



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDY
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**PRACTICES AND CHALLENGES OF PARENTAL INVOLVEMENT TO ENHANCE IN
STUDENTS' LEARNING GOVERNMENT SECONDARY SCHOOLS OF**

NIFAS SILK LAFTO SUB-CITY

BY

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June, 2023

ADDIS ABABA UNIVERSITY

ADDIS ABABA, ETHIOPIA

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LAFTO SUB-CITY

A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL PLANNING
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A Thesis Submitted to the Department of Educational Planning and Management, College of Education and Behavior Studies in Partial Fulfillment of the requirements for Master of Arts Degree in School Leadership.

DECLARATION

I, the under signed, declare that, this thesis entitled “Practices and Challenges of Parental Involvement to Enhance in Students’ Learning Government Secondary Schools of Nifas Silk Lafto Sub-City” is my original work and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

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This is to certify that the thesis prepared by Misgana Abte Gerbana entitled: “Practices And Challenges of Parental Involvement to Enhance In Students’ Learning Government Secondary Schools of Nifas Silk Lafto Sub- City” and submitted to the department of educational Planning and Management in partial fulfillment of the requirements for the degree of master of art in School Leadership complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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ACRONYMS AND ABBREVIATIONS

EFA-Education for all

PI-Parental Involvement

PTSA- Parent Teacher Student Associational

WEO- Woreda Education Office

AAEBs- Addis Ababa Education Bureaus

MoE-Ministry of Education

ESDP^{III}-Third Education Sector Development Program

ESDP^{IV}-Fourth Education Sector Development Program

GEQUIP-General Education Quality Improvement Program

UN-United Nations

FDRE-Federal Democratic Republic of Ethiopia

ABSTRACT

The purpose of this study was to assess practices and challenges of parental involvement to enhance in students' learning in Government secondary schools of Nifas Silk Lafto Sub-city. Descriptive survey design was employed to carry out the study to describe the present status of the problem under study. The necessary data for the study were collected from 305 students, 60 teachers, 15 parents, 1 Sub-city PTSA head and 3 principals selected through stratified simple random sampling, purposive sampling, and availability sampling respectively. The instruments employed to collect data from respondents were questionnaire, interview and document analysis. The quantitative data gathered from respondents were analyzed using percentage; mean, one-way ANOVA and the qualitative data were analyzed through narration. The results of the study revealed that the perceptions of parent's involvement in their children's education and low level of support affected students' academic achievement. In addition, lack of training, time and interest from the side of parents; and socio-economic status as well as socio-cultural factors related to parents are responsible for low level of parental involvement in students learning in secondary schools of Nifas Silk Lafto Sub-City. In conclusion, it is hoped that providing the necessary basis for policy makers, planners, teachers and school administrators to realize the extent of the problem and design feasible and effective community-based intervention measures for reducing the problem under consideration. Thus, it is recommended that the secondary schools have to involve parents, students, teachers and community members to enhance the academic achievement of students as well as school performance.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

This chapter contains background of the study, statement of the problem, research questions, and objectives of the study, significance of the study, scope of the study and definition of key terms.

Education serves societies in several ways. The most important ones being its role as a means for social development and democratic empowerment, advancing of the general wellbeing, economic competitiveness, accumulating and sharing knowledge, cultural capital as well as personal growth and wellbeing. The primary goal of education in a free society is to help the individual to realize his/her potentials and to enable develop his/her capacity to make wise decisions. In general, it is believed that education is vital in individual's development and wellbeing of society. Organizations and nations around the world have repeatedly stressed on the importance of education (MOE,2010).

Community participation in education has become an educational development agenda of countries of the developing world (Bray, 2001). The decentralization of power and financial responsibility to the local community is to promote the local participation in their local education affairs and to improve accountability on schools and teachers demand for education, and sense of community ownership (watt, 2001).

Until recently, school management and organization are not given due attention in education policy formulation, education practice and academic research in Ethiopia. Instead, policy documents tend to focus mainly on education access and equity. Between the introduction of the education and training policy in 1994 and the launching of the third education sector development program (ESDP III,2005), education policy has emphasized the need to increase community involvement in school management. ESDP III focused on improving education management at the woreda (district) and school levels

to expand access to education (MOE, 2007). ESDP IV (MOE, 2010) considered improvement in school management and administration as one of the tools for improving education decision making at all levels. The government also launched the General Education Quality Improvement Program (GEQUIP), in which school management and administration are taken as the key educational quality intervention areas.

