



**ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION &
BEHAVIORAL STUDIES SCHOOL OF PSYCHOLOGY**

**CHALLENGES AND RESPONSES OF PARENTS IN TEACHING
THEIR CHILDREN IN PRIMARY SCHOOL: THE CASE OF
SELECTED PRIVATE SCHOOLS IN ADDIS ABABA**

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Declaration

The researcher hereby declares that this thesis, entitled: “*Challenges and Responses of Parents with Regard to Their Primary School Children: The Case of Selected Private Schools in Addis Ababa*” comprises my original work and has not been presented for a degree in any other higher educational institution. All sources of material used for the thesis have been duly acknowledged.

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Statement of Certification

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Approval Sheet

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Table of Contents

Acknowledgment	i
Declaration	ii
Statement of Certification	iii
Approval Sheet.....	iv
List of tables.....	viii
List of figures.....	ix
Acronyms/Abbreviations	x
Abstract.....	xi
CHAPTER ONE	1
1. Introduction.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Research Questions	4
1.4 Research Objectives	5
1.4.1 General Objective	5
1.4.2 Specific Objectives	5
1.5 Significance of the Study	5
1.6 Scope and Limitation of the Study	5
1.7 Operational definition of terms	6
1.8 Organization of the Study	6
CHAPTER TWO	7
2. Literature Review	7
2.1 Theoretical Literature review	7
2.1.1 Bronfenbrenner’s Bio-ecological Systems Theory.....	7
2.1.2 Attachment Theory	7
2.1.3 Social Learning Theory	8
2.1.4 Family Systems Theory	8
2.2 Summary of Theories	8
2.3 Empirical Literature	9
2.3.1 Academic Demands	9
2.3.2 Financial Constraints	9
2.3.3 Technological Challenges.....	10

2.3.4 Social and Emotional Support	10
2.3.5 Cultural Dynamics	11
2.4 Gaps in the Literature	14
2.5 Conceptual Framework	14
CHAPTER THREE	16
RESEARCH DESIGN AND METHODOLOGY	16
3.1 Research Design	16
3.2 Study Population	16
3.3 Sample and Sampling Procedures	17
3.3.1 Sampling Techniques	17
3.3.2 Target Population	17
3.3.3 Sample Size Determination	18
3.4. Pilot study.....	20
3.5 Data collection procedure.....	21
3.5.1 Validity and Reliability	22
3.6 Tests of Assumptions of Regression Analysis	24
3.6.1. Normality.....	24
3.6.2 Testing for Homoscedasticity	25
3.7 Method of Data Analysis	25
3.8 Variables.....	26
3.9 Data Analysis Procedures	27
3.10 Model Equation:.....	27
3.11 Ethical Issues.....	28
CHAPTER FOUR.....	29
STUDY RESULTS.....	29
4.1 Respondents response Rate	29
4.2. Discussion for Demographic profile of respondents.....	29
4.3 Quantitative Analysis	30
4.3.1 Parental Challenges and Responses.....	30
4.4 Qualitative Analysis	35
UNIT FIVE	37
DISCUSSION OF THE FINDINGS.....	37
5.1 Parental Challenges and Responses	37

5.1.1 School-Related Factors.....	37
5.1.2 Parent-Related Factors.....	38
5.1.3 Parental Responses to Challenges	39
5.2 Effect of Parental Intervention on Student Outcomes.....	40
CHAPTER SIX	42
6.1 Summary of the Study.....	42
6.2 Conclusion.....	43
6.3 Recommendations	44
6.4 Limitations of the Study.....	45
6.5 For Future Research	45
References.....	46
APPENDIX I.....	48
APPENDIX II.....	57

List of Tables

Table 1: Distribution of Students and Parents by Grade Level.....	18
Table 2: Number of parents in selected schools	18
Table 3 : Proportional Allocation for Schools	19
Table 4: Table: Aiken’s V Values for Content Validity	23
Table 5: Cronbach’s Alpha for All Variables	23
Table 6 : Data Analysis Procedures	27
Table 7: Demographic Characteristics of Respondents	29
Table 8 Descriptive statistics for School-Related Factor(N=371)	30
Table 9: Descriptive Statistics for parent- related factors(N=371)	31
Table 10 Descriptive Statistics for child-related factor(N=371)	31
Table 11 Descriptive Statistics for parental responses(N=371)	32
Table 12 : Descriptive statistics for Effect of Parental Intervention(N=46)	32
Table 13: Model summery	33
Table 14: Regression coefficients	34
Table 15: Thematic Analysis of Parents’ Perspectives	35

List of Figures

Figure 1 conceptual frame work of the study	15
Figure 2 Normality test.....	24
Figure 3 Test for Homoscedasticity	25

Acronyms/Abbreviations

AAU: Addis Ababa University

KG: Kindergarten

P.T.C: Parent-Teacher Committee

SD: Standard Deviation

M: Mean

ETB: Ethiopian Birr

ANOVA: Analysis of Variance

SPSS: Statistical Package for the Social Sciences

N: Number of respondents

M.A.: Master of Arts

ABSTRACT

This study examined the challenges parents face and how they respond concerning their primary school children in selected private schools in Addis Ababa. The main objective was to understand the determinants that shape parental involvement and the responses adopted to overcome parenting challenges. The study employed a mixed-methods combining both quantitative and qualitative approaches. Quantitative data were gathered from 371 parents using a structured questionnaire, while qualitative data were collected through semi-structured interviews with five parents. Additionally, data from 46 teachers were included to assess the impact of parental intervention on student performance. Data were analyzed using SPSS version 26, employing descriptive statistics, correlation, and multiple linear regression, while the qualitative data were analyzed using thematic analysis. The findings revealed that parent-related factors such as time constraints, limited academic support skills, and irregular participation were the most prominent challenges influencing parental engagement. School-related factors, particularly communication quality and teacher accessibility, were generally viewed positively, though gaps existed in event notifications and timely updates. Child-related challenges, including lack of self-motivation and distraction during study, had a comparatively minor effect. Regression results showed that parent-related factors ($\beta = 0.620$, $p < 0.001$) and school-related factors ($\beta = 0.329$, $p < 0.001$) had a strong and statistically significant positive influence on parental responses, while child-related factors ($\beta = 0.046$, $p = 0.226$) had a positive but non-significant effect. Qualitative findings complemented these results, highlighting time management, communication, emotional support, and technology use as core themes shaping parental involvement. Parents emphasized the need for clearer school communication and guidance to strengthen home-based learning. Recommendations include strengthening school–parent communication channels, providing parental guidance workshops, and implementing strategies to enhance children’s motivation. The study offers valuable insights into urban Ethiopian parenting in private school settings and contributes to policy discussions on improving home–school partnerships for better educational outcomes.

Keywords: Parental challenges, parental responses, primary school children, private schools, Addis Ababa, mixed-methods.

CHAPTER ONE

1. Introduction

1.1 Background of the Study

Parenting during the primary school years plays a crucial role in shaping children's academic, emotional, and social development. This stage is a formative period when children acquire essential literacy and numeracy skills, learn to regulate emotions, and begin to form lasting attitudes toward learning, social interaction, and responsibility (Bornstein, 2013). Effective parenting during these years has been linked to improved educational performance, higher self-esteem, and better social adjustment (Desforges & Abouchaar, 2003). Conversely, when parents face challenges such as limited time, financial stress, or weak school communication, children's development and educational progress may be negatively affected.

Globally, parenting and school involvement have attracted significant attention in educational research and policy. Studies across Europe, North America, and Asia emphasize that parents are not just supporters of learning but co-educators who influence children's academic motivation, attendance, and behavior (Epstein, 2018). Governments in countries such as Finland, Singapore, and the United Kingdom have developed policies that institutionalize parental engagement through home-school partnerships, regular communication systems, and family education programs (OECD, 2019). For instance, the United States' Every Student Succeeds Act (ESSA) formally recognizes parental involvement as a pillar of educational effectiveness, requiring schools to develop programs that strengthen home-school collaboration (U.S. Department of Education, 2015). However, despite global recognition of the importance of parental participation, the practical challenges of balancing employment, family life, and school engagement remain universal concerns for modern parents.

At the continental level, African studies have shown that rapid urbanization, socio-economic inequality, and changing family structures are reshaping traditional parenting roles. In many African cities, parents juggle multiple jobs or long working hours, limiting their availability to support children academically or emotionally (Okeke, 2014). Moreover, cultural norms emphasizing respect and obedience often discourage open communication between children and parents about academic struggles (Mugambi, 2017). Nevertheless, several African countries, including Kenya, South Africa, and Ghana, have integrated parental engagement

strategies into their education sector plans, recognizing that education outcomes improve significantly when parents are informed and involved. Despite these policy commitments, practical implementation remains inconsistent, particularly in urban private school settings where competition, financial demands, and social expectations are high.

In the Ethiopian context, parenting within the primary education stage is influenced by cultural, social, and economic dynamics that intersect with government education policies. Traditionally, Ethiopian parenting emphasizes collective responsibility, respect for authority, and moral upbringing. Parents are seen as custodians of children's character and discipline, while teachers are entrusted with academic instruction (Habtamu, 2016). However, the increasing pace of urbanization, modernization, and exposure to global media have gradually reshaped these norms, especially among middle- and upper-income families who send their children to private schools in urban centers such as Addis Ababa. These parents often face the dual challenge of meeting high educational costs and maintaining active involvement in their children's schooling amid demanding work schedules (Worku & Getahun, 2020).

Ethiopia's Education and Training Policy (ETP, 1994) and the Education Sector Development Programs (ESDP I–VI) emphasize parental involvement as an essential component of quality education. The Ministry of Education (MoE, 2018) advocates for strong school–community partnerships through Parent–Teacher Associations (PTAs), school management committees, and community engagement programs. However, evidence suggests that while these structures exist, parents' participation particularly in private schools is often limited to financial contributions or attendance at occasional meetings rather than active collaboration in the learning process (Bekele, 2019).

In addition, the rapid growth of private schools in Addis Ababa reflects the aspirations of urban families seeking better educational outcomes for their children. These institutions often provide enriched curricula, extracurricular programs, and technology-enhanced learning environments. While these opportunities contribute positively to child development, they also increase parental expectations and responsibilities. Parents are expected to monitor academic progress, manage extracurricular schedules, and provide emotional and financial support. Moreover, the widespread use of digital devices and social media among children introduces new parenting challenges related to screen time, discipline, and exposure to online risks (Livingstone & Byrne, 2018).

From a cultural perspective, Ethiopian society values family cohesion and collective upbringing, yet modern urban lifestyles increasingly challenge these traditions. Extended family support systems that once assisted in child-rearing are diminishing in cities, leaving parents to balance work obligations with educational engagement independently. This shift highlights the need to understand how parents in Addis Ababa's private schools navigate the intersection of traditional expectations, modern pressures, and educational demands.

Therefore, this study seeks to explore the challenges parents face and their responses in supporting their primary school children within selected private schools in Addis Ababa. By examining the interplay of socio-economic, cultural, and institutional factors, the study aims to contribute to a deeper understanding of contemporary Ethiopian parenting in urban educational contexts. It also provides insights into how schools and policymakers can better support parental involvement, ultimately improving the learning experience and outcomes for children in private primary education.

1.2 Statement of the Problem

Raising children in primary school is not easy; it is a multifaceted combination of economic, social, and cultural elements. In cities like Addis Ababa, these challenges are intensified by the fast-paced nature of urban living and the growing dominance of private schooling. Parents are often required to balance demanding work schedules while simultaneously supporting their school-going children academically, socially, and emotionally. This balancing act becomes even more difficult in private schools, where academic expectations are high and participation in extracurricular activities adds additional pressure on both parents and children (Bekele, 2019).

Parents, being the most influential figures in children's development, have received surprisingly limited empirical attention in the Ethiopian context particularly in urban private school settings. Early indications suggest that parents face a paradox in which they strive to maintain the economic demands of private education while also aspiring to remain actively involved in their children's daily learning and social lives. Rising costs of tuition, transportation, voluntary contributions, and educational materials continue to strain families' resources. Consequently, reports and discussions in local media often reflect growing frustration among parents over these increasing economic and emotional burdens (Tesema & Mengistu, 2021).

Despite the recognized importance of parental involvement in global education literature, very few studies in Ethiopia have examined how urban parents, especially those with children in private schools, navigate these complex challenges. Existing research tends to focus on public education or on general parental participation without distinguishing between socio-economic contexts or types of schools. Methodologically, most previous Ethiopian studies have relied solely on quantitative surveys, which, while useful, fail to capture the nuanced experiences, coping mechanisms, and emotional dimensions of parenting. Theoretically, there is also a lack of integration of models such as Epstein's Framework of Parental Involvement or Bronfenbrenner's Ecological Systems Theory, which could explain how family, school, and societal factors interact to shape parenting behavior. Furthermore, the population gap lies in the limited exploration of middle- and upper-income urban parents whose experiences differ significantly from rural or low-income families often studied in national educational assessments (Kassa & Lemma, 2020). Thus, there is a clear evidence gap in understanding how Addis Ababa's private school parents perceive, experience, and respond to educational and developmental challenges.

