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**DEPARTMENT OF EDUCATIONAL PLANNING AND  
MANAGEMENT**

**Thesis Report**

**Challenges of Parental Involvement in Students' Learning  
At Boneya Boshe Woreda of East Wollaga Zone**

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**CHALLENGES OF PARENTS' INVOLVEMENT IN STUDENTS'  
LEARNING AT BONEYA BOSHE DISTRICT OF EAST WOLLEGA  
ZONE**

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## Declaration

The researcher here by declares that the thesis on the title; “practices and challenges of parents’ involvement in student’s academic achievement: the case of Boneya Boshe Woreda Late Cycle Primary Schools.”, is his original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

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*Date of submission* \_\_\_\_\_

**ADDIS ABABA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

The thesis on **PARENTS' INVOLVEMENT IN PRIMARY SCHOOLS OF SASIGA BONEYA BOSHE WOREDA** is approved for the degree of "Master of Arts" in school leadership.

**APPROVED BY BOARD OF EXAMINERS:**

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## **Abbreviation**

MOE	Minstar of education
ESDP	Educational Sector Development Program
PSTAs	Parent Students Teachers Association
ASP	After School Program
NEA	National Examination Agency
CRC	Cluster Resource Center
WED	Wroreda Education Office
ZED	Zone Educational Development
REB	Regional Education Bureau
KETP	Kebele Educational and Training Board

## Abstract

*The objective of this study was investigating the practices of parental involvement on their children's academic achievement, and identifying the challenges they face in the process their parental involvement in primary schools of Bonneya Boshe District. Descriptive design was used with both quantitative and qualitative methods. Twenty one primary schools are found in the district, where five were selected by simple lottery method sample. The sample teachers 99 (100%) and 5(100%) school principals, were selected employing availability sample techniques. Additionally, 162 students were selected by purposeful sampling technique. Finally, 162 parents' of students were included by using purposive sampling techniques. The instruments of data collection were questionnaires and semi structured interview. Then, the information gathered through closed-ended questionnaire was analyzed quantitatively using frequency, percentage, mean score and standard deviation while the information gathered through interview and open-ended questions were analyzed qualitatively through narration for the purpose of triangulation. The findings of the study indicated low level of parents' involvement in students' academic achievement such as, follow up of their children whether they are going to school or not, in providing basic supplementary learning materials and in guiding or helping their children in doing homework or assignment. Regarding the practices of parents – teachers partnerships on students' learning; Parent-teacher relation was loosely integrated; there is a limited flow of information from the school to parent; schools didn't invite parents to visit and give suggestions on teaching learning process; parents were lacked clear information about their children academic progress from the school. Regarding challenges, parents low awareness, low commitments of school leaders in implementation, school principals' insufficient skills and low educational level of parents were the major ones. In general, as the finding of the study revealed that involvement of parents in their children's learning in the school and at home is not effective. Therefore, it is recommended that parents should support their children at home and in school; school principals should work in collaboration with KETP and PTA; conducting parent- School meeting regularly. Finally, Woreda education offices in collaboration with school principals need to Work efficiently to enhance awareness of parents.*

**Key words:** *parents' involvement and academic achievement.*

# CHATER ONE

## INTRODUCTION

### 1.1. Background of the study

Education is very crucial for any society as well as for any country. It is the tool that helps in transformation of social, political, economic and life styles of society. In order to survive and adapt the rapid global changes education is very important. Education has different aims. One of the aim of education is to strengthen the individuals and societies problem solving capacity able and culture starting from basic education and at all levels. Thus, providing equitable and quality education for all citizens is the means to survive in the world, sustain economic development, promote good culture and improve the social life of the society.

Thus, participation of school community on education is the one main issue that needed to improve the education qualities. According to Ethiopia Education and Training Policy (1994:1) education does not operate in isolation; rather it has to be integrated with research, practice and development to contribute towards an all-rounded development of society. This implies that education serve and satisfy society through need analysis and works with stake holders to have quality education.

In order to provide such quality education, government and community should work together on education. The parents need to involve in their students' academic activity in different perspectives such as in developing curriculum that should be learnt by their children, formulating school policy, participating in education fund raising, involving in to students learning at home as well as at school, and governing the school.

Parental involvement in their children learning at school and at home is the main issue in fostering students' learning. Parental involvement and students' achievement have direct positive colorations. According to Cotton and Wikelund (1989) the more intensively parents are involved in their children's learning, the more beneficial are the achievement effects. Beside the above effects, genuine parental involvement creates conducive learning environment. Macharia (2014) recommended that parents should be educated on the need to create a conducive home

environment for their children. Any academic performance is related to the Child's home environment in addition to that of the school. Mudibo S.O Cleophas (2014) asserted in his research that a greater extent, parental involvement ensured and sustainable an intellectually stimulating environment that promotes and motivates their drive towards higher academic performance. Gebreal (2014) claimed that the means and ways where children got extra-help on their academics, an informal conversations made with parents and teachers seemed to reflect that, providing children with an After School Program (ASP) and hiring home tutors or assigning any family member to cover at least parents' basic responsibilities like (reading, homework, communication and sometimes participation) had a great deal of impact on children's academic success. Therefore, parents involvement in their children learning take into more consideration than the other kinds of school activities. The schools need to mobilize and develop parental involvement in students' learning at school as well as at home.

There are different kinds of parents' responsibilities in developing children learning at home and at school. According to Cotton and Wikelud (1989) programs which involve parents in reading with their children, supporting their work on homework assignments, or tutoring them using materials and instructions provided by teachers, show particularly impressive results. Thus, parents have great role in fostering their children learning at home.

Moreover, there are various types of `parental involvement. Epstein (1995) summarized parents involvement into: parenting (to help all families to establish home environments that support children's learning at school), communicating (to design effective forms of school-to-home-to-school communication that enables parents to learn about school programs and their children's progress in schools as well as teachers to learn about how children do at home), volunteering (to recruit and organize parents' help and support, learning at home), decision making (to include families in school decisions, to have parent leaders and representatives in school meetings), and collaborating with the community (to identify and integrate resources as well as services from the community in order to strengthen school programs, family practices, and student learning) that offer a broad range of school, family ,and community activities that can engage all parties and help meet student needs/

Hence, a higher level of involvement of ‘participation’ defined as “having a share in, being part of” –is achieved farther along the range, where parents take a more active participation in the activities of association, perhaps help in the classroom, and assist in other works. The description of ‘parental involvement’ has been expanded from participation of parents at school to include involvement of parents in the education at home

According to MOE (2013) parents in our country are expected to carry out the following activities/actions to monitor the learning conditions of their children: Provision of school uniform and educational materials; Maintaining the personal hygiene of their children; Making ordinary visits to the schools and check the school time of their children; and discuss with the school officials and find solutions to problems such as disciplinary cases of students, the role of girls in education, dropouts, weak performing students, etc are suggested as parents responsibilities.

The term parental participation and parental involvement on students’ education have considerable differences. Parental participation in education shows that families simply participate at school activities, whether parental involvement indicate that parents involve in their children education through assisting, supervising and monitoring from home to school.

Regarding parental involvement in Boneya Boshe Woreda, it would be helpful to look into historical development of education the wereda from the very beginning to present. Accordingly, documents provided evidences formal education has begun in Bonaya Boshe Woreda in 1942 through community request. Teaching and learning begun in one school which is called Bilo 1-4 School in two crowded classes. Later after 1974 schools expanded into five schools during the Dergue regime with partial community participation. At that time, only few parents were send their children to the schools because of the distance between the schools and homes as well as lack of awareness on education. Till 1996 there is no secondary school in the woreda. Thus, many students attended only primary education and then went back to home, and participated in different social life. Only few parents were struggle these problems to educate their children, and sent their students to other woredas for secondary school. Many students were not get the opportunities to learn and left at homes and they went back to early marriage which exercised and adapted by all community for a long period of time. The society had been accepted and taken this tradition and practiced in Boneya Boshe woreda for a long period of time.

After current Education Policy declared in 1994, community participation has flourished totally in this woreda, and schools are expanded in each kebele. Then, the parents have begun to participate in education through paying taxis, cultivating the school lands, building some class rooms and building teachers home though, their participations are not voluntary. Parents participate with little understanding on Education and Training Policy of 1994. They work with school by the influence of some kebele administrators without knowing their duties and responsibilities. It is from this perspective that this study worth being conducted to investigate the challenges of parents involvement on their children learning at the Woreda.

## **1.2. Statement of the problem**

Parental involvement has great advantage for student especially at primary schools than secondary schools. Emerson, Fear, and Sanders (2012) concluded that parental involvement on school grounds appears to be suitable for children at primary school to enhance social and emotional adjustment, while it may have little impact on high school students. Parental engagement, on the other hand, appears to have benefits across all age groups.

However, many parents have no attention for their children education in the woreda under investigation. When the schools open at the beginning of the school year, they never send their children to the schools earlier. The teachers always go home to home while students' registration is taking place. Many students attend the school by themselves without the help of their parents. Parental cooperation are very limited, they simple buy clothes and exercise books. School attendances show that 20% of students are absent from the school daily. As the researcher's observation from Woreda Education Office, students' result reports of 2007-2009 academic years indicated that only 15% of the students are high achievers, while 40% and 45% of them are medium and low achievers respectively.

Even though government fulfill teachers, text books, furniture and additional reference books, the students' result is not increasing, rather it decreases. Based on grade 8 and grade 10 national examinations in 2007-2009, 60% of the students were low achievers as the woreda document testifies. The teachers help their students through providing additional session and tutorial classes in order to increase students' results. However, only few students attend their education while many of them are absent from tutorial classes.

These all imply that parents do not motivate their children for education; there is no parental follow up on students' absenteeism; parents are not participating in the school issues well; and there are some miss communication between parents and schools as well as teachers and parents. There are some gaps between policies and practices. Parental involvement goes beyond participating in school activities MOE(2013) assert that the concept of parental involvement was defined as the role of the parents in the support of their own child, both at home(e.g. Reading out loud) and at school (e.g. discussion of marks with teacher). However, what the policy says and what are being practiced at school level are different. These problems are motivated the researcher in order to investigate the problem related parental involvements for these challenges. Unless these problems are solved, quality education will decrease, which results into social and economic crisis.

With these existing gaps, this research intends to answer the following basic research questions:

1. To what do extent parents involve on their students' learning at Boneya Boshe Woreda?
2. To what do extent parents involve on their students' learning at Boneya Boshe Woreda?
3. What are the barriers/hindrances for parental involvement on in students' learnin?

### **1.3. Objectives of the study**

The general objective of this study is investigating the practices of parental involvement on their children's academic achievement, and identifying the challenges they face in the process their parental involvement while the specific objectives include:

- To examine teacher-parental collaboration on students' academic achievement;
- To review awareness of parents towards helping their children's learning;
- To investigate the appropriateness of home-school communication;
- To identify the gaps of parental involvement based on education policy and the practice at schools.

#### **1.4. Significance of the Study**

The study benefits all educational stake holders and different bodies.

- Parents and students are the fore most beneficiaries. The parents will get the strategies how to help their students on education so that they can manage and follow up their children's performance;
- Students will be get motivation when their parents take part in their education. Moreover, they will have full educational facilities, enough study time, conducive study place, and develop self- confidences;
- The schools will be advantageous from the study in two dimensions. They will know and use effective strategies of parental participation. As parental involvement develop; the accessibility and quality education could be assured and achieved;
- Moreover, Boneya Boshe Woreda Education Office will use the findings in order to provide training for different stake holders. The researcher will be presents the research results for the listed beneficiaries with the help of the Woreda Education Office after the research will be approved.

#### **1.5. Limitation of the Study**

Parents' absenteeism during data collection session was the problem that occurred in the study. The researcher arranged extra session and accommodated all participants in order to minimize the effects the problem.

#### **1.6. Delimitation of the Study**

The research study was considered only the public primary schools in Boneya Boshe Woreda of East Wollega zone. Because primary school level education is the basic and the foundation for the higher level education. Since many students and teachers are found in public/ Government schools several problems with concerning to parental involvement in students' learning might faced, and also the study focused both rural and urban public primary 5-8 schools.

The research was also concentrated with parents, students, teachers and principals. Because, they are the main stake-holders of the public schools, and they are more informed on the challenges encountered by the parents to involve on their children's academic achievement.

### **1.7. Operational Definition of Terms**

**Parent:** father, mother, siblings and other relatives.

**Parental involvement:** Refers to the parental support or contribution on student learning.

**Status of parental involvement:** Refers to the extent of parental involvement in students' academic achievements.

**Community Involvement:** Refers to the process of engaging in dialogue and collaboration with community members.

**Parents-teachers relationship:** Refers parents and teachers have good communication, and that they are working together on students' learning.

**Performance:** Refers to academic achievement of students.

**Gaps:** Refers to limitations in implementations of parental involvement on students' education.

**Public Schools:** Refers to government sponsored schools which are under the Ministry of Education

**Hindrances:** Refers to factors that negatively affect parental involvement on students' academic achievement.

**Parental awareness:** The extent to which parents know how to involve on their students' academic achievement.

**Parental experiences:** The previous practice and behavior of parental involvement on their children academic achievement.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. Introduction**

This chapter contains review of literature, directly or indirectly related to the study. The literature will focus on the challenges facing parental involvement in the primary schools students' academic achievement. Literature would be reviewed under headings:-the concept of parental involvement in their children education, types and nature of community involvement in the students' academic success in developed countries, effects and benefits of parent involvement on student achievement, teachers-parents partnerships, challenges of parental engagement in education, and effective strategies of parental involvement in students' education achievement.

#### **2.2. The Concept of Parental Involvement**

The term "parent involvement" will be used broadly in this thesis because it is defined in different ways. Considered broadly, parental involvement encompasses several parents' duties and responsibilities for students learning. According to Emerson, Fear, Fox and Sanders (2012), the term parental involvement is used by some to refer only to those activities that take place in the school such as volunteering, meeting with teachers and other school personnel, attending school events, and parent teacher conferences.

However, it includes attending school functions and responding to school obligations (parent-teacher conferences, for example). They can become more involved in helping their children improve their schoolwork-providing encouragement, arranging for appropriate study time and space, modeling desired behavior (such as reading several different forms of participation in education and with the schools. Parents can support their children's schooling for pleasure), monitoring homework, and actively tutoring their children at home.

Outside the home, parents can serve as advocates for the school. They can volunteer to help out with school activities or work in the classroom. Or they can take an active role in the governance

and decision making necessary for planning, developing, and providing an education for the community's children.

The kinds of parent involvement investigated include telephone and written home-school communications, attending school functions, parents serving as classroom volunteers, parent teacher conferences, homework assistance/tutoring, home educational enrichment, and parent involvement in decision making and other aspects of school governance.

In order to prove quality and relevance of education for all citizens, decentralizing education system is crucial. Mitiku, Tadesse and Getnet (2013) assert that decentralization promotes greater parental and community involvement. Community members and parents can provide valuable insight about how schools can be improved to better educate the children in the community. Moreover, they stressed in their module of 'education police and contemporary' that Parents having a greater stake in the educational process, would have a better understanding of the problems facing schools, and would tend to increase their support.

