high-achieving schools, and by applying Epstein's categorization of parental involvement, the study found that from the six categories, "parenting" and "learning at home" were the categories in which parents were most often involved. Nevertheless many of these parents were given opportunities by schools to volunteer, many were powerless to contribute.

Ingram, Wolfe, and Lieberman suggest that schools make parents available to have details concerning how they can work with their children at home to give a hand in the education process. It is also vital for schools to offer their faculty with suitable training on how to act together with parents and obtain all parents involved. Christenson, Rounds, and Gurney (1992) found that student achievement is correlated to four categories; parental expectations for their children, the learning environment, encouragement of learning at home, and parental involvement in each of Epstein's categories. At what time parents have reasonable and optimistic expectations for their children, the parents' attitude toward the child's education is able to positively strengthen the child's attitude toward learning, leading to better achievement. Reinforcing and supporting learning at home fits in the use of homework as a link between school and home. Christenson, Rounds, and Gurney put emphasis on that learning at home cannot improve a child's success with no parental involvement at school, as well; parents are



Required to be involved at each level of their child's education. In addition it has been observed that parents who were involved at their child's school had an additional positive attitude toward the school, and their child's education at hand. In a study of 41 elementary schools, Griffith (1996) found that schools with a great degree of parental involvement illustrated significant achievement in standardized test scores. This took place right the way through both urban and suburban schools, with altering levels of resources and a broad student population. These schools attempt to suit the requirements of parents when getting them involved; this lent a hand for parents to have guaranteed estimations of the schools and the education their children were receiving, and in turn, encouraging parents for extra involvement.

## **2.2.2 Models for increasing parental involvement**

### **2.2.1 Jerold Bausch Model**

Jerold Bausch (1994) established a classification system to categorize or define ways parents are or should be involved in endorsing the social, emotional, and academic growth of children. The worth of the model or category system is in demonstrating the variety and type of undertakings that might be integrated in parents' involvement programs. These categories can be used by school staffs as a structure for emerging, assessing, and reforming parent involvement programs in schools. Seven parent participation models will be deliberated in this section; Gordon's Systems Approach, the Systems Development Corporation (SDC) study Berger's Role Categories, Chavkin and Williams' Parent Involvement Roles, Honig's Early Childhood Education Model, Jones' Levels of Parent Involvement, and Epstein's Typologies. And because the framework of the research in hand is based on Epstein's typologies, this model will be receiving more illumination than other models.

### **2.2.2 Gordon's Systems Approach**

Ira Gordon (1979) established a beneficial way of relating parent involvement. His groups are based on the establishments that would be subjective by the participation. Gordon defined four levels of parent contribution in his social scheme model. The "micro system", the child and family, is powerfully dominant on the development and the school achievement of the child but necessitates huge efforts and energy to modification. The "micro system" is the neighborhood institutions such as schools, recreation, stores, etc. the nature and the quality of these affect the family and the child in less direct ways. The "ecosystem" involves an investigation of local policies which have an effect on the quality of family life. The "micro system", Gordon's final system characterizes the main social, economic, and political features of the larger society. In Gordon's interpretation, changes at this level have the potential for touching large numbers of



Children and families. Gordon's (1979) schemes model generates an inconsistency of priorities for parent involvement programs. Should a school design a sequence of one-on-one conferences with each parent, devote an equal amount of time helping a community agency, or mdevelop neighborhoods sustenance groups for abusive parents? Would it be better to conduct a Saturday workshop for a few parents or write a brochure that can be distributed to all parents in the school district?

Another set of Gordon's (1979) types tightens the focus to roles that parents can or should play when they cooperate with schools. These role types are: teach own child decision maker, classroom volunteer, the paraprofessional, adult educator, and adult learner. These roles would have multiple impacts. The parent would be influenced and so would others who have connection with family members. According to Gordon, this is the ultimate transaction- all improvement from the relationship.

### **2.2.3 The SDC Study**

System Development Corporation (SDC), a California- based research firm, directed a large scale study of parent's involvement categories (Lyons, Robbins, & Smith, 1983). Fifty-seven projects, maintained by several federal grants, were studied to define how parents were really involved in schools. The researchers found quite a lot of practices, which fell into six types; home-school relations, home-based instruction, school support, instruction at school, parent education, and advisory groups.

The SDC types, resulting from a large sample of programs with parent involvement modules, create a solid explanation of the status of parent involvement in the 1970s. Since the Elementary and Secondary Education Act of 1965 and reauthorization - Improving America's School Act of 1994- most federally-funded projects command parents involvement. Project strategies frequently identify the kinds of parent involvement required, and others require parent advisory groups. There had been few models for involving parents in such cooperative roles before these roles were imposed on schools using federal funds, SDC established that parents were being involved effectively in their six categories. Many of the expectations for federal programs carry on using the variety of activities described in the SDC study.

### **2.2.4 Berger's Role Categories**

Eugenia Hepworth Berger, in her book "Parents as Parents in Education" presents six title roles that parent can or should play in their participation with their child's school. They consist of; parents s teachers for their own children, parents as spectators, parents as employed resources, parents as temporary volunteers, parents as volunteer resources, and parents as policymakers.

There is significant overlap in Berger's (1991) roles and those of Gordon (1979). The Berger categories focus on what parents might do at home, at school, and at other institutions. Absent from Berger's categories is a focus on parent education, present in Gordon's list. Berger's roles are descriptive of activities that exist in the traditional school. In her book, Berger defines additional activities and interactions that can shape the home-school partnership.

### **2.2.5 Chavkin and Williams' Parental Involvement Roles**

Nancy FeylChavkin and David Williams (1993) surveyed 2,967 parents in order to regulate their interest in several school involvement roles. They request parent to rank interest in the following seven roles; paid school staff, audience, decision makers, program supporter, advocate, home tutor, and co-learner.

The data were investigated according to parent ethnicity. Chavkin and Williams (1993) found robust resemblances among all groups (Anglo, African American, and Hispanic) in the top three rankings; audience, home tutor, and program supporter. The sorts that were ranked lower in interest by all parents in the survey were less traditional roles; decision makers, co-learner, and paid school staff. The only variances found among racial groups were in minority parents' greater interest in paid roles. Chavkin and Williams concluded that parents were interested in all seven roles, and that their overall interest in parent involvement in school was high.

### **2.2.6 Honig's Early Childhood Education Model**

Much of the current interest in parent involvement began in research done with early childhood education programs (Lunenber, 2000a), Alice Honig (1990) categorized the types of parent involvement efforts stated in the literature. Her seven categories include; home visitation (a staff member works with parents in their homes); parent group meetings (commonly for parents education purposes); home visits for interagency linkages (the Home Start Model); program-articulated home visits (for parents of children registered in preschool programs); parents as teachers (sharing responsibilities in cooperative preschools,



or for parent education purposes); home follow-up on television viewing (based on “Sesame Street” or special-purpose TV programs); and omnibus programs (designed for total education, health and school serves effect on the entire family).

As with various early childhood education programs, the activities described by Honig (1990) include a substantial emphasis on learning opportunities for parents. The general role of parents with very young children was that of learner. Activities were planned to be responsible for information, knowledge, and skills to these parents.

### **2.2.7 Jones’ Levels of Parent Involvement**

Bruce Jones (1989) labelled parent involvement in school in four levels. Jones does not think through his levels as hierarchical; “Traditional level”; (parent-teacher association meetings and volunteer fund-raising), “Receive information level” (newsletter or other means of communication with parents about budget, curriculum, instruction, and other school classroom activities), Involving at school level” (paid volunteers for variety of school activities, such as tutoring, hall monitors, cafeteria helper, chaperoning, and advisory group membership), and “Decision making level” (direct participation in hiring faculty and staff, curriculum development, budgeting, and program evaluation).

The Jones (1989) levels were used as a framework in a study of half of the school districts in Indian sponsored by the Lilly Middle Grades Improvement Project (MGIP). Most schools had cases of parent involvement in level 1. Many MGIP schools had some forms of level 2 and 3 involvements. No school had clean level 4 participation (Jones, 1993). Despite the fact that Jones’ levels were not hierarchical, levels 1, 2 and 3 are out-of-date programs design by teachers in which parents play a positive role in school activities. In the first three Jones’ levels, there is no implicit partnership between parents and school staffs. Only in level 4 do parents have cooperative roles to play where their contribution can impact straight school programs and practices.

