



A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

PARENTAL INVOLVEMENT IN THE EDUCATION OF THEIR CHILDREN THE CASE
OF SOME SELECTED PRIMARY SCHOOLS IN GULELE SUBCITY OF,ADDIS ABABA

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May, 2025

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Abstract

The major objective of this study was to assess the relationship between parental involvement in education of their child in second cycle primary schools of in Gullele sub city in Addis Ababa city administration .In order to obtain relevant data for the study, quantitative research method was used, with the assumption that it helps a researcher used quantitative approaches. That means collection of quantitative data, for this study, 139 teachers, 222 students, 222 parents and 5 principals were selected for the study. Totally, 588(7.98%) of respondents were participated in this study. For teachers and students simple random sampling technique especially lottery method was used. Purposive sampling technique method was used for principals and selected students 'parents. The data were analyzed using both descriptive statistics and inferential statistics including percentage, mean, standard deviation, person correlation the findings revealed that parent-school relationships, parents-school communication and positively predicted students' academic achievements. The findings showed that, Parents motivate students to attend school regularly, fulfill necessary materials for their children, and parents give moral support to students.. Based on the findings the following conclusion was forwarded; these results were reliable with earlier research which displayed the need to count on parents in the learning vision of their children, and their participation takes positive sound effects on their children's learning. The schools have to seek the support from the community members to grow excellence programs for parents, school, and community.

Abbreviations and acronyms

E.C: Ethiopian Calendar

ESDP: Education Sector Development Program

ETB: Ethiopian Birr

GEQIP: General Education Quality Improvement Programme

KETB: Kebele Education and Training Board

MGIP: Middle Grades Improvement Project

MoE: Ministry of Education

NGOs: Non Government, Organizations

PTSA: Parent, Teacher and Student Association SD: Standard Deviation

SIP: School Improvement Program

SNNPRS: Southern, Nation, Nationalities, and People's Regional State

SPSS: Statistical Package for Social Science

UN: United Nation

UNESCO: United, Nation, Economic, Scientific, and Cultural Organization

UNICEF: United Nations Children's Fund

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CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Family has responsibility to socialize children for making them productive members of society. The more the parents involve in the process of imparting education to their children, the more the children might excel in their academic career and to become the productive and responsible members of society (International Journal of Humanities and Social Science, 2013).

It has been used as a vehicle for national development as well as for individual advancement. It is also a powerful means that significantly changes the life of an individual and empowers him or her to contribute to national development (UNESCO, 2003, 7). Research findings suggest that parents' attitudes, along with their behavior and activities with regard to their children's education, do affect academic achievement in a positive way (Hui-Chen Huang & Mason, 2008). There appears to be general agreement about the effects the family can have by being involved with their children's education. Students earn higher grades, they enroll in higher education, and their attitude towards school becomes more positive if the family, the community and school all work together (Henderson & Mapp, 2002). In addition, Henderson & Berla (1994) claim that parental involvement in their children's education affects their school attendance, more students graduate, and behavior of students improves. According to Epstein (2009), ample research evidence suggests that most parents want their children to succeed in school and in order for them to be good partners in their children's education; they yearn to obtain more information from schools.

Parents have all-encompassing roles and responsibilities for their children including the roles of teaching (LaRocque, Kleiman & Darling, 2011). The term parent in the phrase parental involvement conveys both mother and father of a child. Therefore, both mother and father have responsibilities to involve in their children's education. However, empirical evidences have shown that the extent and effect of mother's involvement is greater than that of father. For example, a study conducted by Hsu et al. (2011) indicated that mothers were more involved than fathers, and that mother involvement had more effect on students' academic achievement, but as measured in terms of limited aspects of involvement: discussion, listening, monitoring academic progress and participation in school activities. Further, limited amount of

studies have been done in comparing the extents and effects of mother's and father's involvement on students' academic outcome (Hsu et al, 2011). This lack of research means the effect of father's involvement might be covered with mother's involvement in the field of parental involvement. For better understanding, these researchers suggested the need to conduct more research measuring different dimensions of involvement of both the father and the mother. Life contexts such as time and energy, and skills and knowledge that parents bring to the possibilities of involvement influence their choices and activities related to their children's education (Walker et al, 2005).

Parents would not get involved in helping with school related tasks and homework if students' subject matter supersedes their knowledge and skills (Hoover-Dempsey, et al., 2005). This is in part due to parents' perceptions that their own knowledge and skills are not sufficient (Hoover-Dempsey et al., 1995). Here one could see the importance of parents' education level. Moreover, involvement in parent-school communication, volunteer at school, helping with school related tasks and homework could be challenged in part by parents' time and energy (Antonopoulou, Koutrouba & Babaliset, 2011). Parents' perceptions of demands on their time and energy, particularly as related to job and other family responsibilities, are often related to their thinking about involvement in their children's education (Hoover- Dempsey et al., 2005). This implies that role construction and life contexts have direct effect on parental involvement, and indirect effect on students' academic achievement.

Moreover, parental involvement and the effect of such involvement on students' academic achievement are often confounded by ethnic and cultural factors (Lee & Bowen, 2006). There are substantial cultural differences in parental interaction with their children and the effects of parental interaction on children's achievement between Western and Chinese contexts (Hsu et al., 2011). Chan, Chan & Chan (2013) found that more westernized parents value nonconformity significantly more than conformity, whereas less-Westernized parents placed more emphasis on the importance of unconditional respect for elders and interdependence than unconditional respect and child independence. Because parents' psychological beliefs about how they interact with their children stem from their cultural values that they believe and practice within their home and community (Phillipson & Phillipson, 2010). It has been suggested that the need to investigate the contexts that are believed to be different to understand parental involvement and its effects on students' education (Zhang, 2006, cited in Hsu's et al., 2011). The Ethiopian culture is unique in which parents communicate orally with their children (Rosemarin, 2011) though collective like

Chinese culture. However, parental involvement and its effects on students' education not yet studied in Ethiopian context.

Basing the development of such initiatives on a strong research foundation is imperative, especially considering the amount of resources dedicated to parental involvement programs across the nation (Domina, 2005). However, providing the best empirical evidence for purposes of informing policy or practice is not an easy task. The abundance of research on parental involvement makes it difficult for policy-makers to distinguish between individual studies and objectively select the high-quality research to serve as the basis of their decisions (Andrews & Harlen, 2006). Studies have shown that rather than at school, parental involvement at home is more beneficial for students' academic achievement (Wilder, 2013), which highly depends on parents' role construction and perceived life contexts.

More and more schools are observing the importance and are encouraging families to become more involved. Because of this recent trend, it has become essential to understand what is meant by parental involvement and in what ways it has an influence on children's education. It is part of the Ethiopian education system that the student researcher intends to investigate the relationship between parental involvement and student academic achievement and also to identify challenges those parents face during involving their children academic activities at home and at school in selected primary schools of Gulele sub city in Addis Ababa city.

This research is different from the other research first geographical area of the research the other one is the parental involvement is better and the finding also positive implication for participation of parents student education.

Thus, the study is intended to address the relationship between parental involvement and education of children and to suggest relevant solutions for the identified problems.

1.2. Statement of the Problems

The role of parental involvement in children's education has become a central issue in educational policy and research. Such Parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside of their house, and providing coaching services for improving their learning in different subjects. Research findings support the existence of a positive relationship between parental involvement and educational success (Singh, Bickley, et al., 1995). Most of the existing research has investigated parental

involvement in the primary and second cycle primary school indicates that Parents play a crucial role in both the home and school environments. In general, parental involvement is associated with children's higher achievements in language and mathematics, enrolment in more challenging programs, greater academic persistence, better behavior, better social skills and adaptation to school, better attendance and lower drop-out rates (Henderson & Mapp, 2002). Parental involvement has been shown to be an important variable that positively influences children's education. A majority of the research in this area has been conducted solely with elementary school students (Marjoribanks, 2005).

Moreover, El Nokali, Bachman & Votruba-Drazl (2010, 988) note that educators, parents and policy makers view parental involvement as a "pathway through which schools enhance the achievement of underperforming children". Research has also shown that successful students have strong academic support from their involved parents (Sheldon, 2009). It is true that parental involvement level vary among parents. For example, mother parent of young children, educated or uneducated parents, father's involvement, their economic status, family background, and social environment. It is beneficial for the students to have schools, teachers, parents and the community working together as a unity with the focus on students (Glasgow & Whitney, 2009). It is observed that parental involvement with children from early age has been found to equate with better outcomes specially in building their personalities parents are primary guides to them, children try to copy them, and considered them that they are always right so parents can shape their life as they can. Their involvement has positive impact on children academic achievement even when the background factor of such as family size, has been taken into account (Deslorges & Abouchar, 2003).

There are many reasons for developing school, family and community partnerships. They can improve school programs and school climate, provide family services and support and increase parent's skills and leadership, and connect families with others in the school and in the community and help teachers with their work. However, the main reason to create such partnerships is to help youngsters succeed in school and in later life (Epstein, 1995). Programs such as these can be implemented to bridge the gap between home and school while improving student academic achievement. Research indicated that "when parents are involved in their child's academic endeavors, their children are more likely to succeed in school" (Moore, 2009). At Gulele sub city in Addis Ababa primary school however, there seems to be a decline in the sustained parental involvement in their children's achievement as

result indicated Gulele sub city education annual report on regional examination, 2016 E.C. The researcher was served many years as school principal in different schools and examined the problem and interested to investigate research in the study area, because there is great gap between schools, parents and community and also students' academic result was decreasing time to time; In addition no more study was done on this title in the study area. The disconnect between the school and home is largely due to the type of relationship established between the school personnel and the parents. Schools have not created an enriching environment for parents to actively participate directly in academic activities.

In line with the above idea, this study is intended to examine the relationship between parental involvement and students' academic achievement and to identify factors that hinder it on their children's learning. Thus, the aim of this study was to investigate the relationship between them in Gulele sub city at second cycle primary schools. Hence, this study was tried to answers the following basic questions.

1.3. Basic Research Questions

RQ 1. To what extent do parents involve on school activities to progress their children's academic achievement in second cycle primary schools of Gulele sub-city?

RQ 2. Is there a statistical relationship between students' academic achievement and parental involvement?

RQ 3. Does Parental involvement significantly predict students' academic achievement

1.4. Purpose of the Study

The main objective of this study was to find out the association between the parental involvement and students' academic achievement of students in second cycle primary schools of Gulele sub city, in Addis Ababa.

Specifically, this is intended to:

RQ 1. Find out the extent to which parents involvement in their children academic activities.

RQ 2. Examine the significance relationship between students' academic achievement and parental involvement

RQ 3. The extent to which Parental involvement predicts academic achievement

1.6. Significance of the Study

The findings of this study were expected to have practical implementation in the teaching and learning process in the primary schools of Gulele. It can be used as a source of information for other researchers, government primary school administration practically, woreda education offices practically, sub-city education office and Addis Ababa city education bureau by identifying parental involvement and students' academic achievement in primary schools practically. In addition to the above the study provides as a source of information for those people who are not directly or indirectly participating in the parental involvement and students' academic achievement. The study may also give information to NGOs and other organizations that are working on parental involvement on their children's learning. Again, it may create awareness on parents about their role on their children academic success. Finally, the study contributes to give recent information about parental involvement and students' academic achievement. The study also can serve as a spring-board for those who want to make further study on the related problems.

1.7. Delimitation of the Study

This research is geographically limited in Addis Ababa city administration Gulele sub city government primary schools. The focus area of this study is the relationship between parental involvement and students' academic achievement.

1.8. Limitations of the study

- Exposure for conducting research.
- Teachers and parents commitment.
- shortage of time and Budget

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Concept of Parental Involvement

Parental involvement is the focus of countless programs and policies, largely due to the amount of time children spend with their families in the early and impressionable time in their lives. Children spend more time with their families during the first ten years of life than in any other social context (Patrikakou, et. al., 2005).

Various authors commonly conceptualized parental involvement as having multiple dimensions with distinct influences on students' academic achievement (You and Nguyen, 2011; Fan, Williams and Wolters, 2012; Wilder, 2013). While researchers tend to draw on different combinations of dimensions in their studies, the field of parental involvement has been shaped by two leading theories developed by Epstein (1995) and Hoover- Dempsey & Sandler (1995) emphasizing on different but interrelated aspects (Chen & Gregory, 2009). Epstein argued that home-school cooperative behavioral practice can optimize students' academic achievement by promoting consistency and mutual reinforcement of learning-related practices in the two environments (Chen & Gregory, 2009).

Parental involvement is the involvement of parents in their children's education by participating in various activities at home and at school (Jesse, 1996). "Parental involvement is reading to pre-school children. It is getting children ready for school every morning. It is volunteering at the school. It is serving on collaborative decision making committees, and it is lobbying legislatures to advocate for children" (Jesse, 1996).