According to Henderson, (2002), “The research all shows, they say, that children do better in school when their parents are involved.” He found that parents are involved in school in four ways. The first two are widely accepted: parents serve as teachers of their children at home and also serve as volunteers and supporters at school. The next two include parents becoming advocates for their children and decision-makers in school in such areas as school policy, hiring, and budget. It is easy to understand that not all administration and faculty would be comfortable with these last two.

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

1.2 Statement of the Problem

The second part of any research is the research problem. It has a definite place in the introductory part of the research problem and it is an attempt to focus on a clear goal. Statements of the problem should primarily be an expansion to the title. It should be both in question form or as a declarative statement. Statements of the problem should define and delimit the specific area of the proposed research. It should begin with the general background of the problem and with a specific statement of the problem. The research problem should be so structured that it should begin with a broad base of general problems and explanations, followed by a survey of related research literature and it should end with problem of statement.

The background of the research problem should identify the variables of the research problem; discuss the variables which are selected for research study and other important variables which are not included in the research study. It should also be made clear that which criteria were used for the selection of the variables. In writing statements of the problem the language used should be simple and precise. Statements of the problem should also state the significance of the problem. To justify the significant of the research proposal, the following requirement should be gathered:

- ❖ the research proposal is timely (It is crucially importance in these days);
- ❖ It should be related with a practical problem and should provide solution to any existing educational problem;
- ❖ the research problem should not have some small target of population that its results cannot be verified;
- ❖ Target population of any research problem should be related to a popular population.

In writing statements of the problem another important criteria to be focused is its **measurability**. If a research problem in which the relationship between variables cannot be measured empirically, it cannot be categorized as a research problem. The statement which seeks to answer the questions of value-judgment should not be also included in research problem. Such questions cannot be answered by research study.

Recently, the idea of partnership is receiving much attention. It is important as it carries the implication that the parents, teachers and students are all important and contribute to the educational process.

Parental involvement is not something that is done to parents. Parental involvement means seeing parents as active collaborators in their own children's learning and development, and ensuring that they are well informed about their children's school lives and clear about the ways in which they can work with the school (Jawett & Baginsky, 1998).

In line with this, the implementation of decision making through the full participation of parents and communities entails challenges. When compared with teachers and principals, community group do not focus on education matters and this often creates conflict (Jeynes,2005; 41) "Problem

of relationship between families and schools can be largely attributable to failure of communication. If parents do not know, it is because they are not adequately informed. If they do not understand, it is because they lack appropriate opportunities to see, to discuss and to become involved” (Jeynes 2005; 41).

In sum, the aim of Parental involvement is to improve the academic achievement of the students at school, communication between community and school, parent involvement at home, and parent involvement at school, and expansion of school and its infrastructure, promotion of sense of community ownership and improvement of students and ultimately quality education. To begin with the international research done which is related to this area as far as the information obtained by the researcher is concerned there are a few related studies. Some of them can be discussed as follows.

A study is conducted by Faye Covington Bradley (2010), in Tidewater Region of Virginia entitled “the Impact of Parental Involvement on the Reading Achievement of Fourth Grade African American Males”: Focusing on the reading achievement of males. The findings revealed that volunteering parental involvement activities are correlated with reading achievement of the fourth grade African American male.

A study was conducted by Jane L. Rahman (2001), in University of Wisconsin-stout entitled “the Effects of Parental Involvement on Students Success”: Focusing on level of parental involvement and parents’ level of education. The findings revealed that Pepin parents are, as a group, involved in the lives of their children. Parents are somewhat more involved at home than at school. Coming to the local studies in this area; as far as the knowledge of the researcher goes, there are around three studies which have some kinds of relations with the current research which are carrying out locally.

Another study was conducted by Lindsay J. Horvatin (2011) entitled " Perceived Barriers to Parental Involvement in schools. " Her finding shows that perceived barriers that protect parents from involving in schools are work situation, money for gas or public transportation, missed time at work may indicate missed income, cultural misunderstandings, cultural barriers to understanding responsibilities and a feeling of being judged by educators.

Coming to the local studies in this area; as far as the knowledge of the researcher goes, there are only three studies which have some kinds of relations with the current research which are carried out locally.