This study, therefore, seeks to bridge these gaps by systematically investigating the core challenges confronting parents of primary school children in selected private schools in Addis Ababa. It further explores the strategies these parents use to address these challenges and examines how effectively such strategies contribute to children's positive outcomes. By employing both quantitative and qualitative methods, the study aims to generate a holistic understanding of parenting within the urban Ethiopian private school context and provide evidence-based recommendations for policymakers, educators, and families to strengthen parental engagement and support mechanisms.

1.3 Research Questions

- I. What are the major challenges faced by parents of primary schoolchildren in private schools in Addis Ababa?
- II. How do parents respond to these challenges, and what strategies do they use?
- III. What factors influence parental responses to challenges posed by private schools?

1.4 Research Objectives

1.4.1 General Objective

To investigate the challenges faced by parents and their responses concerning their primary school children in selected private schools in Addis Ababa.

1.4.2 Specific Objectives

- I. To identify the major challenges faced by parents of primary school children in private schools in Addis Ababa.
- II. To explore the strategies and responses employed by parents to address the challenges they face in private primary schools.
- III. To examine the factors that influence parental responses to challenges posed by private schools.

1.5 Significance of the Study

The study is important on several fronts. First, it highlights the challenges faced by parents in supporting their children's learning and provides evidence-based insights into practical strategies to address these challenges. Second, it is valuable for private primary schools and teachers, offering useful information to develop parent-sensitive management practices that strengthen parent-child relationships and enhance children's overall academic and personal development. Finally, the study fills a gap in the existing literature on urban Ethiopian parents and contributes to the limited research on parenting challenges within private school contexts, serving as a reference for future studies on parental involvement and student outcomes.

1.6 Scope of the Study

This study was limited to selected private primary schools in Addis Ababa to capture the unique challenges experienced by urban families within the private education system. Private schools were intentionally chosen because they differ markedly from government schools in several aspects. Unlike government schools, which typically operate on a half-day schedule and impose minimal financial burdens on parents, private schools have longer instructional hours, often including after-class tutorials and extracurricular programs that demand greater time, supervision, and emotional involvement from parents. Furthermore, parents of private school students face significant financial pressures such as tuition fees and school material expenses, all of which intensify their parenting challenges. Another reason for focusing on private schools was the higher level of communication and cooperation between schools and parents, which made it more practical to access participants for interviews and data collection.

1.7 Operational definition of terms

1. Parental Response

Terms that describe parents' ways of reacting to and fulfilling the educational, emotional, and behavioral needs of their primary school children in response to specific challenges. It entails activities such as showing up for parent-teacher conferences, controlling screen time, or providing emotional support. (Fan & Chen, 2001)

2. Parental Engagement

The direct participation of parents in the schooling and learning of the child, for example, homework help, school visits, and funding of extracurricular activities. It is one of the subscales of parental response (Epstein, J. L. 2018).

3. Emotional Support

The supportive actions parents employ to assist children in feeling safe, valued, and listened to, especially regarding their school and social issues. (Desforges & Abouchaar, 2003)

4. Academic Achievement

The measurable educational achievement of the child, including test scores, grades, and teacher feedback. It often influences parental response and involvement. (Fan & Chen, 2001)

1.8 Organization of the Study

The study was organized into five chapters. Chapter One provided the study overview, which included the background of the problem, statement of the problem, research questions, objectives, significance, scope, and limitations. Chapter Two provided a review of relevant theory, key concepts, and empirical studies on the difficulties and responses of parents with children in primary schools, outlining areas of gaps in literature. Chapter Three described research design, sampling strategies, data-gathering instruments, and data analysis techniques, explaining how the quantitative and qualitative data were collected and analyzed to address the research questions. Chapter Four presented results of the study, including participant demographic summaries, descriptive and inferential statistics, and qualitative data derived from parent interviews. Finally, Chapter Five summarized the main findings, drawn conclusions, and made suggestions to parents, teachers, and policymakers for strengthening parental involvement and support in private schools.

CHAPTER TWO

2. Literature Review

Development takes time, especially in primary school years when children are faced with a mixture of intellectual, social, and emotional challenges. Parents have an equally significant role in shaping their children's experience and results during this period. In the next section, describes some of the available studies examining parents' challenges and coping, particularly among Addis Ababa private primary schools. It also considers how socio-economic, technological, and cultural factors intervene.

2.1 Theoretical Literature review

This study draws on multiple theories to understand parenting challenges and responses:

2.1.1 Bronfenbrenner's Bio-ecological Systems Theory

Bronfenbrenner (1979) theorized that children's development is a product of an extensive array of interacting environmental systems. Of these, the mesosystem including the parent-school interactions is crucial for this study. These interactions can have a significant impact on children's social competence, academic performance, and emotional competence. For example, when parents and teachers engage in information exchanges on a regular basis, it creates an environment that supports children's learning. When parents engage in school activities like meetings or volunteer programs, they help establish the mesosystem, ultimately enriching their child's school life. Socio-economic status and culture can also impact the effectiveness of these interactions. This theory makes a compelling case for policies that nurture inclusive partnerships between parents and schools, all aimed at supporting children's holistic development in the long run.

2.1.2 Attachment Theory

Bowlby's Attachment Theory, first laid out in 1969, spotlights the secure emotional bond that's so crucial between kids and their parents. It's an insightful framework for seeing how parents' active role in private schools can cultivate those reliable attachments, while also nurturing kids' resilience and ability to adapt. Securely attached children typically handle their emotions with more ease, build stronger social connections, and ease into school routines without too much hassle.

2.1.3 Social Learning Theory

Bandura's 1977 Social Learning Theory spells out how children mostly pick up behaviors by watching and then copying the people nearest to them, parents at the top of that list. When parents throw themselves into school events it models vital qualities like a sense of duty and steady discipline for their kids to follow.

2.1.4 Family Systems Theory

From 1978 Bowen's Family Systems Theory pictures the family as a linked-up system, one where any strain on a single person echoes through to everyone else involved. Think about private school pressures, like scraping together fees or drilling kids relentlessly on studies; those can tip the family's equilibrium off-kilter and quietly sap at children's emotional well-being along with their classroom results. Families who keep channels open for talk and prop each other up however navigate such rough waters far more capably. More widely it maps out the ways a family's internal gears turn to influence how children grow, and it flags why schools ought to lend a hand in buffering families against schooling's heavier loads.

2.2 Summary of Theories

Drawing on a variety of theories, the present study examines parenting pressures and changes in private primary schools in Addis Ababa. More specifically, it examines what occurs during the interactions among parents, schools, and children around education.

Bronfenbrenner's Bio-ecological Systems Theory brings to the fore the importance of partnership among parents and schools, referring to how socio-economic and cultural considerations, coupled with effective communication, are key to children's educational and emotional growth. Attachment Theory emphasizes the importance of secure emotional attachments between children and their parents, with the theory implying that routine parental involvement creates resilience, emotional regulation, and academic success, while parental disengagement leads to issues like anxiety or withdrawal. The theory known as the Social Learning Theory states that children will imitate parental observed behaviors, particularly focused around school and school-relevant environments, with positives and virtues of those behaviors such as responsibility and discipline truly impacting their acquisition of and adaptation to the behaviors they see.

2.3 Empirical Literature

2.3.1 Academic Demands

Parents who enroll their children in private primary schools often experience heightened academic pressures stemming from the rigorous standards of private education. Private schools in Addis Ababa typically emphasize academic excellence, continuous assessment, and competitive performance, creating both motivation and stress for parents and children alike. Bekele (2019) noted that the high academic expectations of private schools compel parents to invest additional time and effort in monitoring their children's progress and arranging extra tutorial sessions. Similarly, Alemayehu and Teshome (2021) found that parents often perceive academic success as a reflection of family status and responsibility, leading to anxiety when children underperform. International research echoes these findings: Desforges and Abouchaar (2003) reported that parents under pressure to maintain children's academic achievement tend to experience emotional exhaustion, particularly when balancing work and family commitments. In the Ethiopian context, Assefa (2022) observed that many urban parents feel obliged to compensate for perceived deficiencies in school instruction by providing home-based support, hiring tutors, or purchasing supplementary materials. Such expectations, though well-intentioned, can strain family relationships and create performance-oriented stress within the household. Therefore, academic demands in private schools represent one of the most persistent challenges shaping modern parenting behavior and involvement.

2.3.2 Financial Constraints

Financial strain remains a central concern for parents raising children in private schools. Tuition fees, transportation, uniforms, extracurricular programs, and private tutorials collectively impose a heavy financial load on families. Worku and Getahun (2020) highlighted that the cost of private schooling in Addis Ababa has risen disproportionately compared to average household income, forcing parents to make difficult trade-offs between educational investment and other family needs. Alemayehu (2021) further revealed that economic stress limits parents' ability to participate actively in school activities, as their attention often shifts toward sustaining tuition payments rather than engaging in their child's emotional or academic life. Studies from other African countries corroborate this pattern. In Kenya, for example, Okeke (2014) found that rising private education costs create unequal parental engagement, where high-income parents can afford active participation while middle-income families face stress and burnout. Globally, the OECD (2019) reported that

families in competitive private education systems frequently associate financial input with educational quality, often equating higher spending with better outcomes an assumption that amplifies financial anxiety. In Addis Ababa, these pressures are compounded by the extended school hours and mandatory after-class tutorial sessions that further increase expenses. Consequently, financial constraints not only restrict parental capacity for involvement but also influence emotional well-being and family stability (Tesema & Mengistu, 2021).

2.3.3 Technological Challenges

The increasing integration of technology into education has brought both opportunities and difficulties for parents. While digital tools can enhance learning and communication, they also introduce new parenting dilemmas. Livingstone and Byrne (2018) observed that technology requires parents to balance the benefits of educational media with the risks of screen addiction, reduced concentration, and exposure to inappropriate content. Ethiopian studies mirror these concerns. Hailu (2020) found that many parents in Addis Ababa lack digital literacy, making it difficult for them to monitor online learning or set boundaries on screen time. Furthermore, the shift to technology-assisted learning, particularly following the COVID-19 pandemic, increased parental responsibilities in supervising children's online lessons and digital engagement. Internationally, Valkenburg and Piotrowski (2017) emphasized that parental mediation how parents regulate and guide children's media use plays a crucial role in determining whether technology becomes a learning tool or a source of distraction. Thus, while technology offers valuable academic opportunities, it has also emerged as a major source of tension for parents striving to maintain a balance between supervision and autonomy in children's learning.

2.3.4 Social and Emotional Support

Parents' ability to provide consistent emotional and social support is often compromised by the demands of urban life. Tadesse (2021) found that working parents in Addis Ababa struggle to maintain daily communication with their children due to extended work hours and traffic congestion, which limit time for meaningful interaction. Gebremariam and Yohannes (2020) similarly reported that urban parents tend to substitute emotional support with material provision, believing that financial stability compensates for reduced presence at home. This lack of consistent emotional availability can lead to feelings of neglect or isolation among children. International studies underscore the same issue: Grolnick and Slowiaczek (1994) demonstrated that emotional support from parents significantly enhances children's

motivation and academic persistence, while its absence correlates with disengagement and lower achievement. As a result, maintaining emotional closeness and social stability amidst economic and occupational pressures remains one of the most challenging aspects of modern parenting in urban Ethiopia.

2.3.5 Cultural Dynamics

Cultural transformation plays a central role in shaping parental engagement. Ethiopian parents in urban areas are increasingly caught between maintaining traditional values of obedience, communal responsibility, and respect, while adapting to the individualized, child-centered ethos promoted in modern schooling. Alemu and Mekonnen (2020) emphasized that this tension often leads to uncertainty among parents regarding the appropriate balance between discipline and autonomy. In many Ethiopian households, traditional hierarchies still limit open dialogue between parents and children, reducing opportunities for collaborative learning and emotional expression (Habtamu, 2016). However, exposure to global media and educational philosophies has gradually encouraged urban parents to adopt more participatory parenting approaches that value negotiation, emotional expression, and shared decision-making. Similar cultural shifts have been documented elsewhere in Africa. In South Africa, Mkhize and Qhobela (2021) found that modernization has redefined parental roles, leading to both positive engagement and cultural dissonance. Thus, the evolving cultural context in Addis Ababa presents both opportunities and challenges for effective parenting and school involvement.

2.3.6 Communication between Parents and Teachers

Effective communication between parents and teachers plays a fundamental role in shaping student outcomes and enhancing parental engagement. Research consistently shows that frequent, clear, and constructive communication fosters parental understanding of academic expectations, classroom dynamics, and student progress, which in turn supports positive student performance (Hornby & Lafaele, 2011). In the Ethiopian context, Mulat and Tessema (2020) highlight that inadequate communication channels and absence of structured feedback systems in urban private schools create barriers to active parental participation. These gaps often lead to misunderstandings about children's academic progress and behavioral issues, reducing parents' ability to respond appropriately to their children's educational needs. Globally, Epstein (2018) underscores the importance of two-way interaction in parent-teacher communication programs, where parents are not just passive recipients of information but

active contributors to their child's learning process. Such structured communication initiatives have been demonstrated to improve student academic achievement and foster better social adjustment within diverse school settings, indicating that quality communication is a cornerstone of successful parental involvement.