The definition of parental involvement, according to the Department of Education in the United States (2004) is the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children. The common understanding is that parental involvement and strong schools are always together so they are supplemented. Certainly, research point to a strong relationship between parental involvement and student

achievement (Hester, 1989). On the other hand, a definition of actual parental involvement is not the same for one and all.

2.2. Parental Involvement in Africa

In Africa parent involvement is unique and different from the rest of the world due to historical, political, social and economic factors. The South African experience may be looked at in terms of the South African education eras, that is, Before 1652; 1652-1800s; 1850-1948; 1948-1976; 1976-1994, and the democratic era (since May 1994) (Claassen 1995).

In a study conducted by Van Wyk in 1994 in a South African township (in Pretoria), the black parents under study parents were not involved in the education of their children due to various problems of a more practical nature such as illiteracy, working long hours and getting home late, children in the care of grandparents, or older brothers and sisters, and extreme poverty in the communities (Van Wyk 1996). Kwanzaa (1994), also in a South African study, found that most teachers and principals attribute the lack of parent involvement to the parents themselves. She pointed out that teachers are not critical of themselves in the process of parent involvement. Early education or pre-colonization education started before 1652. Continued under Dutch rule, during the era of a liberal education policy and during the apartheid education system (1948 -1994).

2.3. Community Collaboration

Schools, communities, and parents/families must cooperate and work collaboratively to improve the learning experience of all children. Schools that recognize the inter-dependent nature of the relationship between families and schools and value parents as essential partners in the education process will realize the full value of this collaboration. When schools and families work together, a partnership of support for children develops. Education becomes a shared venture, characterized by mutual respect and trust in which the importance and influence of each partner is recognized. Although children, families, teachers, and schools benefit individually, their partnership enhances the entire process of education.

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

2.5. Level of Parental Involvement.

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

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

Some researchers have pointed out that many parents wish to be more involved with their children's schoolwork and want to receive more information and assistance from schools in order for them to reach this goal (Richardson, 2009; Epstein 1995; Keith & Keith, 1993). However, it is unfortunate that many of our schools have a problem with establishing connections with families. According to Dauber and Epstein (in Sanders & Sheldon, 2009), parents report less involvement in their children's education after the third grade. Similarly, educators report putting less effort into including parents in their children's schooling. The findings of Epstein and Connors' study from 1994 (in Sirvani, 2007) are quite interesting. Various studies have shown that active parental involvement in their children's education declines the older the children become (Sirvani, 2007; Richardson, 2009). For instance, according to Shaver and Walls (in Henderson & Mapp, 2002), parents of elementary school students are more likely to be involved with their children's education than parents of students in middle school or junior high school. Senler and Sungur (2009) concur and their study findings suggest a significant difference between self-concept, task value and parental

involvement for students in primary school and secondary school. With the growing age of the students, parental involvement declined.

Other studies and reports show the same pattern. For instance, according to statistics of the (National Center for Education in the United States; in Sirvani, 2007) parental activity and involvement decreases the older their children grow. As an example, in the years 1996 and 1999, 86% of parents with children in primary schools in America had at least one meeting with their children's teacher, while only 50% of parents with children in secondary school had at least one meeting with the teacher.

In 2002-2003, the Department of Educational National Center released another report on parental involvement in schools in the United States, for Education Statistics in America (in Sirvani, 2007). According to that report, more than 90% of parents with children from kindergarten through grade five participated in their children's education, compared with 75% of parents in middle school, Findings such as these appear to contrast with the importance of parental involvement, and how important both parents and students believe parental involvement to be. Therefore, in my view, it is crucial for schools to establish and maintain a good and positive relationship with parents. But not only that, it is also essential that the schools clarify for parents the importance for them to stay involved and participate in their children's education.

This model contains involvement types such as volunteering or attending school events; communicating with school; participating in school-related activities at home by helping with homework or checking that homework; and collaborating with the community (Epstein 1995).

2.6. Benefits of Parental Involvement

If parents are serious about helping their children do well in school, improving their relationship with teachers and involvement in school activities are worthy goals. Both teacher and parents have the interest of the child in mind; however, their idea of how to help the child with regard to school. They may be unsure of their role or what the school or teacher expects of them, which may keep them from becoming involved in the schools or may lead to a perception that they are not involved. It is beneficial for the students to have schools, teachers, parents and the community working together as a unity with the focus on students (Glasgow & Whitney, 2009). According to (Bryk & Schneider; in Muscott, et. al., 2008), this trusting relationship occurs when teachers and parents respect one another and believe in the

ability of the other person and his or her willingness to fulfill their responsibilities. Research has regularly shown that with increasing parental participation in their children's education student success rate increases.

There are many reasons for developing school, family and community partnerships. They can improve school programs and school climate, provide family services and support and increase parent's skills and leadership, and connect families with others in the school and in the community and help teachers with their work. However, the main reason to create such partnerships is to help youngsters succeed in school and in later life (Epstein, 1995).

Moreover, Epstein (2009) alleges that there are many reasons for developing and establishing a partnership between school, family and community. The main reason for such a partnership is to aid students in succeeding at school. Other reasons are, for example, to improve school climate and school programs, to advance parental skills and leadership, to assist families to connect with others in the school and the community, as well as to assist teachers with their work. All these reasons emphasize the importance for parents to play an active role in their children's education and to keep a strong and positive relationship with schools.

The goal of family involvement in their children's education is to strengthen learning and the development of children. Sheldon (2009) concurs with this, and claims that parental involvement and a supportive home environment are no less important for academic success, than quality teaching and committed and caring teachers are. Research has regularly shown that with increasing parental participation in their children's education student success rate increases.

According to Bryk & Schneider (in Sanders & Sheldon, 2009) maintain that schools become successful when a strong and positive relationship among students, parents, teachers and the community has been established. All students are more likely to experience academic success if their home environment is supportive (Sanders & Sheldon, 2009; Henderson & Berla, 1994). The benefit for students of a strong relationship between schools and homes is based on the development of trust between parents and teachers.

The findings of Jeynes' (2003) meta-analysis indicated that all measured components of parental involvement had a significant positive impact on academic achievement, regardless of the ethnicity of students and type of academic achievement measures. Interestingly,

although impacted by parental involvement, grade point average seemed to have the least effect size compared to the other measures of academic achievement. This implied that parental involvement had the greatest impact on the other measures, which mainly consisted of teacher ratings. This may be explained by the belief that teachers' evaluations of students' performance and attitudes may be affected by "teacher perceptions of the level of cooperation exhibited by the child and the family as a whole" (Jeynes 2003, 2005) meta-analysis in his later meta-analysis, Jeynes (2005) focused on the effects of parental involvement on urban elementary school children.

2.7. Sociological Significance of Parental Involvement

Parental involvement in education of their children has been significantly linked with the quality of education and academic achievement of children. It may further contribute in mitigating the mass level failure of students in examinations that may indirectly cause wastage of parents' own resources as well as the public expenditures for imparting formal education in schools. For example, 50 per cent students fail in secondary level education examinations means loss of half of the public budget spent on educating the students and parents expenditures for purchasing books and other allied expenses for educating their children. Besides bearing the financial expenses of educating children, parental involvement in academic activities of their children may not only save personal and public spending but also it would be contributive in improving the quality of education of children at individual and national level. In the light of these views researchers took this study significant to be conducted to see the factors influencing the academic achievement of students. After going through various studies on sociology of education, researchers have assumed that parental involvement in the study of their children might be a significant factor which enhances the academic achievement of their children.

2.8. Impact of Parental Involvement and Academic Outcomes

2.8.1. Impact of Parental Involvement

The impact of parental involvement on academic achievement was statistically significant regardless of the measure of achievement. This relationship between parental involvement and academic achievement, however, was the weakest when academic achievement was measured by standardized tests. Other relationships, such as the ones between parental involvement and grades, or parental involvement and teacher ratings, were positive and significant.

Parent involvement in a child's early education is consistently found to be positively associated with a child's academic performance (Hill & Craft, 2003). Researchers have reported that parent-child interactions, specifically stimulating and responsive parenting practices, are important influences on a child's academic development (Committee on Early Childhood Pedagogy, 2000). While parent involvement has been found to be related to increased academic performance, the specific mechanisms through which parent involvement exerts its influence on a child's academic performance are not yet fully understood (Hill & Craft, 2003). Understanding these mechanisms would inform further research and policy initiatives and may lead to the development of more effective intervention programs designed to increase children's academic performance. Positive attitudes towards education and school were associated with the child's increased academic performance (Rimm-Kaufman, Pianta, Cox & Bradley, 2003).

According to Epstein & Richardson (2009), parental involvement is the most powerful influence in a child's education. It can have various effects on students, both academically and behaviorally. Initially, research on family involvement generally did not aim at differentiating between the effects of specific types of involvement on definite student outcomes (Sheldon, 2009). But rather, the connections between general measures of parental involvement with students' test scores and grades were analyzed. However, recently, researchers started studying how different types of involvement connect to specific student outcomes.

According to the Center for Comprehensive School Reform and Improvement (Obeidat & Al-Hassan, 2009), successful parental involvement may be defined as "the active, ongoing participation of a parent or primary caregiver in the education of his or her child". At home, parents can demonstrate their involvement in different ways; such as by reading for their child, assisting with homework, and having regular discussions about school or school work with their child. In addition, it is important for parents to convey their expectations to their child's education.

Research has provided ample evidence that parental involvement affects achievement in core subjects such as reading, mathematics and science, and the behavior of students, their school attendance and their attitude and adjustment to school (Sheldon, 2009; Sanders & Sheldon, 2009). According to (Jerry Trusty; in Henderson & Mapp, 2002), student perception of their parents' involvement and expectations are also highly effective and influential in their

education. Moreover, students who feel their parents' support for their education and have good communication are more likely to continue their studies past high school. Socio-economic status is a combined measure of an individual's or families economic and social position relative to others, based on income, education and occupation. A family's SES is based on family income, parental education level, parental occupation and social status in the community (such as contacts within the community, group associations, and the community's perception of the family).

2.8.2. Parental Involvement and Reading

Children whose parents involve in reading benefited more from being read to aloud two to four times a week from books sent home from school than did children receiving additional assistance at school from their teacher. In addition, parents' effectiveness may depend on their level of education. Research findings have demonstrated that there is an overwhelming connection between literary resources in the homes and children's reading skills (Sheldon, 2009; Sanders & Sheldon, 2009; Glasgow & Whitney, 2009). Children who come from reading oriented homes, where books are readily available to them and their parents are avid readers, have a tendency to score higher on reading achievement tests than children from less reading oriented homes. It also affects their literacy skills to have their parents read to them. Thus, parents can have positive effects on their children's reading skills and boost their reading comprehension by reading to them and making sure there are always books available.

Most of the research on the effects of parental involvement on students' literacy skills and reading has been done with families of preschool children and children in the first grades of primary school (Sheldon, 2009; Sanders & Sheldon, 2009). However, studies have been conducted with families of older students and it is evident that, although teachers and schools have significant influences on children's learning to read in the first grades, parents still remain very influential (Sheldon, 2009).

Furthermore, studies have reported that parental involvement does not cease to affect reading achievements of students in the early years of schooling. Instead, it appears to continue to positively affect the reading achievement and academic development of students well into primary school, secondary school and even high school (Sanders & Sheldon, 2009). Research among secondary school students show that those students whose parents have high educational expectations for their children, discuss with their children their school and future plans and monitor their homework, have a tendency to earn a higher grade in English and to

score higher in reading achievement tests (Sanders & Sheldon, 2009). According to Sheldon (2009), findings, such as these, confirm that parents' support and interest for reading continues to be an important factor in young people's academic development through high school.

This finding emphasizes the importance for both parents and schools to establish and maintain a good strong relationship throughout their children's school years. Parents often lack confidence in their ability to assist their children with their school work. To read for their children in the early years and to continue to be involved with their schoolwork are all things that each of them as parents can do, in spite of their socio-economic status or level of education. Furthermore, it is worth considering that good reading skills and reading comprehension affects student achievements in other subjects as well, since reading is fundamental in almost all subjects.

2.8.2. Parental Involvement and Mathematics

Families with students that were prompted or encouraged were significantly more involved in mathematics homework activities than those who were not prompted. Studies have shown that parental involvement directly affects their children's math achievement (Sanders & Sheldon, 2009; Yan & Lin, 2005). Students whose parents are involved in their education are more likely to perform better in math and achieve more than other students. Sirvani (2007) agrees with this and claims that parental involvement contributes significantly to achievement of both primary and secondary school students in math. In addition, these students are more likely to continue further in mathematics (Sheldon, 2009). Yan & Lin (2005) also claim that the higher the expectations parents have for their children's mathematics achievement the more the children achieve.