The first one is Dereje Aragaw (2014) entitled " The Status and Challenges of Parent Teacher Student Association Roles" in some selected government secondary schools of Tigray region. His finding shows that in relation building consensus based on goals and priorities, discharging their roles and responsibilities and, PTSA participation in motivation, accountability and support were satisfactory. Whereas, participation in strengthening parent, teacher and student relation was moderate.

The second study is conducted by Habtamu Tatek (2016) entitled " Parent Related Factors Affecting Students Academic Achievement in Secondary Schools of Arsi Chilalo Subzone, Oromia Regional State." The finding of the study showed that the low attitude of parents have towards their children's education and low level of support affected students' academic achievement.

The third study is conducted by Tadele Bekele (2014) entitled "An Assessment of Community Participation in Education: The Case of Lideta Sub-city." The finding of the study showed that the level of community participation differs from school to school and this is because of administrative factors, institutional factors and personal factors that challenged the community participation.

As I have seen above most researchers in the field of study focused their studies regarding to PTSA roles in school leadership, and level of community participation in education respectively. Not deeply studied the previous studies addressed the issue of parental involvement particularly in the case of Nifas Silk Lafto Sub-city Government secondary school and have little knowledge as to what parental involvement looks like in this area. This study therefore, tries to fulfill the gaps that do not get attention specifically on practice and challenges of parental involvement in students' learning.

Therefore, the purpose of this study is to investigate the practice and challenges of Parental involvement to enhance in students' learning of secondary schools of Nifas Silk Lafto Sub-City. To this effect, the following research questions would be addressed in the study.

1. What are the perceptions of parents towards involving in their children's learning activities in Government secondary schools of Nifas Silk Lafto Sub-city?
2. To what extent do parental involvement practiced in Government secondary schools of Nifas Silk Lafto sub-city?
3. What major challenges have limited parental involvement in students learning in Government secondary schools of Nifas Silk Lafto sub-city?

1.3 Objectives of the Study

1.3.1 General Objective

The general objective of this research was assessing practices and challenges of parental involvement to enhance in students' learning in Government secondary schools of Nifas Silk Lafto sub-city .

1.3.2 Specific Objectives

The specific objectives of this research are to:

1. Assess practices and challenges of parental involvement to enhance in students' learning in Government secondary schools of Nifas Silk Lafto sub-city.
2. Determine the extent of parental involvement to enhance in students learning in Government secondary schools of Nifas Silk Lafto sub-city.
3. Find out the major challenges of parental involvement to enhance in students learning in Government secondary schools of Nifas Silk Lafto sub-city.

1.4 Scope of the Study

This study was focused on Nifas Silk Lafto sub-city government secondary schools. There were seven government secondary schools in this sub-city. Those were Firehiwot no.2 secondary school, Lebu secondary school, Ginbot 20 secondary school, Lafto secondary school, Fana 02 secondary school Sedil secondary school and Fetawrary Lake Adgeh secondary school. Among these schools' the research would be conducted in three. These are the following. Firehiwot no:2 secondary school, Lebu secondary school,and Ginbot 20 secondary school. This was because of large population and wider area to cover all the others. In here the dependent variable was the outcomes of students, and the Independent variable is the involvement of parents in their child/children learning at school and home.

1.5 Limitation of the study

It is impossible to be certain that the study can be free of limitations. Some of the limiting factors include time constraint, uncooperativeness of respondents in filling the questionnaires and returning on time. Therefore to overcome researchers use data collector. Even though the researcher planned to use mobile recorder during the interview, but some respondents were not voluntary and forced to use only notes. Due to lack of adequate local literature, much of the literatures of this study built on foreign- based experiences. The researcher overcame this kind of limitation with continuous follow up and negotiation.

1.6 Significance of the Study

The researcher believes that the finding of this study helps to motivate parents to solve their challenges in students learning as well as to know the influence of parental involvement in students learning. Besides, it may benefit teachers, teacher trainers, principals, students, police makers and the whole educational system.

In doing so, helps to raise students' achievements. The study also helps as an initial reference for further study on Practice and Challenges of Parental Involvement to enhance in students' Learning in secondary schools.