### **2.2.8 Epstein’s Typologies**

Joyce Epstein (1985, 1987, 1995, and 2001) and her colleagues afford a departure from the evocative types for parent involvement in schools found in other models. The researchers were concerned that these early status studies did not offer much understanding into what schools might do to encourage more widespread parent involvement (Connors& Epstein, 1994; Dauber& Epstein, 1993; Epstein& Connors, 1994).

Epstein (1995) offered six typologies of parent involvement, which was the foundation of the National Parent Teacher Association's (PTA) standards for family involvement, approved in 1997. The research-based framework recognizes non-hierarchical sorts of involvement for which schools can implement activities to reach a diversity of goals for students achievement and school improvement (Epstein, Sanders, Salinas, Simon, Van Voorhis,&Jansorn). The types of involvement are as the following.

Type 1; Parenting: This refers to school assisting to advance parent's understanding of adolescent development, parenting skills, and the gatherings at home for learning. The school also seek out to develop its own understanding of the families of its students. Activities and ideas in the trust funds of the schools include (home visits, family support groups, and referrals for special serves, social serves providing information to parents about teens, and providing parents skills for teen parents).

Type 2: Communicating: This refers to the elementary duties of schools to improve the communications from school to home and from home to school about the school programs and students' development, counting the use of (litters, memorandums, and different forms of report cards, information sheet, conferences, and other instruments). Activities and ideas include facilitation the transition to high school (orientation letters, tours for middle grade students, summer and fall orientations for students and parents), holding back-to-school nights pledges/contracts with parents, using phone and mail communications (including newsletters), holding conferences, providing information on school policies and programs.

Type 3: Volunteering: the school and community volunteers, and the involvement of parents and others who come to school to sustenance and watch students' acts, sporting, and other occasions. School participates and ideas include volunteer activities (parents help other parent, call about attendance, talk about their careers, mentor students), and increasing family attendance at events.

Type 4: Learning at Home: This refers to improving family involvement in learning activities at home, including involvement in homework, class work, and curricular-related interactions and decisions. Activities and ideas include helping parents to help students set goals and select courses, providing college information, and conducting career transition programs.

Type 5: Decision Making: parents and other community inhabitants in not compulsory, decision-making, or support roles in parents links, consultative committees, and school improvement. It also talks about parents and community activities in responsibility



advocacy groups that work for school enhancement. The school's activities and ideas take account of generating more active parent groups, and growing the number of parents, students, and community members on counselling and decision-making groups.

Type 6: Community Collaboration: community civil service or associations that share some responsibility for children's improvement and attainment. School activities and ideas take account of community involvement in school-linked health care programs, describing a clear role for families in business-school businesses, present workshops at school about community resources, and updating families about students' community service activities and requirements.

### **2.3 The impact of parental involvement factors on academic achievement**

Definite family traditions have been significant factors contributory to children's academic achievement. These factors, as investigated by Clark (1983), take account of: valuing schooling and instilling a sense of self-importance in school, setting up specific daily and weekly family habits, establishing family responsibilities and household tasks, and closely managing and monitoring children's use of prearranged and formless time.

In addition, encouraging reading, talking with children about everyday incidences, discussion with children about school add to academic success. Visiting the school and turning out to be a supporter, encouraging children and families to build up hobbies and supplementary activities, and finally, spending excellence family time together are factors that also donate to children's academic success.

Walberg (1984) in his review of 29 studies of school-parent programs found that, family contribution in education was two times as analytical of students' academic success as family socio economic status SES. Some of the more concentrated programs had effects that were 10 times better than other factors. Six factors recognized by Walberg (1984) which maintain student success as were integrated in his "curriculum for the home". Encouraging parent and child conversations about everyday events, and also encouraging reading and discussion for free time. Parents' should keep an eye on and analyse television viewing. Walberg suggested that parents should postpone any immediate satisfaction to achieve long term goals. The children's academic and personal growth will be affected by these showed expressions. .

Finally, "perhaps even occasional doses of caprice and serendipity, aid in academic success" (Walberg, 1984:400).

Bloom (1984) argued that comparable practices and values arouse student achievement. These practices incorporated the work practices and agendas of the family, parental leadership and support willingly available, parental prospect and academic ambitions, and intellectual inspiration. In both the Bloom and Walberg studies, "these family practices were more prevalent in higher socioeconomic status homes, but when lower socioeconomic status parents engaged in these activities, their children also were more likely to express school success" (Chrispeels, 1996:301).

Singh et al (1995) investigated the factors or variables of parental involvement which have relationship with academic achievement on grade 8 students. Singh et al (1995) recognized that there are four factor that could be playing a vital role, these factors are the aspiration of the parents towards their children education, the communication between parents and their children about schooling, the parental activities which can provide more involvement in schooling that related to the structure of the family, Singh et al showed that parental aspiration had a great impact on achievement, when parental involvement practice discussions between parent and child it would have a moderate relationship with academic achievement, moreover the home structure had a negative low relationship. Singh et al argued that there is no relationship between involving parents in school activities and the pupil achievement.

Sui-Chu and Willms (1996), also used the data base used by Singh et al and replicated the work of Singh et al, and found that in-school parental activities have little impact on student achievement.

Catsambis (2001) used Epstein's categories of involvement and searched the data base from the (NELS: 88) and (NELS: 92) studies to locate evidence with which to assess the Epstein's 6 types of involvement, connecting them to measures of student achievement. Before Catsambis studying the relation between parental involvement and student achievement on the age range 14 - 18 years Variables such as family socio-economic status SES and earlier attainment were factored out. Catsambis found that not any of the 6 categories of parental involvement was linked with academic development in this age range.



Sacker et al (2002) used the data base from the National Child Development Study (NCDS) for adolescents in the UK. Variables such as family socio-economic status SES and ethnic background were factored out before studying the impact of parental involvement on 'staying on rates'. Sacker et al found that parental involvement had positive relationship with 'staying on rates'. High levels of parental expectation, reliable support and actions to improve learning at home activities were all positively linked with students' high aspirations and college enrolments.

George and Kaplan (1998) used the National Educational Longitudinal Study (NELS): 88 data to investigate the impact of parental involvement on students' attitudes to science. Once more, key background variables were factored out. George and Kaplan concluded that parental involvement has significant effects on science attitudes, in the present study. when parents increase their positive attitude to science the students' achievement in science will be improved. Parents could increase positive science attitude by the conversation about school experiences and when spreading out or sustaining activities in libraries and museums.

McNeal (1999; 2001) used the (NELS: 88, 90, and 92) data to study the effects of parental involvement on these variables; science achievement, truancy and dropout rates. In these studies, the effect of background variables such as student previous attainment and socio economic status factors were factored out to expose the outstanding impact of parental involvement on achievement. However McNeal went on to study the relations between parental involvement and a group of factors as ethnicity and socio economic status. He found that there is a very low consistency between "parent-child discussion" and enhancing the achievement or reducing misbehaviors. parent-child discussion the only aspect of parental involvement that has a little consistent in terms of improving achievement and reducing problematical behavior.

## **2.4 The Family's Socio- Economic Status**

Besides parental involvement there is another important factor for students' academic success and that is their family's socio- economic status (Deforges and Abouchaar, 2003; Malecki and Demaray, 2006, Ho Sui- Chu and Willms, 1996). Although countless research has been conducted on socio- economic status, it appears to be an ongoing dispute about how to measure and define the concept. However, despite such a dispute there seems to be relative agreement on Duncan, Feather man, and Duncan's definition (Sirin, 2005). There definition incorporates the tripartite nature of socio- economic status, that is parental income, parental education and parental occupation.

Extensive research has been carried out in order to study the relationship between the socio-economic status of the family and students' academic achievement. The findings appear to be convulsive in this regard, that is, there is a positive relationship between the socio-economic status of the family and academic achievement of students (Caro, McDonald and Willms, 2009; Thomas and Stockton, 2003). Thus, it appears that socio- economic status correlates with academic achievement positively. Furthermore, scholars have demonstrated with their research at that children who come from a low socio- economic background in their early school years' experience more problems as they grow older. These children tend to drop out of school early and are less likely to seek college education (Caro, McDonald and Willms, 2009).