Epstein maintains that teachers usually see the relationship between schools and parents in three different ways: they have either sequential responsibilities, separate responsibilities or shared responsibilities (Epstein, 1995:701-702). She summarizes various types of involvement to explain how schools, families, and communities can work productively together. These are: parenting (to help all families to establish home environments that support children's learning at school), communicating (to design effective forms of school-to-home-to-school communication that enables parents to learn about school programs and their children's progress in schools as well as teachers to learn about how children do at home), volunteering (to recruit and organize parents' help and support, learning at home), decision making (to include families in school decisions, to have parent leaders and representatives in school meetings), and collaborating with the community (to identify and integrate resources as well as services from the community in order to strengthen school programs, family practices, and student learning) that offer a broad range of school, family, and community activities that can engage all parties and help meet student needs. Successful school-parent community partnerships are not stand-alone projects or add-on programs but are well integrated with the school's overall mission and goals.

### **2.3. Types and Nature of parental Involvement in Schools in Developed Countries.**

Various researchers show that parents are empowering in their children's learning activities at home and at school. Wright and Dolores (2009) say that in the European countries the teachers unanimously recognize the value of parent involvement for many of the same reasons that leads to student academic success, garnering parent support in matters of discipline and school attendance and in general fostering parent-school cooperation. The family- community oriented teachers discuss parent involvement from the perspective of benefits accruing to parents, family and community, not just the students. They deal with issues of fostering parent self-esteem and getting parents involved in nonacademic activities such as sports.

In South America, Clifton (2006) points out that the teachers commonly believe that parents place great responsibility and expectations on them and the school. In addition to providing a high quality of education for their children, teachers feel that other expectations included solving all the child's and the family's problems-and that includes health, drug problems, discipline and psychological problems. Grant (2009) in contrast, family-community oriented teachers understood the parents' expectations of them within the parents' cultural perspective. They talk about differences of the concept "teacher" across cultures, particularly as they differ between a North American versus a Latino perspective, and that Latino parents view the teacher with respect and deference. They further recognized that many of the parents have little formal education and use teachers as resources for problem-solving.

Effective school-community relations raise student persistence and achievement Eccles and Harrold (2009) contends that student achievement is positively associated with involvement in school, and that schools that encourage high levels of parent involvement outperform their counterparts where there are lower levels of involvement. Perrone (2008) argues that although every community has persons with experience who could further enrich life in schools, many schools do not utilize community resources to their full advantage. Schools that have depended on teachers alone, he continues to note that such schools have always been limited by the experience base that teachers bring to their classrooms. In support of this Fullon and Watson (2013) say that in order to understand the school-community relationship one needs to; address

the nature of the relationship that exists, how parents and teachers can work together for school improvement and how teachers can be integrated into the community.

Karen and Warren (2011) suggest that the extent of partnership between home and school are mostly influenced by teachers and parents' practices, attitudes and beliefs. He says that the extent of family school collaboration is affected by various school and teacher practices, characteristics related to reporting practices, attitudes regarding the families of the children in the school, and both interest in and understanding of how effectively to involve parents. Although there is increasing recognition of the specific role that the parent involvement in schools plays in the achievement of students, historical analysis indicates that parent-teacher relations are more characterized as those of disassociation (Donbusch and Glasgow, 2009). In other words, schools and homes seldom collaborate as closely as maybe expected.

Sanders (2007) argues that structural factors such as governance, curriculum, group-memberships, and ethnic-specific parenting styles have more serious implications for links between home and school than beliefs and attitudes of parents and teachers. These authors believe that parents are more likely to involve themselves in the primary grades than in the middle and high schools because middle schools teachers have neither the time nor the resources to closely monitor the performance of each student and keep parents informed of ways in which they can assist their children. This has led to limited communication between teachers and parents hence the community is not fully involved in managing of school activities beyond provision of monetary resources.

Lareau (2006) contends that the status identified is shaped by class or profession has a serious impact on links between the home and the school. She believes that working-class and lower class parents do not usually tend to be involved in their children's schooling. According to Prew (2012) middle-class parents are much more likely to see themselves as having shared responsibility for the schooling process. Working-class and lower-class parents, however, appear to turn over responsibility for education to the school.

In his view Fitriah (2012) observes that advocates for school community relations believe that; parent involvement will mobilize and create resources that schools may not be able to generate,

parents and teachers are willing partners in home-school links, parents and families will be able to pool together those local resources that are relevant to the education of their children.

First, the assumption that parent involvement will mobilize and create resources that schools may not be able to generate implies that the community possesses a wealth of resources in the form of local traditions and customs that could be useful to students. Tondeur (2013) argues that there are vast untapped educational talents within the family and opportunities outside the traditional formal classroom structure that could be useful to schools. Families are among the greatest resources a teacher will encounter, she writes, and no matter where you teach, families are guaranteed resources of human experience. Duhou (2013) also believes that when teachers establish close working relationships with a family, little by little, we get to know the whole child. Family observations and insights about children inform our teaching and help us better understand children's behavior.

The second assumption that parents and teachers are willing partners in home-school links implies that parents and teachers are eager to work together as partners in education. However, teachers can be resentful of parent participation (Epstein, 2008). For example Chadwick (2012) found that teachers overwhelmingly said they did not want more parent-initiated contact. Indeed teachers were often resentful of parent-initiated contact, and teachers welcomed contact when there was a problem and when they asked the parent to come in for a conference. According to Alatorre (2009), parent-teacher contacts usually operated in a context of teacher control, with parents asked to assist the teacher.

## **2.4. Effects of Parent Involvement on Students Achievement**

The research overwhelmingly demonstrates that parent involvement in children's learning is positively related to achievement. Parental involvement and students achievement have direct positive colorations (Cotton and Wikelund 1989) the more intensively parents are involved in their children's learning, the more beneficial are the achievement effects. This holds true for all types of parent involvement in children's learning and for all types and ages of students.

Looking more closely at the research, there are strong indications that the most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities in the home. According to Cotton and Wikelud (1989) programs which

involve parents in reading with their children, supporting their work on homework assignments, or tutoring them using materials and instructions provided by teachers, show particularly impressive results. Thompson, Gillis, Fairman and Mason (2014) study result suggested that engaging parents in student learning both at home and in school may benefit student academic performance, particularly in mathematics. As the research literature notes, efforts that target learning in the home may have the largest, most consistent impacts on student learning. Strategies include: Collaborative homework that requires parents and children to work together particularly for elementary and middle grades, Providing enrichment materials that students can take home to use with their families, Establishing formal school initiatives that encourage student learning at home & In the right situations, encouraging appropriate, but possibly higher student and parent aspirations and expectations.

Along similar lines, researchers such as Cotton and Wikelund (1989) have found that the more active forms of parent involvement produce greater achievement benefits than the more passive ones. Those is, if parents receive phone calls, read and sign written communications from the school, and perhaps attend and listen during parent teacher conferences, greater achievement benefits accrue than would be the case with no parent involvement at all. However, considerably greater achievement benefits are noted when parent involvement is or on field active-when parents work with their children at home, certainly, but also when they attend and actively support school activities and when they help out in classrooms trips, and so on.

While not as extensively researched as the parent involvement-student achievement relationship, the relationship between parent involvement and these affective outcomes appears to be both strong and positive. All the research studies which address these areas found that parent involvement has positive effects on student attitudes and social behavior.

According to Cotton and Wikelund (1989) the pattern of parent involvement shown to confer the most positive effects on students' achievement is also the most beneficial with respect to these other student outcomes. In general, active parent involvement is more beneficial than passive involvement, but passive forms of involvement are better than no involvement at all. As for which specific kinds of involvement in children's learning have the greatest affective benefits, no clear answer emerges from the research. Whereas direct parent involvement in instruction seems

to be the single most powerful approach for fostering achievement benefits, all of the active forms of parent involvement seem more or less equally effective in bringing about improvements in students' attitudes and behavior.

Although the main focus of this report is the effects of parent involvement on student outcomes, it is certainly worth noting that research reveals many benefits for school systems and for parents themselves when parents become involved in their children's learning. School personnel benefit from the improved rapport that generally accompanies increased parent involvement. And certainly, the many ways in which parent involvement benefits students' achievement, attitudes, and behavior have a positive impact on school staff (Cotton and Wiklund 1989).

Beside the above effects, genuine parental involvement creates conducive learning environment. Macharia (2014) recommended that parents should be educated on the need to create a conducive home environment for their children. Any academic performance is related to the Childs home environment in addition to that of the school. Mudibo S.O Cleophas (2014) asserted in his research that a greater extent, parental involvement ensured and sustainable an intellectually stimulating environment that promotes and motivates their drive towards higher academic performance. This nurtures their talents and boosts their self-esteem. Parents have great contribution for their children to motivate toward education through different activities. They play different roles in their students' education in order to achieve satisfactory results and performance. Gebreal (2014) claimed that the means and ways where children got extra-help on their academics, an informal conversations made with parents and teachers seemed to reflect that, providing children with an After School Program (ASP )and hiring home tutors or assigning any family member to cover at least parents' basic responsibilities like (reading, homework, communication and sometimes participation) had a great deal of impact on children's academic success. And it works either to up lift or maintain students' academic success. Moreover, parents need to provide enough study time for their children. According to Macharia (2014) pupils should not be overworked at home in order to promote learning. This will enable them to complete the assignment in good time.

Similarly, Harris and Goodall ( 2008: in Lacy and Emily, 2017) study has found that students who perceive their parents as supportive and engaged in their academics have better outcomes.

The findings indicated that students and teachers felt that parental support indicated agreement with school policies, which contributed to better behavior and more learning at school.

Parental involvements have undeniable benefits for students. International research has shown that parental engagement (of various kinds) has a positive impact on many indicators of student achievement. According to Emerson, Fear and Sanders (2012) parental involvements positive indicators including: higher grades and test scores, enrolment in higher level programs and advanced classes, higher successful completion of classes, lower drop-out rates, higher graduation rates, and a greater likelihood of commencing postsecondary education. Beyond educational achievement, parental engagement is associated with various indicators of student development. These include: more regular school attendance, better social skills, improved behavior, better adaptation to school, increased social capital, a greater sense of personal competence and efficacy for learning. The study has shown that parents' involvement has great contribution for children development socially and academically. In summary (Hill and Tyson 2009), parental involvement is positively related to achievement in middle school. Further, parental involvement characterized as academic socialization has the strongest and most positive relation and helping with homework has the strongest negative association with achievement. Other types of home-based and school-based involvement demonstrated significant positive relations with achievement.

## **2.5. Parents- teachers Partnerships**

Parents- teachers' relationship promoted through well desired communication that resulted in to students' well-being psychologically and academically. There are some strategies these help the school to strengthen the parents- teachers relationships. The teachers need to play a great role in promoting teachers- parents partnership on students' learning. Paredes (2011) asserted that parents welcomed teachers' invitation to be involved and to be held to a higher set of expectations for engagement when coaching and support were provided. Teachers' ability to lead and motivate their parent classroom community was a process of adaptation, time commitment and preparedness. To better understand the complex interactions between parents and teachers that resulted in increased student performance, *effectual congruence* is offered as an explanation. Effectual congruence consists of two parts. First, congruence suggests there is understanding and agreement between parents and teachers about what is to be learned and the importance of that

learning. Second, effectual means parents and teachers work together to produce or effect some change. Paredes had asserted six dynamic mechanisms those inextricably bound together in the development and implementation of effectual congruence: (a) parent-teacher communication; (b) data sharing; (c) goal setting; (d) teacher coaching of parents; (e) distribution of practice materials; and (e) parent engagement (Paredes 2011).

## **2.6. Challenges of Parental Engagement In Education**

Even though parental involvements have great and various impacts on their children well beings and academic achievements, there are different challenges in order to realize effective parental involvement in children education of home-school relation practically. Some scholars show that there are different hindrances of parental involvement. According to Roekel (2008) parents see lots of roadblocks to getting involved in their child's education. Some point to their own demanding schedules and say they don't have extra time to volunteer or even attend school activities, much less get involved in bigger ways. Others reveal how uncomfortable they feel when trying to communicate with school officials, whether that's due to language or cultural differences or their own past experiences with school. Some say they lack the know-how and resources to help their child, or they express frustration with school bureaucracies or policies they find impossible to understand or change.

Some parents complain that they rarely hear from the school unless there is a problem with their child's behavior or performance. Others say the information provided by the school is not comprehensible either because of educational jargon or because the parent or family member does not read or understand English.

Some families criticize school personnel for not understanding the plight of single parents, grandparents, foster parents, or other caregivers. Others say they lack transportation to attend school events or have no child care for younger siblings. While some schools have made great strides in engaging parents and others in the educational process, there is still much more that can be done.

MOE (2013) clearly explained that effective community participation may lead to social and personal empowerment, economic development, and sociopolitical transformation. Yet there are

obstacles: the power of central bureaucracies, the lack of local skills and organization experience, social divisions, and the impact of national and international structures. Lack of time and knowledge about how to become involved in to students' education activities are also other barriers according to MOE (2013).

In the other hand, lack of planning and lack of mutual understanding with parents identified as the two greatest barriers to effective parent involvement. School staff wishing to institute effective programs will need to be both open minded and well-organized in their approach to engaging parent participation.

Research has established that the most successful parent participation efforts are those which offer parents a variety of roles in the context of a well-organized and long-lasting program. According to Cotton and Wikelud (1989) parents will need to be able to choose from a range of activities which accommodate different schedules, preferences, and capabilities. As part of the planning process, teachers and administrators will need to assess their own readiness for involving parents and determine how they wish to engage and utilize them

### **2.7. Effective Strategies of Parents Involvement In Students Education Achievement**

Whole parents without their racial and social differences wish and need for their children high achievement in education. Thus, giving direction how they involve in their students' academic activities, and encouraging them through different mechanisms is crucial. Cotton and Wikelud (1989) concluded that parents generally want and need direction to participate with maximum effectiveness. Orientation/training takes many forms, from providing written directions with a send-home instructional packet; to providing "make-and-take" workshops where parents construct, see demonstrations of, and practice using instructional games; to programs in which parents receive extensive training and ongoing supervision by school personnel. According to Chowa, Masa and Tucker (2013) study results indicated that at-home and in-school parental involvement are statistically significant predictors of youth academic performance but in different directions. At-home involvement is associated positively with academic performance, their results may indicate that parental monitoring of homework and encouragement of goals at home should be encouraged because they impact youth academic performance positively.

There are different forms of parental involvements. According to Cotton and Wiklund (1989) effectiveness of parent involvement with older students, therefore, often focuses on different forms of participation--e.g., parents monitoring homework, helping students make postsecondary plans and select courses which support these plans, parent-school agreements on rewards for achievement and behavioral improvements--as well as some of the "standby" functions, such as regular home school communication about students' progress and parent attendance at school-sponsored activities.