2.3.7 Parental Time Constraints

Time availability remains a significant challenge limiting parental involvement in their children's education. Urban parents often face competing demands from occupational responsibilities, household duties, and other social engagements, which reduce their capacity to engage meaningfully in school-related activities such as supervising homework, attending meetings, or participating in school events (Hill & Tyson, 2009). This issue is particularly pronounced in Addis Ababa, where research by Tadesse and Alemayehu (2021) reveals that factors like traffic congestion, long working hours, and economic pressures severely constrain parents' time and energy for active school participation. Despite high motivation levels among many parents to support their children, these logistical barriers inhibit consistent engagement, contributing to a gap between parents' intentions and actual involvement. Studies also emphasize that time constraints disproportionately affect parents from lower socio-economic backgrounds, exacerbating educational inequalities in urban settings. Addressing these time-related obstacles, therefore, is critical for developing inclusive parental engagement strategies that accommodate diverse family circumstances.

2.3.8 Peer Influence on Children

Peer interactions play a significant role in shaping children's academic performance and social behavior, which in turn indirectly impacts parental engagement. Research suggests that children surrounded by peers with strong academic motivation tend to benefit from enhanced parental support aimed at reinforcing positive behaviors. Conversely, negative peer influences often require parents to increase monitoring and guidance to counteract potential adverse effects (Wentzel & Caldwell, 1997). In the context of Ethiopian private schools, Abebe and Tesfaye (2019) observed that peer group dynamics within competitive classroom environments generate both motivation and social pressure among students. This social environment compels parents to adopt more active roles in providing guidance and implementing discipline strategies tailored to their child's specific peer context. Such parental involvement is crucial to helping children navigate academic challenges and peer-related social issues, thus fostering both educational success and healthy social development.

2.3.9 Psychological Well-being of Parents

The psychological well-being of parents significantly influences their capacity to support their children effectively. Stress, anxiety, and burnout can detrimentally affect parental responsiveness and the quality of engagement with their children's educational needs (Deater-Deckard, 2004). In urban Ethiopia, Bekele and Mekonnen (2021) identified several stressors impacting parents, including financial hardships, high academic expectations, and challenges related to adapting to technological advancements in education. These pressures may lead to diminished emotional support and inconsistent supervision of children's learning activities. The mental health of parents, therefore, emerges as a critical factor shaping the degree to which they can provide nurturing environments conducive to academic achievement. Interventions aimed at supporting parental well-being can serve as vital pathways to enhancing their involvement and promoting positive educational outcomes for children.

2.3.10 School Facilities and Learning Environment

The quality of school facilities and the overall learning environment significantly influence parental perceptions and engagement levels. Well-resourced schools with adequate classrooms, playgrounds, and learning materials tend to foster higher parental trust and active involvement in their children's education. Conversely, inadequate or poorly maintained infrastructure often leads to parental dissatisfaction, which can diminish engagement and support at home. Alemayehu and Tadesse (2022) found that urban private schools in Addis Ababa experience notable disparities in physical and educational infrastructure. These disparities affect how parents view the school's capability to provide quality education, thereby shaping their willingness to engage and support their children's learning. On an international level, studies such as those by the OECD (2020) reinforce that when school environments are conducive to academic and social development, parents are more likely to invest time and resources in their children's education. Thus, improving school facilities not only enhances student learning experiences but also increases parental involvement, which is pivotal for better academic outcomes.

2.3.11 Parental Knowledge and Skills

Parental knowledge, educational background, and teaching skills are crucial determinants of the extent and quality of parental involvement in children's education. Parents with higher literacy levels and better educational attainment are generally more capable of assisting their

children with homework, effectively communicating with teachers, and advocating for their educational needs (Desforges & Abouchaar, 2003). In Ethiopia, Assefa and Worku (2021) observed that parents with limited formal education often depend on external tutors or supplemental educational programs, which highlights a gap in parental skills. This skills deficit can impede the ability of parents to provide adequate academic support and engage meaningfully with school processes. Addressing this issue through parent education programs and capacity-building initiatives can empower parents, enabling them to become more effective partners in their children's educational journeys and positively influencing student achievement.

2.4 Gaps in the Literature

There has been written about parental anxieties within educational contexts, but there is little research that specifically addresses these with regard to Ethiopia, particularly within private schools in Addis Ababa. While there is a lot of literature covering education and society, there is very little about private schooling arrangements. To date, few studies have examined the interaction of home-community narratives with educational class expectations. The relationship between money flows, individual motivations, and the role of social and cosmological beliefs associated with communities, remains unexplored; there are multiple opportunities for qualitative approaches to better understand the ways in which even small disruptions affect parental engagement at the Addis Ababa primary school level.

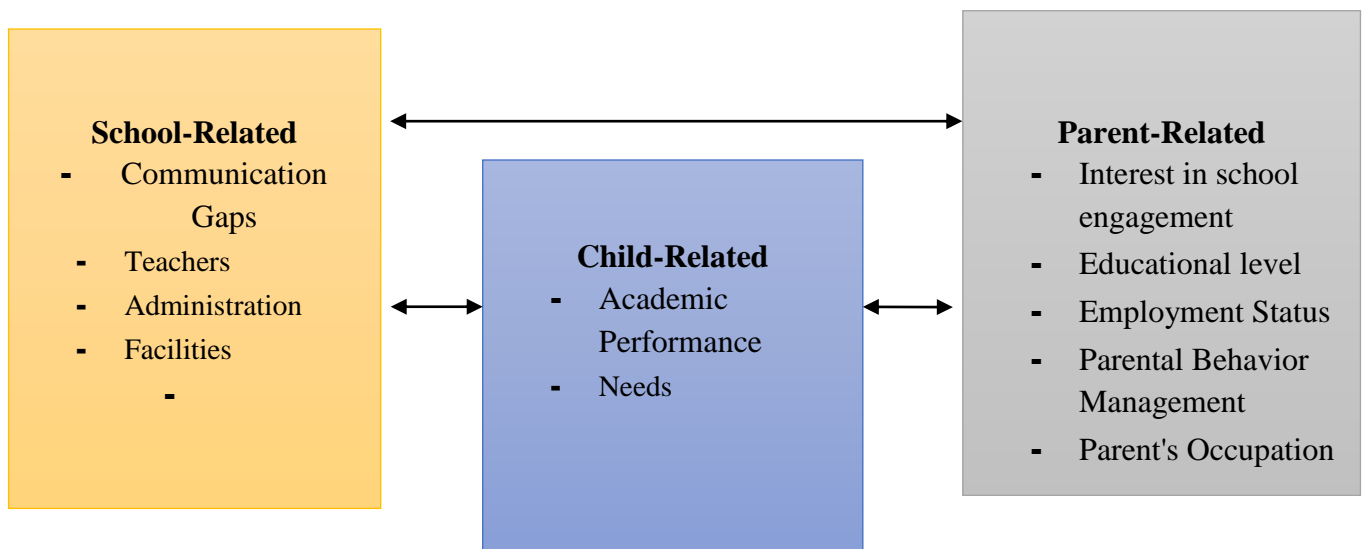
It's worth pursuing some cultural pulls on parents' school-squeeze comebacks think teacher gatherings feel-good backs and dives into study, too. Key is sizing how Addis private spaces could ramp up parent aids possible hatching moves that ramp up buy-in and cascade to weightier kid builds and marks.

2.5 Conceptual Framework

This conceptual framework (see Figure 1) illustrates the interaction among school-related, parent-related, and child-related factors that influence parental engagement in private primary schools. These three domains collectively shape children's academic development and the nature of family-school collaboration. School-related variables, including communication gaps, teacher responsiveness, administrative practices, and school facilities, play a key role in creating a welcoming and inclusive environment that facilitates parental participation (Epstein, 2011). Parental characteristics, such as interest in school engagement, educational level, parenting style, and work participation, can either facilitate or limit involvement

(Hornby & Lafaele, 2011). Child characteristics, including academic achievement, interests, abilities, and learning needs, also determine the degree and quality of parental engagement (Hill & Tyson, 2009).

In this study, emphasis is placed on two fundamental factors from each category due to their immediate influence on parental participation. Within the school-related factors, communication and teacher responsiveness are prioritized because effective communication and positive teacher–parent relationships are essential for meaningful engagement (Goodall & Montgomery, 2014). For parent-related factors, interest in school and parenting style are highlighted as they reflect both willingness and strategies of parenting that influence support at home (Desforges & Abouchar, 2003). Among child-related factors, academic achievement and interest are emphasized, as these directly stimulate parental involvement in learning activities (Fan & Chen, 2001). Through these six variables, the mediational model provides a framework to examine the dynamic interplay of school, parent, and child characteristics in shaping parental engagement in Addis Ababa urban private schools.



Source: - Adapted from Mebrat Gedfie (2018), and Degu Derese (2022)

Figure 1 conceptual frame work of the study

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The study employed a descriptive survey research design within an embedded mixed-methods framework to identify and examine the determinants of parenting challenges and parental responses among private school families in Addis Ababa. The descriptive survey design was appropriate because it enabled the researcher to collect a large volume of data systematically and comprehensively from a broad population, allowing for the identification of patterns, relationships, and variations among key variables. The study incorporated both quantitative and qualitative approaches to provide a deeper understanding of the problem. The quantitative component served as the core of the study, collecting data through structured questionnaires administered to 371 parents, while the qualitative component, consisting of interviews with five parents, was embedded to supplement and explain the quantitative findings. This design allowed for the integration of numerical trends and narrative insights, ensuring both breadth and depth in understanding the multifaceted nature of parenting challenges and responses in the selected private schools of Addis Ababa.

3.2 Study Population

The participants in the study were parents of students enrolled in primary school in two private schools in Kolfe-Keranio Sub-city, Addis Ababa, which were purposively selected for this study. This location was chosen due to its diverse demographic makeup and high density of primary schools, which created a rich context for examining parenting challenges and coping. The study used families with children of primary school age, as primary schools were assumed to represent unique socio-economic and cultural patterns. It was also anticipated that families would come from various backgrounds; as such, primary schools not only educate children but also provide a rich opportunity to study a variety of parenting experiences and concerns.

3.3 Sample and Sampling Procedures

3.3.1 Sampling Techniques

The study employed a three-stage sampling method to ensure a representative sample across the Kolfe-Keranio Sub-City private schools. First, simple random sampling was used to select two woredas, Woreda 2 and Woreda 6, from the ten woredas in the sub-city, representing its socio-economic diversity. Second, one private primary school from each selected woreda was randomly chosen: School of Renaissance from Woreda 2 and Beteseb Academy from Woreda 6. Third, a stratified random sampling technique was used to select parents from the two schools. Stratification was based on students' grade levels (Grades 1–6) to achieve balanced representation across educational stages. From each stratum, students were randomly selected, and one parent per family was contacted prioritizing the parent most actively involved in school communication as identified by school officials. To avoid duplication, siblings sharing the same parent were filtered using family names and consultations with school staff. This process resulted in a sample of 389 parents.

Additionally, purposive sampling was employed to select 63 homeroom teachers—one from each section across grades 1 to 6 in both schools to provide expert insights on student academic outcomes and parental involvement effects.

3.3.2 Target Population

The target population comprised parents of students enrolled in the two selected private primary schools in Kolfe-Keranio Sub-City, Addis Ababa. The combined parent population of both schools was 3,116. The sampling strategy aimed to accurately capture parental challenges and engagement variations across diverse socio-economic and educational strata by including parents from all grade levels with a preference for those most engaged with school activities.

Table 1: *Distribution of Students and Parents by Grade Level*

Schools	Grade Level	Total number of Students	Total number of Parents
School of Renaissance	Grade 1	301	279
	Grade 2	300	261
	Grade 3	294	256
	Grade 4	280	248
	Grade 5	299	246
	Grade 6	261	216
Total	-	1735	1506
Beteseb Academy	Grade 1	310	287
	Grade 2	302	281
	Grade 3	292	274
	Grade 4	280	266
	Grade 5	270	261
	Grade 6	250	241
Total	-	1704	1610

Table 2: *Number of parents in selected schools*

No_	Name of schools	Number of parents	Woreda
1	School of Renaissance	1506	06
2	Beteseb academy	1610	02
Total =		3116	

3.3.3 Sample Size Determination

In a research study, a sample is a group of people from whom data is collected (Creswell & Poth, 2016). The Taro Yamane (1967) formula is used to calculate the needed number of respondents or sample size to represent the total population. The computation yielded a sample size of 3116 parents.

Yamane Formula:

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

Where, n= sample size

N= population size

e= sampling error or level of precision which is ±5%

$$n = \frac{3116}{1 + 3116 (0.05)^2}$$

$$n \approx 355$$

Based on the sample size determination, the sample size for this research work is 354 respondents.

Proportional Allocation of Sample Size

A total of 355 respondents were selected from two schools using proportional allocation based on the number of parents in each school.