In addition, there appears to be a large body of evidence that suggests the home environment not only affects students' achievement, but also their abilities and attitudes towards math (Sheldon, 2009). Sanders & Sheldon (2009) claim that partnership and cooperation between homes and schools are important when it comes to mathematics because how the parents

Socialize their children can greatly affect their children's self-perception of their own ability and achievement. According to studies, children's self-concept of their math ability is more closely related to how their parents perceive their ability rather than the actual grades obtained (Sanders & Sheldon, 2009; Glasgow & Whitney, 2009; Sheldon, 2009; Bleeker & Jacobs, 2004). Bleeker & Jacobs (2004) claim these psychological effects to be important,

since other evidence suggests that children's self-perceptions influence their later career decisions.

Gal & Stoudt (in Sanders & Sheldon, 2009) & Sheldon (2009) argue the importance for schools to bring about strong partnership with families when it comes to math and to reach out to parents. Studies suggest that many families need help and assistance with their interactions with their child with math (Sheldon, 2009). This is a result of parents feeling a lack of confidence regarding their own ability to assist their children with math. In addition, it seems that the approach to teaching math has changed since many of the parents were in school (Glasgow & Whitney, 2009). Therefore, it is essential for schools to implement activities and partnership programs with parents. Unfortunately, this is seldom done. Baker, Gersten & Lee (in Sanders & Sheldon, 2009) found by reviewing research that few math programs actually try to connect with parents. They claim that this failure to get parents involved is contradicting to study findings that suggest that efforts to get parents involved in students' math learning can indeed improve the students' performances.

2.8.3. Parental Involvement and Science

Far less research has been done on the effects of parental involvement on students' science achievement than on reading and mathematics. However, Sanders & Sheldon (2009) claim that because of the increased interest in science achievement today, it is important to recognize the findings of those few studies that actually have been conducted.

According to Sanders & Sheldon (2009) it is evident that parental involvement does affect children's science achievement, and particularly those children that are at risk in the subject. A study by Senler & Sungur (2009) revealed that parental involvement is connected to how students perceive the subject, and thus their attitude towards it. In addition, parental involvement contributed positively to student achievement in science. They concluded that students, whose parent make time to talk with them about science, who have confidence in their children's ability in science, and who have higher expectations, are inclined to be more interested in the subject. In addition, when it comes to higher levels in science, these students are more likely to succeed. George & Kaplan (in Sanders & Sheldon, 2009) concur and claim that parents play a considerable role in the development of their children's attitude towards science. By engaging in science activities at home and by taking their children to visit museums and libraries they help their children to develop a positive attitude towards the subject.

2.9.4 Parental involvement in children's Homework education

Parents at home play an important role in shaping children's school-related skills; helping with homework is a concrete way that parents demonstrate the commitment they have to their child's education. It is understood that schools need more involvement from parents since the chief benefits on their children's education are higher grades, positive behavior and attitude and more effective schools (Richardson, 2009). According to Epstein (in Patall, Cooper & Robinson, 2008), parental involvement in their children's education takes on various forms. For instance, parents may be involved by volunteering at school, communicating with the school, partaking in school decision-making, or supporting learning at home.

According to Hoover-Dempsey & Sandler (1995), parents agree that they have an important role to play in home-based activities when it comes to children's learning. These home-based activities include, among others, monitoring their child's school work and progress, discussing school related issues with their child, and assisting with homework. Furthermore, research has shown that of all the different types of parental involvement, parents report that helping their children with homework is particularly effective for enhancing their academic achievement. According to the Department of Education in the United States (in Patall, Cooper & Robinson, 2008), parent behavior appears to corroborate this belief, 90% of parents report setting aside a place for homework, and 85% of them report checking to see that homework has been done.

Studies have shown marked improvement in students' academic achievement when their parents are involved with their homework (Keith & Keith, 1993). For instance, a study of third and fifth grade students was conducted in an urban school district in the United States in 2001 (Sanders & Sheldon, 2009). After controlling for prior reading achievement, that study suggests that students who have teachers that more frequently involve families with learning activities at home gained higher in reading achievements from one year to the next, compared to students with teachers who less frequently involved the families. Similarly, findings from a study that Sirvani (2007) carried out showed that students with involved parents reached higher mathematical achievement than other students. In this study parents were divided into two groups, a control group and an experimental group. Parents in the experimental group were asked to monitor their children's homework and twice a week they received statements on their child's homework and test grades. Parents in the control group did not receive statements on their children's progress, nor were they asked to specifically monitor their children's homework. This light parental involvement in the experimental group was enough

to increase their child's achievement in mathematics, compared to their own achievements the year before and compared to the achievement of the control group

Finally, the findings of Van Voorhis's study (2003) show that families in the experimental group, who received weekly interactive homework in science, were considerably more involved with their children's science learning than the control group, which did not receive such homework. In addition, the students from the experimental group returned more homework assignments and earned higher grades in science compared to students from the control group.

2.16. Parental Involvement in Ethiopian Context

Community support for school infrastructure and operation cost Studies conducted in Ethiopia inform that parents are often required to make in cash and kind contributions for school operation, infrastructure and maintenance as well as to supplement salary of teacher and other personnel (Beyen et al, n.d; Dom, 2004; Nassise, 2001; Swift Morgan, 2006).

Ethiopian culture is unique in which parents communicate orally with their children (Rosemarin, 2011) though collective like Chinese culture. However, parental involvement and its effects on students' education not yet studied in Ethiopian context. Thus, it is important to understand parental involvement and its effects on students' academic achievement in Ethiopian context and to compare with Western and Chinese contexts.

In the context of Ethiopia, PTAS is a committee that consists of eleven members who are 5 parents, 3 teachers, 2 students and one principal representative according to wideness of school community. The association is accountable to the parent teacher assembly and serves for three years term unless removed from the position because of their low performance. The parent teacher assembly has the power to appoint as well as to remove the PTSA members from their positions.

2.17. Conceptual Framework of Parental Involvement

The literature has also highlighted a number of theories pertinent to this phenomenon of parental involvement. One of the most popular theories of parental involvement is one developed by Joyce Epstein, which involves "six types of involvement to improve school climate and student success". Epstein and her associates (2009) describes these types as parenting which involves how schools work to increase families' understanding of child and adolescent development; communicating which involves ways to increase two-way

connection about school programs and students' progress; volunteering which involves mobilizing parents and others who can share their time and talents to support the school, teachers and student activities at the school or in other locations; learning at home activities to provide families with information about the academic work that their children do in class, how to help their children with homework, and other curriculum-related activities and decisions; decision making activities so as to enable families to participate in decisions about school programs that affect their own and other children; and collaborating with the community which involve activities to encourage the cooperation of schools, families, community groups, organizations, agencies, and individuals,(Epstein & Associates, 2009, 58-59). They suggested that these six types of involvement can "help students reach academic and behavioral goals" (socio-economic related factors, parental support and expectations, parent school relationships, self-concept of students, parents-school communication & school related factor) (60). In addition to, Research indicated that "when parents are involved in their children's academic endeavors, their children are more likely to succeed in school" (Moore, 2009).

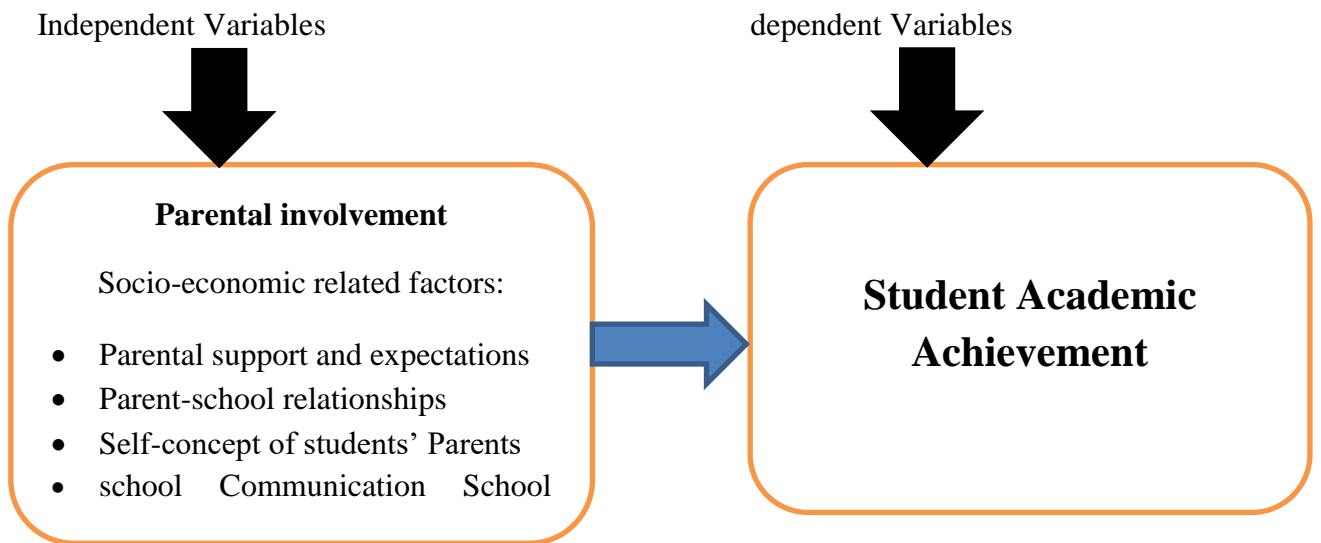


Fig.1. conceptual framework

Source: adapted from Model of Parental Involvement by Moore (2009, p.29) of parental involvement in their children academic achievements' Student Academic Achieveme

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter included the research design, research method, area of the study, target population, sample size, sampling techniques, source of data, instruments, the data gathering procedures, method of data analysis, validity and reliability checks and ethical consideration described thoroughly.

3.1. Research Design

The study employed Correlation research design. The Correlation research design particularly, both explanatory and prediction correlation designs were employed in this study. The quantitative data employed an explanatory correlation design explains or clarifies the degree of relationship among two or more variables at one point in time. The second form was a prediction Correlation design; the investigator identifies variables that will positively predict students' academic achievement or students' learning outcomes on second cycle primary schools of Gullele sub-city, Addis Ababa city administration. Lastly, the qualitative data were analyzed by clarifying the respondents' ideas qualitatively.

3.2. Description of the study site

Gullele sub-city is one of the sub-cities in Addis Ababa city. It has 5 districts and 10 woreda administration exhibiting considerable climatic variation from high land. The area shares boundaries with Yeka sub-city in the east, Burayu sub city to the west, sululta to the north, Arada and Addis ketema to the south. The sub city has a total area of 30.18km²(11.65sq mil). The people's livelihood depends on subsistence daily labor largely based on Shemena and office worker, farmers

3.4. Sample Size and Sampling Techniques

Target Population, Sample Size and Sampling Techniques. The sample size of the study include gullele sub city that was selected by Purposive sampling technique method from 5 woredas and 1 town administration of Addis Ababa. Here in Gullele sub city education office the investigator was conducted by discussing with persons that have direct contact with the research problem in the study area. the study include 139 teachers, 222 parents and 222 students and 5 schools principals from target population of 150, 3600, 3600 & 20 (teachers, students, parents & schools principals), respectively were selected. The study was used two types of sampling techniques. Accordingly, simple random sampling technique was used for schools, teachers and students followed by lottery method. Purposive sampling technique was

also used for parents and principals of second cycle of primary schools. In order to select representative sample size, the study was used this formula (Paler Carlmoring, 1967) and listed here under:

$$n = \frac{NZ + Se^2 X(1 - P)}{NSe + (Z)^2 X p(1 - p)}$$

Where, n= sample size

N=Target Population, which is known (1688for both students&, parents) and158 teachers

Se= Acceptable sampling error at 5% (0.01)

Z= 2.58

P=0.5

Thus, the sample size of the students can be calculated by

$$n = \frac{NZ + Se^2 X(1 - P)}{NSe + (Z)^2 X p(1 - P)} = \frac{3378 X 2.58 + (0.01)^2 X (1 - 0.5)}{3378 X 0.01 + (2.58)^2 X (1 - 0.5)} = \frac{8715.24 + 0.01}{33.78 + 5.16 + 0.25} = \frac{8715.25}{39.19} = 222$$

Again, the sample size of the teachers can be calculated by

$$n = \frac{NZ + Se^2 X(1 - P)}{NSe + (Z)^2 X p(1 - P)} = \frac{150 X 2.58 + (0.01)^2 X (1 - 0.5)}{150 X 0.01 + (2.58)^2 X (1 - 0.5)} = \frac{387 + 0.01}{1.5 + 5.16 + 0.25} = \frac{387.01}{2.79} = 139$$

To select sample population from each school, the following formula can be employed

$$Ps = \frac{nx}{N}$$

Where, x=number of sample group (student or teachers)

n= Sample size

N=Total population

From the sample schools, students and teachers were selected through simple random sampling and availability sampling techniques respectively.