Different researches clearly show that parent involvement is effective in fostering achievement and affective gains at all levels, and schools are encouraged to engage and maintain this involvement throughout the middle school and secondary years. The school should facilitate and allow different activities in which parents directly involve with school and their children. Chali (2016) suggested in his research that without clear understanding and communication having the involvement of parents was impossible, so that the school needs to create awareness and communicate with the parents' to mobilize for the children academic success. Similarly,

Martinez (2015) in her research concluded that despite their best efforts, schools need to do more to motivate parent involvement. Some strategies may include, but are not limited to, allowing parents to participate in governance activities, developing parent outreach training programs, completing needs assessments, planning involvement support for parents whose children who have special needs (e.g., English proficiency, gifted and talented, special education), hosting family nights (e.g., meeting teachers at the public library, using the school library and computer labs with their children), creating student nutrition workshops, promoting parent-discussion groups, or publishing parent-oriented newsletters.

Moreover, these parental activities are very flexible based on local context which need mutual understanding among teacher and parent. According to Emerson, Fear and Sanders (2012) successful parental engagement strategies focus on local needs and contexts, incorporate a variety of communication channels, and are flexible in how engagement is defined – so long as the core principles of academic socialization, appropriate parental role construction, and positive parenting style are used as the basis for action.

In order to create positive parenting style there should be initiatives and motivation for parents. Parental engagement initiatives, whether implemented at a home, school or community level, require a clear focus on student learning, development and wellbeing. They also require leadership and adequate resources at the school level. Effective approaches differ across age groups and need to adjust to the learning trajectories of individual children. Parental involvement on school grounds appears to be suitable for children at primary school to enhance social and emotional adjustment, while it may have little impact on high school students. Parental engagement, on the other hand, appears to have benefits across all age groups.

Furthermore, sustainable parents' involvement for youth has main contribution in the future developments (Micki 2008) adolescence is a critical period of intrapersonal and interpersonal changes. Despite the common myths about adolescents pulling away from their families and not wanting their parents' involvement in school-related activities, the research results support the important role parents continue to play in their children's school engagement and learning during middle school years. The study has implications for practice and supports the importance of structures that would facilitate parental involvement in their children's school. According to Micki (2008) parental involvement in school decreases as the students move to higher grades in school, but both parents and schools need to be aware that parental involvement during middle school years will have positive effects on students' school engagement as well as on their school performance.

For parents to be effectively engaged in learning, schools need to ensure there are trusting relationships between teachers and parents. Building trust can be difficult, and may require additional effort and creativity on the part of teachers and schools. This is particularly the case for parents in traditionally 'hard to reach' or 'under-served' groups, including those from diverse cultural backgrounds.

Finally, successful parental engagement is continuous. Children are born to learn, and parental engagement needs to start from infancy and be maintained throughout childhood and well into teenage years and early adulthood. Though the nature of parental participation may change the level of commitment from parents needs to remain the same. For parents to understand and appreciate their continuing role, parents, schools and indeed the general community need to build

a mutual understanding of positive parental engagement and progress strategies to create and sustain this.

Positive attitude of parents to their children education develop good behaviors in the class room that ultimately promote positive relationship between teachers and children. Mudibo S, O Cleophas (2014) asserted that to a greater extent, parents convey attitudes about education to their children during out-of-school hours. These attitudes are reflected in the children's classroom behavior and in the teacher's relationship with the children and the parents. This shows an orientation towards better performance in that parents' attitudes comprise a key dimension of the relationship between parents schooling.

The study further revealed that to a greater extent, parental involvement ensured and sustainable an intellectually stimulating environment that promotes and motivates their drive towards higher academic performance. This nurtures their talents and boosts their self-esteem. The study shows the need to emphasize the role that parents play in students' academic performance.

There are some common principles which lie at the heart of effective parental engagement revealed in different literatures. According to Emerson, Fear and Sanders (2012) academic socialisation, parental role construction, and parenting style are some common principles. The term *academic socialization* describes certain kinds of parental behaviors which have a demonstrably positive impact on learning and academic outcomes. Academic socialization is the very crucial activity that fostering students learning strategies. Therefore, parents need to (Emerson, Fear and Sanders 2012) communicating with children about parental expectations for education and about the value and enjoyment of learning, discussing learning strategies with children, linking school work to current events and other topics, fostering educational aspirations and making preparations and plans for the future, providing a stimulating home learning environment, and making learning enjoyable and rewarding, and focusing on activities which are directed at building students' decision-making and problem solving skills and affirming their growing autonomy, independence, and academic abilities

Hill and Tyson (2009) suggested that academic socialization includes parents' communication of their expectations for achievement and value for education, fostering educational and occupational aspirations in their adolescents, discussing learning strategies with children, and

making preparations and plans for the future, including linking material discussed in school with students' interests and goals.

In order to enhance parental involvement on students' learning, the schools require different strategies. Thompson, Gillis, Faiman and Mason (2014) suggested that school-based efforts may be valuable, particularly for elementary and middle schools. Strategies should be developmentally appropriate, recognizing that elementary schools and high schools may require very different approaches. Possible strategies include: Regular, targeted communication to parents regarding their child's academic successes, Regular communication to parents regarding academic activities and schedules, Providing parents of new students with "Welcome packets" and personalized letters, Maintaining a strong, collaborative partnership between the school and PTA & Actively and genuinely seeking parent input through newsletter or online surveys. According to Khajehpour and Ghazvini (2011), when teachers and educational administrators are strongly committed to drawing parents into their children's education, the academic outcomes for children can be very positive.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

In order to carry out research work in an effective, coordinated, comprehend-able, and effort less manner, the researcher had to frame an integrated overall activities and processes within a specified and unambiguous research design. Research deign is a specific procedures involved in the research process: data collection, data analysis, and report writing (Creswell 2012). Furthermore, designing a research requires determining and or limiting an area the study purports to cover, which also indicates necessity of knowledge of the study area. Accordingly, this chapter provided a general overview of the study area along with the methodology, method of data collection, method of data analysis and finally ethical considerations.

Descriptive survey of mixed research design study is used when one type of research (qualitative or quantitative) is not enough to address the research problem or answer the research questions ( Creswell 2012), and when more data is needed to extend, elaborate on, or explain the first database.

Accordingly, this study employed a mixed approach owing to a relatively comprehensive nature of the approach and that it provided the researcher with flexibility throughout the task of gathering, combining, organizing, and analyzing data.

Perceived short comings in pursuing and exclusively dwelling on a single /specific method of data collection had increased relevance of mixing the methods as a means for seeking explanatory across qualitative and quantitative methods and also provided insight into different levels or units of analysis. Engaged in a mixed methods study when you want to follow up a quantitative study with a qualitative one to obtain more detailed, specific information than can be gained from the results of statistical tests study (Creswell 2012).

More specifically, with intent to investigate the practices that affecting parental involvement on their children academic achievement in Boneya Boshe Woreda negatively and/or positively, the researcher used both qualitative and quantitative methods in concurrent/simultaneous way to enable the researcher to extract data from multiple sources.

### **3.1. Research Design**

The study had employed a descriptive survey research. Best and Kahn (2006) observe that descriptive research design is particularly appropriate in the behavioral sciences because many of the types of behavior that interest the researcher cannot be arranged in a realistic setting. This research design was appropriate for this research study because it deals with matters concerning education which was a social science. In this case, schools and communities are social systems. Descriptive research seeks to find answers to questions through the analysis of variables' relationships, what factors seem to be systematically associated with certain occurrences, conditions, or types of behavior.

There are three broad categories of methodologies that determine the nature of a study and guide the entire task of researching; qualitative, quantitative and mixed (Creswell 2003) each which has its own advantages and drawbacks. Qualitative research explores attitudes, behavior and experiences while quantitative research generates statistics through the use of large-scale survey research. However, recognition of limitations in both qualitative and quantitative methods, and that biases are inherent in either of the two could neutralize the biases of the other had led researchers to combine both methodologies ( Jick, 1979 in Creswell, 2003).

### **3.2. Variables**

Parental involvement on their students' academic achievements is depending on various factors. The independent variables such as the extent to which parents have awareness, knowledge and good experiences about how to involve on students' education influence the level of parental involvements, parent-teacher relationship and a kind of communication which is used among teachers and parents are affect parental involvements on their children's learning which is dependent variable in the study. The study sought and explained the characteristics of parents, students, teachers and principals in terms of involving, communicating, supervising, discussing and helping students on their academic achievements. The results on comparisons, frequencies and level of involvement were summarized and represented in statistical methods like graphs, tables and figures. This used to show the relationship between the independent variables (parents' awareness, knowledge and experiences how to involve, parent-teacher relationship, and

types of communications is used between school and parents) and dependent variable (parents involvement into their children's academic achievements).

### **3.3. Location and Population of the Study Area**

Boneya Boshe Woreda is located in East Wollega Zone 301 KM West of the capital city Addis Ababa. Geographically the Woreda is situated at the longitude 913N- 927N and latitude of 36<sup>0</sup>44E- 37<sup>0</sup>09E. The altitude range of the Woreda is between 1551 to 2718 meters above sea level. The Woreda is bordered in the North by Sibbu Sire and Gobu Seyo Woreda of East Wollega Zone, on the South by Nono Benja Woreda of Jimma Zone, on the East by Bako Tibe and Ilu Galan Woredas of West Shawa Zone and on the West by Wama Hagalo Woreda of East Wollega Zone (Boneya Boshe Woreda Government Communication Office). The Woreda has 21 complete primary schools and 5 cluster resource centers with population size of 4631 late cycle of primary school students are attending the schools and 3700 parents are sending their children to the schools ( Boneya Boshe Woreda Education office).

### **3.4. Samples and Sampling Techniques**

For the purpose of this study, the population or units of the study are teachers, principals, parents and students. Accordingly, the population constitutes 21 primary schools, 271 teachers, 21 principals, 3700 parents and 4631 students within 5 clusters. As a result, the study employed non-probability sampling and probability sampling techniques. In case of non-probability sampling, stratified sampling technique was used to select schools from each CRC that are found in Boneya Boshe Woreda. Accordingly, from the five CRCs that exist in the woreda, the researcher gave one school for each CRC. Then, through simple lottery method, five schools namely; Bilu, Jewis, Hidi Gure, Boshe and Lalo Primary schools were selected among the schools found in each CRC. This technique eliminated bias as it gives equal opportunities for each school constituted in the study area. Furthermore, it reduced cost and helped the research to concentrate on the selected areas rather than trying to cover all research areas in short period of time.

In addition, there were five school principals in the targeted schools and the researcher took all of them as respondents. Similarly, all teachers in the targeted schools were taken as study sample. Therefore, 99 teachers in five targeted schools were selected accordingly.

Finally, the researcher was employed purposeful sampling technique and selected sample from students currently attending in the five selected schools. Supporting this idea Abiyi et al., (2009) suggested that the purposive sampling technique is typically used when focusing on a limited number of informants and who strategically selected have in-depth information to give optimal insight into an issue. After the five schools were selected through lottery simple random method, the researcher had select target students. Since the district students are heterogeneous, the researcher had selected two high achiever students (whose ranked 1-2), two medium students (whose ranked at the middle) and two low achiever students (whose ranked at the end) from each section of targeted schools. In order to depict detail data and manage time of the study, two high achievers, two medium learners and two low achiever students from each section of five selected schools were select. Specifically, the numbers of students selected per section and per school were discussed here under.

Bilo primary late cycle has 9 sections so that 18 high achievers, 18 medium achievers and 18 low achiever students were select and the total of 54 students were taken as the sample. Similarly Jawis has 4 sections and 24 students were taken, Boshe has 4 sections so that 24 students were selected, Lalo has 6 sections so that 36 students were sampled, and Hidi Gure has 4 sections and 24 students were select. In this manner, the researcher had 54 high achiever students, 54 medium students and 54 low achiever students were selected. So that 162 students were totally selected as a sample. In order to compare and contrast students' responses with parents' responses, the researcher took parents of target students as the samples of the study. Therefore, 54 high achiever students' parents, 54 medium students' parents and 54 low achiever students' were selected. In doing so, the researcher had selected a sample of 162 students from total of 1992, 99 teachers from total of 99 and 162 parents from total of 1992 parents in five target late cycle primary schools.

No	Types of respondents	Population size	Sample size	%	Sample technique
1	CRC	5	5	100	availability sampling
2	Schools	21	5	23.8	Simple lottery method sampling
3	School principals	5	5	100	availability sampling
4	Teachers	99	99	100	availability sampling
5	Parents	1992	162	8.1	Purposeful sampling
6	Students	1992	162	8.1	Purposeful sampling
Total population		4114	438	10.7	

**Table 1.** Summary of population, sample size and sampling techniques

### 3.5. Data Sources and Data Collection Tools

Relevant data for this study were collected from both primary and secondary sources. Primary data were collected from the research participants through following tools.

#### 3.5.1. Interview

Semi-structured interview was provided to five School principals in order to obtain detail data. The interview carried out face to face between the researcher and each principal. Dawson (2002) asserted that in this type of interview, the researcher wants to know specific information which can be compared and contrasted with information gained in other interviews. Interview is an oral, in person question-and-answer session between a researcher and individual respondents (Guy, Mills and Airasian 2012). Thus, it provides opportunities for the researcher to know how the principals perceive and implement teachers-parents partnership.

#### 3.5.2. Questionnaire

Questionnaire was used in collecting data from teachers, students and parents participants. This is because of interviewing several participants are time consuming. According to Guy, Mills and Airasian (2012) questionnaire allow the researcher to collect large amount of data in relatively short amount of time. Accordingly, questionnaire is appropriate for teachers, students and parents participants, because, they were many in numbers which difficult to interviewed face to

face. Thus, closed ended and open ended questionnaire questions were provided to the sampled teachers, students and parents to collect large amount of quantitative and qualitative data.

### **3.6. Procedures of Data Collection**

The researcher has applied a series of data gathering procedures. These procedures help the researcher to get accurate and relevant data from the sample units. Thus, after having letters of authorization from Boneya Boshe district education office for ethical clearance, the researcher directly went to Boneya Boshe Primary School to pre-test the data gathering instruments. The questionnaire distributed for teachers in two primary schools in order to check its validity and reliability. At the end of all aspects related to pilot test, the researcher was contacted the principals of respective schools for consent. After making agreement on the study with the concerned participants, the researcher was introduced his objectives and purposes.

In order relevant data, semi-structured questionnaire questions were translated in to Oromo Language and prepared for students and parents. Then the researcher worked with targeted school principals and arranged session for questionnaire completion among sampled students and parents. The researcher hired five researcher assistances, and they help students and parents while completion of questionnaire through reading for them and writing their responses. Close ended and open ended questionnaire were disseminated for teachers and administered so that quantitative and qualitative data were collected accordingly. Moreover, the researcher conducted face to face interview with sampled principals in comprehensive and detailed manner.

### **3.7. Methods of Data Analysis**

The schemes used in analysis of gathered data combined with the methodology and methods employed to collect data. According to Creswell (2003) mixing methods enable the researcher to employ strategies of enquiry that involve collecting and analyzing data either simultaneously or sequentially to best understand research problems and helps to base knowledge claims on pragmatic grounds: consequence oriented, problem centered and pluralistic. Therefore, a consideration of these advantages in triangulating data sources had led the researcher of this study so that he employed mixed approach.