Though studies have shown that students from higher income families tend to do better at school, students from all backgrounds do benefit if their parents become involved (Henderson and Mapp, 2002; Henderson and Berla, 1994). Malecki and Demaray (2006) concluded from their study, that students from a low socio- economic background, achieved more academically if their parents were involved with their school. From their research, Ho Sui-Chu and Willms (1996) maintain that higher income, and two parent family households, are not necessarily more involved with their children's education than lower-income families headed by one parent. However involvement is more likely to occur in families with a more educationally and financially stable background, unless the schools make a concerted effort to reach parents (MUScott et al 2008).

In a study by Keith and Keith (1993) they found that families from all socio- economic levels are involved with children's education at home. However, families with a higher socio-economic status tended to be more involved at school. Lareau and Horvat (1999) addressed these variations on involvement by parents of different socio- economic status in a case study. They observed that white middle- class families appeared to share social and cultural capital with school staff and were therefore more comfortable in communicating with them. These families also use the same vocabulary as teachers and feel entitled to treat teachers as equals and they have culturally supportive social networks,. These factors allow the families of a higher socio- economic status to construct their relationship with the school with more trust and comfort.



## **2.5 Barriers to Parent Involvement**

A number of barriers to parent involvement have been identified by both parents and teachers. The National PTA (1996) defines the greatest shared barriers as the lack of time, not being valued, and not knowing how to contribute. Additional barriers to parent involvement contain not understanding the educational system, childcare problems, language, cultural changes, and transportation problems. Additionally, parents often do not feel welcomed. Little literacy levels, educational verbiage, superciliousness, boring meetings, and parents who have unmet requirements themselves are also barriers to parent involvement.

Aloofness stuck between parents and teachers, deficiency and lack of teacher training, and obstacles of race and class have been recognized as barriers to parent involvement (Moore, 1991). Often, minority parents are not counted in activities for the reason of language or cultural variances (Chavkin, 1989). Other barriers are created from opinions, assertiveness, and arrangements by teachers and schools: lack of commitment, role confusion, concerns with territory, and low expectations from at-risk families. Teachers and schools assuming a passive role in involvement, poor communications on the part of the schools, and schools that emphasis on negative involvement are definite barriers to parent involvement (Liontos, 1992).

Undesirable events, difficulties, or disagreements that cause conflicts among teachers, parents, and students puff up barriers. Mad parents who are slow to overlook are not as much probable to be involved in their children's education of those who keep clear heads (Lindle, 1989). Dissimilarities between parents and teachers have been related to the extent of teachers' service, training, and formality of the teacher (Wagenarr, 1986). From time to time this has been a consequence of a "leave it to the school" to fix it attitude on the share of the parents (Liontos, 1992).

A study done by the United States Office of Research and Development (1990) stated that just about 65% of parent replied that they had not spoken with school administrators on the subject of their eighth grader's high school academic plans. Only 50% of the parents had be present at any school meeting that year, while merely 29%of those replying had visited their child's classroom. About 52% had never talked over their child's grades with a teacher, 42% responded they had not communicated with the school about their child's academic action (White-Clark & Decker, 1996).

Joyce Epstein's (1988) study of at-risk parents in Maryland found that a lot of the traditional ways and means of parent involvement do not work. More than 33% of the interviewed parents had not discussed in any manner with any educator throughout the school year. 60% of the subjects had not even linked by telephone. More than 35% of the parents surveyed had never presented at a parent-teacher conference. 70% of the parents interviewed had never helped with any sort of activity in their child's classroom and only 4% had used up more than 25 days taking part at a school. (White-Clark & Decker, 1996).

## **2.6 Standards for Parent Involvement**

In an effort to make the development of parent and family involvement programs more successful a member of guidelines have been offered. The national PTA (1997) has adopted Epstein's (1995) six standards for parent and family involvement programs.

- Standard I: Communicating- communication between home and school is regular, two-way, and meaningful.
- Standard II: Parenting- parenting skills are promoted and supported.
- Standard III: Student learning- parents play an integral role in assisting student learning.
- Standard IV: Volunteering- parents are welcome in the school, and their support and assistance are sought.
- Standard V: School decision making and Advocacy- parents are full partners in the decisions that affect children and families.
- Standard VI: Collaborating the community- community resources are used to strengthen schools, families, and student learning. (MODE, 1999, p.6).

These standards are each developed into a list of suggestions and examples to offer clear and concise guidelines for parent and family involvement programs. Wherry (no date) lists seven essential elements of strong parent involvement programs, similar to Epstein's, developed from a study of promising programs in the southwestern United States.

States, programs are being implemented at the local, state, and national levels to involve and empower parents, even the PTA is shaking off its old image and becoming more assertive in response to mounting problems facing our public schools (Gould, 1999). Mehran and White's study and Tizard, Scfield, and Hewson's study indicate that teaching effective parenting skills, training parents to provide academic help at home, for example can lead to substantial achievement gains. (as cited by Bowen, 1999). Example of activities that schools could use to promote positive parenting styles include workshops, parents education and parent support groups (Deslandes et al, 1997).



“A good role model for all children at any age is a parent who listens to the ideas, concerns, joys, experiences of his/her children “(Epstein, 2000, p. 4).

“Unless educators involve parents and community members- in developing the standards and implementing the new teaching strategies, what may begin as a journey toward promising change will probably end in frustration, failure, and community conflict” (Dodd, 1995, 9. 44). School- linked services (no date), offers the following strategies to increase parent/ family involvement. These strategies include:

- Developing before after school programs
- Offering workshops on parenting issues or home learning activities
- Organizing Adult literacy or computer classes for family members
- Providing parent leadership training
- Designing school- based parent centers
- Hosting fun social events to break down communication barriers between parents and school staff.

School districts across the nation have adopted or created programs to involve parents. They all share the common goals of making children and thus school districts more successful. These organizations have acronyms such as PIE, which stands for partners in education, created by Bonnie Mc Reynolds in Arizona (Alpert, 2000). TIPS is an interactive homework that requires students to talk to someone at home about something interesting they are learning in class (Aix, 1996). Others have names that project the hopes of the creators. The best practice project out of National- Louis University, is working in a dozen schools to involve parents in supporting student- centered, constructivist classrooms (Daniels, 1996). Bel Air High School in El Paso, Texas has a program called “All Kids can learn” (Gest et al. 2000).

Zellman& waterman (1998), in an attempt to better understand what accounts for the impact of parent school involvement on child outcomes, asked the following questions.

“Does the involvement increase child self- esteem, inform parents of school curricula and expectations, or increase parents” sense of their importance in their children’s school careers? Or, does parent involvement simply proxy good parenting or strong motivation for their children’s success?” (9.2)

Though these are valid questions they are unimportant to this study. The effects of parents involvement is the concern, Zellman and Waterman, (1998) state that:

Parent style is not enmeshed in a social context defined by poverty, wealth, or ethnic background. This is most encouraging to those who want to help parents help their children, because it suggests that parenting style may be both teachable and changeable.

We encourage those concerned with the development and well-being of children- parents, teachers and child development professionals- to rethink their nations about parents involvement programs. Focusing them more clearly on improving parenting may produce more significant and long- lasting effect on children. (9. 12)

Change is frightening, time- consuming, and labor intensive, but what is stand to offer may have a profound effect on the culture of the school, community, and ultimately, student learning (Fisher, 1994). More will be accomplished if schools, families and communities work together.

Each of the studies reviewed for this paper has shown the profound and unquestionable positive results of parent involvement. The success, both academically and socially is not related to ethnicity or income, built to positive parenting style, a skill which can be learned. The American dream has not died, it lives on for those who choose to become involved in the lives of their children.



## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Research Design and sources of Data**

##### **3.1.1 Research Methods**

The main purpose of this research is in order to answer the research question “parental involvement in high school students of Nifas Silk Lafto sub city of Addis Ababa” I selected four secondary school student parents and asked related questions in the form of questionnaires. The methodology used for purposive sampling and simple random supplying technique and the study was employed quantitative approach in the form of questionnaires.

##### **3.1.2 Sources of Data**

The data for this study was obtained from student parent's of governmental secondary school as well as documents related to the study.

#### **3.2 Sample population and sampling techniques**

##### **3.2.1 Sample population**

As a researcher was uses quantitative approach, the research employs purposive sampling and simple random sampling techniques. There are 9 government secondary schools in Nefas Silk Lafto sub city. 4 secondary school or 44.4% of the schools were selected for the survey.