Table 1. Population, Sample Size and Sampling Techniques

	Sample schools	Students		Teachers		Parents		Principals	Total		
		Total	Sample	Total	sample	Total	Sample	Total	Samp Le	N	Sam ple
1.	Hamle 19/67	796	52	35	20	796	52	4	1	1631	125
2.	Brihane hilina	713	47	32	22	713	47	4	1	1462	117

3.	Atse nakutele ab	585	38	25	28	585	38	4	1	1199	105
4.	Addis zemen	688	45	30	23	688	45	4	1	1410	114
5.	Addis birhan	673	44	28	25	673	44	4	1	1378	114
		3378	226	150	118	3378	226	20	5	7081	575
	%		7%		79%		7%		55%		8%
Sampling Techniques		Simple random sampling					Purposive				

3.4. Source of Data

Both primary and secondary source of data were used in this study. With respect to primary sources, the researcher collected information from second cycle primary school teachers, principals, parents and students through questionnaire and interview. On the other hand, the secondary source of data were generated from reports and documents of five consecutive years (2012-2016 E.C) regional standardized examination results of students'' data from both sampled schools.

3.5. Data Gathering Tools

The instruments were developed and used in this study were: questionnaires, interview from document .

3.6. Procedures of data collection

The data for this study was gathered according to the following procedures:

1. The purpose of the study and the specific as well as general directions in the questionnaire was explained for the respondents by the researcher;
2. The prepared questionnaire was administered for sampled teachers, students and sampled students'' parents of sampled schools;
3. Interview was conducted with schools principals
4. Five consecutive years (2012-2016 E.C) regional standardized examination results of students'' data was gathered from the sample schools;
5. The collected data was properly analyzed.

3.5.2. Questionnaire

The questionnaire was adopted from the research Abreham Amencho (Jimma Universty oct 2017). The questionnaire was constructed in English for teachers, parents and students. Then after, no translation was made for teachers'' questionnaire since they can understand what was

written in English language, but students and parents' questionnaires were translated into Amharic. The questionnaire consists of most close-ended items and some open-ended items were included in students' questionnaires. Close-ended questions were appeared in the form of Likert scale (strongly disagree, disagree, undecided, agree, and strongly agree) and Yes or No response was used because they are suitable for large scale survey as they are quick for respondents to answer, easy to analyze using statistical techniques, and they enable comparison to be made across group open-ended questions items were also included in students questionnaires. Open ended items were suited to allow a free response.

3.5.3. Interview

An interview tends to be the most favored by researchers as it allows respondents to express themselves to provide information as much as possible. Thus, it enables the researcher to get detailed information about the issues under considerations in particular area. Similarly, an interview helps to obtain relevant data that cannot be handled by questionnaire and essential to check the information already obtained. To this end, the researcher was used semi-structured interview for school principals because it was believed to provide sufficient information for the study. The school principals were interviewed in their office at free time. This was helped the researcher to get in-depth responses and more significant Information about the issue under investigation.

3.5.4. Document Analysis

The researcher used the document analysis of five consecutive years (2012-2016 E.C) regional standardized examination results of students' data from sampled schools were properly analyzed.

3.5.5. Validity and reliability checks

The validity and reliability of this research was checked in pilot upper primary schools. However, before conducting the main study, the draft questionnaires were first administered to 10 teachers, 25 students' and 28 parents. Totally 63 respondents participated in pilot study of upper primary schools in Gullele sub-city. Hiddase Primary School of Woreda 7 which were not part of the study sample. It was done to achieve the relevance of the questionnaires and to improve the questions based on the feedback. Based on the pilot test, the reliability coefficient of the instrument was found to be 0.70 to 0.93 for all items. Then as the results indicated it was good indication of the internal consistency of item.

That is the instrument was found to reliable as statistical literature recommend a test result of 0.70 and above as reliable (Howitt & Cramer, 2008). Additionally, the researcher used and checked parametric test because of use parametric data. Therefore, as Creswell, (2012, p.166) stated that the popular Lickert scale (strongly agree to strongly disagree) is treated as both ordinal and interval (quasi-interval) data in educational research. Interval scales is continuous scales. So, parametric test result found in this study was normal distribution as observed in table 3. generally, the results were precisely summarized in table 2& 3.

Table 2. Inter- reliability of Cronbach's alpha results

		Items	Cronbach's Alpha Results
1	Socio-economic related factors	15	0.73
2	Parental support and expectations	16	0.80
3	Parent-school relationships	14	0.93
4	Self-concept of students	11	0.70
5	Parents-school communication	10	0.711
6	School related factor	9	0.72
		75	0.76

Table 3. Data normality checks

Model	Sig.	Co-linearity Statistics	
		Tolerance	VIF
1 (Constant)	1.000		
Socio-economic related factors	0.000	0.725	1.379
Parental support and expectations	0.000	0.694	1.441
Parent-school relationships	0.000	0.545	1.835
Self-concept of students	0.000	0.900	1.111
Parents-school communication	0.000	0.843	1.186
School related factor	0.000	0.548	1.825
Total	0.000	0.709	1.462

As shown in table 3, two measures, tolerance and variance Inflation Factor (VIF), are used to assess the degree of Co linearity among independent variables. A large VIF values or greater than 10 indicate a high degree of co linearity or multi-co linearity problem (Sudin, 2009 as cited in Hair et al., 2011). Then these findings showed in all variables no Co linearity problem because the VIF showed less than 10 in all independent variables and accepted the data were normally distribute

3.9. Ethical Consideration

The researcher did everything to make this work professional and ethical. To this end, the researcher tried to clearly inform to the respondents about the intention of the study i.e., simply for academic purpose alone. While introducing the purpose of the research in the introduction part of the questionnaire, the researcher confirmed that respondents' confidentiality was protected. Moreover, the study was based on their permission. The researcher also did not personalize any of the response of the respondents during data

presentations, analysis and interpretation. Furthermore, all the materials were used for this research have been appropriately acknowledged.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

This part of the study deals with presentation, analysis and interpretation of data collected from sampled population (teachers, students, parents and school principals) through, questionnaire and interview. For this study, a total of four hundred forty four (444) questionnaires were distributed student and parents. Two hundred twenty two (222) questionnaires were distributed to each group of respondents. Then, all the distributed questionnaires were filled and returned back properly without any wastage. Moreover, one hundred thirty nine (139) questionnaires were distributed for teachers. Besides this, interview was held with five (5) school principals. As a result, depending on the data collected from both document analysis and administration of instruments, the analysis and interpretation were made and presented in the follows section.

4.1. Characteristics of the Respondents

This study was sample students, teachers and parents. The teachers' background was included to see the distribution in terms of sex, age, educational status, work and service year. Under this topic, background information of the subjects was presented in table 4 below.

Table 4. Background of Teachers

Variables	Respondents	N	%
Sex	Male	65	46.8
	Female	74	53.2
	Total	139	100.0
	18-23yrs.	12	8.6
	24-30 yrs.	35	25.2
	31-40yrs.	59	42.4
	> 40 yrs.	33	23.7
	Total	139	100.0
		Diploma	39
	Degree	100	72.0
	Total	139	100.0
Service Years	0-5 yrs.	12	8.6
	6-10 yrs.	35	25.2
	16-20 yrs.	59	42.4
	> 20 yrs.	33	23.7
	Total	139	100.0

According to the personal details obtained from the total 139 teachers, 46.8% (65) were males whereas the remaining 53.2% (74) were females. This indicates that there were few male teachers in sampled primary schools of Gulele sub city when compared to their female

counter parts. Regarding, age wise, most teachers in primary schools of Gulele sub city were under the age range of 31-40 years of 42.4% (59) from the total respondents. The next, education back ground of teachers most teachers are degree holder 72.0% (100) the other 28.0%(39) diploma. The serves year level 25.2% (35) were between the age range of 24-30 years and 23.7 % (33) were within the age range of Above 40 years. The left 8.6% (12) were between the age ranges 18-23 yrs. Concerning experience, 42.4 % (59) of teachers had 16-20 years of teachers 25.2% (35), between 6-10 whereas,25.2% (35) had served above 20years“ experience of teaching and 8.6% (12) have served 0-5 years.

Table 5. Background information of Students by their sex, age &grade

Background Variables	Alternatives	Response	
		N	%
Sex	Male	122	54.9
	Female	100	45.1
	Total	222	100.0
Age	< 11 yrs.	33	14.9
	11-13 yrs.	52	23.4
	14-17 yrs.	113	50.9
	> 17 yrs.	24	10.8
	Total	222	100.0
Grade	5	35	15.8
	6	47	21.2
	7	73	32.9
	8	67	30.2
	Total	222	100.0

As shown in table 5, 122(54.9%) were male and 100(45.1%) were female students. Regarding their age wise, 113 (50.9%) 14-17 yrs. & 52 (23.4%) were ranged 11-13 yrs. and the next 33 (14.9%) <11 yrs. and 24 (10.8%) above 17 yrs. Old. Regarding their grade level 35 (15.8%) from grade 5, 47 (21.2%) from grade 6, 73 (32.9%) grade 7 & 67 (30.2%) from grade 8. In this case the above result indicated that the opportunity given for sex and grade level was appropriate to give chances for all students and helped to get appropriate responses from the students

Table 6. Students' response concerning parents' education and occupation

No.	Items	Alternatives	Response	
			No.	%
1	Father's Educational level	Not educated	35	15.8
		primary education	60	27.0
		Secondary education	50	22.5
		certificate (10 ⁺¹ or 12 ⁺¹)	37	16.7
		Diploma (10 ⁺³ or 12 ⁺³)	22	9.9
		Degree and above	18	8.1
		Total	222	100
2	Mother's Educational level	Not educated	55	24.8
		primary education	49	22.1
		Secondary education	29	13.1
		certificate (10 ⁺¹ or 12 ⁺¹)	37	16.7
		Diploma (10 ⁺³ or 12 ⁺³)	32	14.4
		Degree and above	20	9.0
		Total	222	100
3	What about your parent's occupation?	Farmer	19	8.6
		White-collar (office worker)	45	20.3
		Merchant	24	10.8
		Blue-collar (daily laborer)	84	37.8
		Pink-collar (low-paid workers)	50	22.5
			Total	222

As revealed in Table 6, in terms of educational status, fathers do have better status than mothers. 127 (57.2%) of fathers do have above and secondary level of education while it was similar 80 (40%) for mothers. 50 (25%) of mothers and 35 (17.5%) of fathers did not have any formal education. Employment opportunities for their parents 39 (19.5%), 21 (10.5%) were salaried employed and merchants respectively, who were focused on their jobs did not have more attention to their children academic achievement.

Table 7. Background of parents

No.	Variables	Alternatives	Response	
			No.	%
1	Sex	Male	76	34.2
		Female	146	65.8
		Total	222	100
2	Age	Below 35	34	15.3
		35-40 years	120	54.1
		41-45 years	39	12.5
		Above 45 year	29	9.5
		Total	222	100
3	Marital Status	Married	107	49.0
		Single	-	-
		Widowed	70	29.5
		Divorced	45	17.5
		Total	222	100
		4	Educational level	Uneducated
Primary education	60			28.5
Secondary education	45			27.5
Certificate(10 ⁺¹ or 12 ⁺¹)	24			7.5
)				
Diploma(10 ⁺³ or 12 ⁺³)	20			6.5
Degree and above	16			5
Total	222			100

As shown in table 7, 85 (32.5%) were male and 155 (67.5%) were female parents. Regarding their age wise, 31 (10.5%) <35 yrs. & 120 (55%) were ranged 35-45 yrs. And 35(12.5%) were range 41-45 yrs. Respectively and the left 29 (9.5%) were >45 yrs. On the other hand, concerning the marital status of the parents, as indicated in the table 7, the majorities, 108 (49.0%) were married or live together whereas 29.5% (69) were Widowed and 17.5% (45) were Divorced respectively. This response showed that many of students have opportunity to help by their parents but some have problem of divorced and widowed parents have problems of unable to contribute their children's education, which was not comfortable for students schooling and academic activities. The parents' educational backgrounds are likely to shape children's attitude towards their education. Since educated parents are likely to reward education, it may be expected that children coming from educated parental background persist and perform well at school. Students who come from economically stable families perform better than those who come from humble background, because the parents are able to provide relevant learning material such as text books and clothing as well.