The researcher categorized the data based on basic research questions and factors being analyzed in the study. Then data were tabulated, coded and signed in numbers so that the qualitative data were quantified as numeric data.

More specifically, discourse analysis was made for qualitative data collected from students, parents and teachers' responses with data collected from School principals. Discourse analysis gives deeper insight into the research problem by merging and elaborating concerns and concepts. Accordingly the researcher analyzed the students and the parents' responses with different literature so that the study themes were formulated.

The quantitative data were also descriptively analyzed from close-ended questionnaires participants' responses. It is analyzed through sorting out and categorizing answers of respondents. The frequency of participants' responses was changed into percent, and also established the research themes. In this respect, for the reason that each question in the closed ended questionnaires of this study were made to address one fundamental issue in the parental involvement in students' academic achievement, number of respondents with similar answers for a question is changed to percentage and illustrated the degree to which a problem persisted. Finally, the researcher triangulated qualitative data with quantitative data, and the study themes were formed. Then the researcher analyzed the results with the other relative literatures.

### **3.8. Ethical Consideration**

Ethical considerations are important, both during data collection and during presentation of data. Data collection should be ethical, and the researcher respected participants of the study. The researcher submitted research permission letters to targeted schools and harmonized the participants. Then, the researcher had informed participants the purpose of the study and the role of the researcher to avoid deception. Before starting data collection, the researcher also asked permission the schools and discusses on the purpose of the study. The researcher kept confidentiality of the school documents that not to use for other purposes, and also protected the anonymity of individuals by assigning numbers while instruments were returned.

## **CHAPTER FOUR**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

#### **4.1. Introduction**

The purpose of this research was to investigate the practices and challenges that might affect parent's involvement on students' academic achievement: the case of Boneya Boshe wereda Late Cycle of Primary Schools of the Oromia region. Subsequently, this chapter deals with the presentation, analysis and interpretation of data collected on the practices and challenges of parents' involvement on student's academic achievement: It comprises two major parts; the first part presents the characteristics of respondents in terms of sex, age, educational qualification, service year and professional status. The second part deals with the results of findings from the data which were gathered through the questionnaire, interview and document analysis as presented, analyzed and interpreted.

#### **4.2. Characteristics of respondents**

This section provides some basic background information pertaining to sample population that helps to know the overall information of the respondents with the assumption that it might have some kind of relationship shed light on the involvement of parents in enhancing students' academic achievement study. Accordingly, the characteristics of the study groups were examined in terms of sex, age, educational qualification and service year. The summary of data was presented in table 2 and figure 1 below.

**Table 2. Characteristics of respondents**

Items	characteristics	Students		Parents'		principals'		Teachers'	
		F	%	f	%	f	%	F	%
<b>Sex</b>	Male	79	48.8	119	73.5	5	100	61	61.6
	Female	83	51.2	43	26.5	-	-	38	38.4
	Total	162	100	162	100	5	100	99	100
<b>Age</b>	10 – 15 years	143	88.3	-	-	-	-	-	-
	16 – 20 years	19	11.7	-	-	-	-	-	-
	21 – 25 years	-	-	4	2.5	-	-	9	9.1
	26 – 30 years	-	-	37	22.8	1	20	43	43.4
	31 – 35 years	-	-	53	32.7	4	80	39	39.4
	36 – 40 years	-	-	62	38.3	-	-	5	5.1
	41 – 50 years	-	-	6	3.7	-	-	3	3.0
	51 and above	-	-	-	-	-	-	-	-
<b>Educational qualification</b>	Illiterate	-	-	58	35.8	-	-	-	-
	Grade 1-4	-	-	63	38.9				
	Grade 5-8	162	100	29	17.9				
	Grade 9	-	-	2	1.2	-	-	-	-
	Grade 10	-	-	5	3.1	-	-	-	-
	Certificate	-	-	-	-	-	-	-	-
	Diploma	-	-	4	2.5	3	60	63	63.6
	B.A/B.Ed/B.Sc	-	-	1	0.6	2	40	36	36.4
	M.A/ M.Sc	-	-	-	-	-	-	-	-

**Key:** f – frequency      % - percentage

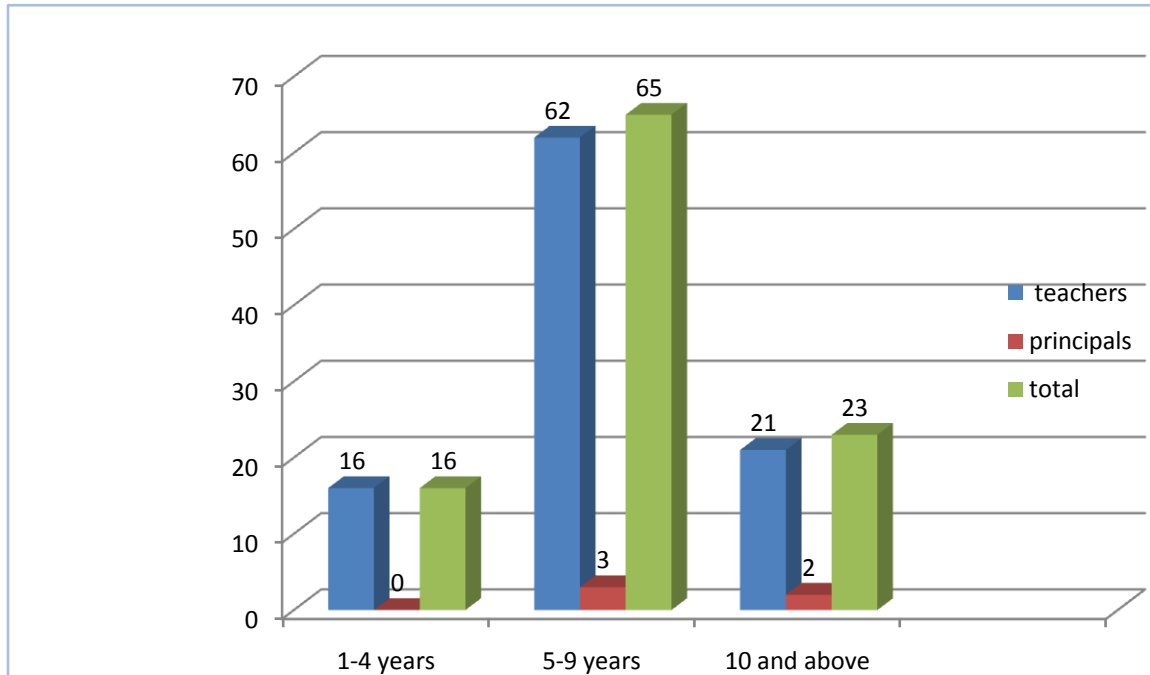
The characteristics of the respondents in terms of gender revealed that 79 (48.8%) and 83 (52.2%) students were male and female respectively. This implies girl students' enrolment was high in sampled primary schools. From this one can realize that the respondents' were from both male and female so that there were no gender bias. But regarding sample parents 119(74.5%) were males and 43(26.5%) females. This revealed that the respondents idea were male

dominated. Moreover, all principals 5(100%) were male whereas 61(61.6%) and 38(38.4%) teacher were male and female participants, respectively. From this, one can realize that the number of females in the teaching profession is much lower than males and the position of principals was male dominated in the sampled schools. As a result, the respondents' idea mainly shows male participants response.

As Table 2, item 2 above showed, 9 (9.1%), 43 (43.4%), 39 (39.4%) ,5 (5.1%) and 3 (3.0%) of teachers' age fall in the range of 21-25 years, 26-30 years, 31-35 years, 36-40 years and 41-50 years respectively. This showed that the majority of teachers in the primary schools of the sample schools were in middle age. Therefore, being in these age categories might help the teachers to work actively and facilitate the teaching learning process through involving parents on their child's academic achievement. Similarly, 1 (20%), and 4 (80%) of the principals' age were fall in the range of 26-30 years and 31-35 years respectively. This reveals that the principles in the sampled schools were matured enough to work with parents on students' learning. Additionally, 4(2.5%), 37(22.8%), 53(32.7%), 62(38.3%) and 6(3.7%) of sampled parents' age fall in the range of 21-25 years, 26-30 years, 31-35 years, 36-40 years and 41-50 years respectively. This indicated that majority of them are matured adults. Hence they are likely in a good position to provide adequate and rational responses to the questions presented to them.

Table 2 item 3 above also depicted qualification of respondents. With regard to educational qualification, the parents' education levels categorized as 63(38.9%), 29(17.9%), 2(1.2%) and 5(3.1%) grade 1-4, grade 5-8, grade 9 and grade 10 respectively. Among parents participants, 4(2.3%) and 1(0.6%) of them had diploma and degree respectively. Majority of sampled parents were able to participate on their children education well. The rest 58(35.8%) were illiterate which needs another treatment. Among sampled teachers, 63(63.6 %) of the teachers were diploma holders, while 36(36.4%) of them were first degree holders. As per the current Ethiopia Education policy, teachers of primary schools are expected to be at least diploma holders. Whereas, 36(36.4%) of teacher respondents had degree who were expected to be secondary school teachers even though, this teachers' qualification was a good opportunity for academic performance of students primary schools. With regard to principals 3(60%) were diploma holders where as 2(40%) of them had first degree. Principals of primary schools are expected to be at least degree holders as current Ethiopia Education policy. From these facts, it is possible to

deduce that some the primary school principals of Boneya Boshe wereda lacked the appropriate qualification required for the position they currently assigned to. Hence, this might indicate that at this educational level, they might have lack of sufficient knowledge to play the leadership role in involving parents.



**Figure 1.** Respondents service year.

As it can be seen from the figure 1 above, 16(16.2%), 62(62.6%) and 21(21.2%) teachers have served 1-4 years, 5-9 years and 10 and above years, respectively. Coming to the service year of principals 3(60%) and 2(40%) were 5-9 and 10 and above years respectively. The result implies that all principals' experience was above 5 years, and the majority of teachers service years also above 5 years. This shows that they have relatively better and deep understanding of the teaching profession and various programs carried out in schools including parental involvement. This in turn might enable them to provide adequate responses to questions presented to them. Besides, they might be in good stand to identify those major problems observed in parental involvement towards students' achievement. Therefore, they are in good position to critically identify the challenges encountered to promote parental involvement.

### **4.3. Presentation, Analysis and Discussion of the Findings of the study**

This part of the study was dedicated to the presentation, analysis and interpretation of the data gathered from respondents on the practices and challenges of parents' involvement on students' academic achievement in Late Cycle of Primary Schools of Boneya Boshe District. With respect to this, 5 principals were interviewed, 162 students and 162 parents were discussed on interview questions in different Focus Group Discussion. Moreover, a total of 99 questionnaires were distributed to 99 teachers. The return rate of the questionnaires was 100% as all the copies were properly filled and returned.

All the respondents reacted to both open and closed-ended questionnaire items. The open ended items from different respondents analyzed, triangulated and the study themes were developed. The closed-ended items across sub-categories were computed and analyzed using the frequency, percentage, mean scores and standard deviation. Percentage was utilized for easy presentation of frequency distribution and for comparison of the degree of the prevailing practices and challenges. In addition, items across each category were arranged under the rating scale with five points. These five points scale range from strongly agree = 5, agree = 4, undecided = 3, disagree = 2 and strongly disagree = 1 and also very high = 5, high = 4, medium = 3, low = 2 and very low = 1. For the other part of the questionnaire, the five points scale range from Always=5, Most of the time=4, Sometimes=3 rarely=2, not at all=1. Besides, data from interviews were triangulated to validate the findings. Accordingly the calculated means were interpreted as follows: 4.5 - 5.00= Strongly Agree, 3.5 - 4.49= Agree: 2.5 - 3.49= Fairly Agree: 1.5 - 2.49= Disagree: 1.00 - 1.49= Strongly Disagree.

The level of parental involvement on students' academic achievement with a mean value of 0 - 1.49 as very low, 1.50 - 2.49 as low, 2.50 - 3.49 as moderate, 3.50 - 4.49 as high achievement of the task, and 4.50 - 5.00 as very high implementation of the activities were interpreted. Moreover, the extents of parents practically involve in to their children education at home 4.5-5= Always, 3.5-4.49= Most of the time, 2.5-3.49= Some times, 1.5-2.49= rarely and 0-1.49= Not at all.

### 4.3.1. Level of parental involvement on students' academic achievement

**Table 3. Responses of students on degree to which parents encourage their children for academic achievement**

No	Item	Respondents category								Total	
		High Achiever students'		Medium students'		Low Achiever students'					
		f	%	f	%	f	%	f	%		
1	How do your parents encourage you to go to school early?	Low	7	13	16	29.6	25	46.3	48	29.6	
		Medium	12	22.2	22	40.7	17	31.5	51	31.5	
		High	35	64.8	16	29.6	12	22.2	63	38.9	
		Total	54		54		54		162		
		Mean	3.52		3.00		2.76		3.09		
		S.D	0.720		0.777		0.799		0.825		
2	How do your parents fulfill basic and supplementary learning materials for you on time?	Low	0	0	12	22.2	21	38.9	33	20.4	
		Medium	30	55.6	27	50	27	50	84	51.9	
		High	24	44.4	15	27.8	6	11.1	45	27.7	
		Total	54		54		54		162		
		Mean	3.44		3.06		2.72		3.07		
		S.D	0.502		0.712		0.656		0.692		
3	To what extent do your parents encourage you for high academic achievement?	Low	3	5.6	10	18.5	19	35.2	32	19.8	
		Medium	17	31.5	31	57.4	28	51.8	76	46.9	
		High	34	62.9	13	24.1	7	13	54	33.3	
		Total	54		54		54		162		
		Mean	3.57		3.06		2.78		3.14		
		S.D	0.602		0.602		0.664		0.718		

As shown in Table 3 the mean of the responses obtained from high achiever, medium and low achiever students' parents are encouraging their children to go to school earlier high achiever students with mean score (x) =3.52 said high on the point, medium students with (x) =3.00 said moderate, on the other hand low achiever students with the (x) =2.76 said low on the point. The Grand score (x) =3.09 shows moderate of the total respondents with the point. This implies that some parents in the primary school were sending their children to school earlier whereas some are not. The researcher asked students whose responses were very low why their parents did not encourage them. Among them one student argued that her parent made her busy with different activities than go to school earlier because they have no

knowledge on education. The above result realizes that some parents do not motivated their children to go to school earlier which might affect students' readiness toward academic achievements.

With regarding to parents provision of basic and supplementary learning materials for their children (item 2 of table 3), the mean scores of high achiever, medium and low achiever students were 3.44, 3.06 and 2.72 respectively. The Grand score  $\bar{x}=3.07$  shows moderate provision of the total respondents on the point. The above result depicted that high achiever students are more obtained education facilities than the rest category of students. Therefore, education facilities and academic achievement has direct relation. Furthermore, the researcher presented more detail question on the point for students who said that their parents fulfill educational facilities well. Some of them listed down some reference books which they obtained from their parents.