1.7 Operational Definitions of Key Terms

Parent - The definition includes not only biological parents, but step-parents, grandparents, foster parents, guardians, and any other concerned person who may carry the primary responsibility for the child's development, education, and general wellbeing.

Parent (al) involvement - The definition will include interaction with the child at home, at school, and advocates for their children, and decision makers in such areas as school budget.

Community – local people lives in the woreda and kebele who share, such as culture, language, tradition, law, geography, class and race.

Government School – school managed and operated mainly by government budget and procedure.

Participation- is involvement of community members in school management process.

Parent, Teacher and Student Association- is executive committee formed to make decisions on activities and overall operations, and serves as a bridge between teacher, parents and students.

Students' Learning- refers to a set of elements that constitute the outputs of general secondary education as measured by internal efficiency indicators or the institution educational goal achieved by a student in a given academic year.

1.8 Organization of the research Thesis

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

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This section deals with review of the related literature on the brief concepts of parental involvement to enhance in students' learning.

2.1 Conceptual Frame work of Parental Involvement

Parental involvement is an abstract principle associated with a huge number of behaviors and interactions that focus on a relationship between the home and the school (Sy, Rowley and Schulenberg, 2007). The home-school relationship typically involves several different types of involvement: parent involvement, parenting involvement, parent education and family-school partnerships (Edwards, 2004). It is further purported that cultural identity affects the role and type of parental involvement (Sy, Rowley and Schulenberg, 2007).

According to Johnston (1998 p.192), "There is one irrefutable truth in education: Parent involvement in the schools promotes student success and achievement." Most school reform efforts advocate parental involvement. Most school reform efforts advocate parental involvement. The United States Department of Education has mandated, "By the year 2000 all schools will increase parent involvement and participate in promoting the social, emotional, and academic growth of children." (Goals2000: Educate America Act, 1994 p. 3). There is no longer an option of whether we will include parents in the education of their children, it is required.

Rather than differentiating between the multiple typologies, Edwards (2004) uses the term family involvement as an omnibus expression. Edwards describes the term as "broad enough to encompass the radical change undergone in what constitutes a family and the roles and responsibilities in the lives of the adults who nurture the children in today's schools." For the purposes of this study, the term family involvement or parental involvement will be limited to the involvement of biological parents or those placed in a guardianship role as supervisors of a student enrolled in a virtual school. Successful family involvement is indicated by the process of helping parents and family members use their abilities to simultaneously benefit themselves as well as their children (Edwards, 2004). By adopting an Edwardian understanding of family involvement it can be asserted that parental involvement could involve multitude of different activities, some of which may not be associated with physical presence within a school (Sy, Rowley and Schulenberg, 2007).

The multiple perspectives of teachers, administrators, parents, and even children, make PI rather difficult to define. Those notwithstanding the definitions given in the succeeding paragraphs capture the essence of PI.

Naido (2005) sees PI as a process through which parents meaningfully participate in the various educational activities of their children. The activities range from occasional attendance of school functions to intense efforts aimed at helping parents become better educators of their own children.

Nye et al (2006) additionally view PI as ‘the effective engagement of a parent with their child outside of the school day in an activity which centers on enhancing academic performance’. Here emphasis is on out-of-school activities such as a trip to the zoo where the child is meant to go and learn something, or playing such games with the child at home as would improve the child’s reading or mathematics. Holloway et al (2008) also regard PI as typically definable as the initiation of home-based behaviors like monitoring homework as well as school-based activities such as attending school events and communicating with teachers. The same authors also give prominence to the general degree of cognitive stimulation, among other things, provided in the home setting.

Parhar(2006) enlarge on the definitions given above by regarding PI as having an awareness of and involvement in school work, understanding of the interaction between parenting skills and pupils’ success in schooling, and a commitment to consistent communication with educators about pupils’ progress.

Apparently it is Desforges and Abouchaar (2003) who put it most succinctly by regarding PI as a catch-all term for a variety of activities including at-home good parenting, assisting with homework, talking to teachers, attendance of school functions, through to taking part in school governance. when coming up with a definition which indicates that PI is an all-encompassing term which includes attending school functions, responding to school obligations, helping children improve their school work, providing encouragement, arranging for appropriate study time and space, modeling desired behavior, monitoring home-work and actively tutoring children at home.

It is clear that different writers accentuate different aspects of PI. This is because their perspectives are influenced by the contexts in which they live. The nature of and barriers to PI are context-based, hence the need for this research to assume context-based approaches in order to address context-based challenges of PI.