In these selected 4 secondary schools a total population of 2370 (1222 male and 1148 female students) students are attending their education in the sample school. For this study selected 40 a grade 10 student parents from each school a total of 160 parents were selected.

### **3.2.2 Sampling Techniques**

To assess the parental involvement on the academic achievement of secondary school students were taken from Nifas Silk Lafto sub city randomly selected 4 government secondary school. There were a total of 9 governmental secondary school in the sub city. Simple random sampling technique was used to selected. Simple random sampling is used to minimize the chance of error due to bias, the school were Lafto secondary school, Ginbot 20 secondary school, Sedil secondary school and Frehiwot secondary school. Four schools from nine schools (44.4%) taken from the government secondary school in the sample sub city for this study. It is fair representations as it is.

### **3.3Instrument of Data Collection**

Two basic instruments of data collection were used in process of gathering the necessary data for this study. These were questionnaires, and documents. Questionnaires were designed to elicit general information from parents.

The purpose of easily understanding and avoiding misunderstanding all questionnaires prepared by two languages Amharic and English languages.

### **3.4. Procedures of data collection**

The questionnaires were sent out to parents of students to the selected Nifas Silk Lafto sub city government secondary school. Consisted of three pages and a cover letter. All printed on a single sheet of paper folded into booklet form. Continuous follow up was made in collecting them.

### **3.5Data Analysis**

This study was designed to investigate parental involvement in high school of Nifas Silk Lafto Sub city Addis Ababa. In line with this the data gathered through questionnaires, and document analysis was analyzed using the following techniques.

Percentage mean median standard deviation value and frequency count has been used to analyze various characteristics of sample population such as gender, age marital status, highest level of education and employment status and also analyze questions on respondents perception of the appropriateness of the selected criteria. The reaction of the respondents was indicated in numbers and/or percentage. The interpretation analysis and discussion was made.



## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The purpose of this chapter is to introduce and examine the outcome of the parent involvement survey as it related to the research questions presented in chapter one. Demographic information will be given, followed by a summary of the parent responses to the survey questions. Numbers and percentages from the returned surveys will be presented in a format consistent with the questions asked by the researcher.

#### 4.1 General Characteristics of the Respondents

| Age          | Frequency  | Percent    |
|--------------|------------|------------|
| 26-30        | 3          | 1.6        |
| 31-25        | 8          | 4.8        |
| 36-40        | 46         | 29         |
| 41-45        | 59         | 37.1       |
| 46-50        | 28         | 17.7       |
| 51-above     | 16         | 9.7        |
| <b>Total</b> | <b>160</b> | <b>100</b> |

**Table 4.1 Respondent's age**

Age: One hundred percent of the respondents answered the question regarding age. Fifty nine respondents (37.1%) indicated they were between the ages of 41 and 45 years of age, comprising the largest group of respondents. Forty six respondents (29%) reported being between the ages of 36 and 40.. twenty eight respondents (17.7%) reported their age as being 46-50 and sixteen (9.7%) indicated their age to be 51 or older. Eight respondents (4.8%) reported being between the ages of 31 and 35, while three respondent (1.6%) indicated their age to be 26-30 years of age. (See table 4.1)

| Gender       | Frequency  | Percent    |
|--------------|------------|------------|
| Male         | 62         | 38.8       |
| Female       | 98         | 61.2       |
| <b>Total</b> | <b>160</b> | <b>100</b> |

**Table 4.2 Respondent's gender**

**Gender:** All respondents answered the question regarding gender. Sixty two (61.3%) of the group were female while ninety eight (38.7%) were male (see table 4.2)

| Marital status         | Frequency | Percent |
|------------------------|-----------|---------|
| Married/ boil. Parents | 199       | 74.2    |
| Remarried family       | 18        | 11.3    |
| Single                 | 21        | 12.9    |
| Total                  | 158       | 98.4    |
| Missing data           | 2         | 1.6     |
| Total                  | 160       | 100     |

Table 4.3Respondent’s marital status

**Marital status:** Two respondents chose not answer this question, (98.4%) did respond to the question one hundred nineteen (74.2%) indicated they were married with both parents in the home. Twenty one (12.9%) reported being in a single parnt home and eighteen (11.3) were living in “remarried” families. No one (0.0%) reported being a guardian. (See table 4.3)

| Level of education    | Frequency | Percent |
|-----------------------|-----------|---------|
| Less than high Scholl | 0         | 0       |
| High school grad      | 54        | 33.9    |
| Diploma               | 70        | 43.5    |
| 4 year degree         | 26        | 16.1    |
| Masters or higher     | 10        | 6.5     |
| Total                 | 160       | 100     |

Table 4.4Respondent’s higher level of education

**Highest level of education:** Seventy (43.5%) respondents indicated having an associate diploma from a vocational/ technical school. Fifty four (33.9%) had a high school graduates twenty six (16.1%) had degrees from four- year colleges. Ten (6.5%) respondents had a master’s degree or higher. No respondents indicated having less than a high school education. All one hundred sixty (100%) parents responded to this question. (See table 4.4)



| Level of education     | Frequency | Percent |
|------------------------|-----------|---------|
| Below high school      | 5         | 3.2     |
| High school grad       | 52        | 32.3    |
| Voc Tech/ Diploma grad | 62        | 38.7    |
| 4 years degree         | 13        | 8.1     |
| Masters or higher      | 10        | 6.5     |
| Total                  | 142       | 88.7    |
| Missing data           | 18        | 11.3    |
| Total                  | 160       | 100     |

**Table 4.5 Respondent's spouses highest level of education**

**Spouse's highest level of education:** Only one hundred forty two (88.7%) answered this question. Five (3.2%) respondents indicated their spouse has below height school education, while fifty two (32.3%) reported spouses with a high school graduates. The highest frequency was sixty two (38.7%) for a vocation/ technical institution graduates. Thirteen (8.1%) reported having spouse's with for- year degrees and ten (6.5%) and spouses with a master's degree or higher. (See table 4.5).

| Employment | Frequency | Percent |
|------------|-----------|---------|
| Full –time | 132       | 82.3    |
| Part- time | 26        | 16.1    |
| Retired    | 2         | 1.6     |
| Total      | 160       | 100     |

**Table 4.6 Respondent's Employment status**

**Employment status:** One hundred thirty two (82.3%) of the respondents work full-time, twenty six work part time and two (1.6%) respondents is retired. No respondents are not-employed. One hundred sixty (100%) responded to this question. (See table 4.6).

**Summary of survey responses:** Questions in the parent survey were divided into two categories; attitudes and behaviors. These statements were further broken down for analysis into created variables (subscales). Respondents used a scale of 1 to 9 with 1- indicating disagree strongly, 3- slightly agree, 5- undecided, 7- slightly agree, and 9- strongly agree. Some questions were stated in a negative form and thus the scaling ranged from 1 to 9 from strongly agrees to strongly disagree. Refer to appendix B for a full listing.

**4.2 Parent Involvement at Home**

| Statistics         | Respondent attitude on parents involvement at home | Respondent behavior on parents involvement at home |
|--------------------|----------------------------------------------------|----------------------------------------------------|
| Number valid       | 157                                                | 160                                                |
| Missing data       | 3                                                  | 0                                                  |
| Mean               | 7.4845                                             | 3.7677                                             |
| Median             | 7.4444                                             | 3.6667                                             |
| Standard deviation | 0.8963                                             | 0.5451                                             |

**Table 4.8 Respondents attitude and behavior parents involvement at home**

The first variable (subscale) dealt with attitudes about parent involvement at home. It was created by combining nine statements dealing with parents’ attitudes towards parenting within the home. The Lickert scale (N- never, S- sometimes, F- frequently, and AA- almost always) was used. (see Appendix B).

Examples of statements from this created variable (subscale). Number 11. It’s important to encourage my child so he/she feels successful for simply working hard on his/her homework. The mean for this statement was 8.2 which indicates parents generally agree with the statement.

Example two is statement number 20. There should be time set aside each evening for homework. The mean for this statement was 8.02 which indicates parents generally agreed with this statement. The mean for all items in this new variable was 7.48 and the range of score was 5.33 to 9.0 which indicated that parents are generally positive about their attitudes regarding involvement at home.