Table 8. Teachers' response concerning the extent of contribution of parents' and students' in education

Items	Alternatives	Response	
		N	%
Do most parents in your locality encourage their children's schooling?	Yes	105	75.5
	No	34	24.5
	Total	139	100
Do students miss classes frequently?	Yes	22	15.8
	No	117	84.2
	Total	139	100
If your response for question 7 is " Yes" which one is possible reason for their absenteeism from classes?	House work	9	40.9
	Distance from home to school	9	40.9
	Trading	4	18.2
	Sexual harassment	-	-
	Total	22	100
To what extent do you think parents helping at home interrupt students' study time?	Usually	5	3.6
	Sometimes	43	30.9
	Rarely	81	58.3
	Not at all	10	7.2
	Total	139	100
Do you think the education of parents have contribution for children's education?	Yes	134	96.4
	No	5	3.6
	Total	139	100
How often do the parents in your locality visit school to see their students' in different subject	Always	31	22.3
	Rarely	69	49.6
	Not at all	39	28.1
	Total	139	100
Do you think majority of your students are eager to do different self-activities?	Yes	84	60.4
	No	55	39.6
	Total	139	100
Do you think students who perform well in class always score good result in regional exam?	Yes	95	68.3
	No	44	31.7
	Total	139	100
Is there guidance and counseling service for students in your school to their personal and academic problems?	Yes	124	89.2
	No	15	10.8
	Total	139	100
If your answer is "Yes" for the above item, how often they have got the service?	Always	10	8.1
	Sometimes	66	53.2
	Rarely	36	29.0
	Not at all	12	9.7
	Total	124	100

As indicated in table 8, regarding the extent of contribution of parents' and students' in education, item 1 through 11 high practice have identified: parents in locality highly encouraged their children's schooling or 75.5% (105) parents encouraged their children's schooling, 14.5% (34) teachers indicated students did miss classes frequently, majority of teachers 117 (84.2%) were confirmed on the education of parents have contribution for children's education, and finally, 124 (89.2%) teachers did provide guidance and counseling service for students in their schools to their personal and academic problems.

Parents' positive attitude towards children's education and their involvement will play significant role in students' academic achievement. However, lack of parental involvement, encouragement and support of parents in education was very low which will hide their potential to achieve academically better. In addition poor parent-child relation also attributes to poor performance of students. Besides principals interviewee stated, that principals were inquired to indicate the trends and practices in executing parent and community involvement. On basis of this idea, the respondents pointed out that there is some increasing trend of executing parent and community involvement but not as expected level. The schools have been participating the community and parents on school issues and to be committed and accountable to their children learning since the cooperative work between school and community is essential to improve students' academic result and good result is recording because of 'time-hr letwled' mobilizations still need great work on community mobilization. As students responded Challenges at home: work burden from parents, distance from home to school, family economic problem, illiteracy of parents were major problems not to be successful in learning outcome.

Table 9. Teachers’ response concerning the schools’ responsibility towards students’ academic achievement

<i>Items</i>	N	M	SD
1.Offer workshops and/or provided with resourceful information to help families understand how children learn.	139	3.51	0.0135
2.the school Train parents on developing home routines, conditions and environments that support their child’s learning	139	3.00	0.0125
3.The discusses with parents about students’ academic Achievement	139	3.99	0.0143
4.The encourages partnerships between school and home for Children	139	3.50	0.0134
5.They assist families in guiding students to set academic goals, monitor and discuss schoolwork at home.	139	3.51	0.0135
6.The school provide information to parents on how to assist their children to improve their skill /achievement /	139	2.64	0.0117
<i>Overall average</i>	139	3.36	0.0109

Note: N=Frequency, M=Mean, SD=Standard Deviation. Mean value (M) 1.00-2.50 = strongly disagree, = disagree, 3.00-3.50 = neutral, 3.51-3.99 = agree, ≥ 4.00 = strongly agree. Strongly disagree and disagree considered as disagree level of agreement whereas agree, and strongly agree considered as agree / high/ on results revealed.

As depicted in Table 9, concerning the school responsibility on students’ achievements’ in all items except item 3 of item 1 through item 7, the majority of the respondents were agree on this issues with mean and standard deviation were ranged 3.00 (0.0125) to 3.99 (0.0143) respectively. However teachers were disagreed on discussion with parents about students’ academic achievement with mean and standard deviation 2.64 (0.0117). Also, the school principals interviewed to comment about the actions to be taken to increase parental involvement in their children’s learning consequently, as they replied that the school should work cooperatively with woreda education office to promote parental involvement. To do this, the school want to have fixed plan for parental involvement, the school principal take part in social organizations within community (eg Idir, Ikub, wastage removal etc) to make intimate relationship with community, make close relation with parents, accept local culture, Design open communication with parent about their students behavior and academic achievement, make the school leadership participatory and listen attentively to the community interest. For question what they want from schools to be successful in academic

achievement as students responded that schools provide appreciation and recognition, by helping and creating good school teacher and parent relationship.

Table 10. Teachers’ response regarding parental involvement in children’s learning

<i>Items</i>	<i>N</i>	<i>M</i>	<i>SD</i>
1.The school believes that parental involvement is related to student achievement	139	4.00	0.0144
2.Parents receive regular information about their child’s progress	139	3.00	0.0125
3.School schedules conferences for parental involvement	139	3.99	0.0143
4.Parents are welcomed when they visit school without pre-scheduling an appointment	139	3.02	0.0125
5.Parents feel comfortable to their children’s teachers	139	3.51	0.0135
<i>Overall average</i>	139	<i>3.504</i>	<i>0.0134</i>

Note: N=Frequency, M=Mean, SD=Standard Deviation. Mean value (M) ≥ 1.00 -2.50 = strongly disagree, 2.51-2.99 = disagree, 3.00 -3.50 = neutral, 3.51-3.99 = agree, ≥ 4.00 = strongly agree. Strongly disagree and disagree considered as disagree level of agreement whereas agree, and strongly agree considered as agree / high/ on results revealed.

As shown in table 10, concerning parental involvement on students’ achievements’ respondents’ were neutral and agree are taken by parents and with mean and standard deviation 3.00 (0.0125), 3.02 (0.0125), 3.51 (0.0135) & 3.99 (0.0143) respectively. However, the majority of respondents were strongly agree on the school believes that parental involvement is related to student achievement with mean and standard deviation 4.00 (0.0144). Furthermore, the school principals were asked to indicate whether there was correlation between parent involvement and students’ academic achievement accordingly majority of the participants responded that there is positive relationship between students’ academic achievement since parents who actively take part in school issues and frequently request their children’s academic result as well as their behavior can shape their children’s behavior at early stage and guide their children to improve their academic result through improving the impeding factors for their success. Also he/she can make comment on their children work and on school activities for further improvement.

Table 11. Students’ response concerning socio-economic related factors on students’ academic achievement.

<i>Items</i>	<i>N</i>	<i>M</i>	<i>SD</i>
1.Place of parents residence hinders their contribution	139	3.58	1.109
2.Family structure (size) influences their help	139	3.77	1.009
3.Parents encourage students to attend school regularly	139	3.00	1.575
4.Shortage of Family income	139	3.72	1.001
<i>Overall average</i>	<i>139</i>	<i>3.39</i>	<i>1.173</i>

Note: N=Frequency, M=Mean, SD=Standard Deviation. Mean value (M) $\geq 1.00-2.50$ = strongly disagree, $2.51-2.99$ = disagree, $3.00-3.50$ = neutral, $3.51-3.99$ = agree, ≥ 4.00 = strongly agree. Strongly disagree and disagree considered as disagree level of agreement whereas agree, and strongly agree considered as agree / high/ on results revealed.

As depicted in Table 11, concerning the impact of socio-economic related factors on students’ academic achievement the majority students were agreed on items of socio-economic related factors on students’ academic achievement: place of parents or residence hinders their contribution, mean that for many parents geographical location from school to home was not comport for family, family structure (size) influences their help, which indicate great number of family at home was problem for many parents to help their children’s learning, shortage of family income were some major factors influence on student academic achievement indicated by respondents with mean and standard devation 3.58 (1.109), 3.77(1.009). However, the majority of respondents disagreed on item Parents encourage students to attend school regularly i.e. Many of Parents t encourage their children to attend school regularly. Students who come from economically stable families perform better than those who come from humble background, because the parents are able to provide relevant learning material such as text books and clothing as well. Robinson (1993) and Engin-Demir (2009) argued that sizable research has consistently shown that students’ academic achievement has influenced by background of family characteristics such as socio- economic status of parent’s, level of education, occupation and income. From these factors parental level of education and income has been the most significant source of disparities in students’ performance.

Table 12. Students’ response concerning parental support and on expectation Students’ academic achievement.

<i>Items</i>	<i>N</i>	<i>M</i>	<i>SD</i>
1.Parents motivate students to attend school regularly	139	3.99	1.156
2.Parents fulfill necessary materials for their children	139	3.51	1.144
3.Parents’ low expectation about their children ‘academic Achievement	139	2.99	0.907
4.Parents give moral support to students	139	3.65	1.153
5.Parents follow-up the academic activities of their students	139	3.98	1.154
6.Parents force children to work at home	139	2.51	0.828
<i>Overall average</i>	<i>139</i>	<i>3.438</i>	<i>1.121</i>

Note: N=Frequency, M=Mean, SD=Standard Deviation. Mean value (M) $\geq 1.00-2.50$ = strongly disagree, $2.51-2.99$ = disagree, $3.00 -3.50$ = neutral, $3.51-3.99$ = agree, ≥ 4.00 = strongly agree. Strongly disagree and disagree considered as disagree level of agreement whereas agree, and strongly agree considered as agree / high/ on results revealed.

As shown, in table 12, concerning parental support and expectation on students’ academic achievement, students were strongly disagreed and disagree on parental support and expectation on their’ academic achievement of parents motivate students to attend school regularly, parents fulfill necessary materials for their children, parents give moral support to students with mean and standard deviation were ranged 3.65 (1.153) to 3,98 (1.154) respectively. Especially, the majority the respondents were agree on parents’ high expectation about their children ‘academic achievement with mean and standard deviation 3.99 (1.156). Besides this, the participants were asked to respond whether there was any school practice that could increase parental involvement and to inform some of them. As a result, they assured the existence of practice to improve parental involvement. As they mentioned some of them were? The positive and democratic approach of the school leadership, building open system for the entire community, providing reward and certificate for active participants of community members at the end of academic year and creating awareness about the value of community involvement on school improvement. In addition, as students responded Challenges at home: work burden from parents, distance from home to

school, family economic problem, illiteracy of parents were major problems not to be successful in learning outcome.

Table13, concerning self-concept of students toward their academic achievement

<i>Items</i>	<i>N</i>	<i>M</i>	<i>SD</i>
1.I am confident that I can achieve high scores in my school work	139	3.99	1.156
2.I don't feel that I would pass to the next grade level	139	3.60	1.145
3.I always think that I am the best student from my class	139	3.00	1.132
4.I often do myself that I can get a pass mark	139	3.34	1.165
<i>Overall average</i>	139	3.332	1.149

Note: N=Frequency, M=Mean, SD=Standard Deviation. Mean value (M) $\geq 1.00-2.50$ = strongly disagree, 2.51-2.99 = disagree, 3.00-3.50 = neutral, 3.51-3.99 = agree, ≥ 4.00 = strongly agree. Strongly disagree and disagree considered as disagree level of agreement whereas agree, and strongly agree considered as agree / high/ on results revealed

As shown, in table13, concerning self-concept of students toward their academic achievement, respondents were disagreed on self-concept of students toward their Academic achievement: they confident that they can achieve neutral scores in their school work, they always think that the best student of class with mean and standard deviation 3.00 (1.132), & 3.34(1.165) respectively. Especially, the majority of students were agreed on they did feel that they would pass to the next grade level but they often did themselves that they can get a pass mark rather than achieve good mark with mean and standard deviation 3.60 (1.145) & 3.99 (1.156) respectively. However students' self-motivation, relations with their teachers and parents, lack of students' self-confidence, lack of adequate effort and carelessness are believed as the major factors affecting academic performance.