School of Renaissance:

$$(1506/3116) \times 355 \approx 171$$

Beteseb Academy:

$$(1610/3116) \times 355 \approx 183$$

After adding 10% to account for non-response:

$$\text{Renaissance: } 171 + 10\% \approx 188$$

$$\text{Beteseb: } 183 + 10\% \approx 201$$

Table 3 : Proportional Allocation for Schools

No.	Name of Schools	Number of Parents	Proportional Sample Size	Adjusted Sample Size
1	School of Renaissance	1,506	171	188
2	Beteseb Academy	1,610	183	201
Total		3116	354	389

To ensure adequate representation and account for possible non-responses, a 10% increase was added to the initially calculated proportional sample sizes. As shown in the table, School

of Renaissance, with a parent population of 1,506, was allocated an adjusted sample size of 188 parents, while Beteseb Academy, with 1,610 parents, received an adjusted sample size of 201. This brought the total number of parent participants to 389. In cases where a parent has more than one child enrolled in the school, the parent was counted only once in the sampling frame to avoid duplication. For stratification purposes, one of their children's grade levels was randomly selected, and the parent was assigned to that stratum. This adjustment ensures the reliability of the study findings and maintains proportional representation across both schools.

3.4. Pilot study

The pilot study was carried out to evaluate the feasibility and success of the research tools and processes scheduled for the main study. In the study 39 parents were participated from the same population as the main study parents of primary school children who attend the two selected private schools in Kolfe-Keranio Sub-City. To prevent duplication and bias, the pilot study participants were not included in the final study sample. This sample was adequate to test the relevance, reliability, and clarity of survey questionnaires and data collection tools, as well as the recruitment process and response rates.

Findings from the data collected during pilot were analyzed using descriptive statistics to evaluate response completeness, participant feedback, and general functionality of the data collection tools. Success criteria for pilot were having at least 80% response rate, minimal missing data, and to have determined that participants clearly understood the questions. Ethical guidelines of seeking informed consent and confidentiality were stringently applied throughout the pilot.

The pilot revealed several challenges. To start with, the fact that identifying parents of more than one child entailed screening student rosters and cross-checking with principals, finance officers, and homeroom teachers resulting in a longer duration and multiple follow-ups than anticipated. In the main study, this issue was addressed by procuring up-to-date student–parent records from schools before data collection and having a transparent verification system to minimize repeated checking. Second, getting parents during weekdays in school was not straightforward, as most of them were absent from campus, and at times, coordinating with them was challenging due to their teaching responsibilities. In the principal study, this challenge was overcome by scheduling data collection outside busy instructional times, such as during recess or parent-teacher conference times, and by prearranging

appointments with parents. Individual school contact persons were nominated to oversee coordination and reduce disruption of teaching activities.

As the pilot went on, it also revealed many opportunities that strengthened the main study. The two schools maintained good records for parents and students, which were utilized effectively to ease participant identification. Besides, the pilot ensured proper instruments and provided practical feedback on how to handle logistical issues so that the main study ran more smoothly and systematically. Generally, the pilot study assisted significantly in enhancing the research design, validity, and reliability of the findings of the main study.

3.5 Data collection procedure

Primary data were obtained through questionnaires and surveys administered to teachers and parents, as well as semi-structured interviews conducted with selected parents. Both the questionnaire and the interview guide were developed based on insights from related previous research and adapted from previously standardized and validated scales that measure parental involvement, parenting challenges, and school–parent relationships. This ensured that the instruments possessed strong content validity and aligned with established constructs in the field. The data were collected by the researcher over a period of six consecutive days in the two selected private schools School of Renaissance and Beteseb Academy located in Kolfe Keranio Sub-City. During this period, the researcher personally distributed and collected the questionnaires from teachers and parents and conducted face-to-face interviews with selected parents in a quiet and private setting arranged by the schools. The interviews provided rich qualitative data that deepened the understanding of quantitative results by exploring parents’ lived experiences, strategies, and attitudes toward their children’s education. In addition, secondary data were collected from school records, including parent teacher meeting minutes, attendance rolls, and parental involvement policies, which offered detailed information about the nature, frequency, and type of school–parent interactions. Collectively, these multiple sources of data contributed to a comprehensive and triangulated understanding of the parenting challenges and responses among private school families in Addis Ababa.

1. Primary data:

Primary data were collected by using structured questionnaires completed by parents of children at primary school by using a sample from chosen private schools. A questionnaire was designed to account for significant information on parental participation, socio-economic

status, specific issues with parenting, and the approaches used by parents in addressing the challenges. It also inquired about the perspectives of parents towards the effectiveness of such strategies, which strategies were effective and which were not effective in addressing parenting problems.

2. Secondary Data:

Relevant school records such as parent meeting, communication books, and newsletters were also examined to observe the problem the parents had and how they responded.

3.5.1 Validity and Reliability

3.5.1.1 Validity

Validity of the questionnaire was examined to observe if it had measured the constructs under study appropriately. Content validity was measured with Aiken's V formula (Aiken, 1980), a quantitative measure that estimates the degree of conformity among experts to the degree of clarity and relevance of each item. The instrument was tested by an expert panel of three education and child psychology experts who rated each item on a 1 (not relevant) to 5 (very relevant) scale. The computed Aiken's V values for all items ranged from 0.87 to 0.96, indicated the presence of high agreement among experts and confirmed a high content validity.

Furthermore, the questionnaire format and content were cross-referenced with literature to confirm theoretical congruence and consistency with the conceptual framework of the study. Minor changes in words were also made on the advice of experts to enhance clarity, but otherwise the overall design of the instrument remained unchanged due to its established validity. The process enabled all the items to effectively capture the intended dimensions of school, parent, and child variables, parental response, and the impact of parental interventions on school performance.

Table 4: *Table: Aiken's V Values for Content Validity*

Section	Number of Items	Aiken's V Range	Interpretation
School-Related Factor	5	0.89 – 0.94	High content validity
Parent-Related Factor	6	0.90 – 0.95	High content validity
Child-Related Factor	6	0.88 – 0.93	High content validity
Parental Responses	6	0.91 – 0.96	High content validity
Effect of Parental Intervention on Academic Performance	6	0.87 – 0.92	High content validity

3.5.1.2 Reliability

Reliability of the questionnaire was evaluated using the Cronbach's Alpha method, which allows for establishing internal consistency among the items. The results showed the questionnaire had excellent reliability across all subscales. The five items of the school-related factor had a Cronbach's Alpha of 0.979 indicating very high reliability. The parent-related factor had six items and a Cronbach's Alpha of 0.987. The child-related factor also had six items and a Cronbach's Alpha of 0.995. The subscale that evaluated parental responses had six items with a Cronbach's Alpha of 0.983. The parent intervention effect on academic performance across six items had a Cronbach's Alpha of 0.989. All 29 items taken together had a Cronbach's Alpha of 0.997, demonstrating that the instrument had very high reliability and internal consistency for use in the main study.

Table 5: *Cronbach's Alpha for All Variables*

Variable	Cronbach's Alpha	Number of Items
School-Related Factor	0.979	5
Parent-Related Factor	0.987	6
Child-Related Factor	0.995	6
Parental Responses	0.983	6
Effect of Parental Intervention on Academic Performance	0.989	6

The results of the tests of validity and reliability supported that the questionnaire was valid and reliable to explore parenting problems and responses in some selected private primary schools in Addis Ababa. Large Aiken's V values showed that the items were clear,

contextual, and appropriate to the study's theoretical framework. Similarly, the Cronbach's Alpha values of high magnitude indicated high internal consistency, and thus, the scales captured the constructs in question sufficiently. The above findings provided a strong foundation to the main study, and there was assurance that the data collected would be reliable and suitable for the study objectives.

3.6 Tests of Assumptions of Regression Analysis

Before conducting a regression analysis, five major assumptions for multiple linear regressions were tested: normality, linearity, Multi-collinearity, homoscedasticity, and autocorrelation. This is a mandatory prerequisite in explaining the relationships between dependent and explanatory variables. Therefore, the researcher has checked major least square assumptions and proved that they met reasonably well.

3.6.1. Normality

Figure 2 Frequency distribution of regression standardized residual result shows that the histogram is a bell-shaped curve and data are normally distributed. Normality can be visually assessed by looking at a histogram of frequencies output (Garson, 2012). Therefore, no data problem would lead to assumption have violated.

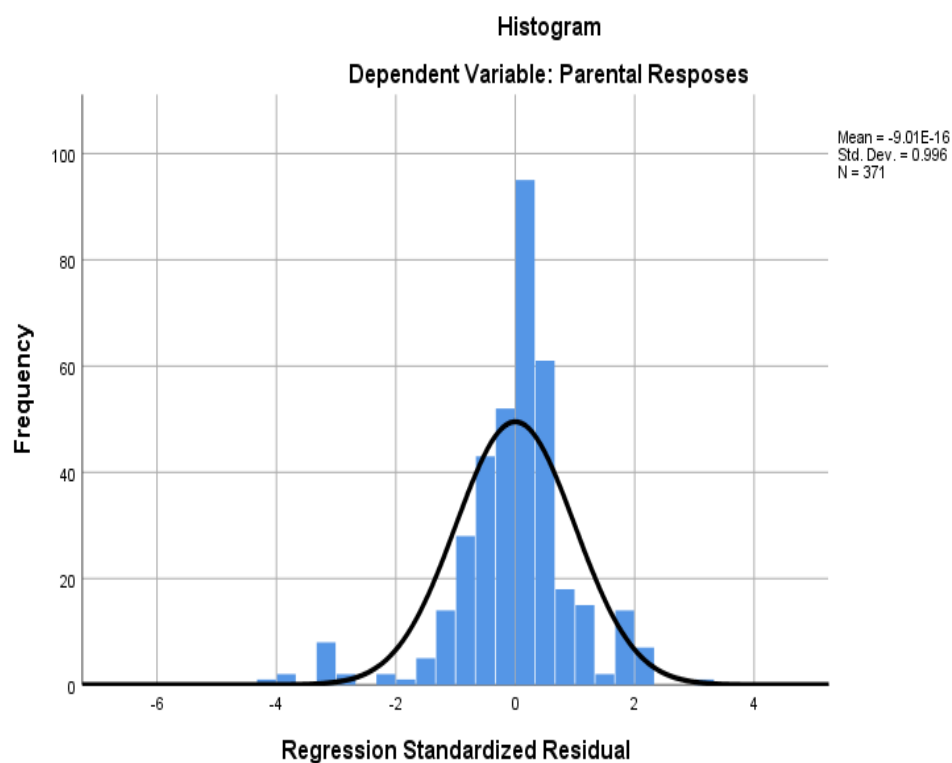


Figure 2 Normality test

3.6.2 Testing for Homoscedasticity

The assumption of homoscedasticity refers to the equal variance of errors across all levels of the independent variables (Osborne & Waters, 2002). This means that researchers assume that errors are spread out consistently between the variables (Keith, 2006). This is evident when the variance around the regression line is the same for all values of the predictor variable. In figure Shows, that each of the five dimensions of organizational culture is against employee engagement. The plot is in the same figure 2. Of the annexed plot shows how the points are randomly and evenly dispersed throughout the plot. In addition, these patterns are indicative of a situation in which the assumption of homoscedasticity has been met in whole the four dimensions of organization culture against employee engagement

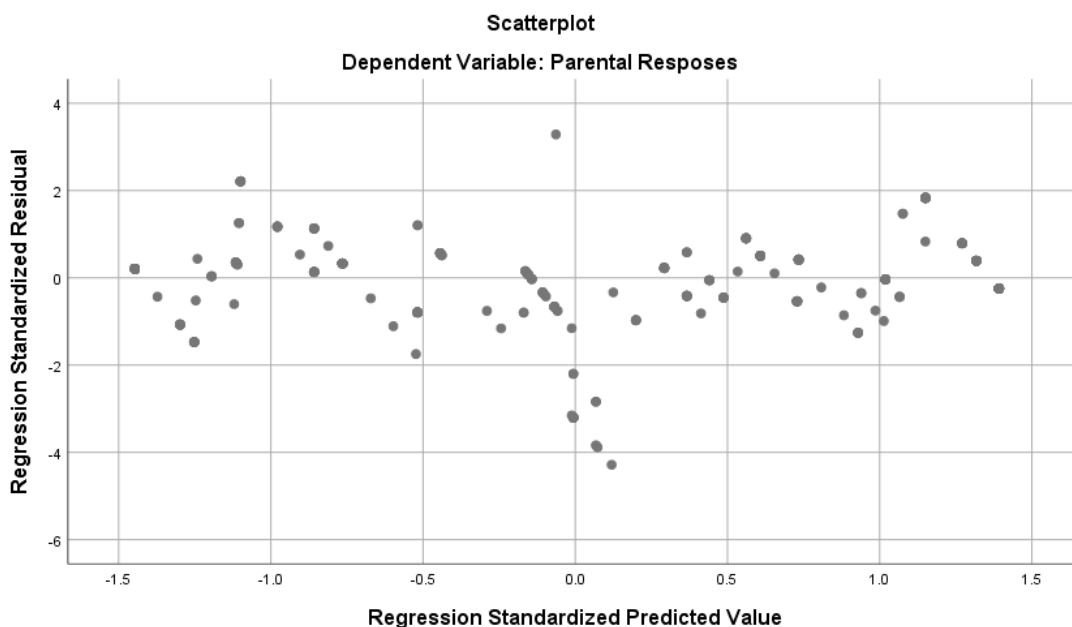


Figure 3 Test for Homoscedasticity

3.7 Method of Data Analysis

Both quantitative and qualitative methods were used to analyze the data in order to provide a comprehensive understanding of parenting challenges and responses in the selected private schools. Quantitative data collected through structured questionnaires were analyzed using descriptive statistics such as frequencies, percentages, and measures of central tendency (mean, median, and mode) to describe the demographic profile of respondents and highlight common parental challenges and responses. Inferential statistics, including multiple linear

regression, were employed to investigate the influence of school- and child-related problems on parental responses.