However, among medium and low achiever students there is no one parents who bought reference books for her/his child .This realizes that most of the students lack encouragement from family concerning education facilities that affect students' academic achievements. Furthermore, parents' group discussion result reviled that majority of parents only bought pen and exercise book when their children asked them. Therefore, the researcher concluded that majority students do lack enough supplementary learning materials so that they are loose motivation to ward academic achievement.

In item 3 of table 3, how parents encourage their children for high academic achievement through different mechanism. The result obtained indicates that the mean scores of high achiever students with  $\bar{x}=3.57$  responded as high, medium students with  $\bar{x}=3.06$  responded moderate and low achiever students with  $\bar{x}=2.78$ responded also moderate on the point. The Grand  $\bar{x}=3.14$  indicates moderate of the total respondents on the point. The above result reveals that majority of high achiever students were encouraged by their parents for high academic achievements. (Harris & Goodall, 2008: in Lacy & Emily, 2017) study has found that students who perceive their parents as supportive and engaged in their academics have better outcomes. Findings indicated that students and teachers felt that parental support indicated agreement with school policies, which contributed to better behavior and more learning at school.

But parental encouragement decrease among medium and low achiever students. Respondents who said parental encouragements high were requested to reflect the kinds of encouragement they obtain from their parents. Majority of them responded that their parents gave advice for them being study hard; and only few of them said that their parents motivated them through awarding materials at the end of semester. In the other hand, respondents who said low were requested to reflect on the point. Among them some students said that their parents do not care whether they achieve good result or not. The respondents argued that their parents lacked awareness and knowledge how to help them on academic achievements. The result reveals that majority of parents do not motivated and encouraged their children to high academic achievements. Further, the parents' responses result reveals that majority parents did not aware how to motivate and encourage their children to education. They perceived that parents simple send children to school then students' learning concern only the teachers.

**Table 4. Teachers' responses on the level of parental provision of supplementary learning materials for students.**

No	Item	Very low		No		Item		High		very high	
		f	%	f	%	f	%	f	%	F	%
1	Parents buy cloths/school uniforms for their children.	-	-	-	-	61	61.6	26	26.3	12	12.1
2	Parents buy references for their children.	27	27.3	54	54.5	12	12.1	6	6.1	-	-
3	Parents pay school fee for their children.	-	-	9	9.1	58	58.6	22	22.2	10	10.1

Item 1 table 4 revealed that, data on parents buy school uniform for their children 61 (61.6%) of respondents indicated to give at a medium level but, 26 (26.3%) and 12(12.1%) of them accepted as high and very high level respectively. This implies that, teachers group of respondents commonly indicated parental provide school uniform for their children in medium level.

As it can be seen from the data respective to item 2, the statement that parents buy reference books for their students, majority 54(54.5%) of the teacher respondents agreed that parents provided references at low level and the rest 27(27.3%), 12(12.1%) and 6 (6.1%) agreed that at very low, moderate and high level respectively. This implies that, the parental involvement in providing additional reference books to promote students academic achievements were low. This result approved the result obtained from students’ and parents focus group discussion above.

As depicted in item 3 of the Table 4 above, the majority 58 (58.6%) of teachers agreed that parents pay school fee for their children learning at medium level and the rest 9 (9.1%), 22(22.2%) and 10 (10.1%) agreed at low, high and very high level respectively. This shows that, parents in the Boneya Boshe district have experienced in paying school fee to promote education.

**Table 5. Teachers’ responses on the degree to parents follow up their children learning.**

No	Item	Very Low		No		Item		High		very high	
		f	%	f	%	f	%	f	%	f	%
1	Parents attend school meetings.	18	18.2	55	55.6	26	26.3	-	-	-	-
2	Parents follow their children whether they are attending class properly.	24	24.2	32	32.3	43	43.4	-	-	-	-
3	Parents have contact schedule with home room teachers concerning their children academic achievement.	63	63.6	36	36.4	-	-	-	-	-	-
4	Parents send their children early to the school.	-	-	21	21.2	49	49.5	29	29.3	-	-

With regarding to parents attend school meetings (item 1 of table 5), majority 55(55.6%) of teachers’ respondents indicated at low level and the rest 18(18.2%) and 26(26.3%) agreed at very

low and medium respectively. The result shows that parents attended school meeting at low level so that parental involvement on this point is low.

Item 2 table 5 revealed that, data on parents follow their children whether they are attending class properly 43(43.4%) of respondents indicated as medium level where as 32(32.3%) and 24(24.3%) responded at low and very low level respectively. The result indicates parental follow up on students learning was not satisfactory. Furthermore, parents’ focus group discussion result reveals that only few parents follow their children well.

As item 3 table 5 shows that, data on parents have contact schedule with home room teachers concerning their children academic achievement majority 63(63.6%) and 36(36.4%) of teachers agreed at very low and low level respectively. The result shows parents of the district have no experienced in involving children learning at school.

With regarding to Parents send their children early to the school (item 4 table 5), the main teachers 49(49.5%) agreed at medium and the rest 21(21.2%) and 29(29.3%) responded at low and high level respectively. Similarly, the result from students’ focus group discussion depicts medium level on the point.

**Table. 6. Teachers responses on the extent to parents support students in learning activities.**

No	Item	Very low		No		Item		High		very high	
		F	%	F	%	F	%	f	%	f	%
1	Parents discuss on their children results with subject teachers.	31	31.3	57	57.6	11	11.1	-	-	-	-
2	Parents observe/supervise class room regarding to students’ learning.	99	100	-	-	-	-	-	-	-	-
3	Parents check their children home works through putting signature on exercise book.	96	97.0	3	3.0	-	-	-	-	-	-
4	Parents help their children in reading aloud at home.	37	37.4	45	45.4	17	17.2	-	-	-	-
5	Parents are tutoring their children at home.	64	64.7	23	23.2	12	12.1	-	-	-	-

Concerning parents discuss on their children results with subject teachers (item 1 table 6), majority 57(57.6%) agreed at low level and the rest 31(31.3) and 11(11.1) indicated at very low and medium level respectively. This shows that parents of the district practiced in the low level in discussing on students result with subject teacher so that their insolvent on students academic achievements were low.

As item 2 table 6 shows that parents observe/supervise class room regarding to students' learning, all respondents 99(100%) of them responded at very low level. Furthermore, result from parents' discussion reveals that parents were not encouraged by the schools to observe students class room before. The results realize that there is no such experience as the district. Therefore parental involvement on students learning was very low.

With regarding to parents check their children home works through putting signature on exercise book(item3 table 6), almost all 96(97.0%) of the teachers' respondents agreed at very low level and 3(3.0%) responded at low level on the point. This reveals that such parental involvement strategy was not used in Boneya Boshe wereda of public primary schools.

As depicted in item 4 table 6 above, majority 45(45.4%)of teachers agreed at low level that parents help their children in reading aloud at home and the rest 37(37.4%) and 17(17.2%) responded at very low and medium respectively. The result shows parents involvement in helping their children to read loud at home still not developed at the district.

As item5 table 6 shows that parents are tutoring their children at home, main respondents 64(64.7%) of them indicated as very low level where as 23(23.2%) and 12(12.1%) responded at low and medium respectively. Moreover, parents' focus group discussion shown that only few parents practiced in tutoring children at home. The results show that parents have no experience how to tutor children at home. Gebreal Tessema (2014) claimed that the means and ways where children got extra-help on their academics, an informal conversations made with parents and teachers seemed to reflect that, providing children with an After School Program (ASP )and hiring home tutors or assigning any family member to cover at least parents' basic responsibilities like (reading, homework, communication and sometimes participation) had a great deal of impact on children's academic success. And it works either to up lift or maintain students' academic success

**Table 7. Students’ responses on the level of parental support in their children learning.**

No	Item		Respondents category						Total		
			High Achiever students’		Medium students’		Low Achiever students’		f	%	Cumulative %
			f	%	f	%	f	%			
1	How often do your parents help you at home on your home work, assignment and project work?	Not at all	25	46.3	29	53.7	27	50	81	50.0	50.0
		Rarely	12	22.2	18	33.3	21	38.9	51	31.5	81.5
		Some times	11	20.4	7	13.0	6	11.1	24	14.8	96.3
		Most of the time	4	7.4	0	0	0	0	4	2.5	98.8
		Always	2	3.7	0	0	0	0	2	1.2	100.0
		Total	54		54		54		162		
		Mean	2.00		1.59		1.61		1.73		
S.D	1.149		0.714		0.685		0.890				

As it can be seen from the data respective to item 1 table 7, to the question that parents involvements in guiding or helping in doing homework, assignment and project work. The mean score obtained from high achiever students were 2.00. But, the mean score obtained from medium and low achiever students were 1.59 and 1.61 respectively. The grand mean was 1.73. This indicates that low level of parents’ involvement in guiding or helping their children in doing homework, assignment or project work. Parents in the interview response indicated as they had low level of involvement in these activities due to lack of time and sufficient knowledge on how to help their children. However, few parents who were literacy among high achiever students’ parents argued that they have helped their children on homework. As compared high achiever students with medium and low achiever students, the high achievers obtained parental help than the rest categories. Thus, parents help students on learning activities have direct relation with academic achievements. The result reveals that lack of awareness and knowledge affect parents not to involve in guiding or helping home work their children. Lack of time and knowledge about how to become involved in to students’ education activities are also another barriers according to MOE(20130).

Beside the above results, the respondents were requested that parents provided study time and proper study place for their children at home. The high achiever students focus group discussion result reveals that majority of them had enough study time. Among them some students said that their parents do not order them to other activities while they were studying. From this idea some parents respect study time of their children. In contrast, the medium and low achiever students' focus group discussion depicted that majority of them lacked proper study time and place at home. Most of them explained that their parents ordered them to work other activities much time than studying. Among the respondents some students were said that their parents always ordered them to put down their text book and do other activities while they study at home. This implies that majority children are abused at home through working in family farms, collection of firewood, keeping cattle and fetching water. The result indicates that high achiever students have obtained enough study time than medium and low achiever students. Thus, lack of proper study time at home affects students' academic achievements. Furthermore, parents' group discussion result revealed that parents provided proper study time and place is low. The respondents were requested to reflect why did not provide study time well for their children, and they responded that it is easy tasks but they lacked awareness on necessity of this issue. Few parents only argued that they have provided proper study time for their students confidentially. Among them one parent whose son stood first at grade8 told that he has followed whether his son study properly. The result shows that majority of parents have no awareness and experiences in providing proper study time and place for their children which significance to low students' academic achievements. Mudibo S.O Cleophas, (2014) asserted in his research that a greater extent, parental involvement ensured and sustainable an intellectually stimulating environment that promotes and motivates their drive towards higher academic performance.

### 4.3.2. The level of parents- teachers' partnerships practiced on students' academic achievements

**Table 8. Student's responses on level of parent-teachers partnerships**

No	Item		Respondents category						Total		
			High Achiever students'		Medium students'		Low Achiever students'		f	%	Cumulative %
			f	%	f	%	f	%			
1	To what extent do your parents attend school meeting?	Not at all	0	0		0	0	0	0	0	0
		Rarely	1 3	24. 1	20	37. 0	17	31. 5	5 0	30. 9	30.9
		Some times	4 0	74. 1	34	63. 0	37	68. 5	1 1 1	68. 5	99.4
		Most of the time	1	1.9	0	0	0	0	1	0.6	100.0
		Always	0	0	0	0	0	0	0	0	
		Total	54		54		54		162		
		Mean	2.78		2.63		2.69		2.70		
		S.D	0.462		0.487		0.469		0.474		
2	To what extent do your parents discuss with your teachers on your learning and academic achievement?	Not at all	2 4	44. 4	27	50. 0	21	38. 9	7 2	44. 4	44.4
		Rarely	1 7	31. 5	21	38. 9	29	53. 7	6 7	41. 4	85.8
		Some times	8	14. 8	4	7.4	4	7.4	1 6	9.9	95.7
		Most of the time	5	9.3	2	3.7	0	0	7	4.3	100.0
		Always	0	0	0	0	0	0	0	0	
		Total	54		54		54		162		
		Mean	1.89		1.65		1.69		1.74		
		S.D	0.984		0.781		0.609		0.808		

As table 8 shown the mean score of respondents on item 1 the level of parents attend school meeting , high achiever, medium and low achiever students responded with  $x=2.78$ ,  $x=2.63$  and  $x=2.69$  respectively. The Grand mean was 2.70. This indicates that parents do not attend school meeting regularly. Principals in interview response indicated that parents came to school in average three times in a year. Similarly, parents' focus group discussion reveals that some of

them attend school meeting while parents conferences were occurred whereas some of them come to school when their children disciplined by school. The result reveals that schools and parents communication was low which might affect parental involvement on students' academic achievements.

Item 2 table 8, showed that, the mean scores of respondents of parents and teachers' discussion on students' learning and academic achievements. The result obtained from high achiever, medium and low achiever students were  $x=1.89$ ,  $x=1.65$  and  $x=1.69$ , respectively. This indicated that all categories of students responded below average. The Grand mean was 1.74 which also shows that low. Similarly, parents' responses result indicated that majority of them never did before; and few parents argued that they did some times. Among them few parents were responded that they asked some times home room teacher their students' results, and some parents said that they observed their students' academic result from tests at home. The respondents were requested to reflect why they did not involve on students learning, they responded that there are no such experiences as the district before.

Furthermore, principals' interview revealed that there are parents-teachers partnerships program as a plan; but most of teachers did not implement it. They suggested that the program needs budget initiative, teachers' time constraint and skilled teachers. Principals argued that some teachers have no time and others lacked skills on the program. The result depicted that parents-teachers' partnership is low due to the above factors.

As it can be seen from the data respective to item 3, to the question that parents involvements in guiding or helping in doing homework, assignment and project work. The mean score obtained from high achiever students were 2.00. But, the mean score obtained from medium and low achiever students were 1.59 and 1.61 respectively. The grand mean was 1.73. This indicates that low level of parents' involvement in guiding or helping their children in doing homework, assignment or project work. Parents in the interview response indicated as they had low level of involvement in these activities due to lack of time and sufficient knowledge on how to help their children. However, few parents who were literacy among high achiever students' parents argued that they have helped their children on homework. As compared high achiever students with medium and low achiever students, the high achievers obtained parental help than the rest

categories. Thus, parents help students on learning activities have direct relation with academic achievements. The result reveals that lack of awareness and knowledge affect parents not to involve in guiding or helping home work their children. Lack of time and knowledge about how to become involved in to students' education activities are also another barriers according to MOE(20130).