For the purpose of this study, a working definition of PI culled from the literature referred to above regards it as the engagement of parents in home-based and school-based activities aimed at enhancing children's school performance. Both teachers' and children's cooperation is essential for its effectiveness.

2.1.1. Epstein's Model

The six types of parent involvement are: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community (Epstein, 2009). The model components are classified in six levels of involvement as follows.

2.1.1.1. Parenting- Parenting is an activity that school can perform in order to assist families with parenting and child rearing skills, family support, understanding learner and 16 adolescent developments and creating more conditions to support learning at each stage and grade level. In practice, this entails providing information to all families who want or need it, not just the few who can attend workshops or meetings at the school buildings. Likewise this type of involvement includes providing the families the opportunity to share information about the child's culture.

2.1.1.2. Communicating- Communication in home-school relations involves communicating with families about school programmes and learner progress by means of school-to-home and home to school communication. This also means that schools should regularly review the readability, clarity, form and frequency of all memos, notices and other print and non-print communications. Likewise, in this process parents who do not speak the language used in the schools or do not read well should be considered.

2.1.1.3. Volunteering- School can encourage parents to volunteer for school activities both at home and at school in order to enhance the success of learner's education. In this regard, volunteers must be recruited widely so that all families know that their time and talents are welcome. Opportunities for both working and non-working parents to participate should be provided.

Learning at Home- Parents should be taught how to support learning at home by assisting in homework. Such an interaction helps to link school atmosphere with the home atmosphere of the learner. This could include designing and organizing a regular schedule of interactive 17 homework that gives learners responsibility for discussing important things they are learning and

helps families stay aware of the content of their children's class work. In addition, schools should involve families in all important curriculum-related decisions.

2.1.1.4. Decision-Making- Parents become real representatives with opportunities to hear from and communicate with other families. They are included in class committees, councils and governance structures of the school. Central to this commitment are the undertakings to include parent leaders from all racial, ethnic, socio-economic and other groups in the school. In addition, schools should offer training to enable leaders to serve as representatives of other families, with input from and return of information to all parents. In secondary schools, learners should be included in decision making groups.

2.1.1.5. Collaborating with the Community- Schools can collaborate with the community by sharing and engaging communities in all activities of the school, as communities have societal and cultural responsibility of caring for and socializing learners. In this regard, grandparents and other members of the learner's extended family may also play a role in the education of the learners and should be included in, when programs of parents' involvement are introduced at school a. In essence this means that the school interacts with all those people who are interested in and are affected by the quality of education and not just those parents with learners.

2.2 Role of Parental Involvement in Enhancing Students learning

Parental involvement is not a new concept but has evolved, in this country, from parents being concerned about their son's education and their daughter's contribution to a genuine concern for the education of both sons and daughters. Parental involvement in education has been linked with many positive outcomes for students. Epstein (2009) as cited in Yan and Lin (2005) suggested that "students at all grade levels do better academic work and have more positive school attitudes, higher aspirations and other positive behaviors if they have parents who are aware, knowledgeable, encouraging and involved.

The involvement of parents in their children's education has long been considered by researchers as "a significant factor in positively impacting children's school success".(Parhar, 2006).

Vassallo (2001) confirms that PI in a child's education is a strong predictor of learner achievement. Characteristically, the more involved the parent, the more the child achieves. Houtenville and Conway (2008) concurringly mention PI as an important factor in pupil achievement. For example,

if a parent sets apart a time to help a child with homework, that child will most likely develop interest in schoolwork and will apply himself/herself to schoolwork more diligently. Lemmer and Van Wyk (2004) also see PI as a prerequisite for improving the culture of teaching and learning in schools.

Jeynes (2005) further confirms that PI is associated with higher pupil achievement outcomes. For example, when parents buy their child books to augment those provided by the school, it provides conducive learning atmosphere at home and give them time to positively discuss with the child an issue relating to school, the child is likely to learn effectively. In consequence, such a child will produce good results. If parents secured for their children a quiet place to study and do homework, review children's homework and talk about what happened at school, children will appreciate the importance of education and in consequence will be good learners. The results of Jeynes' (2005) study also consistently confirm that PI is related to higher pupil achievement outcomes whether the outcome measures were grades, standardized test scores, or a variety of other measures, including teacher ratings.