Qualitative data from semi-structured interviews with parents were analyzed using thematic analysis supported by NVivo software. This involved transcribing interviews verbatim, coding the data systematically, and identifying recurring themes related to socio-cultural factors, emotional influences, and obstacles to effective parenting. The integration of both data types within an embedded mixed-methods approach provided a richer, more nuanced interpretation of the findings.

3.8 Variables

The study's dependent variable is parental response, operationalized via a composite score derived from a five-point Likert scale measuring two main components: parental engagement in school activities (such as attending meetings and assisting with homework) and emotional support aimed at promoting children's psychological well-being. The reliability of these measures was verified through internal consistency tests like Cronbach's alpha.

Independent variables represent parenting challenges categorized into three domains: parent-related, school-related, and child-related factors. Each domain encompasses factors such as parental interest and behavior management, school communication and teacher interactions, and child academic performance and interests. These variables were assessed quantitatively through surveys and qualitatively via interview data to determine their effect on parental responses in the context of Addis Ababa's private schools.

3.9 Data Analysis Procedures

The collected data was coded, and analyzed using SPSS version 26. The analysis methods for each research question are outlined below:

Table 6 :Data Analysis Procedures

No_	Research Question	Type of Data	Analysis Method
1	What are the major challenges faced by parents of primary school children in private schools in Addis Ababa?	Quantitative and qualitative (survey and interview)	Descriptive statistics (frequencies, percentages, means)
2	How do parents respond to these challenges, and what strategies do they use?	Quantitative and qualitative (survey and interview)	Descriptive statistics and thematic coding (for open-ended responses)
3	What factors influence parental responses to challenges posed by private schools?	Quantitative and qualitative (survey and interview)	Regression analysis (to identify predictors of parental responses)

3.10 Model Equation:

The multiple regression model can be specified as:

$$Y = \beta_0 + \beta_1(X_1) + \beta_2(X_2) + \beta_3(X_3) + \epsilon$$

Where:

- Y = Parental response
- X₁ = Child-related factors
- X₂ = School-related factors
- X₃ = parent-related factors
- β₀ = Intercept term (constant value when all independent variables are zero).
- β₁, β₂, β₃ = Coefficients representing the effect of each independent variable on the dependent variable.
- ε = Error term (captures unobserved factors that affect the dependent variable).

3.11 Ethical Issues

Within the research, ethical principles that were observed included informed consent, confidentiality, and respect for the rights of participants, but added responsibility to protect their parents. All respondents were assured that their identities and responses would be kept confidential and used solely for research purposes; the respondents' identities would not be associated with the study they actively participated in. Each parent was fully informed before the study of the purpose of the study, procedures, potential risks and their right to withdraw at any time without consequence. Written informed consent was obtained from each parent at the time of the study. The researcher also sought permission from the selected schools of study, including all ethical permissions from the appropriate authorities. All of the procedures adhered to the ethical rights and welfare of participating parents and children throughout the research.

CHAPTER FOUR

STUDY RESULTS

Chapter Four presents the results and discussion of the study on the challenges faced by parents and their responses in supporting their primary school children in selected private schools in Addis Ababa. It includes the demographic profile of respondents, descriptive analysis of parental challenges and responses, and further statistical and qualitative analyses to explore the factors affecting parental involvement and support.

4.1 Respondents response Rate

In this study, a total of 389 questionnaires were distributed, and 371 were properly filled and returned. This gives a response rate of 95.4%. This is considered a very good response rate in survey research. It shows that most of the selected participants were willing to take part and share their views. Such a level of participation helps strengthen the reliability of the data and provides a solid base for drawing meaningful conclusions, assuming the sampling was done carefully.

4.2. Discussion for Demographic profile of respondents

Table 7: *Demographic Characteristics of Respondents*

Variable	Category	Frequency	Percent (%)
Sex	Male	201	54.2
	Female	170	45.8
Age	20–30	30	8.1
	31–40	132	35.6
	41–50	130	35.0
	50+	79	21.3
Education Level of the Child	Grade 1	69	18.6
	Grade 2	63	17.0
	Grade 3	49	13.2
	Grade 4	65	17.5
	Grade 5	65	17.5
	Grade 6	60	16.2
Parent's Occupation	Large business owner	28	7.5
	Small/medium business owner	115	31.0
	Government employee	54	14.6
	Private company worker	108	29.1
	Clergy (priest, imam, pastor)	13	3.5
	Housewife/homemaker	48	12.9
	Other	5	1.3
Monthly Household Income	10,000 ETB or below	71	19.1
	Above 10,000 ETB	300	80.9

The above table 7 demographic profile of the respondents provides a clear overview of their background. Out of the 371 participants, 54.2% were male and 45.8% were female, showing a fairly balanced gender distribution. In terms of age, the largest proportion of respondents fell within the 31–40 years’ group (35.6%), closely followed by those aged 41–50 years (35.0%). About 21.3% were aged above 50, while only 8.1% were between 20–30 years. This indicates that most respondents were middle-aged parents.

Regarding the education level of their children, the distribution was fairly even across grades. The highest proportions were recorded in Grade 1 (18.6%), Grade 2 (17.0%), Grade 4 (17.5%), and Grade 5 (17.5%), followed by Grade 6 (16.2%) and Grade 3 (13.2%). This shows that the study included parents of children across all primary grade levels.

Parental occupation also showed diversity. A considerable share of respondents were small or medium business owners (31.0%) and private company workers (29.1%). Government employees accounted for 14.6%, while 12.9% were housewives or homemakers. Large business owners made up 7.5%, and 3.5% were clergy such as priests, imams, or pastors. In addition, 1.3% of respondents fell under the "Other" category, which included NGO workers and self-employed taxi drivers.

With regard to household income, the majority of respondents (80.9%) reported earnings above 10,000 ETB per month, while 19.1% earned 10,000 ETB or below. This suggests that most families represented in the study belonged to relatively higher-income households.

4.3 Quantitative Analysis

4.3.1 Parental Challenges and Responses

4.3.1.1 School-Related Factor

Table 8 *Descriptive statistics for School-Related Factor(N=371)*

Variable	Minimum	Maximum	Mean	Std. Deviation
School-Related Factors (5 items combined)	1.00	5.00	3.07	1.48

Table 8 presents the descriptive statistics for the school-related factor. The findings show that parents’ views on school communication varied across the different items.

The overall mean score for school-related factors was 3.07 (SD = 1.48), indicating that parents moderately agreed with statements describing communication challenges with

schools. This suggests that, on average, parents experienced some difficulty in maintaining effective communication with teachers and in receiving timely updates about their children’s academic progress and school events. Although schools appear to be relatively effective in conveying important policies and avoiding major misunderstandings, there remains a noticeable communication gap in areas such as regular progress updates and consistent information-sharing. The moderate mean and relatively high standard deviation further imply variability in parents’ experiences, suggesting that some schools demonstrate stronger parent–school communication practices than others.

4.3.1.2 Parent-Related Factor

Table 9: *Descriptive Statistics for parent- related factors(N=371)*

Variable	Minimum	Maximum	Mean	Std. Deviation
Parent-Related Factors (6 items combined)	1.00	5.00	3.02	1.44

As shown in Table 12, the overall mean score for parent-related factors was 3.02 (SD = 1.44), indicating a moderate level of agreement among parents regarding challenges related to their own involvement in their children’s education. This suggests that parents generally recognized some personal barriers such as limited time, inconsistent attendance at school events, and lack of confidence or knowledge to assist with schoolwork that hinder their full participation in school activities. The mean value, slightly above the midpoint of the scale, reflects that these challenges are present but not overwhelming across the sample. The relatively high standard deviation shows variation among respondents, suggesting that while some parents manage to stay actively involved, others face significant constraints due to work schedules, limited skills, or competing responsibilities.

4.3.1.3 Child-Related Factor

Table 10 *Descriptive Statistics for child-related factor(N=371)*

Variable	Minimum	Maximum	Mean	Std. Deviation
Parent-Related Factors (6 items combined)	1.00	5.00	3.14	1.48

The combined mean score of 3.14 indicates that, on average, parents perceive moderate challenges in influencing their children’s academic behaviors at home. The minimum and maximum values (1.00 and 5.00, respectively) show that responses spanned the full range of

the Likert scale, suggesting variability in parental experiences. The standard deviation of 1.48 reflects a relatively wide dispersion of responses, meaning some parents perceive stronger issues in their child’s motivation, attention, and compliance with schoolwork, while others experience fewer difficulties

4.3.1.4 Parental Responses to Challenges

Table 11 *Descriptive Statistics for parental responses(N=371)*

Variable	Minimum	Maximum	Mean	Std. Deviation
Parental Involvement (6 items combined)	1.00	5.00	3.03	1.52

The combined mean score of 3.03 suggests that parents demonstrate a moderate level of involvement in their children’s academic activities. The minimum and maximum values (1.00 and 5.00) indicate that responses cover the full Likert scale range, reflecting diverse levels of parental engagement. A standard deviation of 1.52 shows considerable variation among parents; some actively assist and support their children academically, while others provide less involvement, particularly in areas such as regulating digital device usage or helping with homework.

4.3.1.5 Teachers’ Perspective on the Effect of Parental Intervention

Table 12 *:Descriptive statistics for Effect of Parental Intervention(N=46)*

Variable	Minimum	Maximum	Mean	Std. Deviation
Impact of Parental Involvement (6 items combined)	1.00	5.00	3.59	1.37

The combined mean score of 3.59 indicates that, overall, parental involvement is perceived to have a moderately positive impact on students’ academic performance. The minimum and maximum values (1.00 and 5.00) show that responses span the full range of the scale, indicating variation in parental effectiveness and engagement. The standard deviation of 1.37 suggests moderate variability among respondents, meaning that while some parents significantly support their child’s learning and motivation, others contribute less effectively.

4.3.1.6 Regression Model Summery

Regression analysis is a statistical method used to examine the strength and nature of the relationship between independent and dependent variables, and to predict the likely values of the dependent variable (Bryman & Cramer, 2005). In this study, multiple regression analysis was conducted to assess the effect of school-related factors, parent-related factors, and child-related factors on parental responses to challenges regarding their primary school children.

Table 13: *Model summery*

Dependent Variable: - Parental Response

Model Summary^b									
Model	R	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Sig. F Change	Durbin-Watson
				R Square Change	F Change	df1	df2		
1	.993 ^a	.987	1.00106	.987	9133.783	3	367	.000	.248

a. Predictors: (Constant), Child-Related factors, School-Related factors, Parent-Related factors

b. Dependent Variable: Parental Responses

The model summary in Table 10 shows a very strong relationship between the independent variables child-related, school-related, and parent-related factors and the dependent variable, parental responses. The multiple correlation coefficient ($R = .993$) indicates an exceptionally strong positive association between the predictors and the outcome variable. The R Square value (.987) shows that approximately 98.7% of the variance in parental responses is explained by the combined effect of the three predictors, while the Adjusted R Square (.986) confirms that the model remains highly reliable even after accounting for the number of predictors and sample size.

The R Square Change (.987) has the same value as the R Square because all the independent variables were entered into the model simultaneously in a single step (standard multiple regression). In such cases, the R Square Change reflects the total variance explained by the predictors collectively, rather than a stepwise increase. Therefore, the equality of the two values simply indicates that this was a one-step regression model, and no hierarchical or sequential entry of variables was applied. The Durbin–Watson statistic (1.248) falls within

the acceptable range (1.5–2.5), suggesting no serious autocorrelation in the residuals and confirming the model’s validity and independence of errors.

4.3.1.7 Regression coefficients

Table 14 Regression coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	-.320	.124		-2.580	.010		
School-Related factors	.401	.062	.329	6.462	.000	.014	71.890
Parent-Related factors	.639	.065	.620	9.852	.000	.009	110.128
Child-Related factors	.045	.037	.046	1.213	.226	.025	40.356

a. Dependent Variable: Parental Responses

Table 14 presents the regression coefficients that show the individual contribution of each predictor variable to parental responses. The unstandardized coefficients (B) indicate the expected change in the dependent variable (parental responses) for a one-unit change in each predictor, holding other variables constant.

The results show that parent-related factors ($B = 0.639$, $p = 0.000$) have the strongest positive effect on parental responses, suggesting that higher engagement and capability of parents significantly increase their responses to challenges. School-related factors ($B = 0.401$, $p = 0.000$) also have a significant positive influence, indicating that better communication and support from schools encourage parents to respond more effectively.

In contrast, child-related factors ($B = 0.045$, $p = 0.226$) were not statistically significant, implying that variations in child-related challenges alone do not significant predict parental responses in this study.

The standardized coefficients (Beta) further shows that parent-related factors (Beta = 0.620) contribute more to predicting parental responses than school-related factors (Beta = 0.329) or child-related factors (Beta = 0.046).