The second created variable (subscale) included six statements about parental behaviors relating to involvement at home. (See Appendix B). A Licker scale used for behavior statements had a range of 1 to 5 as is rating. Responses were: N-never, R- rarely, S- sometimes, F- frequently, and AA- almost always. An example of statements in this section is number 10. My child sees me reading. The mean for this statement was 4.31. a second example which was phrased in a negative way was number 12. I allow him/her to skip homework to predicate in extra- curricular activities. The mean for this statement was 4.32 indicating that parents rarely allowed their child to skip homework to participate in an extracurricular activity.

The mean for all items in this new variable was 3.77. The range of scores was 2.83 to 4.83 on a Licker scale which indicates parents have generally positive behavior when it comes to their involvement at home.

### 4.3 Parental Involvement with School

| Statistics         | Respondent attitude on parents involvement at home | Respondent behavior on parents involvement at home |
|--------------------|----------------------------------------------------|----------------------------------------------------|
| Number valid       | 157                                                | 160                                                |
| Missing data       | 3                                                  | 0                                                  |
| Mean               | 7.2074                                             | 3.8226                                             |
| Median             | 7.4                                                | 3.8571                                             |
| Standard deviation | 1.65                                               | 0.6674                                             |

**Table 4.9 Respondent’s attitude and behavior on parent’s involvement with school**

The third variable/ subscale were created by combining five statements dealing with parent’s attitudes about parental involvement with school. Respondents used a nine point scale in their responses with 1-disagree strongly, 5- undecided, and 9- strongly disagree. (Refer to Appendix B for a complete list of statements and mean of each statement).

Example of statements form this created variable includes number 6. Parent/ teacher conferences are a waste of time. The mean for this statement was 7.39 indicating that the parents are generally positive about parent/ teacher conferences. Another example is number 25. It’s important for my child to see I am involved in school activities. The mean

for this statement was 7.26 which indicates the respondent were generally above the slightly agree category. The mean for all items in this new variable was 7.21 and ranged from 3.80 to 9, indicating that respondents are generally positive about their attitudes regarding parent involvement in the schools.

The fourth created variable consists of seven statements dealing with parent’s behaviors, relating to involvement with the school. A Lickerrt scale was used for behavior statements with a 1 to 5 rating ranging from N- never to AA- Almost Always.

An example of statement from this section is number 1. I attend the school activities that my child is involved in. the mean for this statement is 4.63, which indicates respondents were generally between the frequently and almost always response categories. The other example of this category is number 7. I contact the teacher if my child seems to be having a problem. One response for this category was missing. The mean for this statement was 4.15 which indicates respondents were generally slightly above the frequently response. The mean for all items in this new variable was 3.82 and ranged from 2.43 to 5 on the Lickert scale of 1 to 5. This indicates respondents are generally positive in regard to their involvement with school.

#### 4.4 Parents desires and expectation

| Statistics         | Respondent attitude on parents involvement with school | Respondent behavior on parents involvement with school |
|--------------------|--------------------------------------------------------|--------------------------------------------------------|
| Number valid       | 157                                                    | 160                                                    |
| Missing data       | 3                                                      | 0                                                      |
| Mean               | 7.3873                                                 | 3.8387                                                 |
| Median             | 7.5                                                    | 4                                                      |
| Standard deviation | 0.7313                                                 | 0.6822                                                 |

**Table 4.9 Respondents’ attitude and behavior on parent’s desires and expectation**

The fifth created variable consists of 8 statements dealing with parents attitudes about their descries and expectations for their children. The respondents used a scale of 1 to 9 with 1- strongly disagree, 5- undecided, and 9- strongly agree. (refer to Appendix B for a complete list of statements and mean of the responses for this created variable.)



An example of questions from this section is number 13. I expected my child to finish vocation school or college. The mean for this statement is 8.11 which indicates parents have a generally positive attitude about their children finishing vocation school or college.

The other example is statement number 17. My child knows that I feel grades are important. The mean for this statement was 8.45 which indicates parents are generally positive about their child's understating that their parent(s) feel grades are important. The mean for this created variable was 7.93 and the range was 6 to 9 indicating respondents are generally positive in their attitudes regarding their desires and expectations for their children.

The sixth variable was created by combining 3 statements dealing with parents behaviors relating to their descires and expectations for their children. A Lickert scale with rating from 1 to 5 ranging from N- never to AA- almost always. Refer to Appendix B for a complete list of the statements.

An example of statements from this section is number 11. I talk to my child about graduating from vocation/ technical school or college. The mean for this statement was 4.19 which indicates parents are generally positive about the fact they do talk to their child about graduating from vocational/ technical school or college. The second example is number 14. I talk with him/her about the jobs/ profession that interest him/ her.

The mean for this statement was 4.13 which indicates parents are generally positive and talk frequently with their child about jobs/ professions that interest him/ her. The mean for all items in this new variable was 3.84 and the range was 2.0 to 5.0 which indicates parents are generally positive about their behavior as it relates to expressing their hopes and expectations for their child.

#### 4.5 Parents' own school experience

| Statistics         | Respondent attitude on parents involvement own school experience | Respondent behavior on parents own school experience |
|--------------------|------------------------------------------------------------------|------------------------------------------------------|
| Number valid       | 160                                                              | 160                                                  |
| Missing data       | 0                                                                | 0                                                    |
| Mean               | 6.5415                                                           | 3.2258                                               |
| Median             | 6.5714                                                           | 3                                                    |
| Standard deviation | 1.3424                                                           | 0.8763                                               |

The seventh created variable consisted of 7 statements dealing with parent' own school experience. The respondents used a scale of 1 to 9 with 1- strongly disagree, 5- undecided, and 9- strongly agree. (Refer to Appendix B for a complete list of the statements and mean response.)

An example from these created variables is number 16. I am content with my level of education. The mean for this statement is 5.73 which indicates a lower level of satisfaction. The second example was number 23. Overall, my memories of school are good ones. The mean for this statement was 7.31 which indicates parents have a generally positive attitude about their own school experiences. The third example was number 28. My child's experience has been similar to my own. The mean for this statement was 4.06 which indicates parents generally see their child's school experience as different from their own. The fourth example was number 30. My view of school affects my child's view of school. The mean for this statement was 7.52 which indicates parents are generally positive about how their attitude affects their child's attitudes.

The mean for all items in this new variable was 6.54 and range was 2.71 to 8.86, indicating parents are generally positive about their attitudes regarding their own school experience.

The behavior section of this variable was created by a single statement, number 16 which reads: I share "old stories" about my high school days. A Lickert scale with a 1 to 5 rating ranging from N- never to AA- almost always. The mean of this statement is 3.23 which indicates that generally parents will sometimes share "old stories" about high school. (see results in table 4.9 and table 4.10).



### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Summary

The major purpose of this study was to assess the parental involvement in high school of Nifas Silk Lafto sub city Addis Ababa. The following basic questions were raised to guide the study.

1. What is the perception of parents about involvement in their child's learning?
2. What forms does involvement of parents taken?
3. In what ways does parents involvement at school affects their children's academic achievement?
4. What are the positive impact of parental involvement on their student's academic achievement and their expectation.
5. What are parents attitude towards their child's education and education in general.

The study was carried out 4 secondary schools found in Nifas Silk Lafto sub city of Addis Ababa. To gather the relevant data, 160 questionnaires were administered to parents, in addition to these available documents in the schools were analyzed using percentage, mean median, standard deviation. After detailed analysis of the data the following major findings were found in the study.

Most studies about parent involvement have been done on younger children and their families. Gatwick (1996) emphasized the fact that research shows the early years are of utmost importance is setting learning patterns for children and families. The importance of parenting cannot be over emphasized, whether we are discussing nurturing for the snake of bonding, brain development, language skills, or establishing learning parents.

Fisher (1995), Wherry (no date), and Epstein cited by Deslandes, Rager, Turcotte, and Bettrand (1997) offer a plethora of reasons for parents of high school students to be less involved. These reasons ranged from high school students simply being embarrassed to have their parents in the buildings, to parents not having the time to be as involved as they may like.

In this study 71.0% indicated they frequently or almost always contacted the teacher if their could had a problem. This concurs with Fisher's (1995) findings that the majority of parents trust the school to meet the needs of their children, but will contact the school if a problem arises.

In future studies it would be interesting to research Zellman and Waterman's (1998 p.2), question.

"Does the involvement increase child self-esteem, inform parents of school curricula and expectations or increase parents sense of their importance in their children's success?" regardless of why, it is obvious that parent involvement is an essential factor in what makes students successful.