Referring to research in the United States of America, Holloway et al (2008) affirm that PI has a positive effect on children's achievement. Parents who are more involved in their children's education tend to be more knowledgeable about school goals and procedures.

In other words, such parents make an effort to know what the school aims to achieve in relation to the education of their children and how it seeks to achieve its goals. They then engage their children in discussions aimed at making the children appreciate the value of education. They go on to help children to develop strategies to take charge of achievement outcomes and organize learning experiences in a manner that facilitates the development of various skills.

Desforges and Abouchaar (2003) affirm that when a special relationship between parents and professional educators obtained in which both parties aim to achieve the same goals relating to the child's education, good learning progress could occur. For example, if both parents and teachers want to develop in children such attributes as resourcefulness, dependability, honesty or orderliness, they will work collaboratively to achieve their goal. The significance of PI is further elucidated by Desforges and Abouchaar (2003:28) who conclude that PI in the form of interest the parent has in the child and manifest in the home as parent-child discussions can have a significant

positive effect on children's behavior and achievement even when the influence of background factors such as family size or social class are factored out.

It is important to appreciate the universality of the significance of PI. In the words of Desforges and Abouchaar (2003), "Whilst there are important differences between ethnic minority parents in how they express their support and involvement, the basic mechanism and the scale of impact is constant across all ethnic groups studied." In other words, while parents from different ethnic backgrounds may support their children in apparently different ways, the effect of such efforts is the same. Jeynes (2005) also confirms the positive impact of PI across social and ethnic groups. In short, the significance of PI cannot be disputed. What is significant is to take account of different contexts in which it occurs, as this research sought to do, so as to generate recommendations that were compatible with the context under review.

According to Nye et al (2006), the impact of PI outside of school on children's academic performance in school is sufficiently significant to claim practical implications for parents, educators, administrators and policy makers. Some of such implications are revealed in the fourth chapter of this research.

2.3 Global Trends of Parental Involvement

Gonzalez-Mena (2011) defined parental involvement as a combination of commitment and active participation on the part of the parent to the school and child. Describe parental involvement as the participation and support of parents at school and in the home, which directly and positively impacts the educational performance of their children. It is the provision of curricular and co-curricular support by parents to promote effective learning for their school children.

Parental involvement has been considered an important component in children's learning, parents have been considered as the first teachers of children and children were viewed as continuously learning both in school and family. Various researches indicate that parental involvement in school has a positive influence on children's learning in school (Bagin,2005) parental involvement is also important because family life has more room for improvement of the learning conditions, compared to schools.

Society has an important function on the run of giving educational opportunity to students. It gives specific and clearly established rule of bearing the burden of taking care of household activities and

raring of children to females' student. Whereas, male student also occupied by agricultural work to earn income for their families. The perception of female in academic achievement is influence by stereotypes, customs and traditional concepts .Whereas male is considers as a dominant, winner, brave, physically strong and independent .As the result in such a society women cannot express freely and get whatever they want to without fear. A good role model for all children at any age is a parent who listens to the ideas, concerns, joys, experiences of his/her children (Epstein, 2000).

It is widely recognized that if students are to maximize their potential from schooling they will need the full support of their parents. Attempts to enhance parental involvement in education occupy governments, administrators, educators and parents' organizations across North America, Australasia, continental Europe, Scandinavia and the UK. It is anticipated that parents should play a role not only in the promotion of their own children's achievements but more broadly in school improvement and the democratization of school governance. The European Commission, for example, holds that the degree of parental participation is a significant indicator of the quality of schooling. The effect of parental involvement in terms of providing a home learning environment on academic achievement and cognitive development has been explore in recent studies of English (Bailey *et al.*, 2004).

Parental involvement entails seeing parents as active collaborators in their own children's learning and development and ensuring that they are well informing about their children's school lives and clear about the ways in which they can work with the school. Parental involvement is not something that is 'done' to parents. It is rather what parents and the school do collectively and collaboratively to ensure adequate and effective policy making and implementation, discipline, funding, facilities and staffing for the success of children (Fan, 2001).

According to Hoover-Dempsey and Sandler (1995), parents agree that they have an important role to play in home-based activities when it comes to children's learning.