Table 14. Students' response concerning parent-school relationships on students' achievement

<i>Items</i>	<i>N</i>	<i>M</i>	<i>SD</i>
1. Parents go to school to request their children behavior	139	3.50	1.105
2. Parents ask their children academic result	139	3.99	1.173
3. Poor parental-school interaction	139	3.00	1.020
4. Parents did not give priority for their work than attending school Meeting	139	3.50	1.105
5. Parent often visit school to shape the misbehavior of their Children	139	3.99	1.173
6. Parents attend school conference	139	3.50	1.105
7. Parents do not take responsibility about their children learning	139	2.99	1.112
<i>Overall average</i>	139	<i>3.496</i>	<i>1.113</i>

Note: N=Frequency, M=Mean, SD=Standard Deviation. Mean value (M) ≥ 1.00 -2.50= strongly disagree, 2.51-2.99 = disagree, 3.00-3.50 = neutral, 3.51-3.99 = agree, ≥ 4.00 = strongly agree. Strongly disagree and disagree considered as disagree level of agreement whereas agree, and strongly agree considered as agree / high/ on results revealed

As shown in table 14, concerning parent-school relationships on students' achievement, respondents rated strongly disagree and disagree on items: Parents go to school to request their children behavior, Parents ask their children academic result, parent often visit school to shape the misbehavior of their children, parents attend school conference with mean and standard deviation; 3.50 (1.105), 3.00 (1.020), 2.99 (1.112), 3.50 (1.105) respectively.

However, the respondent replied at agree level on items poor parental-school interaction, parents did not give priority for their work than attending school meeting, and parents did not take responsibility about their children learning; with mean and standard deviation; 3.99(1.173), 3.99(1.173) respectively were identified by respondents. Lack of parental involvement, encouragement and support of parents in education was very low which will hide their potential to achieve academically better. In addition poor parent-child relation also attributes to poor performance of students. For question why parents fail to

participate in school issues as students responded that Work burden problems and shortage of time and residence from school for parents to fail for participation in school programs.

Table 15. Students’ response concerning the parents-school communication

<i>Items</i>	<i>N</i>	<i>M</i>	<i>SD</i>
1.The school calls parents to discuss their child academic issues	222	3.81	0.828
2.The principal informs for the parents their children behavior	222	3.77	0.907
3.The school calls the parents to discuss about the school Problems	222	3.60	1.020
4.The school works closely with the parents to shape the behaviors of children	222	3.00	1.132
5.The school facilitates teacher-parent relationship	222	3.00	1.132
6.Timely and joint decision-making on student misbehaviors	222	3.34	1.165
<i>Overall average</i>	222	3.42	1.142

Note: N=Frequency, M=Mean, SD=Standard Deviation. Mean value (M) $\geq 1.00-2.50$ = strongly disagree, $2.51-2.99$ = disagree, $3.00-3.50$ = neutral, $3.51-3.99$ = agree, ≥ 4.00 = strongly agree. Strongly disagree and disagree considered as disagree level of agreement whereas agree, and strongly agree considered as agree / high/ on results revealed.

As shown in table15, almost all respondents were rated agree on the parents-school communication with average mean and standard deviation 3.81 (0.828) and the items include, the school calls parents to discuss about their child academic issues, the principal informs for the parents about their children behavior, the school calls the parents to discuss about the school problems, the school works closely with the parents to shape the behaviors of children, the school, facilitates teacher-parent relationship and timely and joint decision-making on student misbehaviors with mean scored ranged 3.60 (1.020) to 3.77 (0.907). The teacher-students and parents positive relationships at school play a key role in their academic performance. Parents’ positive attitude towards children’s education and their involvement will play significant role in students’ academic achievement. As principals interviewed, the participants were asked to respond whether there were any school practice that could increase parental involvement and to inform some of them. As a result, they assured the existence of practice to improve parental involvement. As they asked to mention some of them were? The

positive and democratic approach of the school leadership, building open system for the entire community, providing reward and certificate for active participants of community members at the end of academic year and creating awareness about the value of community involvement on school improvement.

Table 16: Students’ response regarding the school practices

<i>Items</i>	<i>N</i>	<i>M</i>	<i>SD</i>
1.The school makes the parents to sense the school as man-making factory	222	2.66	1.238
2.My school is a best place to stay there	222	2.42	1.223
3.Lack of guidance and counseling service in school	222	3.55	1.048
4.I feel very uncomfortable while I am in school	222	2.24	1.004
5.The school compound is conducive to spend a whole day on Studying	222	2.27	1.022
6.The school administration controls and ensures the safety and security of children	222	3.64	1.006
7.The leadership is able to protect children from attack and Harassment	222	2.38	1.284
<i>Overall average</i>	222	<i>2.73</i>	<i>1.117</i>

Note: N=Frequency, M=Mean, SD=Standard Deviation. Mean value (M) $\geq 1.00-2.50$ = strongly disagree, $2.51-2.99$ = disagree, $3.00-3.50$ = neutral, $3.51-3.99$ = agree, ≥ 4.00 = strongly agree. Strongly disagree and disagree considered as disagree level of agreement whereas agree, and strongly agree considered as agree / high/ on results revealed

As depicted in Table 16, concerning the school practices towards students’ achievements’ the respondents were identified poor schools activities on their academic school include: schools did not make the parents to sense the school as man-making factory, school is a best place to stay there, Lack of guidance and counseling service in school, the very uncomfortable in school, The school compound was conducive to spend a whole day on studying, The school administration controls and ensures the safety and security of children was low, with mean and standard deviation 2.24 (1.004) to 2.66 (1.238) respectively. However the schools were well done on issue of the school administration controls and ensure the safety and security of children with mean and standard deviation 3.64 (1.006). As students were responded challenges at school: teachers’ academic problem, lack of library and reference books, shortage of text books for some subjects, principals problem of

controlling all teaching learning activities were major problems not to be successful in learning outcome.

Table 17. Students' response their academic achievement

<i>Items</i>	<i>N</i>	<i>M</i>	<i>SD</i>
1.High student promotion	222	2.37	1.130
2.Low level of educational wastage	222	3.31	1.283
3.High student participation in the classroom	222	2.20	1.073
4.High student success on regional examination	222	2.42	1.216
5.Competitive children in the school	222	2.36	1.081
<i>Overall average</i>	<i>222</i>	<i>2.53</i>	<i>1.157</i>

Note: N=Frequency, M=Mean, SD=Standard Deviation. Mean value (M) $\geq 1.00-2.50$ = strongly disagree, $2.51-2.99$ = disagree, $3.00-3.50$ = neutral, $3.51-3.99$ = agree, ≥ 4.00 = strongly agree. Strongly disagree and disagree considered as disagree level of agreement whereas agree, and strongly agree considered as agree / high/ on results revealed.

As shown in Table 17, respondents were rated strongly disagree and disagree on all items except item 2 and these include: high student promotion, high student participation in the class room, high student success on regional examination and competitive children in their school with mean standard deviation ranged; 2.20 (1.073) to 2.42 (1.216). Similarly, respondents were agreed low level of educational wastage with mean scored 3.31(1.283). Generally, as results indicated in table 17, low student promotion, low student participation in the classroom, low student success on regional examination and low Competitive children in the school were identified.

Table .18. Parents’ response regarding their support of their children education

	Alternatives	N	%
1.Do you support your children’s education at home?	Yes	132	59.46
	No	90	40.54
	Total	222	100
2.Do you fulfill necessary educational materials for your children?	Yes	178	80.18
	No	44	19.82
	Total	222	100

As shown in table 18, the majority of parents 222 (59.46%) did support their children’s education at home and similarly 178 (80.18%) of respondents did fulfill necessary educational materials for your children. Students who come from economically stable families perform better than those who come from humble background, because the parents are able to provide relevant learning material such as text books and clothing as well. To be effective in their academic achievement as students responded for question what they want from parents, If parents help them with reference books. Supporting learning materials such as cloth, shoes, exercise books, pen, pencil and whatever they want to support their teaching learning activities.

Table 19. Parents’ response regarding their participation and guidance of their children education

No	Items Responses	Alternatives	No.	%
1	Do you participate in school decision making programs and participate to solve student’s Discipline	Yes	145	61.5
		No	77	34.68
		Total	222	100
2	Do you give guidance and counseling service for your children?	Yes	160	72.07
		No	62	27.93
		Total	222	100
3	Do you frequently visit school to ask your children academic achievement?	Yes	103	46.39
		No	119	53.60
		Total	222	100
4	Do you participate in school meetings?	Yes	154	69.37
		No	68	30.63
		Total	222	100

As presented in table19, the majority of respondents 145 (61.5%) were did participate in school decision making programs and participate to solve student’s discipline and 160 (72.07%) of students’ parents did not give guidance and counseling service for your children and only, 160 (72.07%) gave guidance and counseling service for your children, similarly, only 27.93% students; parents did visit the school to ask your children academic achievement the left were not at all. Lastly, above half parents68 (30.63%) did not participate in school meetings.

Table 20. Parents’ response regarding parents encourage their children’s and follow-up their activities

No	Items	Alternatives	Response	
			No.	%
1	Do you encourage your children use their time Properly to read at home?	Yes	159	71.62
		No	63	28.38
		Total	222	100
2	Do you allow your children to study at home Properly?	Yes	120	54.05
		No	102	45.95
		Total	222	100
3	Do you follow-up your children’s learning at school?	Yes	130	58.56
		No	82	36.94
		Total	222	100
4	Do you enhance your children to do learning tasks (e.g. Homework)?	Yes	115	51.80
		No	107	48.19
		Total	222	100

As indicated in table 20, only 71.62% parents did encourage their children use their time properly to read at home and the left were not at all. Next above half of parents 120 (54.05%) were allow their children to study at home properly. Similarly, the majority of respondents 130 (58.56%) did follow-up their children’s learning at school and similarly, 51.80% did enhance their children to do learning tasks especially homework.

Table 21. Parents' response regarding to their children's drop-out and absenteeism

N	Items	Alternatives	Response	
			N	%
1	Do your children drop-out from schooling?	Yes	27	12.16
		No	195	87.84
		Total	222	100
2	Is there work burden for your children at home?	Yes	60	27.03
		No	162	72.97
		Total	222	100
3	Do your children miss classes frequently without any Personal problem?	Yes	30	13.51
		No	192	86.49
		Total	222	100

As shown in table 21, respondents 195 (87.84%) rated at not agreed level of the presences of children drop-out from schooling and. The majority 162(72.97%) agreed the burden for your children at home. Lastly 192(86.49%) were agreed children miss classes frequently without any personal problem. As stated by most of the respondents, there is high need for extensive usage of Child' s labor, i. e. the high need for children to work at home and it affects all school age children have heavy work burden. lack of understanding the subject matter and commitment to school activities. The effect is academic underperformance for the children. Besides principals interviewee stated that principals were requested to point out the presence of educational policy implementation with regard to parents and community involvement accordingly, majority of the interviewee replied that their schools implement educational policy concerning parent and community involvement, such as mobilizing community and parents to assist the school, but there were educational wastages in schools due to low parental contribution in their children's education

Table 22. Overall mean of independent variables towards students' achievements

	Descriptive Statistics		
	N	M	SD
1. Parents contribution and responsibility	222	3.39	0.631
2. Socio-economic factors	222	2.46	0.461
3. Parental support and expectation	222	3.45	0.447
4. Parent-school relationships and communication	222	2.92	0.558
5. School related factors	222	2.36	0.398

Parents encourage and follow-up	222	3.39	0.631
Overall mean	222	2.84	0.521

Note: N=Frequency, M=Mean, SD=Standard Deviation. Mean value (M) $\geq 1.00-2.50$ = strongly disagree, $2.51-2.99$ = disagree, $3.00-3.50$ = neutral, $3.51-3.99$ = agree, ≥ 4.00 = strongly agree. Strongly disagree and disagree considered as disagree level of agreement whereas agree, and strongly agree considered as agree / high/ on results revealed.

Table 22 depicts the descriptive findings of the six independent variables: socio-economic related factors, parental support and expectations, parent-school relationships, parents-school communication and school related factor. As shown in table 22 also indicated that parent-school relationships with high levels towards students’ academic achievement and the second highest was socio-economic related factors on students’ academic achievements with mean and standard deviation 3.45 (0.447) & 3.39 (0.631) respectively and the remaining items results were ranged 2.92 (0.558) to 2.46 (0.461) respectively were related towards students achievement.

Table 23. The extent of parents' involvement towards students' achievements among the groups of respondents.