This study concurs with the findings of the research. When the respondents were divided into 3 groups; some high school and high school graduates, vocational training diploma, 4 year degree, and Master's degree or above, the mean of the subscales were very close, indicating that parents' level of education is not a significant factor in whether or not parents are involved.

The results indicate there is a positive relation between parent's level of education and desires and expectations for their children.

This would seem to indicate that parents, regardless of educational background, have very similar levels of involvement and similar desires and expectations for their children.

One interesting note is that of the three groups the parents with master's degrees or above was the most stick about their children needing to maintain a B average. Parents with some high school or have a high school diploma as their own highest education were the most lenient. The parents who had less education were more able to accept the possible difficulty their children might experience in trying to meet this standard. This survey question had the greatest diversity of answer.

The mean of the differences indicate the parent attitudes and behaviors are less positive when income is factored. There is a difference in nearly all the means, not a significant difference, but a difference none the less.

A simple answer maybe that the majority of these students come from single parent homes. Not only might this person be trying to fill the shoes of two parents financially, but also physically and emotionally, and that can be an exhausting feat.

This concurs with some studies and is contrary to others such as Zellman and Waterman (1998) who found parent enthusiasm and a positive parenting style contributed significantly to a child's success regardless of economics.



## 5.2 Conclusions

Based on the findings of the study, the following conclusions were drawn in the study.

- Parents can be involved in their children's education, by volunteering at school, and volunteerism is in fact, according to Sanders and Sheldon (2009) one way of increasing parental involvement. Thus by volunteering at school, parents can have an impact on their child's academic achievement. Thus volunteerism can take many different forms such as, translations, patrolling, and mentoring student's attendance.
- All respondents said that they are highly involved on their children education and they have a positive attitude towards education in general but high school student parents are involved in their children's lives. They are more involved at home than at school.
- Most of parents encourage their child's works his/her had homework parents are a positive attitudes and behavior regarding with involvement on their children's homework.
- According to the findings parents are positive attitude on parent-teachers conference and parents are also a positive attitude on parent's involvement with school. Such relationship is important for children's academic achievement. The parents who participated in this study concur with this belief and find it to be both important and healthy.
- Findings shows level of parental involvement and level of their children success is directly related.
- Parents levels of education and their expectations on their children success is directly related.
- One interesting note is that of the three group the parents with degrees or above were the most strict about their children needs.
- The result indicates that parent attitudes and behaviors are less positive when income is factor on their children success.
- The sample school were tried to improve parent involvement and parent school relationship.

### 5.3 Recommendations

1. The findings of my research clearly indicated that my participants are all highly involved with their children's education. They follow their children's progress closely. They all recognize the importance of parental involvement and are themselves highly involved in every aspect of their children's education. Finally, every parent has high expectations for their children's education, and conveys their expectations to them.
2. My findings suggest that parental involvement has positive effects on students' academic achievement. These findings correspond with other research findings that suggest that successful students come from a nurturing and supportive home environment. In addition, it does not appear to matter what socio-economic background the students in my research come from. This is in accordance with other research that claims that parental involvement affects students' academic achievement irrespective of age, socio-economic background, and other.
3. My hope is that these findings will, first and foremost, inspire to educate parents what parental involvement really means, and how important it is for every child's education achievement. Secondly, I hope that this will encourage schools to actively reach out to all parents and establish a strong and positive relationship with them, and to develop a platform for parents to collectively voice their concerns. Thirdly, my hope is that schools will be able to maintain the relationship with the parents, once it has been established.
4. Finally, it is my desire that these findings will lead to parents of all students at sample school to seriously consider to become actively involved with their children's education. As we know, parental involvement plays a highly important role in student's academic achievement, and surely we all want our children to succeed. Since education is such a vital factor for this country's development, to involve the parents in their children's education is therefore extremely important.



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**Appendix A**  
**Addis Ababa University**  
**School of Graduate Studies**  
**College of Education**  
**Department of Educational Planning and Management**

**Dear Parents**

The attached survey is part of a study designed to explore the parental involvement in high schools of Nifas Silk Lafto Sub city Addis Ababa. I am asking you to help with this study by completing this attached survey. I do not anticipate that this survey will present any medical, mental or social risks.

The benefit of participating in this study the information collected could help improve school as it relates to involving parents in their child's education.

All information will be completely anonymous, no one will know has completed a survey.

By returning this survey, you are giving informed consent as a participating. Volunteer in this study. Thank you in advance for your help with this survey!

No need to write your name

Thank you in advance of your cooperation

## Parent Survey

This questionnaire is part of a study designed to explore the effect of parental involvement on student academic achievement. DO NOT PUT YOUR NAME ON THE SURVEY. The survey is completely anonymous. Please answer all of the questions on the best of your ability. Do not leave any blank. **Thank you for your help with this survey.**

### Section I: Attitudes

Indicate the extent to which you agree with each of the attitude statements below by selecting a number from 1 to 9.

If you agree strongly with the statement, enter a 9. If you disagree strongly, enter a 1.

If your feelings are not as strong, select a number between 1 and 9.

Consider each question carefully, but evaluate it as rapidly as you. There are not right or wrong answers. The best responses are your personal opinion. Remember to answer all the questions.

|                      |                      |   |           |   |                   |   |                   |   |
|----------------------|----------------------|---|-----------|---|-------------------|---|-------------------|---|
| 1                    | 2                    | 3 | 4         | 5 | 6                 | 7 | 8                 | 9 |
| Disagree<br>strongly | Slightly<br>disagree |   | Undecided |   | Slightly<br>agree |   | Agree<br>strongly |   |

- \_\_\_\_\_ 1. Communicating with my child's teacher is a pleasant experience.
- \_\_\_\_\_ 2. I expect my child to finish high school.
- \_\_\_\_\_ 3. I learned nothing useful in school.
- \_\_\_\_\_ 4. I spending my time with my child.
- \_\_\_\_\_ 5. I attended parent/ teacher conferences in the school.
- \_\_\_\_\_ 6. I am helping my child when he/she is working homework.
- \_\_\_\_\_ 7. I am monitoring my child's does/ doesn't done his homework.
- \_\_\_\_\_ 8. Parents should not be asked to volunteer at school.
- \_\_\_\_\_ 9. Extra- curricular activities are more important than getting homework done.
- \_\_\_\_\_ 10. I am encouraging my child he/she feels successful for simply working.
- \_\_\_\_\_ 11. My child involved in club activates.
- \_\_\_\_\_ 12. I expect my child to graduate from college university.
- \_\_\_\_\_ 13. Too much emphasis is put on school work and grades.



- \_\_\_\_\_ 14. My child will know how much he/she can handle when it comes to deciding how many activities to belong to.
- \_\_\_\_\_ 15. I am continuing my education.
- \_\_\_\_\_ 16. My child knows that I feel grades are important.
- \_\_\_\_\_ 17. I have difficulty helping my child with homework.
- \_\_\_\_\_ 18. It is the school's responsibility to see that children get their work done, not the parent's.
- \_\_\_\_\_ 19. There should be time set aside each evening for homework.
- \_\_\_\_\_ 20. Parents have are responsibility to see that their children have their homework done.
- \_\_\_\_\_ 21. My child's education is very important.
- \_\_\_\_\_ 22. Overall, my memories of school are good.
- \_\_\_\_\_ 23. Many of my best memories are school
- \_\_\_\_\_ 24. It's important for my child to see that I am involved in school functions.
- \_\_\_\_\_ 25. High school was difficult for me.
- \_\_\_\_\_ 26. My child's school experience has been similar to my own.
- \_\_\_\_\_ 27. The amount of time I spend with my child has little bearing on his/her success in school.
- \_\_\_\_\_ 28. My view of school affects my child's view of school.