Beside the above results, the respondents were requested that parents provided study time and proper study place for their children at home. The high achiever students responses result reveals that majority of them had enough study time. Among them some students said that their parents did not ordered them to other activities while they were studying. From this idea some parents respect study time of their children. In contrast, the medium and low achiever students' focus group discussion depicted that majority of them lacked proper study time and place at home. Most of them explained that their parents ordered them to work other activities much time than studying. Among the respondents one student said "when I am studying my parent always ordered me to put dawn my text book and do other activities" she said. This implies that majority children are abused at home through working in family farms, collection of firewood, keeping cattle and fetching water. The result indicates that high achiever students have obtained enough study time than medium and low achiever students. Thus, lack of proper study time at home affects students' academic achievements. Furthermore, parents' group discussion result revealed that parents provided proper study time and place is low. The respondents were requested to reflect why did not provide study time well for their children, and they responded that it is easy tasks but they lacked awareness on necessity of this issue. Few parents only argued that they have provided proper study time for their students confidentially. Among them one parent whose son stood first at grade8 told that he has followed whether his son study properly. The result shows that majority of parents have no awareness and experiences in providing proper study time and place for their children which significance to low students' academic achievements. Mudibo S.O Cleophas, (2014) asserted in his research that a greater extent, parental involvement ensured and sustainable an intellectually stimulating environment that promotes and motivates their drive towards higher academic performance.

**Table 9. Teachers' responses on the level of parent-teachers' partnership**

No	Item	Respondents category			
		Teachers			
		f	Valid percent	Cumulative percent	
1	Our school has clear plan on teachers-parents' partnership on students' learning.	Strongly disagree	13	13.1	13.1
		Disagree	31	31.3	44.4
		Fair Agree	40	40.4	84.8
		agree	15	15.2	100.0
		Strongly agree	-	-	
		Total	99		
2	Our school invites parents to visit and give suggestion on teaching learning process	Strongly disagree	30	30.3	30.3
		Disagree	64	64.6	94.9
		Fair Agree	5	5.1	100.0
		Agree	-	-	
		Strongly agree	-	-	
		Total	99		
3	Parents are involving in their students' learning at school.	Strongly disagree	14	14.1	14.1
		Disagree	52	52.5	66.7
		Fair Agree	20	20.2	86.9
		agree	13	13.1	100.0
		Strongly agree	-	-	
		Total	99		
4	The school motivates parents so that they attend teachers-parents' partnership program. Total	Strongly disagree	42	42.4	42.4
		Disagree	36	36.4	78.8
		Fair Agree	18	18.2	97.0
		Agree	3	3.0	100.0
		Strongly	-	-	
		Total	99		
5	Our school uses different channel of communication (parents' conference, telephone, and leaflet) to communicate parents.	Strongly disagree	-	-	-
		Disagree	23	23.2	23.2
		Fair Agree	62	62.6	85.9
		agree	14	14.1	100.0
		Strongly agree	-	-	
		Total	99		
6	The school implements teacher-parent partnership program properly.	Strongly disagree	51	51.5	51.5
		Disagree	33	33.3	84.8
		Fair Agree	15	15.2	100.0
		agree	-	-	
		Strongly agree	-	-	
		Total	99		
7	Parents contact teachers occasionally concerning to their children learning.	Strongly disagree	-	-	-
		Disagree	67	67.7	67.7
		Fair Agree	26	26.3	93.9
		agree	6	6.1	100.0
		Strongly	-	-	
		Total	99		

Beside students and parents' responses results, data from teachers' respondents on the level of parents- teachers' partnerships on students' learning were analyzed as the table 9 above. In the first item of table 9, respondents were asked that the schools have clear plan on teachers-parents' partnership on students' learning, majority 40(40.4%) of teachers responded at fairly agree and the rest 31(31.3%) and 13(13.1%) of them indicated disagree and strongly disagree, respectively. Accordingly, teachers with cumulative percent (84.8) responded at fairly agree. Therefore, the schools have no clear plan on parents-teachers partnerships.

In item 2 of Table 9, respondents were requested whether the schools invite parents to visit and give suggestion on teaching learning process, based on this, majority 30(30.3%) and 64(64.6%) of teachers shown strongly disagree and disagree respectively. But the rest (5.1%) responded at fair agree on the point. The respondents' with cumulative percent (94.9%) shows at disagree. Furthermore, students' and parents' responses result above agreed with the result. Therefore, the schools did not motivate parents to involve in students' learning at Boneya Boshe wereda. Martinez. A (2015) in her research concluded that despite their best efforts, schools need to do more to motivate parent involvement. Some strategies may include, but are not limited to, allowing parents to participate in governance activities, developing parent outreach training programs, completing needs assessments, planning involvement support for parents whose children who have special needs (e.g., English proficiency, gifted and talented, special education), hosting family nights (e.g., meeting teachers at the public library, using the school library and computer labs with their children), creating student nutrition workshops, promoting parent-discussion groups, or publishing parent-oriented newsletters.

With regard to the statement parents are involving in their students' learning at school (item 3 Table 9) above, the main respondents 52(52.5%) responded at disagree with cumulative percent (66.7) and the rest 14(14.2%), 20(20.2%) and 13(13.1%) of them shown at strongly disagree, fairly agree and agree respectively. Moreover, parents' responses also depicted the same result. Parents' were requested whether they have involved on students' learning at school, and they responded as they did not. Thus, the result reveals that parents were failed to notice involvement on students learning at school.

As depicted in item 4 of table 9 above, the majority 42 (42.4%) of teachers strongly disagreed with the statement that, the schools motivate parents so that they attend teachers-parents' partnership program. But the rest 36(36.4%), 18(18.2) and 3(3.0%) of them indicated at disagree, fairly agree and agree respectively. The result shows that the schools missed parents- teachers' partnership program at school that resulted in loose parental involvement on students academic achievements.

As item 5 table 9 shows, majority 62(62.6%) of teachers indicated at fairly agree with regarding to statement, that school uses different channel of communication (parents' conference, telephone, and leaflet) to communicate parents. As the data shows their cumulative percent was (85.9). And the rest 23(23.2%) and 14(14.2%) responded at disagree and agree respectively. Furthermore, parents' responses result revealed that school-parents communication was low. The respondents commented that the schools call parents only at the begging and the end of academic year. They suggested that the schools should adjust and promote school-parents communication on the issue of students' learning in the future. Therefore, the schools at the district were used a minimum of communication channel. Chali Tessema(2016) suggested in his research that without clear understanding and communication having the involvement of parents was impossible, so that the school needs to create awareness and communicate with the parents' to mobilize for the children academic success.

With regard to the statement the school implements teacher-parent partnership program properly (item 6 table 9) above, majority 51(51.5%) of the respondents pointed at strongly disagree and the rest 33(33.3%) and 15(15.2%) of them responded at disagree and fairly agree respectively. The result reveals that the schools disregarded to manage school-parents parents' partnership at the district.

Regarding to the statement that parents contact teachers occasionally concerning to their children learning (item 7 table 9) above, main respondents 67(67.7%) shown at disagree with cumulative percent (67.7%) and the rest 19(19.2%), 26(26.3%) and 6(6.0%) of them indicated at strongly disagree, disagree and agree respectively. Moreover, parents' responses result also approved that parents and teachers contact on students learning was low. The respondents responded that they contact more teachers on issue of their children misconduct than their academic achievements.

Therefore, parents of the Boneya Boshe wereda were lacked teachers guidance on how to involve in to students academic achievements.

### 4.3.3. Challenges that hinder parents' involvement on students academic achievement

Challenges are an inevitable reality when schools and families collaborate. Epstein et al. (2009) state that, "there are challenges that is, problems for every activity that must be resolved in order to reach and engage all families in the best ways". There are different factors that hinder parents' involvement in enhancing students' academic achievement.

**Table10. The Barriers that hinder parents' involvement on students' academic achievements**

No	Item	Respondents category			
		Teachers			
		F	Valid percent	Cumulative percent	
1	Our school provided orientation/ clear information for parents how to involve on students learning.	disagree	51	51.5	51.5
		undecided	24	24.2	75.8
		Agree	24	24.2	100
		Total	99		
		Mean	2.73		
		S.D	0.831		
2	The school principals have sufficient skills to promote parental involvement on students' academic achievement	Disagree	58	58.6	58.6
		undecided	28	28.3	86.9
		Agree	13	13.1	100
		Total	99		
		Mean	2.55		
		S.D	0.718		
3	The leaders are committed to implement parental involvement on students' academic achievement	Disagree	65	65.7	65.7
		undecided	15	15.2	80.8
		Agree	19	19.1	100
		Total	99		
		Mean	2.54		
		S.D	0.799		
4	Teachers have skilled to implement parental involvement on students' learning program.	Disagree	38	38.4	38.4
		undecided	15	15.2	53.5
		agree	46	46.6	100
		Total	99		
		Mean	3.08		
		S.D	0.922		
5	Teachers have sufficient time to implement parents-teachers' involvement on students' learning program in our school.	disagree	43	43.4	43.4
		undecided	37	37.4	80.8
		Agree	19	19.2	100.0
		Total	99		
		Mean	2.76		
		S.D	0.757		
6	Parents' educational level affects parental involvement in our school.	Disagree	41	41.4	41.4
		undecided	42	42.4	83.8
		Agree	16	16.2	100.0
		Total	74		
		Mean	2.75		
		S.D	0.719		

Table 10 above addressed deferent barriers that affect parents' involvement on students' learning. As item 1 table 10 teacher respondents shown their lower agreement on the statement that schools provided orientation/ clear information for parents how to involve on students' academic achievements with the mean value of  $\bar{x}=2.73$ . This implies that, parents were not oriented on how to involve on students' learning well. The result shows that parents' lack of awareness highly affects their involvement on their children academic achievements. The result of parents' responses was also complement with this result. Parents' respondents suggested that any parents wish good academic results for their children so that they need to help their children. But they argued that the schools did not orient well parents on how to involve on students learning at school and at home. Majority of them responded that they had not aware on the necessity of parents' involvements this much at school before and that is new experience for them. This implies that parents were missed guidance from school to involve on their children academic achievements. Tondeur (2013) argues that there are vast untapped educational talents within the family and opportunities outside the traditional formal classroom structure that could be useful to schools. Families are among the greatest resources a teacher will encounter, she writes, and no matter where you teach, families are guaranteed resources of human experience. Duhou (2013) also believes that parents and teachers are willing partners in home-school links implies that parents and teachers are eager to work together as partners in education. However, teachers can be resentful of parent participation (Epstein, 2008). For example Chadwick (2012) found that teachers overwhelmingly said they did not want more parent-initiated contact. Indeed teachers were often resentful of parent-initiated contact, and teachers welcomed contact when there was a problem and when they asked the parent to come in for a conference. According to Roekel (2008) some parents complain that they rarely hear from the school unless there is a problem with their child's behavior or performance. Others say the information provided by the school is not comprehensible either because of educational jargon or because the parent or family member does not read or understand English.

Item 2 of table 10 above reveals the rating scale with the statements that school principals have sufficient skills to promote parental involvement on students' academic achievement. Accordingly teachers showed their moderate agreement on the point with the mean value of  $\bar{x}=2.55$ .The result depicts that some of the school principals have lacked sufficient skills for the

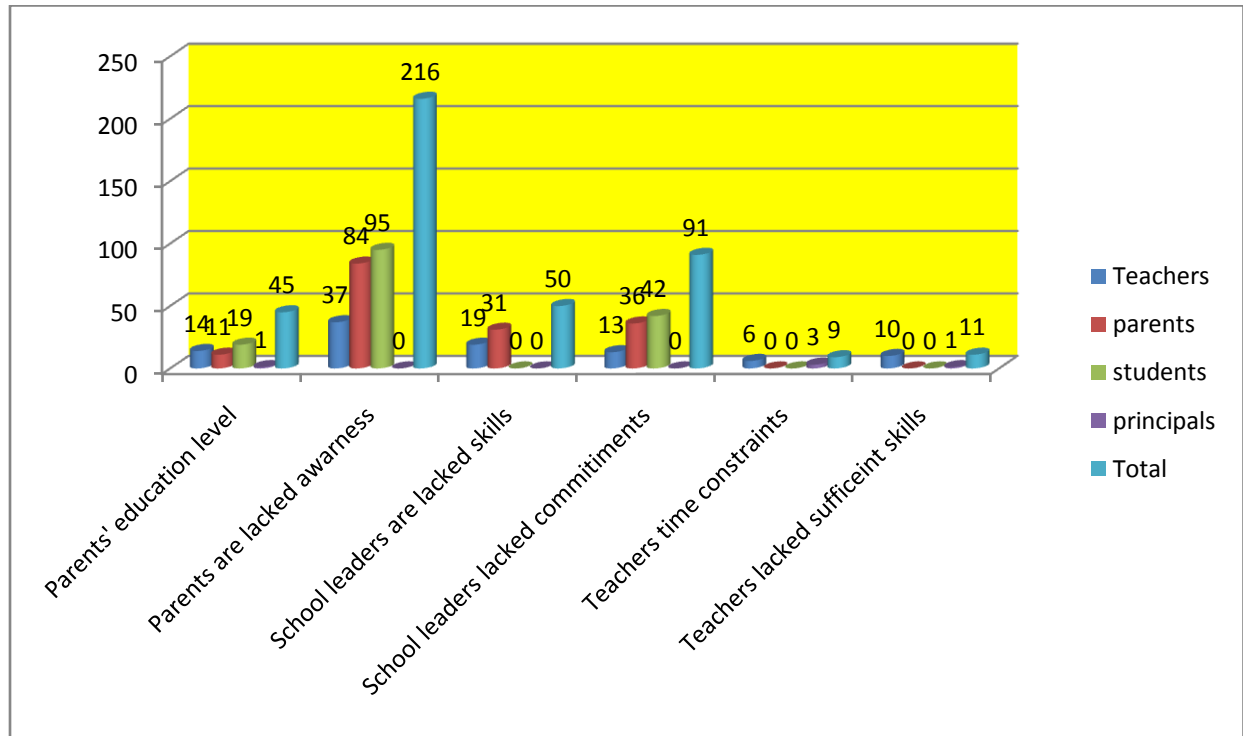
position. As we can see from table 2 item 3 majorities of them were diploma holders in teaching. They were not qualified with school leading profession, as a result parental involvements on students learning were decreased in the primary schools of Boneya Boneya wereda.

The item 3 table 10 deals on the school leaders committed to implement parental involvement on students' academic achievement. Accordingly, the respondents indicated their lower agreement with the mean score ( $x=2.54$ ) on the point. The result reveals that school leaders were not committed to promote parental involvement at the schools. Furthermore, parents were commented that the leaders had less commitment to implement the issue of parental involvement. Among respondents majority of them responded that parents and teachers have no relationships then; if school leaders organized parents- teachers relationship program, parents would involve on their children learning and discuss with teachers. This implies that parents are need to have teachers contact concerning their children learning, but school leaders had not facilitate the program well. Therefore, school leaders in the primary schools of the district were lacked commitments on implementing parental involvement on students' academic achievements. Cotton and Wikelud (1989) concluded that parents generally want and need direction to participate with maximum effectiveness. Orientation/training takes many forms, from providing written directions with a send-home instructional packet; to providing "make-and-take" workshops where parents construct, see demonstrations of, and practice using instructional games; to programs in which parents receive extensive training and ongoing supervision by school personnel.