These home-based activities include, among others, monitoring their child's school work and progress, discussing school related issues with their child, and assisting with homework. Furthermore, research has shown that of all the difference types of parental involvement, parents report that helping their children with homework is affect enhancing their academic achievement.

Nyarko uses the contextual description of parental involvement in which in-school parental

involvement includes communication with teachers about school progress and school visits and at-home parental involvement includes encouragement of children to succeed, monitoring of homework, and attending field trips. Distinguishing between involvement at home and in school can be instructive for at least two reasons. First, some studies that differentiate between home-and school-based parental involvement find contradictory effects. Namely, home-based involvement has significant positive effects, while school-based involvement has significant negative effects related to academic outcomes (Nyarko, 2011).

Second, interventions promoting parental involvement vary based on the context in which involvement occurs. Interventions that promote involvement at school might include teacher training to encourage building relationships between families and schools, while interventions to promote involvement at home might include parental workshops that build parents' educational skills and knowledge. In the United States supports the positive effects of at-home parental involvement on a variety of educational outcomes. Numerous studies, mostly from developed countries, have shown that parents are more likely to be involved with their children's education at home than in school. These definitions have been applied in developed countries, explored in developing countries, with notable exceptions for (Nyarko, 2011).

Parental involvement entails seeing parents as active collaborators in their own children's learning and development and ensuring that they are well informed about their children's school lives and clear about the ways in which they can work with the school. Parental involvement is not something that is 'done' to parents. It is rather what parents and the school do collectively and collaboratively to ensure adequate and effective policy making and implementation, discipline, funding, facilities and staffing for the success of children (Williams, 1997).

Similarly, Kindiki (2009) when schools and parents work in partnership, students realize that people who take care of them in both environments are investing and coordinating time and resources to help them succeed. Studies have also established a direct and positive correlation between parental involvement and academic achievement or motivation.

Henderson and Berla (1997), adds that parental involvement in education, either in school or at home, creates partnerships among schools, parents, and communities. The resulting partnerships among students, parents, and teachers develop effective communication from home to school and

school to home. Through active and ongoing communication, parents and teachers share information and resources regarding students' academic and behavioral conduct. Together, these efforts establish a solid foundation for both families and schools to help children succeed in school and in their future. On the other hand, proponents also suggest that part of the benefit of parental involvement in education in any situation is that doing so can result in positive change in homes, communities and the wider society.

2.4 Types of Parent Involvement

Several researchers have identified types of parent involvement. Morgan (2006) "have identified three ways in which parents can become involved in schooling: through direct involvement in school management and choice and by being present in the schools; through participation in special parenting training programs; and through family resource and support programs." Morgan identified three approaches to parent involvement as parents as policy makers, facilitators of children's development, and as volunteers..

2.5 Parental Involvement in Ethiopian School Context

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

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

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

to do its job and leave the education of children to the schools. If educators view students as children, they are likely to see both the parent and the community as partners with the school in children's education and development.

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

2.5.1 During the Imperial Haile Selassie Regime

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

In essence, the government sought to expand education through the voluntary participation and contribution of communities by strengthening what is now referring to as the non-formal education sector. This approach to national education came to be distinguished from contemporary definitions of what is now considering formal education. Thus, until the mid-1960s, the formal education

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

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

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

2.5.2. During the Dergue Regime (1974 – 1990)

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

In the early years, the regime was successful in extensively expanding enrollment levels, adding three million students to the education system between 1974 and 1990, and raising the literacy rate to 70%. However, adequate levels of resources were neither available nor invested in education to make it effective. In the same 15 years, “expenditure on education as a percentage of the national

budget fell from 17% to 9.5%. Thus, overall enrollment rose by 376% in absolute terms while expenditure increased only 43%” (WeldeMeskel, 1999). Meanwhile, nearly 56% of the budget was allocating to the military (MoE, 1998). Even the literacy campaign, launched in 15 local languages, failed due to the weak financial and ideological commitment of a government plagued by corruption and mediocrity.

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

2.5.3. In Government of the Federal Democratic Republic of Ethiopia (1991 up to now)

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

Based on the policy implementation strategy was issued in September, 1994 which states educational organization and administration should be restructured in accordance with the devolution of power from the central government that was been implemented. Furthermore, it describes that schools would be strongly linked with the community. The management of each school would be democratized. Furthermore, it describes that schools would be strongly linked with community. The management of each school would be democratized and run with the participation of the community (Aalen, 2006).