4.4 Qualitative Analysis

Table 15 *Thematic Analysis of Parents' Perspectives*

Theme	Subtheme	Description	Quotes
Diverging Core Challenges	Time Management	Parents struggle to balance work responsibilities and providing consistent support for their children's learning.	"Finding enough time to provide consistent support while balancing work is really tough."
	Motivation	Parents emphasize the need to keep children motivated and independent in learning.	"I try to keep my child motivated without doing everything for them."
	Confidence Building	Parents focus on helping children develop self-confidence and capability in their schoolwork.	"My child often lacks confidence in what they can do, so I need to support them while building up self-confidence."
Communication & Emotional Support	Communication	Parents use digital tools, in-person check-ins, and messaging to stay connected with teachers.	"I stay in regular contact with teachers through email to track my child's progress."
	Emotional Support	Parents prioritize listening, encouragement, and reframing challenges to support children emotionally.	"I make it a point to have a quick conversation with their homeroom teacher during drop-off."
School Communication	Clear Guidance	Parents desire structured, accessible, and consistent communication to enhance their participation.	"Short guides or video tutorials on how to support learning at home would be very helpful."
	Timely Updates	Parents want regular updates on assignments, progress, and teaching methods to effectively support learning.	"Knowing exactly what my child is working on helps me monitor progress effectively."

The thematic analysis of parents' perspectives revealed that primary school parents in private schools face multiple challenges that affect their ability to support their children's learning. The first major theme, Challenges Faced by Parents, highlighted practical, motivational, and psychological difficulties. Parents reported time constraints as a significant barrier, struggling to balance work and consistent academic support. They also expressed concerns about keeping their children motivated and independent in learning, as well as helping them build confidence and self-efficacy. These findings indicate that parental support is influenced by a combination of logistical limitations and the need to nurture children's emotional and cognitive growth.

In response to these challenges, parents employed a variety of strategies, reflected in the themes Strategies and Responses and Factors Influencing Responses. Communication and emotional support emerged as key strategies, with parents maintaining regular contact with teachers and providing encouragement at home.

UNIT FIVE

DISCUSSION OF THE FINDINGS

5.1 Parental Challenges and Responses

5.1.1 School-Related Factors

School-related factors play a critical role in shaping parental involvement in their children's education. One of the main issues reported by parents is communication. Many parents indicated that while schools provide general information about policies and events, there is often insufficient or inconsistent communication regarding their children's daily academic progress. Parents expressed a desire for more structured, timely, and accessible communication methods, such as short guides, email updates, or video tutorials. This need reflects the importance of clear channels between schools and families to ensure parents can effectively support learning at home.

The qualitative interviews further highlighted that parents rely on both formal and informal communication strategies. For instance, some parents make a point of speaking briefly with teachers during drop-off times, while others use digital tools like messaging apps or emails to stay informed. These approaches demonstrate that parents are actively seeking ways to bridge the communication gap, emphasizing their commitment to supporting their children's education. However, the effectiveness of such communication is often influenced by how well schools facilitate these interactions. When communication is delayed, inconsistent, or unclear, parents reported feeling less confident in their ability to monitor progress and provide targeted support.

Existing literature supports these observations, suggesting that school communication is a cornerstone of parental engagement. Fan and Chen (2001) highlighted that effective parent-school communication improves parents' understanding of academic expectations and enables them to participate more meaningfully in their children's learning. Similarly, Hornby and Lafaele (2011) argued that communication practices significantly influence the extent and quality of parental involvement, particularly in settings where parents juggle multiple responsibilities.

5.1.2 Parent-Related Factors

Parent-related factors significantly influence the extent and effectiveness of parental involvement in their children's education. Many parents reported that personal constraints, such as limited time, competing work responsibilities, and household duties, often hinder their ability to consistently engage with their children's learning. Time management emerged as a central challenge, with parents describing the difficulty of balancing professional obligations and active academic support. One parent emphasized, "Finding enough time to provide consistent support while balancing work is really tough," reflecting a common sentiment among participants.

Beyond time constraints, parents highlighted challenges related to their own knowledge and confidence in supporting learning. Several parents expressed uncertainty about how best to assist with homework or explain academic concepts. For example, one parent shared, "I try to keep my child motivated without doing everything for them," illustrating the tension between guiding their children and fostering independence. This aligns with existing research, which suggests that parental self-efficacy and perceived competence strongly influence the level and type of engagement (Hornby & Lafaele, 2011). Parents who feel confident in their abilities are more likely to engage actively, provide consistent support, and implement effective strategies to facilitate learning.

Motivation and consistency were also highlighted as key factors affecting parental involvement. Parents recognized that their children's success depends not only on their presence but also on the quality of their engagement. Emotional support, encouragement, and reinforcement of positive learning behaviors were emphasized during interviews. One parent explained, "My child often lacks confidence in what they can do, so I need to support them while building up self-confidence." Such responses indicate that effective parental involvement is as much about fostering motivation and self-efficacy as it is about direct academic assistance.

Literature supports the centrality of these parent-related factors in shaping student outcomes. Castro et al. (2004) highlighted that parents' time, knowledge, confidence, and motivation are crucial determinants of both the frequency and effectiveness of engagement in children's learning. When parents encounter barriers in these areas, their ability to influence academic performance and socio-emotional development may be limited. The interview findings also

suggest that parental strategies are flexible and adaptive; parents develop individualized approaches based on their own capacities and the specific needs of their children.

5.1.3 Parental Responses to Challenges

Parental responses to the challenges of supporting their children's learning reflect a combination of practical strategies, emotional support, and adaptive routines. Parents described actively engaging in their children's education through various approaches, such as assisting with homework, providing guidance for learning tasks, and creating structured routines to manage distractions, particularly from technology. One parent noted, "I share all devices in a common room and use app timers to keep my child focused on school," highlighting a practical approach to ensuring learning is prioritized while minimizing disruptions.

Emotional support emerged as a central component of parental responses. Parents emphasized the importance of encouragement, listening, and fostering motivation to help children overcome academic challenges. Interview data revealed that many parents balance between guiding their children and promoting independence. As one parent stated, "I try to keep my child motivated without doing everything for them," demonstrating an awareness of the need to nurture self-efficacy while providing support. This aligns with research by Jeynes (2012), which indicates that parental engagement that combines academic support with emotional scaffolding positively influences student motivation and performance.

Another notable aspect of parental responses involves flexibility and adaptation to individual child needs. Parents reported tailoring their strategies based on their child's learning style, attention span, and motivation levels. For instance, some parents use guided learning apps or block distracting content, while others integrate learning with family activities such as reading together or watching educational documentaries. These strategies illustrate that effective parental responses are multifaceted, blending instructional support, emotional guidance, and environmental control.

Literature supports these findings, suggesting that active, responsive, and consistent parental involvement enhances academic outcomes and social-emotional development (Hill & Tyson, 2009). The qualitative insights underscore that parents are not passive participants; they actively design and implement strategies to address both the academic and motivational challenges their children face. Moreover, the parents' proactive approaches highlight that

engagement is influenced by both the child's needs and the parent's capacity to respond, reinforcing the dynamic nature of parent-child interactions in the learning process.

5.2 Effect of Parental Intervention on Student Outcomes

Parental involvement in education has a notable influence on students' academic performance, motivation, and overall development. Parents in this study reported observing tangible improvements in their children's skills and confidence as a result of their active participation. For example, some parents described improvements in mathematics, reading, and science scores, alongside increased confidence and willingness to engage in classroom activities. One parent shared, "My child's Math grade improved from 68 to 80, and their confidence as well," while another emphasized the impact of shared learning experiences: "Watching documentaries as a family sparked my child's interest in Environmental Science, with a score improvement from 56 to 74." These accounts indicate that parental support extends beyond homework supervision to fostering intrinsic motivation, curiosity, and problem-solving skills.

Teachers' perspectives reinforced these observations, highlighting that parental involvement contributes to better academic outcomes and enhanced student engagement. Teachers noted that children whose parents maintained regular communication, provided guidance, and encouraged independent learning often demonstrated greater participation, motivation, and resilience when facing academic challenges. These findings align with research by Hill and Tyson (2009), which emphasizes that parental engagement—particularly when it combines instructional support with emotional encouragement—positively influences both academic achievement and socio-emotional development.

The qualitative data further revealed that the effectiveness of parental intervention depends on the quality, consistency, and adaptability of involvement. Parents who actively monitored learning, maintained structured routines, and provided tailored support were able to foster self-efficacy and autonomy in their children. As one parent noted, "With daily support in reading, my child's understanding went from 60 to 78," illustrating how consistent engagement directly contributes to measurable improvements. This supports the notion by Castro et al. (2004) that parental responsiveness to children's academic and emotional needs enhances learning outcomes.

Moreover, the findings suggest that parental involvement has a motivational ripple effect: children become more confident, engaged, and independent learners when their parents actively participate. The study highlights that both direct academic support and emotional encouragement are critical, and that teacher–parent collaboration strengthens these outcomes. In essence, parental intervention functions as a complementary factor to school-based teaching, creating an environment where children are supported academically, emotionally, and behaviorally.

In conclusion, parental involvement positively influences student outcomes by enhancing academic performance, motivation, and confidence. Effective parental intervention relies on consistent support, strategic guidance, and active communication with schools, demonstrating that collaborative efforts between parents and teachers are essential for promoting holistic student development.

CHAPTER SIX

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

6.1 Summary of the Study

This study aimed to explore the challenges parents face in supporting their primary school children and the responses they employ to address these challenges in selected private schools in Addis Ababa. Employing a mixed-methods approach, data were collected from 371 parents using structured questionnaires and from 46 teachers to capture their perspectives on parental involvement. Additionally, qualitative insights were obtained from interviews with five parents, providing a richer understanding of the lived experiences and strategies of parents in the educational process.

The demographic analysis revealed a relatively balanced representation of male (54.2%) and female (45.8%) parents, with most respondents aged between 31 and 50 years, indicating a population of young to middle-aged parents actively involved in their children's education. Children were predominantly enrolled in Grades 1–6, reflecting the early stages of primary education, and the majority of households reported monthly incomes above 10,000 ETB, suggesting a relatively stable socio-economic background that supports active engagement in school activities. Parents' occupations ranged from business ownership and government employment to private sector work and homemaking, highlighting diverse parental roles and responsibilities that can influence the extent and nature of involvement.

The descriptive analysis of parental challenges revealed that school-related factors were generally perceived positively, with parents indicating that communication from schools was timely and clear, and there were minimal delays or misunderstandings in conveying important information. Parent-related factors, however, highlighted time constraints, difficulties attending school events, and limited knowledge or skills to support homework as the main barriers to engagement. Child-related factors, such as occasional inconsistency in homework completion, stress, and resistance, also influenced parental responses, albeit to a lesser extent.

Parents' responses to challenges demonstrated proactive engagement, including participation in parent-teacher meetings, provision of emotional support, maintaining positive attitudes, and monitoring children's use of technology for learning. Teachers' perspectives supported these findings, emphasizing that parental involvement positively affects student academic performance, motivation, and emotional well-being. Regression analysis further confirmed

that parent-related factors were the strongest predictors of parental responses, followed by school-related factors, while child-related factors had a smaller and non-significant influence. These findings align with previous research indicating that parental attitudes, availability, and skills, alongside supportive school environments, are central to effective engagement (Hornby & Lafaele, 2011; Fan & Williams, 2010).

Qualitative interviews provided further insights, highlighting the fact that parents employ various mechanisms in dealing with challenges. While some parents focus on planning and scheduling, others emphasize emotional support and motivation. Qualitative and quantitative findings underscore that effective parental involvement rests on collaboration between parents and schools, practical advice, and a mix of academic support and fostering children's autonomy.

6.2 Conclusion

Based on the study findings, it can be claimed that parental involvement is a multifaceted process driven primarily by parent- and school-related factors. Parent attitudes, availability of time, and competence play an important role in how parents respond to difficulties, while good communication and school advisement support their ability to make an impact in support delivery.

The study also confirms that active parental involvement positively affects children's attainment, emotional adjustment, and motivation. Parents who engage on a regular basis in school activities, provide emotional support, monitor and manage learning environments, and develop positive relationships with teachers create learning-conducive environments in their children. Findings are consonant with findings from earlier research linking active parental engagement with improved educational performance and psychological development in children (Epstein, 2018; Hill & Tyson, 2009; Grolnick & Slowiaczek, 1994).

Besides, qualitative data shows that parental strategies vary by setting but effective participation generally combines logistical support, emotional encouragement, and constructive counsel, which implies the need for individual interventions and continuous school-parent collaboration. The findings point out that parent involvement is not only a question of educational assistance but, above all, of creating a supportive environment that favors intrinsic motivation, self-esteem, and holistic child growth..

6.3 Recommendations

Based on the study findings, the following recommendations are proposed:

For Parents:

- Maintain regular communication with teachers to monitor students' progress and obtain guidance on supporting learning at home.
- Provide emotional encouragement to build children's confidence and promote independent learning.
- Establish structured routines for homework, study time, and digital device usage to minimize distractions.
- Engage in educational activities at home, such as reading, experiments, or watching informative programs, to stimulate interest and motivation.

For Teachers:

- Enhance communication with parents by providing clear, timely, and structured information regarding student progress, assignments, and school activities.
- Collaborate with parents to identify individual student challenges and suggest personalized support strategies.
- Foster a positive partnership with parents, emphasizing shared responsibility for students' academic and personal development.