<i>Items</i>		<i>N</i>	<i>M</i>	<i>SD</i>
Place of parents residence hinders their contribution	Students	222	3.58	1.109
	Parents	222	1.61	0.487
	Teachers	139	1.13	0.344
	Total	573	2.32	1.315
Family structure (size) influences their help	Students	222	3.77	1.009
	Parents	222	1.68	0.466
	Teachers	139	2.31	0.728
	Total	573	2.64	1.229
Parents encourage students to attend school Regularly	Students	222	2.50	1.575
	Parents	222	1.64	0.479
	Teachers	139	2.10	0.758
	Total	572	2.08	1.164
Shortage of Family income	Students	222	3.72	1.001
	Parents	222	1.58	0.494
	Teachers	139	1.79	0.408
	Total	573	2.48	1.256
Parents motivate students to attend school Regularly	Students	222	2.08	0.952
	Parents	222	1.69	0.461
	Teachers	110	1.57	0.496
	Total	573	1.83	0.739
Parents fulfill necessary materials for their Children	Students	222	2.26	1.144
	Parents	222	1.38	0.487
	Teachers	139	1.23	0.426
	Total	573	1.71	0.932
Parents' low expectation about their children's academic achievement	Students	222	3.77	0.907
	Parents	222	1.29	0.457
	Teachers	139	2.43	0.840
	Total	573	2.51	1.340
Parents give moral support to students	Students	222	1.90	0.804
	Parents	222	1.54	0.499
	Teachers	139	2.74	1.273
	Total	573	1.91	0.924
Parents follow-up the academic activities of their students	Students	222	2.27	1.194
	Parents	222	1.65	0.477
	Teachers	139	2.61	1.347
	Total	573	2.08	1.074
Parents force children to work at home	Students	222	3.81	0.828
	Parents	222	1.32	0.469
	Teachers	139	3.56	1.062
	Total	573	2.75	1.410
Overall average		573	2.22	0.859

Note: N=Frequency, M=Mean, SD=Standard Deviation. Mean value (M) ≥ 1.00 -2.50= strongly disagree, 2.51-2.99 = disagree, 3.00-3.50 = neutral, 3.51-3.99 = agree, ≥ 4.00 = strongly agree. Strongly disagree and disagree considered as disagree level of agreement whereas agree, and strongly agree considered as agree / high/ on results revealed.

As it shown in table 23, on items regarding the extent of parents' involvement towards students' academic achievement among the groups of respondents' with items: Place of parents or residence hinders their contribution, Family structure (size) influences their help, Parents encourage students to attend school regularly, Shortage of Family income, Parents encourage students to attend school regularly, Parents' low expectation about their children's academic achievement, Parents follow-up the academic activities of their students, Parents give moral support to students and Parents force children to work at home, All in all except teachers and parents response indicated that respondents were rated differently and ranged very low with the total mean and standard deviation of 2.22 (0.859). However, lack of parental involvement, encouragement and support of parents in education was very low which will hide their potential to achieve academically better. In addition poor parent-child relation also attributes to poor performance of students. As stated by most of the respondents, there is high need for extensive usage of Child's labor, i. e. the high need for children to work at home and it affects all school age children have heavy work burden. The effect is academic underperformance for the children.

4.2. Discussions

One of the purposes of this study was to examine the association of parental concept with parental involvement and with student academic achievement. Two aspect of parental skills and trends (role construction and life context) connected with parental involvement, and four aspects of parental involvement (parenting, parent-teacher communication, volunteer at school and learning at home) linked with students' academic achievement were used in the hypothesized framework to examine the association.

The findings support the argument that the extent of parental involvement in students' education is partly a function of parents' role construction and life context and the level of students' academic achievement is partly a function of parental involvement (Hsu et al, 2010).

As parents' psychological beliefs about how they interact with their children stem from their cultural values (Phillipson, 2010), the findings of this study showed the link among parents' concept, parental involvement and students' learning outcomes. Although the Ethiopian culture is different from Western and Chinese culture, the positive associations of parents' concept with parental involvement and then with students' academic learning outcomes hold true in Ethiopian culture.

The results of the present study showed the differential effects of exogenous variables on the endogenous variables. Parents' role construction meaningfully associated with the three aspects of parental involvement: parenting, volunteer and learning at home. Parents' life context has significant association with only the two types of involvement: parenting and learning at home, and indirectly with students' academic achievement. In other word, parents feel more responsibility in supporting the child's learning by involving through parenting, volunteering at school and learning at home. They view supporting their child's education as part of their job.

However, parents' life context such as time, energy, skills and knowledge could influence their choices and activities related to their children's education (Walker et al., 2005). Due to this, the life context limit them to get involved in supporting child's education only at home through parenting and learning at home.

The results of the study also showed the differential effects of four aspects of parental involvement on students' academic achievement. The two aspects of parental involvement,

parenting and learning at home significantly affected the students’ academic achievement. It corresponds with previous research suggesting that parental involvement is a multi-dimensional construct and has varied effects on students’ academic achievement (Fan, 2012). Further, the results also support previous research findings that parental involvement at home, such as parenting and learning at home, has more effects than at school, like parent- teacher communication and volunteer at school on their students’ academic achievement (Wilder, 2013). The results confirmed that parental involvement has significant impact on students’ academic achievement. This is consistent with a body research outcome indicating that parental involvement is a significant predictor of students’ academic outcome (Williams & Wolters, 2012; Wilder, 2013). Students whose parents were involved actively in their education perform much better in their schooling than do peers whose parents were not involved (Hsu et al., 2011; Phillipson & Phillipson, 2010).

4.3. Results from document analysis

Results of academic achievement on regional examination results from document analysis and on the top of interview and questionnaire, secondary data regarding students’ academic achievement and parental involvement in the years under consideration (2012-2016 E.C) was gathered from primary schools of Gulele sub-city. The data obtained was presented in the following table.

Table 24: The students’ academic achievement on regional examination (2012 E.C-2016 E.C)

No	Academic year	Prompted or Detained	Response	sa sample primary school				
				Hamele 19/67	Addis Berehan	Addis Zemene	Berehan e helina	Astenakuteleabe
1	2012 E.C	Promoted	N	170	186	155	120	136
			%	100	100	100	100	100
		Detained	N	0	0	0	0	0
			%	0	0	0	0	0
		Total		170	186	155	120	136
2	2013 E.C	Promoted	N	180	190	130	104	113
			%	92.3	91.34	83.9	91.2	85.6
		Detained	N	15	18	25	10	19
			%	7.9	8.7	16.1	8.8	14.4
		Total		195	208	155	114	132
3	2014 E.C	Promoted	N	179	155	130	79	122
			%					

			%	92.7	78.7	51.3	83.2	85.9
		Detained	N	14	42	19	16	20
			%	7.2	21.3	48.7	16.8	14.1
		Total		193	197	149	95	142
4	2015 E.C	Promoted	N	185	182	165	168	145
			%	98.9	95.8	88.4	95.5	90.6
		Detained	N	2	8	25	8	15
			%	1.1	4.2	13.2	4.5	9.4
		Total		187	190	190	176	160
5	2016 E.C	Promoted	N	170	145	168	143	98
			%	99.4	97.9	96.6	98.6	89.1
		Detained	N	1	3	6	5	12
			%	0.6	2.0	3.4	3.4	10.9
		Total		171	148	174	148	110

As shown in table 28, regarding, students' academic achievement on regional examination of year 2012 E.C from five schools only Hamle 19/67 students were scored slightly half average (54.7%) and the remaining schools were score below average (28.5,45.9, 37.4, 30.3 & 15.2) In 2012 E.C of the same table, schools scored pass point because of covid 19 (hamle 19/67, Addis zemen, Addis berhan, Berhane helina & Atsenakuteleab), respectively were scored above average.

Moreover, in this table in 2013 E.C & 2014 E.C. accordingly, from five schools the majority of the students in schools scored above average (92.3, 91.34, 83.9, 91.2, 85.6) in 2013 E.C and the remaining school students were scored below average (7.9, 8.7, 16.1, 8.8 & 14.4), whereas in year of 2014 students were scored below expected results (7.2,21.3,48.7,16.8,14.1), respectively. Generally one can conclude from this document analysis is that the results of academic achievement on regional examination (2012 E.C-2016 E.C) was good.

Table 25. students' Promotion Rate

yrs.	Regional examination results (2012 E.C-2016 E.C) By %					Total	AVE
2012	100	100	100	100	100	500	100
2013	92.3	91.34	83.9	91.2	85.6	444.34	88.87
2014	92.7	78.7	51.3	83.2	85.9	391.8	78.36
2015	98.9	95.8	88.4	95.5	90.6	469.2	93.84
2016	99.4	97.9	96.6	98.6	89.1	481.6	96.32
	Overall average					457.39	91.47

As indicated in table 29, regarding students' promotion rate shown that there is increase promotion year to year except 2012 E.C because there is a covered no student fail all are promoted. In 2016 students had high achievement than other years. Generally speaking the academic achievement of students was very high with average mean (91.47%). This result indicated that parental involvement in these schools was very high. Educational policy implementation with regard to parents and community involvement was also high.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

This study was investigating an assessment of relationship between parental involvement and students' academic achievement in upper primary schools of Gullele sub city in Addis Ababa city administration. The study was carried out in five second cycle primary schools. The participants of the study were 139 teachers, 222 students' parent, 222 students and 5 principals of the schools. Data were obtained through questionnaires from the teachers, students' parent, and students. The school principals were participated „through interview in the study.

A. Regarding the practices of parental involvement in second cycle primary schools of Gullele sub city?

Parents encouraged their children's schooling; teachers provide guidance and counseling service for students in their schools to their personal and academic problems. Concerning the school responsibility on students' achievement, the majority of the respondents were agreeing on practices of implementation.

B. Concerning, parents support affect in their children's academic achievement in second cycle primary schools of Gullele sub city

Concerning parental involvement on students' achievement were high activities taken by parents. However, the majority of respondents were agreed on the school believes that parental involvement is related to student achievement

C. Regarding, the trend of students' academic achievement in relation to Socio-economic factors on students' academic achievement in second cycle primary schools of Gullele sub city

Concerning socio-economic related factors on students' academic achievement the majority of respondents were agreed on items of socio-economic related factors effect on students' academic achievement: place of parents or residence hinders their contribution, family structure (size) influences their help, shortage of family income were some major factors influence on student academic achievements" indicated by respondents. However, the majority of respondents agreed on item Parents encourage students to attend school.

Regularly i.e. Parents encourage students to attend school regularly. Students were strongly agreeing and agree on parental support and expectation on their" academic achievements

were: parents motivate students to attend school regularly, parents fulfill necessary materials for their children, and parents give moral support to students. Schools make the parents to sense the school as man-making factory, good practice of guidance and counseling service in school, the very comfortable in school. Parents go to school to request their children behavior, Parents ask teachers their children academic result, Parent visit school to shape the misbehavior of their children, and Parents regularly attend school conference. Similarly, good parental-school interaction, Parents give priority for attending school meeting rather than their work and Parents take responsibility about their children learning.

D. Concerning the parent-school relationships, and communication influence students' academic achievements'

Almost all respondents were rated strongly disagree and disagree on the parents-school communication include, the school calls parents to discuss about their child academic issues, the principal informs for the parents about their children behavior, the school calls the parents to discuss about the school problems, the school works closely with the parents to shape the behaviors of children, the school, facilitates teacher-parent relationship and timely and joint decision-making on student misbehaviors with mean scored ranged.

Specific invitations for parent involvement by students and teachers are important motivating factors for parents to get involved in their children's education at home and at school.

Concerning the school practices towards students' academic achievement the respondents were identified poor schools activities on their academic issues include: schools did not make the parents to sense the school as man-making factory, school is a best place to stay there, Lack of guidance and counseling service in school, the very uncomfortable in school, The school compound was conducive to spend a whole day on studying, The school administration controls and ensures the safety and security of children was low. However the schools were well done on issue of the school administration controls and ensure the safety and security of children

As results indicated, only 36.4% parents did encourage their children use their time properly to read at home the parents did not allow their children to study at home properly. Similarly, the majority of respondents (67.4%) did not follow-up their children's learning at school and similarly, 66.5% did not enhance their children to do learning tasks especially homework.

E. Is there any significant relationship and prediction between student academic achievement and parental involvement?

Yes, results found in this study that parental involvements“ were significantly and positively predicted students“ academic achievements“; socio-economic related factors, parental support and expectations, parent-school relationships, self-concept of students, parents-school communication and school related factor significantly and positively predicted students“ academic achievement.

5.2 Conclusions

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

This study examined an assessment of the relationship between parental involvement and students“ academic achievement in second cycle of primary schools of Gullele sub city.

1. .These results were reliable with earlier research which displayed the need to count on parents in the learning vision of their children, and their participation takes positive sound effects on their children’s learning. The schools have to seek the support from the community members to grow excellence programs for parents, school, and community. So that volunteer parents and representatives on school decision- making groups have to be increased, and the school should encourage these activities to get more benefits on students“ attainment. On the other hand the participants“ responds showed that the school current program for “parents-school interaction” has many defects which need to be reformed to bring more attention to parents“ involvement topic and to be able to attract them for more involvement. School principal take part in community local organizations (eg Idir, Ikub, wastage removal etc) to make intimate relationship with community, make close relationships with parents, accept local culture, design openly communication with parents about their students behavior and academic achievement, make the school leadership participatory and listen attentively to the community interest.
2. According to the finding students“ self-motivation, relations with their teachers and parents, inability to become well planned and organized communication schools with parents, student’s lack of self-confidence, lack of adequate effort and carelessness are believed as the major factors affecting academic performance. The teacher-students and parents positive relationships at school play a key role in their academic performance. Parents“ positive attitude towards children’s education and their involvement will play significant role in students“ academic achievement. Parents“ positive attitude towards children’s education and their involvement will play significant role in students“ academic achievement. However, lack of parental

involvement, encouragement and support of parents in education was very low which will hide their potential to achieve academically better. In addition poor parent- child relation also attributes to poor performance of students.