With regarding to item 4 of table 10 on the statement that teachers have skilled to implement parental involvement on students' learning program, teachers respondents shown their moderate agreement with the mean value  $x=3.08$  on the point. The result indicates that majority of teachers were not skilled with the strategies of parents involvements on students' academic achievements at school and at home. Furthermore, principals' interview also reveals that some teachers were lacked skills to manage activities of parents' involvement process in students' academic achievement. Therefore, teachers need additional training on the strategy how to promote parental involvement in education.

With regarding that teachers have sufficient time to implement parents-teachers' partnerships program on students' learning in school (item 5 table 10), teacher respondents shown their fairly agreement with mean score  $x=2.76$  on the point. The result shows that teachers time constraint affect parents- teachers' partnerships program in some extent. Moreover, principals' interview reveals that teachers were burdened with teaching regular classes, Alternative Basic Education and Adult Education so that they lack time to contact parents.

In reply to whether Parents' educational level hinders parents' involvement on students' academic achievement (item 6 tables 10), teachers respondents shown their moderate agreements with mean score  $x=2.75$  and  $S.D=0.719$  on the point. This implies that parents level of education not highly affect parental involvements. Students' focused group discussion more reveals that lack of awareness affect parental involvements rather than parental level of education. Furthermore, parents replied that any parents can involve as much as possible in to their children learning with the guidance of teachers. Among the parents participants some of them suggested that parents can involve in promoting students academic learning through motivating, guiding, and facilitating students learning at home with regardless of education status; yet parents were lacked teachers guidance. The results depict that parental involvement on their children academic achievements relatively depend on their awareness rather than their educational levels.



**Figure 2. The major challenges that affect parents' involvement on students' learning.**

As shown on Figure 2 above, among different barriers of parental involvement on students' academic achievements, the investigator presented question for respondents and ranked parental involvement major challenges. Accordingly, the respondents were requested the major challenge that highly affect parents involvement on their children learning, majority 37(37.4%), 84(51.9%), 95(58.6%) of teachers, parents and students, respectively were responded that parents lacked awareness on how to involve in their children academic achievements was the main factor. The total respondents 216(50.5%) of them shown that as major factor on the point. Therefore, parents of the primary schools in the district were lacked awareness on how to involve in students' learning at home as well as at school to increase students' academic achievements.

With regarding to the question, some of them 13(13.1%), 36(22.2%), 42(25.9%) and 1(20%) of teachers, parents, students and principal respondents were respectively shown that the school leaders lacked commitment in implementing parents involvement on students learning was the second major problem of the primary schools at the district. The total respondents of 91(21.3%) them responded as the major challenge on the point. The result implies that lack of commitment among school leaders slightly affects parents' involvement on their children academic

achievements. Thus it was one of the major challenges in order to implement parental involvement on students' academic achievements.

Among the respondents 19(19.2%) of teachers, 31(31.3%) of parents, 1(20%) of principal respondents replied that the school leaders lacked skills. The total of respondents 51(11.9%) were shown that lack of skills among school principals were the main factors that affect parental involvements. The result implies that school principals were lacked sufficient skills is the major factor that affect parents- teachers' partnership on students' academic achievements. The school principals' insufficient skills to manage and facilitate parents' involvement on students learning at schools ranked as the 3<sup>rd</sup> factor. Therefore, school principals of the primary school at the district lack of sufficient knowledge on parents' involvement slightly affected parental involvements on their children learning.

On the other hand, some respondents 14(14.1%) of teacher respondents, 11(6.8%) of parent respondents and 1(20%) of principal respondent were responded that parents education low level as the major problems in involving parents on students learning at school and at home. The result reveals that it was the fourth major factor that affected parents' involvement at the Boneya Boshe wereda. Beside the above challenges, 10(10.1%) of teacher respondents and 1 (20%) of principal respondent responses shown that teachers insufficient skills as the main factor. The result reveals that teachers insufficient skills on the strategies of involving parents on students learning was one of the major barriers which taken as the fifth main challenges in parents involvement implementations.

Finally, as the above figure 2 shows, 6(6.0%) of teachers respondents and 2(40%) of school principals replied that teachers time constraints as the major problems in implementing parental involvement on students academic achievements. The result shows that teachers' time constraint was the sixth major challenges as the district. This implies that the primary schoolteachers of Boneya Boshe wereda were burden with other routine works. The results show that teachers time constraints and insufficient training on the strategy how to involving parents on their children learning are also slightly affect parental involvement programs. Moreover, some school principals were lacked qualification to the position so that it affected parents' involvement on children learning affected at the district.

## **CHAPTERFIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This part of the study deals with the summary of the major findings of the study, conclusion drawn on the basis of the findings and recommendations which are given to be useful in improving practices and problems related to parents involvement in students' academic achievement with particular reference to Late Primary schools of Boneya Boshe woreda.

#### **5.1. Summary of the major findings**

The main objective of this study was to investigate the practices and challenges of parents' involvement in students' academic achievements in Late Primary Schools of Boneya Boshe Woreda. Based on the findings, it has been found that comparing factors that affect parents' involvement on students' academic achievement is a complex issue which is multidimensional. This had been indicated from the findings in terms of percentage and mean scores of the independent variables among each other. Lack of genuine parents' involvement on their children learning at school and at home was the most serious education challenge that leads students to achieve lower in their education. The level of parents involvement on students' learning at home and at school assessed in different dimensions based on parents, school leaders and teachers responsibility in promoting parental involvements.

Regarding to the level of parents involvement in their students learning at home and at school the summary of the study findings here under:

- Parents' encouraging their children to go to school earlier was moderate; yet their encouragement was different among students' categories. i.e high achiever students were obtained more encouragements than medium and low achiever students.
- In regarding to parents provision of basic and supplementary educational materials for their children, their involvement also moderate in providing school uniforms and basic materials. However, in providing supplementary materials, like reference books. Yet, high achiever students obtained different supplementary materials than the rest categories of students;

- As the study findings show parents' involvement in Boneya Boshe woreda shows better progress in paying school fee to promote their students education. Nevertheless, their involvement on their children learning was not satisfactory on the other dimensions. For example, parents' school meeting attendance was low as the district which assumed to result in parents insufficient knowledge how to help their children in learning at home;
- With regarding to parental guidance and follow up on students learning at home and at school, the study findings show that parents involvement in helping or guiding their children home work, assignment and project working was low;
- Parents' involvements were low in helping their children through reading aloud at home. The findings more reveals that parents did not follow and approve their children home work through putting signature;
- Similarly, parents follow up their children whether they attend class or not as low as the findings revealed;
- The study findings show parents' tutoring their children at home were very low. Yet some high achiever students were obtained parental guidance and follow ups at home in doing home works than the other medium and low achiever students. Thus parents guidance made at home on their children learning activities could not assume to elevate students academic achievements;
- Moreover, the study identified that, those parents providing proper study time and place for their children at home was also low. Majority of students at the Late Cycle Primary schools of Boneya Boshe Woreda were lacked proper study time. They are abused at home through working in family farms, collection of fire wood, keeping cattle and fetching water. Yet high achieving students obtained more study time than medium and low achiever students;

With regarding to parents-teachers partnerships, the study findings listed here under:

- Teachers-parents' partnership were not practiced well at the district. Parents-teachers meeting were loosely practiced at the Boneya Boshe Woreda.
- The study finding shows that parents attending the school meeting were at moderate level. Similarly, parents and teachers discussion on students' learning was low.

- It was observed that the primary schools of the woreda had not clear plan on teachers-parents partnership program.
- The findings also identified that the schools did not motivate parents to visit students learning at school.
- Teachers-parents' partnership program did not arrange as the Woreda does before. i.e teachers and parents communication on the benefits and strategies of parental involvement on students learning was very low. Beside this factor, the study findings show that the school had not set different channel of communication among teachers and parents.

Concerning the barriers those affect parents' involvement in students learning at home and at school, the study findings are listed here under:

- ❖ The study shown that parents are lacked orientation and guidance how to involve in to their children learning;
- ❖ It was observed that lack of sufficient skills of primary school principals on the parental involvement strategies affected parents' involvement implementations;
- ❖ Beside this barrier, the findings identified that lack of commitment among school leaders was the main factor that highly affects parents' involvement implementations;
- ❖ On the other hand, the study found that parents' education level was a barrier in parents' involvement on students learning;
- ❖ This study found that teachers insufficient skills on the parents involvement strategy affects in minimum level parents involvement;
- ❖ Similarly, the study findings show that teachers' time constraints affect slightly parents' involvement on students' academic achievements

Regarding the major challenges that hinder parents' involvement on students' academic achievement, the respondents mentioned and ranked that:

1. Parents lack of awareness on the issue;
2. School leaders lack of commitments;
3. School principals' insufficient skills to manage and facilitate parents' involvements on their children learning;

4. Parents' educational low level; and
5. Teachers' insufficient skills on the program.

## **5.2. Conclusion**

Based on the findings, the following conclusions were made.

Different researches clearly show that parent involvement is effective in fostering students' learning and affective gains at all levels, and schools are encouraged to engage and maintain this involvement throughout the middle school and secondary years. Parental involvement that is linked to students learning has a greater effect on their academic achievement. But, the findings showed the level of parents' involvement on students' academic achievement at home and at school found to be minimum in the late primary schools of Boneya Boshe district.

- This implies that, less attention was given to parents' involvement on students' academic achievement.
- As the finding of this study revealed, the majority of practices of parents involvement in encouraging their children to go to school earlier of Boneya Boshe District primary Schools did low and this in turn might affect the realization of academic achievement since educational goals can't be achieved in the absence of parental involvement.
- From the finding obtained in this study, it was found that, the involvement degree of parents in providing supplementary learning materials to be below average. This implies that, parents of Boneya Boshe District primary Schools did not given high attention to their child learning.
- Parents have dual responsibility to play in their child's learning. One is their responsibility in arranging time and place for their child's to study hard at home and the other responsibility was following up whether their child go to school or not and what they did in school. The study also indicated that, the degree of parents' involvement in doing these activities were low. From this finding obtained, it can be concluded that, there might be misperception in parents' responsibility by them; they might considered their responsibility as teachers or principals activities only.
- Engaging parents in student learning—both at home and in school—may benefit student academic performance, the research literature notes, efforts that target learning in the home may have the largest, most consistent impacts on student learning. Whereas, the

study findings revealed that parents involvements were low in helping and guiding their children on doing home works and assignments.

- Without clear understanding and communication having the involvement of parents was impossible, so that the school needs to create awareness and communicate with the parents' to mobilize for the children academic success. However, the findings revealed that there is a limited flow of information from the school to the parent. And also teachers-parents communication was loosely practiced. Thus, school-parent and teacher-parent interaction is at its rudimentary stage in primary schools of Bonya Boshe district.
- Regarding the challenges that affect parental involvement on students' academic achievement, it is possible to conclude from the result that lack of awareness, parents were missed guidance or orientation how to involve, the school leaders low commitment, insufficient skills of primary school principals on parental involvement strategies were the major ones. Beside those major challenges; teachers insufficient skills, low educational level of parents, and teachers' time constraints were also affect slightly parents involvement on their children academic achievements at the primary schools of Boneya Boshe wereda.

### **5.3. Recommendations**

On the basis of the findings obtained and the conclusions drawn, the following recommendations were forwarded to improve the practices and challenges of parents' involvement in enhancing students' academic achievement in Boneya Boshe worda of Late primary Schools.

- ❖ Parents' involvement is a central issue in schools because, it directly affects children learning. Effective methods of parents' involvement must be implemented in schools to assure the academic success of students. When parents follow up what and how they do in school/at home, students are more attentive in class, and in turn the teachers also teach them carefully. To improve parents involvement level in enhancing students' academic achievement parents should support their children at home and in school, motivating them when they score best results, fulfilling learning materials and arranging time and place for their children are important.

- ❖ As shown in the findings of the study, weak teachers-parents interaction was mentioned as one of the constraints in involving parents on students' academic achievement. To alleviate this problem, school principals , teachers and PTA have to:-
  1. Arrange teachers-parents partnership program on issue of students learning.
  2. Conduct fixed parent-teachers meeting at least once in a month.
  3. Support teachers-parents partnership program through budget incentive.
  4. Encourage parents to visit school and discuss with parents of students those who scored below average in academic performances and high academic results.
- ❖ Establishing strong communication channel between parents and school is one of the crucial recommendations the researcher puts forward. Because the study indicated that the information flow between parents and school was poor. To minimize this problem, school principals and teachers should create a variety of communication channels like letters, phone calls; achievement report card could be used as a necessary means to invite parents.
- ❖ Parental engagement initiatives, whether implemented at a home, school or community level, require a clear focus on student learning, development and wellbeing. They also require leadership and adequate resources at the school level. Thus, the schools need well trained and committed leaders and adequate resources to strengthen parental involvement at home and at school.
- ❖ As shown in the finding of the study, parents of primary school students of Boneya Boshe district didn't sufficiently involve on students academic achievement due to lack of awareness. Therefore, it is advisable that primary school principals and teachers need to create awareness for parents about the contribution of parental involvement for their children academic success through continuous discussion. WEO, ZED, REB and MoE should also give technical support including training for where it is necessary.
- ❖ The findings of the study pointed out that lack of commitment and skills among school leaders in facilitating and implementing teachers-parents partnership concerning students learning was one of the major challenges. To solve this problem; school principals, teachers, KETP, and PTA will be need training how to promote parents involvement on students learning.

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## **APPENDIX - A**

**ADDIS ABABA YUNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**Master Program in School leadership**

**Questionnaire to be filled by Teachers**

Dear respondents;

First of all the researcher would like to express his deepest gratitude for your willingness to give your honest and accurate response. This thesis is being carried out for partial fulfillment of requirements of Master of Arts in School Leadership. The main purpose of this questionnaire is to gather information on the challenges faced in the parental involvement in students' academic achievement in Boneya Boshe Woreda of East Wollega Zone and in doing so, to contribute in the mitigation of the problem. Therefore, you are kindly asked to provide genuine and accurate answers so that your ideas enable the study to meet its purposes. Finally, the researcher would like to assure you that none of your identity will be revealed to anybody to keep your confidentiality.

Thank you in advance for your time and cooperation!

**Instruction:**

The questionnaire has four parts. The first part addresses your personal information while the second, the third and the fourth parts present questions on the extent of parental involvement, the extent of teachers-parents' partnerships and challenges of Parental Involvement on Students learning, respectively.

Please put “√” mark in the box that corresponds to your opinion or experience.