For Schools:

- Develop and implement systematic communication channels to provide consistent updates on student progress, school events, and policies.
- Encourage policies and practices that facilitate active parental engagement and collaboration with teachers.

6.4 Limitations of the Study

Several limitations were identified in this study. First, the study was conducted in selected private primary schools in Addis Ababa, which limits the generalizability of the findings to other regions or to public schools with different contexts and resources. Second, the sample size, particularly for the teacher respondents, was relatively small, which may affect the representativeness of perspectives and the statistical power of the analysis. Third, data collection relied on self-reported questionnaires and interviews, which could be subject to social desirability bias, as participants may have provided responses that reflect positively on themselves rather than their actual practices. Fourth, the study focused on parental involvement from the perspectives of parents and teachers but did not include direct observations of student behavior or academic performance, which may limit the comprehensiveness of the findings.

5.5 For Future Research

- Investigate parental involvement across different socio-economic and cultural contexts to enhance the generalizability of findings.
- Examine long-term impacts of parental involvement on children's academic, social, and emotional development.

In conclusion, this study highlights that parental involvement is a crucial determinant of children's academic success and well-being. Active, informed, and well-supported parents, in collaboration with schools, can significantly improve educational outcomes and foster holistic child development.

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APPENDEIX I
QUESTIONNAIRE



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION & BEHAVIORAL STUDIES
SCHOOL OF PSYCHOLOGY

Parental Challenges and Responses Survey

**Challenges and Responses of Parents with Regard to Their Primary School
Children: The Case of Selected Private Schools in Addis Ababa**

By: Yetnayet Bayou

Introduction

This questionnaire aims to gather information on the challenges parents face in supporting their children's education in private primary schools in Addis Ababa and how they respond to these challenges. Your responses will help in understanding the factors affecting parental involvement and support. The questionnaire is divided into different sections, including demographic information, parenting challenges, and parental responses. Please answer all questions honestly. Your responses will remain confidential and will be used solely for academic purposes.

Thank you for your cooperation.

Section 1: Demographic Information

No.	Item	Options
1	Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female
2	Age Group	<input type="checkbox"/> 20–30 <input type="checkbox"/> 31–40 <input type="checkbox"/> 41–50 <input type="checkbox"/> 51+
3	Child's Grade Level	<input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 6
4	Parent's Occupation	<input type="checkbox"/> <i>Large business owner</i> <input type="checkbox"/> <i>Small or medium business owner</i> <input type="checkbox"/> Government employee <input type="checkbox"/> Private company worker <input type="checkbox"/> The clergy (e.g., priest, imam, pastor) <input type="checkbox"/> Housewife/homemaker <input type="checkbox"/> Other (please specify): _____
5	Monthly Household Income	<input type="checkbox"/> Below 10,000 ETB <input type="checkbox"/> Above 10,000 ETB

Section 2: Parental Challenges and Responses

A: School-Related Factor

Instructions: Please indicate your level of agreement with the following statements regarding communication with your child's school. (1 = Strongly Disagree, 5 = Strongly Agree)

No.	Statement	1	2	3	4	5
1	I do not receive timely updates from the school about my child's progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The school does not clearly communicate important policies and changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	It is difficult for me to contact teachers when I have concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I do not feel informed about school events and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	There are delays or misunderstandings in communication from the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B: Parent-Related Factor

Instructions: Please indicate your level of agreement with the following statements about your interest and involvement in your child's school life. (1 = Strongly Disagree, 5 = Strongly Agree)

No.	Statement	1	2	3	4	5
1	I find it difficult to attend school events because of time constraints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I rarely attend parent-teacher meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I do not actively seek information about my child's school life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I hardly ever volunteer for school events or committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I do not encourage my child to share what happens at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I lack the knowledge or skills to help my child with schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C: Child-Related Factor

Instructions: Please indicate your level of agreement with the following statements about your child's academic performance. (1 = Strongly Disagree, 5 = Strongly Agree)

No.	Statement	1	2	3	4	5
1	My child does not listen to my guidance regarding schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	My child shows little interest in attending school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	My child easily gets distracted while studying at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	My child resists completing homework or assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	My child feels anxious or frustrated when faced with academic tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	My child lacks self-motivation to improve academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D: Parental Responses (Dependent Variable)

Instructions: Please indicate your level of agreement with the following statements about how you respond to challenges in supporting your child’s education. (1 = Strongly Disagree, 5 = Strongly Agree)

No.	Statement	1	2	3	4	5
1	I actively participate in parent-teacher meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I assist my child with homework regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I provide emotional support when my child faces academic challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I try to maintain a positive attitude when discussing school-related topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I monitor my child’s use of technology for educational purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I set rules for my child’s use of digital devices for learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3. Teacher Questionnaire Section

Effect of Parental Intervention on Academic Performance

Instructions: Please indicate your level of agreement with the following statements regarding the impact of parental involvement on this student’s academic performance. (1 = Strongly Disagree, 5 = Strongly Agree)

No.	Statement	1	2	3	4	5
1	The student’s academic performance has improved due to parental involvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The parent regularly communicates with the school about the student’s progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The parent provides effective support for homework and assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The parent’s interest in school activities positively influences the student’s motivation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The parent’s response to academic challenges helps the student manage school-related stress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<i>Regular attendance at parent-teacher meetings improves student outcomes.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interview Questions

1. What are the biggest challenges you face in supporting your child's education?
2. How do you address or respond to these challenges?
3. What factors influence your level of involvement in your child's education?
4. How do you monitor your child's academic progress at school?
5. What additional support do you need from the school to better assist your child's education?
6. How do you support your child emotionally when they face school-related stress or challenges?
7. How do you manage your child's use of technology for learning at home?
8. Can you share an example of a time when your involvement made a difference in your child's academic performance or well-being?
9. If your child has shown improvement in his/her academic performance, can you tell me how much he/she improved and in which subjects?

Thank you for your time and participation!

Assumption test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.993 ^a	.987	.987	1.00106	.987	9133.783	3

Model	Change Statistics	
	df2	Sig. F Change
1	367	.000

a. Predictors: (Constant), Child-Related factors, School-Related factors, Parent-Related factors

b. Dependent Variable: Parental Resposes

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27459.382	3	9153.127	9133.783	.000 ^b
	Residual	367.777	367	1.002		
	Total	27827.159	370			

a. Dependent Variable: Parental Responses

b. Predictors: (Constant), Child-Related factors, School-Related factors, Parent-Related factors

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.320	.124		-2.580	.010
	School-Related factors	.401	.062	.329	6.462	.000
	Parent-Related factors	.639	.065	.620	9.852	.000
	Child-Related factors	.045	.037	.046	1.213	.226

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	School-Related factors	.014	71.890
	Parent-Related factors	.009	110.128
	Child-Related factors	.025	40.356

a. Dependent Variable: Parental Responses

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	(Constant)	Variance Proportions	
					School-Related factors	Parent-Related factors
1	1	3.859	1.000	.01	.00	.00
	2	.137	5.313	.99	.00	.00
	3	.004	33.043	.00	.24	.02
	4	.001	61.170	.00	.75	.98

Collinearity Diagnostics^a

Model	Dimension	Variance Proportions
1	1	.00
	2	.00
	3	.76
	4	.23

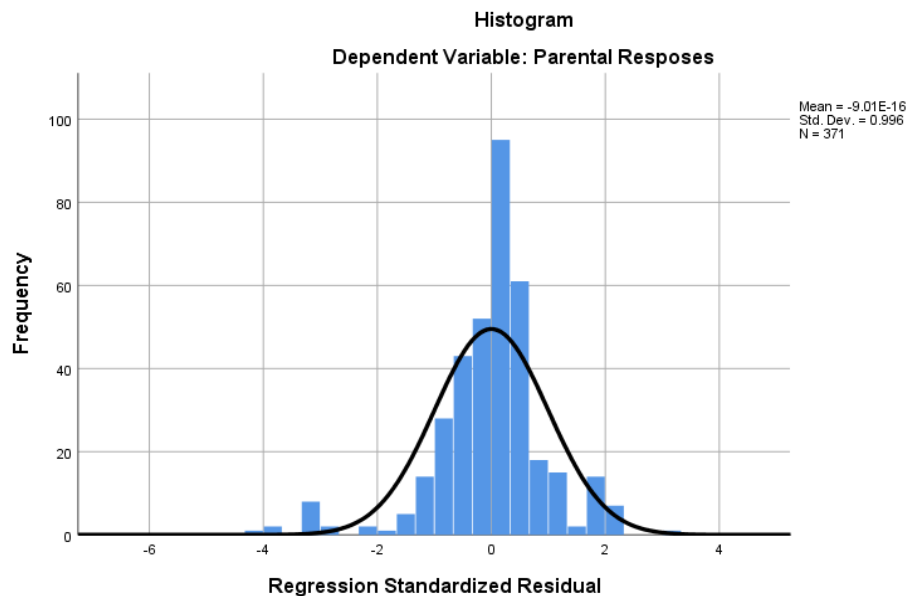
a. Dependent Variable: Parental Responses

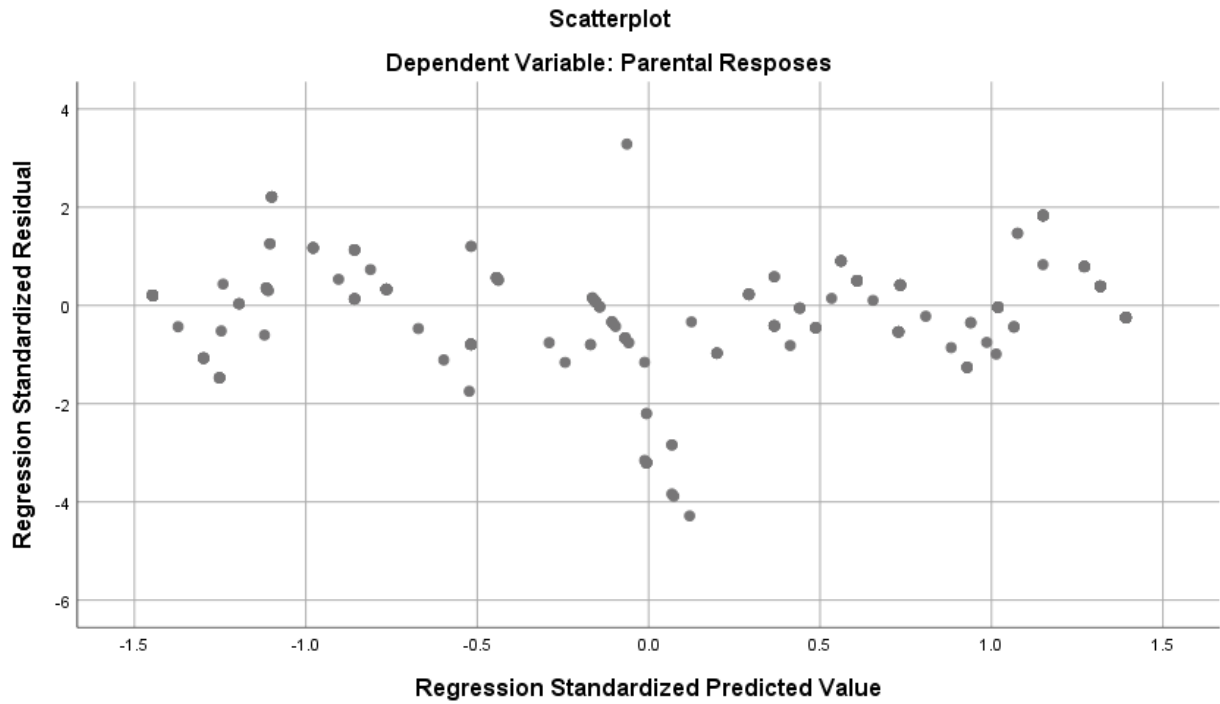
Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	5.7937	30.2477	18.2588	8.61479	371
Std. Predicted Value	-1.447	1.392	.000	1.000	371
Standard Error of Predicted Value	.064	.235	.101	.024	371
Adjusted Predicted Value	5.7919	30.2504	18.2608	8.61444	371
Residual	-4.28827	3.28931	.00000	.99699	371
Std. Residual	-4.284	3.286	.000	.996	371
Stud. Residual	-4.319	3.304	-.001	1.003	371
Deleted Residual	-4.36000	3.32498	-.00203	1.01132	371
Stud. Deleted Residual	-4.428	3.349	-.002	1.011	371
Mahal. Distance	.515	19.360	2.992	2.082	371
Cook's Distance	.000	.083	.004	.010	371
Centered Leverage Value	.001	.052	.008	.006	371

a. Dependent Variable: Parental Responses

Charts





Correlations

		School-Related factors	Parent-Related factors	Child-Related factors
School-Related factors	Pearson Correlation	1	.993**	.981**
	Sig. (2-tailed)		.000	.000
	N	371	371	371
Parent-Related factors	Pearson Correlation	.993**	1	.988**
	Sig. (2-tailed)	.000		.000
	N	371	371	371
Child-Related factors	Pearson Correlation	.981**	.988**	1
	Sig. (2-tailed)	.000	.000	
	N	371	371	371
Parental Responses	Pearson Correlation	.990**	.993**	.981**
	Sig. (2-tailed)	.000	.000	.000
	N	371	371	371
Effect of parental Intervention on Academic Performance	Pearson Correlation	.990**	.993**	.981**
	Sig. (2-tailed)	.000	.000	.000
	N	371	371	371