3. This may indicate that children spend more time helping their parents at home than doing their homework and assignments which negatively affects their academic achievement. On this regard non conducive and non-suitable home environment for studying is other factor which influences students to be academically lower. The conclusion is that high demand for domestic work; low school attendances of students“ and hence effects on their academic achievements. However, lack of parental involvement, encouragement and support of parents in education was very low which will hide their potential to achieve academically better. In addition poor parent-child relation also attributes to poor performance of students.

5.3. Recommendations

On the basis of findings and conclusion drawn, the following recommendations are forwarded

- Woreda and sub-city education office better to work collaboratively with schools, teachers and the community to promote skills and trends of parents in general and fathers in particular to involve in their children’s education both at school and home by providing adequate training, ultimately to improve students’” learning outcomes.
- All parents have more responsibility in their children’s learning out comes, in this case mothers were more responsible and involved in their children’s education than fathers though the life context of fathers was strong predictor for more involvement than that of mothers.
- The schools, teachers, parents and even students come together to take better actions to increase parental involvement in their children’s academic achievement.
- The school should have fixed or predetermined plan for parental involvement and work cooperatively with woreda education office to promote parental involvement. The school principal take part in community local organizations (e.g. Idir) to make close or intimate relationship with community, make close relation with parents
- Parents better to talk about their children’s understanding of subjects“ knowledge and skills development with teachers; pay attention to their children read at home and school, guide them to do their activity by their own on all subjects“; Parents do as a

large amount as they can in realistic ways, their children to benefit enormously from their support and interest.

- It is recommended that further study with wider geographical area and including more variables to have a reliable result on the relation of student's academic achievements in the Ethiopian context.

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Appendices
APPENDIX-A

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT

Questionnaire to be responded by students

(Grade 5-8) Dear Respondents!

The purpose of this questionnaire is to gather information on the relationship between parental involvement and student academic achievement in selected second cycle primary schools of Gulele sub city in Addis Ababa. Thus, you are kindly requested to be considerate in answering the questions. Your cooperation in answering questionnaire is highly appreciated.

Instructions:

-Put's" in the box for your choice

-Please answer all questions sequentially

-If you don't get your choice among alternatives given, you can write your answer on the space given for the option" If other please specify".

Thank you for your utmost co-operation

Name of the school -----

1/Sex: 1/ Male 2/Female

2/Age: 1/ Below 11 2/ 12 3/ 13 4/ 14

5/15 and above 3/ Grade: 1/5 2/6 3/7 4/8

4/ Parent's marital status: 1/live together 2/Divorced
3/ Widowed

5/With whom do you live? 1/ with both father and mother 2/

with father alone

3/ with mother only 4/ with other relatives

6/ Your parent's educational level? (If they have graduated from different educational Institute, College or university indicate the highest of his or her qualification or level of education)

6.1 /Education of father: 1/ uneducated 2/primary education
 3/Secondary education 4/
 Certificate (10⁺¹ or 12⁺¹)
 5/Diploma (10⁺³ or 12⁺³) 6/Degree and above

6.2 /Education of mother: 1/ uneducated 2/primary education 3/Secondary education

7/ what about your parent's occupation? 1/Farmer 2/White-collar
 (office worker) 3/merchant 4/Blue-collar (daily laborer)
 5/Pink-collar (low-paid workers)

Part Two: Items related to Basic

Research Questions

Instructions: Some of the factors related to parental involvement and students' academic achievement in second cycle primary schools in the study area are indicated below. So, please rate the items by putting "x" mark on the space provided for your choice.

1. Strongly agree 4. Agree 3. Undecided 2. Disagree 1. Strongly Disagree

No	Items	Scale				
		5	4	3	2	1
A	Socioeconomic Related Factors					
1	Parents' type of work challenges to help					
2	Place of parents /residence/ hinders their Contribution					
3	Family members (large number) influences their help					
4	Shortage of family income influences their help					
B	Parental support and expectation					
1	Parents' encourage students to attend school regularly					

2	Parents fulfill educational materials for their children					
3	Parents' low expectation about their children "academic achievement"					
4	Parents follow-up the academic activities of their students					
5	Parents force children to work at home					
C	Parent-school Relationships					
1	Parents go to school to request their children behavior					
2	Parents ask teachers their children examination results					
3	There is poor parent-school interaction					
4	Parents give priority for their work than attending school meetings					
D	Children's self –concept toward their education					
1	I am confident that I can achieve high scores in my school work					
2	I don't feel that I would pass to the next grade level					
3	I often do myself that I can get a pass mark					
E	The areas the school involve parents					
1	The school calls parents to discuss about their child academic issues					
2	The school calls the parents to make discussion about the school problems					
3	Parents often visit school to shape the behaviors of their children					
4	The school facilitates teacher-parent relationship					
5	Timely and joint decision-making on student misbehaviors					
6	The school makes the parents to sense the school as man-making factory					
F	School related factors (school facilities, services and leadership)					
1	My school is a best place to stay there					

2	The school administration controls and ensures the safety and security of children					
3	The leadership is not able to protect children from attack and harassment					
G	Student Academic Achievement					
1	There is high student promotion in the school					
2	Low level of educational wastage (e.g., repeat or drop-out)					
3	There is high student participation in the classroom					
4	There is high student success on regional examination					

Part Three: Open-ended questions Direction: Write the possible responses to the following questions clearly and legibly.

1. In order to be effective in your education what challenges do you face at home and at school?

Challenges at home: -----

Challenges at school: -----

2. Mention some of the possibilities that your parents should do, to improve your academic achievement?

3. Do your parents go to school in order to know your improvement in academic results? If your response is “No” what are the reasons.

4.What do you think are the reasons for most of your parents to fail to involve in school issues.?

APPENDIX B

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT

Questionnaire to be responded by Teachers Dear respondents:

The intention of this research study is to assess the relationship between parental involvement and student academic achievement in selected second cycle primary schools of Gulele sub city in Addis Ababa city. The result of this study is expected to show the problems that hinder their academic achievement. As result, you're marvelous and genuine response has great influence on the study and your co-operation in answering the questions properly and returning the paper will be highly appreciated

Instructions:

- Put's" in the box for your choice
- Please answer all questions sequentially
- If you don't get your choice among alternatives given, you can write your answer on the space given for the option "If other please specify".

Thank you for your utmost cooperation

Name of the school -----

Part one: Background Information

1. Sex: 1/ Male 2/Female
- 2/Age in year: 1/ 18 - 23 2/ 24-30 3/31-40 4/Above 40
- 3/Educational qualification: 1/ Certificate 2/Diploma
- 3/B.A/B.SC and above 4/Service year: 1/Less than 1 year 2/1-2 year 3/3-4 4/Greater than 4years

Part Two: Variable Related to Basic Research Questions

5/Do most parents in your locality encourage their children's schooling? 1/Yes

2/No

5, what do you think are the reasons?

6/If your answer is "No" for item what is the reasons?

1/Worrying for the safety of their children while traveling from home to school

2/Parents' urgent need of children at home

3/Parents' dearth /lack/ of recognition about the value of education for children

4/Economic problem of the family 5/ fear of

teenage pregnancy 6/ If others please specify -----

7/ Do students miss classes frequently? 1/Yes 2/No

8/ If your response for question 7 is " Yes" which one is possible reason for their absenteeism from classes? 1/House work 2/Distance from home to school 3/Trading

4/Sexual harassment 5/ If others please specify-----

----- 9/To what extent do you think parents helping at home interrupts students' study time?

1/usually 2/ Sometimes 3/ rarely 4/Not at all

10/Do you think the education of parents have contribution for children's education?

1/Yes 2/No

11/ How often the parents in your locality visit school to see their students' in different subject results? A/Always B/ Rarely C/ Not at all

12/How do you see students' participation in asking and answering questions? 1/ Always 2/ rarely 3/ Not at all

13/Do you think majority of your students are eager to do different self-activities?
1/Yes 2/No

14/ Do you think students who perform well in class always score good result in regional exam? 1/Yes 2/No

15. Is there guidance and counseling service for students in your school to their personal and academic problems? 1/Yes 2/ No

16/If your answer is "Yes" for the above item, how often they have got the service?
1/Always 2/ Sometimes 3/ rarely 3/Not at all

Instruction: The following items are designed to measure how you and your school/ Woreda are reaching out to involve parents, community members and students. Please put "x" mark for the rating that most closely matches your school's/ Woreda's current practice.

No	Items	Scale				
		5	4	3	2	1
A	The school Responsibility					
1	The school offer workshops or provide with resourceful Information					
2	The school train parents to support their child's learning					
3	The school discusses with parents about students' academic achievement					
4	The school encourages partnerships between school and home for children					
5	The school assists parents in guiding their children to discuss					

	schoolwork at home					
6	The school provide information to parents on how to assist their children to improve their skill /achievement /					
7	The school believes that parental involvement is related to student achievement					
B	Parental Involvement					
1	Parents receive regular information about their child's progress					
2	School schedules conferences for parental involvement					
3	Parents are welcomed when they visit school without pre-scheduling an appointment					
4	Parents feel comfortable to their children's teachers					

APPENDIX - C

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by **Parents**

Dear respondents:

This questionnaire is intended to examine relationship between parental involvement and student academic achievement in selected second cycle primary schools of Gulele Subcity in Addis Ababa. So, your suggestions and answering questions carefully and legibly are valuable for the study and I appreciate you for your co-operation, frankness and honesty in giving response.

Instructions:

- Put 's' in the box for your choice
- No need of writing your name
- Please answer all questions sequentially
- If you don't get your choice among alternatives given, you can write your answer on the space given for the option "If other please specify".

Thank you for your co-operation and co-ordination

Name of the school

Part one: Background Information

1. Sex: A. Male B. Female
2. Age: A. below 35 B. 35-40 C. 41-45 D. Above 45
3. Marital status: A. Married B. Single C. Divorced D. Widowed
4. Your educational level? (If you have graduated from more than one institute, College or university indicate the highest one)
A. Uneducated B. primary education C. Secondary education
D. Certificate (10⁺¹ or 12⁺¹) E. Diploma (10⁺³ or 12⁺³) F. BA/BSc/Bed and above

Part Two: Items Related to Basic Research Questions

5. Your monthly income? A. Up to 600
 B. 601-1000 C. 1001-1500
 D. 1501-2000 E. Above 2000
6. Do you support your children's education at home? A. Yes B. No
7. If your response for item 6 is "Yes", what kind of support have you ever provided?
 A. guiding to study at home B. fulfilling educational materials
 C. Hiring teacher to give additional academic support
 D. Any other, please specify _____
8. Do you fulfill necessary educational materials for your children? A. Yes
 B. No
9. Do you participate in school decision making programs and participate to solve student's discipline Problems with school? A. Yes B. No
10. Do you give guidance and counseling service for your children? A. Yes
 B. No
-
11. Do you frequently visit school to ask your children academic achievement?
 A. Yes B. No
12. Do your children use their time properly to read at home? A. Yes B. No
13. Do you allow your children to study at home properly? A. Yes B. No
14. Do you follow-up your children's learning at school? A. Yes B. No
15. Do your children drop-out from schooling? A. Yes B. No
16. Is there work burden for your children at home? A. Yes B. No
17. Do you participate in school meetings? A. Yes B. No
-
18. Do you enhance your children to do learning tasks (eg.Home work,)? A. Yes
 B. No
19. Do your children miss classes frequently without any personal problem? A. Yes
 B. No

APPENDIX-D

**ADDIS ABABA
UNIVERSITY**

**COLEGE OF EDUCATION AND BEHAVIOURAL
SCIENCE EDUCATIONAL PLANNING AND
MANAGEMENT**

Interview Questions for School Principals

1. What are the implementations of educational policy in your area with regard to parent and community involvement?
2. What were your trends and practices in executing parent and community involvement in school?
3. Are there any school practices that could increase parental involvement? If your response is “Yes” mentions some of them.
4. What strategies have you used to encourage parent involvement?
5. Do you believe there is a correlation between parent involvements as it relates to students’ academic achievement? If so, explain from your experience.
6. What goals have you established or believe should be established for improving your Woreda’s parent involvement practices? Describe one of the major strategies in improving the parent partnership with your district over the next few years?
7. Please share any comments that you think should be carried out to increase parental involvement in their children’s learning.