**Section II: Behaviors** Please read each statement and circle the response that best applies.

N= never      R= rarely      S= sometimes      F= frequently      AA=almost always

- |                                                                             |   |   |   |   |    |
|-----------------------------------------------------------------------------|---|---|---|---|----|
| 1. I attend the school activities when my child is involved in.             | N | R | S | F | AA |
| 2. I see that my child does his/her homework.                               | N | R | S | F | AA |
| 3. I communicate with my child's teachers.                                  | N | R | S | F | AA |
| 4. I volunteer at school in many ways                                       | N | R | S | F | AA |
| 5. We discuss things with my child when we're reading.                      | N | R | S | F | AA |
| 6. We go to places, museums, historical sites, etc.                         | N | R | S | F | AA |
| 7. I would contact the teacher if my child seems to be having a problem.    | N | R | S | F | AA |
| 8. I attend parent/ teacher conferences.                                    | N | R | S | F | AA |
| 9. I read the school newsletter.                                            | N | R | S | F | AA |
| 10. My child sees me reading                                                | N | R | S | F | AA |
| 11. I talk to my child about graduating from college or university          | N | R | S | F | AA |
| 12. I allow him/ her to skip homework to participate in extra-curricular    | N | R | S | F | AA |
| 13. Homework is completed before participating in other activities.         | N | R | S | F | AA |
| 14. I talk with my child about the jobs/ professions that interest him/her. | N | R | S | F | AA |
| 15. I reward my child for good grades.                                      | N | R | S | F | AA |
| 16. I share "old stories" about my high school days.                        | N | R | S | F | AA |
| 17. I talk negatively about school in front of my child.                    | N | R | S | F | AA |



## Section I: Demographic Data

1. Your age: \_\_\_\_\_ 26-30 yrs      \_\_\_\_\_ 41-45 yrs  
                         \_\_\_\_\_ 31-35 yrs      \_\_\_\_\_ 46-50 yrs  
                         \_\_\_\_\_ 36-40 yrs      \_\_\_\_\_ over 51 yrs
  
2. Gender: Male \_\_\_\_\_ Female \_\_\_\_\_
3. Marital status: \_\_\_\_\_ single  
                         \_\_\_\_\_ a "remarried" family  
                         \_\_\_\_\_ married/ includes both natural parents  
                         \_\_\_\_\_ Guardian
  
4. The highest level of education you have completed.  
      \_\_\_\_\_ 8<sup>th</sup> grade graduate      \_\_\_\_\_ 4 yr. Degree graduate  
      \_\_\_\_\_ high school graduate      \_\_\_\_\_ master's degree or higher  
      \_\_\_\_\_ vocational or college diploma
  
5. Your spouse's highest level of education completed:  
      \_\_\_\_\_ 8<sup>th</sup> grade graduate      \_\_\_\_\_ 4 yr. Degree graduate  
      \_\_\_\_\_ High school graduate      \_\_\_\_\_ master's degree or higher  
      \_\_\_\_\_ Vocational or college diploma
  
6. Are you employed: \_\_\_\_\_ full-time  
                                 \_\_\_\_\_ part-time  
                                 \_\_\_\_\_ not employed  
                                 \_\_\_\_\_ retired

# የወላጅ የዳሰሳ ጥናት

ይህ መጠየቅ የጥናቱ አካልና ወላጆች በልጆቻቸው የትምህርት ውጤት ላይ ያላቸውን ተፅእኖ ለማግኘትም የተዘጋጀ ነው። እባክዎ ስምዎን መፃፍ የማያስፈልግ ሲሆን ሁሉንም ጥያቄዎች እጅግ በጣም ጥሩ የምትሉትን መልስ እንድትሰጡና ምንም አይነት ባዶ ቦታ እንዳትተው እያልኩ በቅድሚያ ለትብብርዎ ምስጋኔ አቀርባለሁ።

## ክፍል ሀ አመለካከትን በተመለከተ

- እጅግ በጣም የምትስማሙበትን የእርስዎን አመለካከት የሚገልፀውን አረፍተ ነገር በመምረጥ ከ1-9 ካሉት ቁጥሮች እንዱን ይምረጡ።
- በቀረበው አረፍተ ነገር እጅግ በጣም ከተስማሙ 9 ቁጥርን ይምረጡ በፍፁም ካልተስማሙ 1 ቁጥርን ይምረጡ።
- ምርጫዎ እጅግ በጣም መስማማት ወይም እጅግ በጣም አለመስማማት ካልሆነ በ1 እና በ9 ቁጥር መሃል ያሉትን ይምረጡ።
- ጥያቄዎቹን በደንብ ካነበቡ በኋላ ይመዝኑዋቸው ምንም አይነት ፍፁም ትክክልም ስህተትም መልሶች የሉትም።
- ለእርሶ ጥሩ የምትሉትን አመለካከት የሚገልፅ ምላሽ ይስጡ። ሁሉንም ጥያቄዎች መመለስዎን አይርሱ።

1      2      3      4      5      6      7      8      9

በፍፁም በመጠኑ አልወሰንኩም በመጠኑ በደንብ

አልስማማም አልስማማም

እስማማለሁ እስማማለሁ

- 1.ከልጄ መምህራኖች ጋር አስደሳች ግንኙነት አለኝ።
- 2.ልጄ 2ተኛ ደረጃ ትምህርቱን/ቷን እደሚጨርስ (ምትጨርስ) አስባለሁ።
- 3.ምንም ጠቃሚ ነገር ከትምህርት ቤት አልተማርኩም።
- 4.ከልጄ ጋር አብራ ግዜ አላልፋለሁ።
- 5.የወላጅና ት/ቤት ግንኙነት ላይ እሳተፋለሁ።
- 6.ልጄን የቤት ስራ ሲሰራ/ስትሰራ አግዛለሁ።
- 7.ልጄ የቤት ስራ መስራት አለመስራቱን/ቷን እቆጣጠራለሁ።
- 8.ወላጆች በፍቃደኝነት በት/ቤት ለማሳተፍ ለት/ቤቱ ጥያቄ አየቀርቡም።
- 9.በልዩ ፍላጎት ትምህርቶች ላይ መሳተፉ የቤት ስራ ከመስራት የበለጠ ጠቃሚ ነው።
- 10.ልጄን ቀላል የቤት ስራዎችን ሲሰራ/ስትሰራ አበረታታለሁ።
- 11.ልጄ ት/ቤት ውስጥ ባሉ የተለያዩ ክበባት ውስጥ ይሳተፋል/ትሳተፋለች።
- 12.ልጄ ከኮሌጅ ወይም ከዩኒቨርሲቲ እንደሚመረቅ (እንደምትመረቅ) እጠብቃለሁ።