Correlations

		Parental Responses	Effect of parental Intervention on Academic Performance
School-Related factors	Pearson Correlation	.990**	.990**
	Sig. (2-tailed)	.000	.000
	N	371	371
Parent-Related factors	Pearson Correlation	.993**	.993**
	Sig. (2-tailed)	.000	.000
	N	371	371
Child-Related factors	Pearson Correlation	.981**	.981**
	Sig. (2-tailed)	.000	.000
	N	371	371
Parental Responses	Pearson Correlation	1	1.000**
	Sig. (2-tailed)		.000
	N	371	371
Effect of parental Intervention on Academic Performance	Pearson Correlation	1.000**	1
	Sig. (2-tailed)	.000	
	N	371	371

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

		School-Related factors	Parent-Related factors	Child-Related factors
School-Related factors	Pearson Correlation	1	.993**	.981**
	Sig. (2-tailed)		.000	.000
	N	371	371	371
Parent-Related factors	Pearson Correlation	.993**	1	.988**
	Sig. (2-tailed)	.000		.000
	N	371	371	371
Child-Related factors	Pearson Correlation	.981**	.988**	1
	Sig. (2-tailed)	.000	.000	
	N	371	371	371
Parental Responses	Pearson Correlation	.990**	.993**	.981**
	Sig. (2-tailed)	.000	.000	.000
	N	371	371	371

APPENDEIX II

መጠይቅ



**አዲስ አበባ ዩኒቨርሲቲ
የትምህርትና ባህርይ ጥናት ኮሌጅ
የሳይኮሎጂ ትምህርት-ቤት
የወላጆች ፈተና እና ምላሽ ዳሰሳ**

የወላጆች ችግሮቻቸው እና ምላሾቻቸው ከአንደኛ ደረጃ ተማሪ ልጆቻቸው ጋር በተያያዘ፡ አዲስ አበባ ውስጥ በሚገኙ በተመረጡ የግል ትምህርት ቤቶች

በየትናየት ባዩ

መግቢያ

የዚህ መጠይቅ አላማ በአዲስ አበባ የሚገኙ ልጆቻቸውን በግል ትምህርት ቤቶች የሚያስተምሩ ወላጆች ልጆቻቸውን በቀለም ትምህርት ዙሪያ በሚያግዙበት ጊዜ የሚገጥሟቸውን ችግሮች እና ለነዚህም ችግሮች ምን አይነት ምላሽ እንደሚሰጡ ለማወቅ የተደረገ ነው። የእናንተም መልስ የወላጆችን ተሳትፎ እና እገዛ እንዴት እንደሆነ ለመረዳት ያግዛል። መጠይቁ የተለያዩ ክፍሎች ይኖሩታል ይህም አጠቃላይ መረጃ፣ የወላጆች ፈተና እና ምላሾቻቸው በሚል ተከፍሏል። እባክዎ ጥያቄውን በእውነተኛነት ይመልሱ። መልሱም በሚስጥርነት የሚያይልዎ ሲሆን ለጥናቱ አላማ ብቻ የሚውል ይሆናል።

ስለትብብርዎ አመሰግናለሁ!

ክፍል 1

አጠቃላይ መረጃ

ቁ.	የሚጠየቁት	አማራጮች
1	ጾታ	<input type="checkbox"/> ወንድ <input type="checkbox"/> ሴት
2	የዕድሜክልል	<input type="checkbox"/> 20—30 <input type="checkbox"/> 31—40 <input type="checkbox"/> 41—50 <input type="checkbox"/> 51 እና በላይ
3	የልጅዎ የትምህርት ደረጃ	<input type="checkbox"/> 1ኛክፍል <input type="checkbox"/> 2ኛክፍል <input type="checkbox"/> 3ኛክፍል <input type="checkbox"/> 4ኛክፍል <input type="checkbox"/> 5ኛክፍል <input type="checkbox"/> 6ኛክፍል
4	የወላጅ ሥራ	<input type="checkbox"/> የትልቅ ንግድ ባለቤት <input type="checkbox"/> የአገልግሎት ወይም መካከለኛ ንግድ ባለቤት <input type="checkbox"/> የመንግሥት ተቀጣሪ <input type="checkbox"/> በግል ድርጅት የሚሰሩ <input type="checkbox"/> የሃይማኖት አገልጋይ (ምሳሌ፡-ካህን፣ ኢማም) <input type="checkbox"/> የቤት አስተዳዳሪ <input type="checkbox"/> ሌላ (እባክዎ ይግለጹ)፡ _____
5	የቤት አባል የወር ሃብት	<input type="checkbox"/> ከ10,000 ብር በታች <input type="checkbox"/> ከ10,000 ብር በላይ

ክፍል 2: የወላጆች ፈተናዎች እና ምላሾች

ሀ: ከትምህርት ቤት ጋር በተያያዘ ምክንያት

መመሪያ: እባክዎ ከልጅዎ የትምህርት ቤት ጋር በሚደረግ ግንኙነት በተመለከተ ከታች በተጠቀሱት አስተያየቶች ጋር የምትስማሙትን ደረጃ ያሳዩ። (1 = በጣም አልስማማም፣ 5 = በጣም ተስማምቻለሁ)

ቁ.	አስተያየት	1	2	3	4	5
1	ስለ ልጄ እድገት በየጊዜው ከትምህርት ቤቱ ወቅታዊ መረጃ ይደርስኛል።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	ትምህርት ቤቱ አስፈላጊ የሆኑ ፖሊሲዎችን እና ለውጦችን በግልፅ ያሳውቃል።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	ጉዳዮች በሚኖሩ ጊዜ አስተማሪዎችን ለመገናኘት አልችገርም።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	ስለትምህርት ቤት ክንውኖች እና በትምህርት ቤቱ ውስጥ የሚደረጉ እንቅስቃሴዎች መረጃ ይደርስኛል።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	ትምህርት ቤቱ መረጃውን በግልፅ እና ያለማዘገየት ያደርሳል።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ለ: ከወላጅ ጋር በተያያዘ ምክንያት

መመሪያ: እባክዎ በልጅዎ የትምህርት ቤት ሕይወት ያለዎትን ፍላጎት እና ተሳትፎ በተመለከተ ክታች በተጠቀሱት አስተያየቶች ጋር የምትስማሙትን ደረጃ ያሳዩ። (1 = በጣም አልስማማም፣ 5 = በጣም ተስማምቻለሁ)

ቁ.	አስተያየት	1	2	3	4	5
1	በትምህርት ቤቱ እንቅስቃሴዎች ውስጥ ለመሳተፍ ፍላጎት አለኝ።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	የወላጆችና አስተማሪዎች ስብሰባዎች በየጊዜው እገኛለሁ።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	ስለልጄ የትምህርት ቤት ሕይወት በንቃት መረጃ እፈልጋለሁ።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	በሚቻለኝ ጊዜ ለትምህርት ቤት ዝግጅቶች ወይም ኮሚቴዎች ሲፈልጉኝ ፈቃደኛ እሆናለሁ።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	ልጄ በትምህርት ቤት የሚከሰት ነገሮችን እንዲያካፍለኝ አበረታታዋለሁ።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ሐ: ከልጅ ጋር በተያያዘ ምክንያት

መመሪያ: እባክዎ ስለልጅዎ የትምህርት አፈጻጸም (አካዳሚክ እድገት) ክታች በተጠቀሱት አስተያየቶች ጋር የምትስማሙትን ደረጃ ያሳዩ። (1 = በጣም አልስማማም፣ 5 = በጣም ተስማምቻለሁ)

ቁ.	አስተያየት	1	2	3	4	5
1	የእኔ ተሳትፎ የልጄን የትምህርት አፈጻጸም አሻሽሏል።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	ስለ ልጄ የትምህርት እድገት በየጊዜው ከትምህርት ቤቱ ጋር እገናኛለሁ።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	ለልጄ የቤት ስራ እና አሳይመንቶች የሚያስፈልገውን ድጋፍ እሰጣለሁ።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	በትምህርት ቤት እንቅስቃሴዎች ያለኝ ፍላጎት ልጄ ይበልጥ እንዲሻሻል ያበረታታዋል።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	ለትምህርታዊ ጫናዎች ያልግ ምላሽ ልጄ የትምህርት ቤት ጭንቀቶቹን እንዲቆጣጠር ረድቶታል	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ደ: የወላጆች ምላሾች

መመሪያ: እባክዎ የልጅዎን ትምህርት ለመደገፍ በሚያጋጥሙዎት ፈተናዎች ምን እንደምትሉ (ምላሽዎን እንዴት እንደሚገልጹ) በተመለከተ ከታች በተጠቀሱት አስተያየቶች ጋር የምትስማሙበትን ደረጃ ያሳዩ። (1 = በጣም አልስማማም፣ 5 = በጣም ተስማምቻለሁ)

ቁ.	አስተያየት	1	2	3	4	5
1	በወላጆች ና አስተማሪዎች ስብሰባዎች በንቃት እገኛለሁ።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	የልጄን የቤት ስራ በየጊዜው እርዳዋለሁ።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	ልጄ በትምህርት ፈተናዎች ሲጋያጋጥመው ስሜታዊ ድጋፍ እሰጣለሁ።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	ስለትምህርት ቤት ርዕሶች ስናወራ አዎንታዊ አቀራረብ ለመጠበቅ እጥራለሁ።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	ልጄ ቴክኖሎጂን ለትምህርታዊ ዓላማዎች እንዴት እንደሚጠቀም እከታተላለሁ።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	ልጄ ዲጂታል መሣሪያዎችን ለመማር እንዲጠቀም የሚመሩህጎች አውጥቻለሁ።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ክፍል 3: የመምህራን የጥያቄ ክፍል

የወላጆች ተሳትፎ በተማሪዎች የትምህርት አፈጻጸም ላይ ያለው ተጽዕኖ መመሪያ: እባክዎ የወላጆች ተሳትፎ በዚህ ተማሪ የትምህርት አፈጻጸም ላይ ያለውን ተጽዕኖ በተመለከተ ከታች በተጠቀሱት አስተያየቶች ጋር የምትስማሙበትን ደረጃ ያሳዩ። (1 = በጣም አልስማማም፣ 5 = በጣም ተስማምቻለሁ)

ቁ.	አስተያየት	1	2	3	4	5
1	የተማሪው የትምህርት አፈጻጸም በወላጆች ተሳትፎ ተሻሽሏል።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	ወላጆቹ ስለተማሪው እድገት በየጊዜው ከትምህርት ቤቱ ጋር ይገናኛሉ።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	ወላጆቹ ለቤት ስራ እና አሳይመንቶች ውጤታማ ድጋፍ ይሰጣሉ።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	ወላጆቹ በትምህርት ቤት እንቅስቃሴዎች ያላቸው ፍላጎት በተማሪው ተነሳሽነት ላይ አዎንታዊ ተጽዕኖ ያሳድራል።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	ወላጆቹ ለትምህርታዊ ፈተናዎች የሚሰጡት ምላሽ ተማሪው የትምህርት ቤት ጭንቀት እንዲቋቋም ረድቶታል/ረድቷታል።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	በወላጆች ና አስተማሪዎች ስብሰባዎች መሳተፍ የተማሪውን ውጤት ያሻሽላል።	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

የቃለ-መጠይቅ ጥያቄዎች

10. ልጆቻን በትምህርት ዙሪያ በማገዝ የሚገጥሞት ትልቁ ፈተና ምንድን ነው?
11. ለሚገጥምዎ ፈተና እንዴት ነው ምላሽ የሚሰጡት?
12. በልጅዎ ትምህርት ዙሪያ በሚያደርጉት ተሳትፎ ምን አይነት ነገሮች ተጽእኖ ያሳድራሉ?
13. የልጅዎ የትምህርት ቤት ሁኔታ በምን መልኩ ነው የሚቆጣጠሩት?
14. ልጆዎች በትምህርት ለማገዝ ከትምህርት ቤት ምን አይነት ተጨማሪ እገዛ ይፈልጋሉ?
15. ልጅዎ ከትምህርት ጋር በተያያዘ ጭንቀት ሲገጥመው ልጅዎን ስሜቱ እንዳይጎዳ በምን መልኩ ያግዙታል?
16. ልጅዎ በቤት ውስጥ ሲማር የቴክኖሎጂ አጠቃቀሙን በምን መልኩ ይቆጣጠሩታል?
17. በልጅዎ የትምህርት ውጤት ወይም ማንነት ላይ የእርሶ እገዛ ልዩነትን ያመጣበትን ጊዜ በምሳሌ ሊያስረዱን ይችላሉ?
18. ልጅዎ በትምህርቱ/ቷ ማሻሻል አሳይተው ከሆነ በምን ያህል እንዳሻሻለ/ች እና በየትኛው የትምህርት አይነት እንደሆነ ሊነግሩኝ ይችላሉ?

ስለጊዜዎ እና ተሳትፎዎ አመሰግናለሁ!