**Part I Personal Information**

1. Gender:      Male        Female
2. Age    21-25        26-30        31-35        36-40        41-50        51 and above
- Educational status:      10+1          10+2        10+3/ Diploma
- Degree          Masters
3. Position: unit leader                                       Home room teacher        subject teacher
4. Year of experience:
- 0-4years                                       5-9years                                       10 and above years

## Part II The extent to parental involvement on students' learning intention

Please complete the following by ticking (√) in the appropriate box

S.No	Questions/Descriptions	Very High	High	Average	Low	Very Low
	A. Education facility fulfilling dimension					
1	Parents buy cloths/school uniforms for their children.					
2	Parents buy references for their children.					
3	Parents pay school fee for their children.					
	B.Managing children's learning dimension					
4	Parents attend school meetings.					
5	Parents follow their children whether they are attending class properly.					
6	Parents have contact schedule with home room teachers concerning their children academic achievement.					
7	Parents send their children early to the school.					
	C. Parental involvement on children academic activities dimension.					
8	Parents discuss on their children results with subject teachers.					
9	Parents observe/supervise class room regarding to students' learning.					
10	Parents check their children home works through putting signature on exercise book.					
11	Parents help their children in reading aloud at home.					
12	Parents are tutoring their children at home.					

## Part III The extents to teachers-parents' partnership practiced on students' learning intention.

S.No	Questions/Descriptions	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
13	Our school has clear plan on teachers-parents' partnership on students' learning.					
14	Our school invites parents to visit and give suggestion on teaching learning process					
15	Parents are involving in their students' learning at school.					
16	The school motivates parents so that they attend teachers-parents' partnership program.					
17	Our school uses different channel of communication (parents' conference, telephone, and leaflet) to communicate parents.					
18	The school implements teacher-parent partnership program properly.					
19	Parents contact teachers occasionally concerning to their children learning.					

## Part IV Barriers of parental involver

## ademic achievement intention.

S.No	Questions/Descriptions	Strongly Agree	Agree	Undecided	Disagree	Strongly Agree
20	Our school provided orientation/ clear information for					

	parents how to involve on students' learning at home and at school.					
21	The school principals have sufficient skills to promote parental involvement on students' academic achievement.					
22	The leaders are committed to implement parental involvement on students' learning at school.					
23	Teachers have skilled to implement parental involvement program on students' learning.					
24	Teachers have sufficient time to implement parents-teachers' partnership program on students' learning in our school.					
25	Parents' educational level affects parental involvement in our school.					

26. From your experiences as a teacher, what is the major problem affect parental involvement in students' learning?

- A. Parents are lacked guidance/orientation
- B. parental educational level
- C. School leaders are not skilled
- D. School leaders lacked commitment
- E. Teachers time constraints
- F. Teachers lacked sufficient skill
- G. Others \_\_\_\_\_

27. How can these problems improved in the future?

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_

**APPENDIX -B**

**ADDIS ABABA YUNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

## Questionnaire to be filled by students

First of all the researcher would like to express his deepest gratitude for your willingness to give your honest and accurate response. The main purpose of this focus group discussion is to gather information on the challenges faced in the parental involvement in students' academic achievement in Boneya Boshe Woreda of East Wollega Zone and in doing so, to contribute in the mitigation of the problem. Therefore, you are kindly asked to provide genuine and accurate answers so that your ideas enable the study to meet its purposes. Finally, the researcher would like to assure you that none of your identity will be revealed to anybody to keep your confidentiality.

Please put “√” mark in the box that corresponds to your opinion or experience

### Part I Personal Information

1. Gender: Male  Female
2. Age 10-15  16-20  21-25
- Educational status: Grade5  Grade6  Grade 7  Grade 8

### Part II The extent to parental involvement on students' learning intention

1. How do your parents encourage you to go to school earlier?  
A. Very High  B. High  Average  Low  Very low
2. How do your parents fulfill basic and supplementary learning materials for you on time?  
A. Very High  B. High  Average  D. Low  Very low

3. What kinds of education facilities does your parent supply for you?
- 
- 

4. To what extent do your parents encourage you for high academic achievements?  
A. Very high  B. High  Average  Low  E. Very low

5. If your parents encourage you to education, in what dimensions?

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6. If your answer is low on question No 4, why?

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7. To what extent do your parents attend school meeting?

A. Always  B. Most of the time  C. Some times  C. Rarely  D. Not at all

8. To what extent do your parents discuss with your teachers on your results?

A. Always  B. Most of the time  C. Some times  C. Rarely  D. Not at all

9. How often do your parents help you at home on your education?

A. Always  B. Most of the time  C. Some times  C. Rarely  D. Not at all

10. If your answer on question No 8 is ‘ In rare cases’ and ‘Not at all’, list the factors that affect your parents?

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11. Does your parent give study time for you?

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---

12. Does your parent arrange appropriate study place for you?

---

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13. What is the major challenge that affects your parents in involving on your learning at school and at home?

A. Parents education level      B. parents lacked awareness      C. Principals lacked skills for the position

D. School leaders lacked commitments in implementing the program.

E. Teachers time constraints      F. Other \_\_\_\_\_

**APPENDIX - C**

**ADDIS ABABA YUNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

### Questionnaire to be filled by parents

First of all the researcher would like to express his deepest gratitude for your willingness to give your honest and accurate response. The main purpose of this focus group discussion is to gather information on the challenges faced in the parental involvement in students' academic achievement in Boneya Boshe Woreda of East Wollega Zone and in doing so, to contribute in the mitigation of the problem. Therefore, you are kindly asked to provide genuine and accurate answers so that your ideas enable the study to meet its purposes. Finally, the researcher would like to assure you that none of your identity will be revealed to anybody to keep your confidentiality.

**Instiraction:** Please complete the following by ticking (√) in the appropriate box.

#### Part I Personal Information

1. Gender: Male  Female
2. Age 16-20  21-25  26-30  31-35  36-40  41-50   
51 and above
- Educational status: 1-4  5-8  Grade 9  Grade 10   
Certificate  Diploma  Degree  Illiterate

#### Part II The extent to parental involvement on students' learning intention

1. How does school invite parents to involve on students' academic achievement at school?  
A. Very High  B. High  C. Average  D. Low  E. Very Low
2. How you evaluate parent-teacher partnership on students' academic achievements?  
A. Very High  B. High  C. Average  D. Low  E. Very Low
3. How often you contact teachers regarding to your children learning?  
A. Always  B. Some times  C. Rare  D. Never
4. How do teachers communicate parents about students' academic achievements?  
A. While parents- teachers conference only  B. Through telephone   
C. Through checking students' home works  D. There is no channel of communication

5. How often teachers and parents meet and discuss on students' result?

A. Once in two weeks  B. In a month  C. In quarter  D. Once in semester

E. Other \_\_\_\_\_

6. How often do you help your children at home in their education?

A. Always  B. Some times  C. Rare  D. None

7. If your answer on question no 2 is 'Always' or 'Some times', in what dimensions do you help your children?

A. Giving study time for children  B. Allowing proper study place for children

C. Helping in reading  D. Tutoring children at home

8. If your answer is 'Rare' or 'Not at all' in question no 2 what are the problems affect you?

A. Lack of time  B. Education status

C. Economic scarce  D. Lack of awareness/ orientation

E. Others \_\_\_\_\_

9. How can the school improve the problems of parental involvement on students' academic performance in the future?

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## APPENDIX – D

**ADDIS ABABA YUNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

## Master Program in School leadership

### INTERVIEW QUESTIONS FOR SAMPLE SCHOOL PRINCIPALS

This questionnaire is designed to assess practices and challenges of parents' involvement on student's academic achievement: In case of Boneya Boshe wereda late cycle of primary schools Zone of Eastern wollega Oromia Regional State. This research will be conducted for academic purposes and are no way affecting you personally and your identity remaining confidential. Evidently, the success of this study depends on your honest response to all parts of the questionnaire. Therefore, I kindly request you to answer this questionnaire openly.

#### Guiding questions of interview

**Part one:** General information and personal data

Sex \_\_\_\_\_ Age \_\_\_\_\_ Education Qualification \_\_\_\_\_

Current position \_\_\_\_\_

**Part two:** Give your response to the questions raised by the researchers in short and precise.

1. How do you evaluate parental involvement on their students' learning at school?

\_\_\_\_\_

2. Explain that teacher-parent partner-ship on students' education.

\_\_\_\_\_

3. Does the school have brief plan for parental involvement on students' academic achievement?

\_\_\_\_\_

4. What are the strategies these school uses to promote parental involvement on their children learning?

\_\_\_\_\_

5. Discuss up on parents and school communication channel.

\_\_\_\_\_

6. How often teachers and parents contact to discuss on students results?

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7. How do you evaluate teachers and parents discussion on students' academic achievement?

---

8. What are the communication channels teachers and parents use on children's education?

---

9. How does the school implement parental involvement program on students' learning?

---

10. Explain the problems these affect schools not to achieve parental involvement plan on students' learning.

---

11. How do you evaluate parental involvement on their children academic achievement at home?

---

12. What are the problems these affect parents not to involve on their children learning?

---

13. What strategies will be needed in the future in order to improve parental involvement in students' academic success?

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#### APPENDIX – E

### **YUNIVEERS IITII ADDIS ABAABA**

### **Gaaffiilee Barreefamaa Barattootaan Guutamu**

Duraan dursee fedhii keessaniin yadaa keessan isaa sirrii gumaachuuf argamuu keessaniif qorataan galata gudda isiiniif qaba. Kaayyoon marii garee kanaa odeeffannoo dhimma rakkolee hirmaanna matii barattootaa barachuu barattootaa irratti akka anaa Boneyyaa Bosheetti jiraan adda baasuu fi kallattii furmaataa kaa'uuf dha. Kanaafuu deebii keessaan aqa ta'ee kenuun kayyoo qorannichaa galmaan ga,uu danda'a. Yaada kennitaniif eenyummaan keessan qaama kamiitiyyuu akka hin ibsamnee qorataa isiiniif mirkaneessa.

**Qajeelfama:** Gaaffilee qorataan isiiniif dhiyeessu irratti deebii keessan gabaabinaan ibsa.

1. Matiin keessn yeroon gara mana barumsaa akka deemtaniif hagam isiin jajjabeessu?

A. Baay'ee Olaana B.Olaanaa C. Giddugaleessa D. Gadaana E.Baay'ee Gadaana

2 Maatiin keessan meeshaalee barnootaa hangam yeroon isiniif guutuu?

A. Baay'ee Olaana B.Olaanaa C. Giddugaleessa D. Gadaana E.Baay'ee Gadaana

3. Gostii meeshaalee barnootaa maatiin keessan isiiniif guutan maal fa'i?

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4. Maatiin keessan barnootan qabxii gaarii akka galmeessitan hagam isiin jajjabeessuu?

A. Baay'ee Olaana B.Olaanaa C. Giddugaleessa D. Gadaana E.Baay'ee Gadaana

5.Yoo isin jajjabeessu ta'e haala kamiin? Haa ibsamu.

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6. Yoo isiin hin jajjabeessan ta'ee, maaliif laata?

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7. Maatiin keessan walga'ii mana barumasaa hangam hirmaatu?

A. Yeroo Hundaa B. Yeroo Baay'ee C. Yeroo Muraasa D. Darbeedarbee E. Gonkumaa

8. Maatiin keessan hagam barsiisota waliin dhimma qabxii keessan irratti mar'atu?

A. Yeroo Hundaa B. Yeroo Baay'ee C. Yeroo Muraasa D. Darbeedarbee E. Gonkumaa

9. Hoji mane keesan irrati maatiin isiin deegaruu?

A. Yeroo Hundaa B. Yeroo Baay'ee C. Yeroo Muraasa D. Darbeedarbee

E. Gonkumaa

10. Yoo deebiin kessan lakk.9 ‘Darbee darbee’ fi ‘Gonkumaa’ ta’e, waanttotni maatii keesanitti danqaa ta’an haa haa ibsamu.

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11. Maatiin kessan manatti yeroo qayyabanaa isiniif kennu?

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12. Matiin keessan bakka qo’annaa isiniif mijeessaniiru?

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13. Matiin barachuu barattootaa irratti mana barumsaa fi nannoo mantti akka irratti hin hirmaatneef rakkoon ijoo isa kam?

A. Sadarkaa barnoota maatii B. Matiin hubanaa gahaa dhabuu C. Duraa bu’aan mana

Hubanna dhabuun D. Hooganttootni mana barumsaa kuttannon hirmaanna maatii hojiirra

Hoolchuu dhabuu E. Barsiissonni yeroo dhabuu F. Kan biroo\_\_\_\_\_

#### APPENDIX – F

### **YUNIVEERSIITII ADDIS ABAABA**

### **Gaaffiilee Barreefamaa Maatii Barattootaan Guutamu**

Duraan dursee fedhii keessaniin yadaa keessan isaa sirrii gumaachuuf argamuu keessaniif qorataan galata gudda isiiniif qaba. Kaayyoon marii garee kanaa odeeffannoo dhimma rakkolee hirmaanna matii barattootaa barachuu barattootaa irratti akka anaa Boneyyaa Bosheetti jiraan adda baasuu fi kallattii furmaataa kaa'uuf dha. Kanaafuu deebii keessaan aqaa ta'ee kenuun kayyoo qorannichaa galmaan ga,uu danda'a. Yaada kennitaniif eenyummaan keessan qaama kamiitiyyuu akka hin ibsamnee qorataa isiiniif mirkaneessa.

**Qajeelfama:** Gaaffilee qorataan isiiniif dhiyeessu irratti deebii keessan gabaabinaan ibsa

1. Manni barumsaa hangam maatiin barachuu barattootaa akka dawwatan afeera?  
A. Baay'ee Olaana B. Olaana C. Giddugaleessa D. Gadaana E. Baay'ee Gadaana
2. Walitti dhufeenya maatii fi barsiisootaa dhimma bu'aa barachuu barattoota irratti waliin qaban  
Akkamiin madaaltu?  
A. Baay'ee Olaana B. Olaana C. Giddugaleessa D. Gadaana E. Baay'ee Gadaana
3. Barsiissonni firii barattoota haala kamiin maatii beeksisuu?  
A. Waayita walga'ii maatii fi barsiisotaa B. Bilbilan C. Hoji manee barattoota irratti Maatiin mallattessuun D. Tooftaan itti wal qunnaman hin kaa'amne.
4. Maatiin barattootaa fi barsiisoonni hangam qabxii barattoota irratti waliin mari,atu?  
A. Torban lamaan B. Ji'atti ala tokko c. Nuusan D. Semisteeratti ala tokko E. Kan bira\_\_\_\_\_
5. Ijolle keessan manatti barnoota isaani irratti hagam deegartu?  
A. Yeroo Hundaa B. Yeroo Baay'ee C. Yeroo Muraasa D. Darbee darbee E. Gonkummaa\
6. Yoo ni gargaartu ta'e, haala kamiin?  
A. Yeroo qayyabanna kennuun B. Bakka qayyabannaa mijeessuun C. Dubisuu Shakalsiisuun D. Barnoota bichinaa kennuufin

7. Yoo manatti ijoolle keessan hin deegartan ta'e, sababni akka hin deegarre isiin danqu kami?

A. Yeroo dhabuu B. Rakko harka qallinaa C. Sadarkaa barnoota maatii

D. Hubii gahaa dhabuu E. Kan biroo\_\_\_\_\_

8. Manni barumsaa hirmaanna maatii barachuu barattootaa irratti cimsuuf gara fuula durratti

Maal fooyyessuu qaba?

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