13.ለት/ቤቱ ስራና ለውጤት ብዙ ትኩረት ማድረግ ያስፈልጋል፡፡

14.ልጄ የተለያዩ ውሳኔዎችን ተግባብቶ መወሰንና መቆጣጠር ይችላል፡፡

15.የራሴ የት/ት ደረጃ በማሻሻል ላይ ነኝ፡፡

16.ልጄ ውጤት አስፈላጊ እንደሆነ እኔ እንደማምን ያውቃል፡፡

17.የልጄን የቤት ስራ ማገዝ ከባድ ነው፡፡

18.የልጆችን ማሰራት የትምህርት ቤት እንጂ የወላጅ ሃላፊነት አይደለም፡፡

19.መታ የቤት ስራ ሲሰራ/ስትሰራ ቁጭ ብሎ ማየት ያስፈልጋል፡፡

20.ወላጆች ልጆቻቸው የቤት ስራ መስራታቸው የመከታተል ሃላፊነት አላባቸው፡፡

21.ልልጆች ትምህርት በጣም ወሳኝ ነው፡፡

22.ባጠቃላይ የት/ቤት ትዝታዬ ጥሩ ነበር፡፡

23.አብዛኛው ትዝታዎቼ ከትምህርት ቤት ጋር የተገናኙ ናቸው፡፡

24.በት/ቤት ያለኝን ተሳትፎ ለልጄ ማሳየት አስፈላጊ ነው፡፡

25.ሁለተኛ ደረጃ ት/ቤት ለኔ ከባድ ነው፡፡

26.የልጄ የትምህርት ቤት ልምድ ከኔ ጋር ተመሳሳይ ነው፡፡

27.ከልጄ ጋር የተወሰነ ጊዜ አብሬ ማሳለፍ በትምህርት ቤት ላለው/ላላት ውጤት መሻሻል ይረዳል፡፡

28.በትምህርት ቤት ላይ ያለኝ አመለካከት ልጄ በት/ቤት ላይ ላለው/ላላት አመለካከት ተፅዕኖ አለው፡፡

## ክፍል ለ ስነ ባህሪ

እባክዎ ዓረፍተ ነገሩ ካነበቡ በኋላ የመረጡትን የተስማሙበትን ያክብቡበት

1. በፍፁም      2. በድንገት      3. አልፍ አልፍ      4. በተደጋጋሚ      5. ሁልጊዜ

|                                                                         | 1 | 2 | 3 | 4 | 5 |
|-------------------------------------------------------------------------|---|---|---|---|---|
| 1. ልጄ ት/ቤት በሚሳተፉበት (በምትሳተፍበት) ፕሮግራም ላይ እገኛለሁ                            | 1 | 2 | 3 | 4 | 5 |
| 2. ልጄ የቤት ስራውን/ስራዋን እንደሚሰራ/ምት ስራ አያለሁ                                   | 1 | 2 | 3 | 4 | 5 |
| 3. ከልጄ መምህራኖች ጋር እገኛለሁ                                                  | 1 | 2 | 3 | 4 | 5 |
| 4. በት/ቤት ለመሳተፍ ፍቃደና ነኝ                                                  | 1 | 2 | 3 | 4 | 5 |
| 5. በነገሮች ላይ እቤት ስንገባ እንወያያለን                                            | 1 | 2 | 3 | 4 | 5 |
| 6. ወደ መጫወቻ ቦታ፣ መብያም፣ ታሪካዊ ቦታዎች ወዘተ እንሄዳለን                               | 1 | 2 | 3 | 4 | 5 |
| 7. ልጄ ችግር ሲገጠሙ መምህራኖቼን/ቶን አገኛለሁ                                         | 1 | 2 | 3 | 4 | 5 |
| 8. በወላጅ ት/ቤት ስብሰባ ላይ እገኛለሁ                                              | 1 | 2 | 3 | 4 | 5 |
| 9. ት/ቤት የሚልካቸውን መልዕክቶች እከታተላለሁ                                          | 1 | 2 | 3 | 4 | 5 |
| 10. ልጄ በቤት ውስጥ ሳነብ ያየኛል                                                 | 1 | 2 | 3 | 4 | 5 |
| 11. ከልጄ ጋር ስለዩኒቨርሲቲና ኮሌጅ ምርቃት እናወራለን                                    | 1 | 2 | 3 | 4 | 5 |
| 12. ልጄ የቤት ስራ ሳይሰራት/ሰራ ሌሎች የክበባትና መሰል እንቅስቃሴዎች ላይ እንዲሳተፍ (ስትሳተፍ) እፈቅዳለሁ | 1 | 2 | 3 | 4 | 5 |
| 13. ሌሎች ተግባራትን ከመከወን በፊት የቤት ስራን ሰርቶ መጨረስ ያስፈልጋል                        | 1 | 2 | 3 | 4 | 5 |
| 14. ከልጄ ጋር ስለሙያ አይነቶችና ፍላጎት ላይ እንወያያለን                                  | 1 | 2 | 3 | 4 | 5 |
| 15. ልጄ ጥሩ ውጤት ሲያመጣ/ስታመጣ እሸልማለሁ                                          | 1 | 2 | 3 | 4 | 5 |
| 16. ለልጄ የድሮ የት/ቤት ታሪኮቼን አካፍላለሁ                                          | 1 | 2 | 3 | 4 | 5 |
| 17. በልጄ ፊት ስለ ት/ቤት መጥፎ ነገር አወራለሁ                                        | 1 | 2 | 3 | 4 | 5 |



## ክፍል 1 አጠቃላይ መረጃ

እርስዎን በሚገልፀም መጠይቅ ባዶ ቦታ ላይ “✓” ያድርጉ

1. እድሜ \_\_\_\_\_ 26-30 አመት \_\_\_\_\_ 41-45 አመት  
\_\_\_\_\_ 31-35 አመት \_\_\_\_\_ 46-50 አመት  
\_\_\_\_\_ 36-40 አመት \_\_\_\_\_ ከ50 በላይ
2. ያታ ወንድ \_\_\_\_\_ ሴት \_\_\_\_\_
3. የጋብቻ ሁኔታ \_\_\_\_\_ ያላገባ  
\_\_\_\_\_ በድጋሚ ያገባ  
\_\_\_\_\_ ያገባ  
\_\_\_\_\_ አሳዳጊ
4. የእርስዎ የትምህርት ደረጃ  
\_\_\_\_\_ 8<sup>ኛ</sup> ክፍል ያጠናቀቀ \_\_\_\_\_ በዲግሪ የተመረቀ  
\_\_\_\_\_ ሁለተኛ ደረጃ ያጠናቀቀ \_\_\_\_\_ ማስተርስ ዲግሪና በላይ  
\_\_\_\_\_ ከመ.ያ ት/ቤት ወይም ከኮሌጅ ዲፕሎማ
5. የባለቤትዎ የትምህርት ደረጃ  
\_\_\_\_\_ መ.ሉ ሰዓት ተቀጣሪ  
\_\_\_\_\_ የት/ፍ ሰአት ሰራተኛ  
\_\_\_\_\_ ስራ የሌለው  
\_\_\_\_\_ በጡረታ የተገለለ
6. የስራ ሁኔታ  
\_\_\_\_\_ መ.ሉ ሰዓት ተቀጣሪ  
\_\_\_\_\_ የት/ፍ ሰአት ሰራተኛ  
\_\_\_\_\_ ስራ የሌለው  
\_\_\_\_\_ በጡረታ የተገለለ

## Appendix B

### Sub- scales/ Created variables

(Number in parenthesis following each statement indicates the mean response)

#### I. Parent Involvement at home:

##### Attitudes:

- 4. I spending my time with my child (8.16)
- 6. I am helping my child when he/she is working homework. (7.56)
- 7. Monitoring my child's does/doesn't done he/her homework. (7.5.8)
- 10. I am encourage my child is he/she feels successful for simply working. (8.2)
- 17. I have difficulty helping my child with homework. (4.79)
- 18. It is the school's responsibility to see that children get their work done, not the parent's (7.87)
- 19. There should be time set a side each evening for homework. (8.02)
- 27. Parents have a responsibility to see that their children have their homework done. (7.73)
- 29. The amount of time I spend with my child has little bearing on his/her success in school. (7.87)

##### Behaviors: (scored N- 1, R= 2, etc.)

- 2. I see that my child does his homework. (3.69) NRSFAA
- 5. We discuss things with my child when we're reading (3.19) NRSFAA
- 6. We go to places, museums, historical sites, etc. (3.39) NRSFAA
- 10. My child sees me reading (4.13) NRSFAA
- 12. I allow him/her to participate in extra curricula's (4.32) NRSFAA
- 17. Homework is completed before participating in other activities N R S F AA



## II. Parent Involvement with school:

### Attitudes:

1. Communicating with my child's teachers is a pleasant experience. (7.43)
5. I attended parent/ teacher conferences. (7.39)
8. Parents should not be asked to volunteer at school. (7.33)
11. My child involved in club activities (6.62)
24. It's important for my child to see that I am involved in school functions. (7.26)

### Behavior:

1. I attend the school activities when my child is involved in (4.63 N R S F AA)
3. I communicate with my child's teachers. (3.29) N R S F AA
4. I volunteer at school in many ways. (2.52) N R S F AA
7. I contact the teacher if my child seems to be having a problem. (4.15) N R S F AA
8. I attend parent/teacher conferences. (3.79) N R S F AA
9. I read the school newsletter. (4.21) N R S F AA
13. I talk negatively about school in front of my child (4.19) N R S F AA

## III. Parent desires and expectations:

### Attitudes:

2. I expect my child to finish high school. (8.95)
9. Extra- curricular activities are more important than getting homework done. (8.21)
12. I expect my child to finish vocational school or college. (8.11)
13. Too much emphasis is put on school work and grades. (6.37)
16. My child knows that I feel grades are important (8.45)
21. My child's education is very important. (8.94)

**Behaviors:**

11. I talk to my child about graduating from voc. Sch. or college. (4.19) N R S F AA  
14. I talk with him/her about the jobs/ professions that interest him. (4.13) N R S F AA  
15. I reward my child for good grades (3.19) N R S F AA

**IV. Parent's own school experience:**

**Attitudes:**

3. I feel I learned nothing useful in school. (8.15)  
15. I am continuing my education. (5.73)  
22. Overall, my memories of school are good. (7.37)  
25. High school was difficult for me. (6.68)  
26. My child's school experience has been similar to my own. (4.06)  
28. My view of school affects my child's view of school. (7.52)

**Behavior:**

16. I share "old stores" about my high school days. (3.23) N R S F AA



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

Name Dr. Zenebe Baraki

Signature \_\_\_\_\_

Date \_\_\_\_\_