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

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

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

2.6 . Parent Related Factors that Influence Parental Involvement in Students Learning

There will be numerous obstacles to parent involvement on student result achievement. These can be due to lack of training, lack of interest, lack of time, socio –economic status and socio- cultural factors.

2.6.1 Parental lack of training on how to support their children

In adequate training of principals and teachers can be one of principals and teachers can be one of the barriers of parent involvement in school activities. Many teachers feel that they have been hired only to teach and not to carry out parent involvement responsibilities. There is also a problem from the side parents; in difference to the school work, their suspicious nature regarding the motives of school authorities. These problems can be solved through training. Bagin described that education communicate priority; because they have little communication experiences almost no meaning full communication training. Thus, training the principals and teachers on how to participate parents in the school program activities is compulsory. In addition this, the parents should also be trained by the principals how to participate in the school management in their children’s education in school and at home (Bagin and Donald, 2005).

Generally, according to the researcher this feeling might be raised due to lack of training and awareness. Teachers that are aware about the advantage of parents' involvement in the student result achievement might not ignore the parent involvements activities. The problem of the conservation outlook, of the teachers' fear that the involvements would lead to interference can be solved through training.

2.6.2 Parental lack of time to support their children

Lack of time may also be an obstacle to the teachers in meeting the parents and the parents may have shortage of time to visit the school due to busy life styles and other personal problem. In the SNNPR about school committees (members elected from the community) is not often attended; busy life from the side of parents of contact the side of teachers are obstacles for parent involvement in school activities. Thus, to enhance parent involvement, the school has to create conducive environment (Morgan, 2006).

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

2.6.3 Parental lack of interest to support their children

Lack of interest arises from different perspectives. Teachers and administrators fear the self-interest and confidential issues that parent may bring to meetings with them. Furthermore teachers protect parent involvement due to their unwillingness to face hostile parents, fear of failure and fear of criticism. There is also unwillingness from the side of parents due to their feeling powerless when they communicate with educators. For a multitude, reasons are reluctant to share power with parents. In general, the absence of clear roles for teachers, principals and parents in adequate support to the parents' makes them disinterested in parent involvement in school activities (Henderson and Mapp, 2002).

According to researcher's observation, there are different factors that influence parent participation such as, lack of good governance, lack of experience of accountability and school regulation, social and cultural obstacles, elitist attitude from the side of educator and lack of conducted school environments for mongrelized social groups. Therefore, the level of parent participation can improved by reducing the barriers that could make teachers and principals disinterested in parents' involvement in school activities and this can be done through training. These may be the existence

of enabling political, legal and policy environment, highest level of commitment establishing good governance and decentralization process, and balanced link between parent capacity and expected level of participation (Henderson and Mapp, 2002).

2.6.4 Socio –economic status of parent

Agulanna and Nwachukwu (2004) posited that students differ from one another in social class or socio-economic status. Socio-economic status they defined as a relative standing in society based on an individual's income, power, occupation, education and prestige. According to them, it would not be wrong to say that the children of bankers, doctors, teachers, merchants and soon have different upbringing from that experienced by children of peasant farmers, domestic workers, cleaners, petty traders and so on. They went further to state that differences exist between high, middle and lower class families in kinds of activities they engage in.

Nwachukwu (2003) stated that boys from high income earning families tended to assume that they would go for higher Education and have occupational choice restricted to a professional executive type. Moreover, found out that boys from lower income families tended to prefers skilled jobs that offer higher rates of study. It is common today to see youths born into either higher or low socio-economic families tending to look a career choice in terms of how real they are to them, what prestige is attached to such career and what satisfaction they can get from their careers. To support this, in Ethiopia today, with the wide exposure and establishment of educational institutions even in rural areas, parents either of low or high socio-economic status now urge their children to work hard at their studies in other to occupy one of the highly prestigious jobs or position. Some low socio-economic status families and indeed some rural communities often rally round to joint educate any outstanding child to any level of education.

Most of the Ethiopian are participated (occupied) in Agriculture, around 85% of Ethiopian are live in ruler area. The socio –status and their economic background also back ward and poor, respectively, Most of them do not have, modern education. As the result, they do not give that much attention for their student academic performance. Sometimes they don't feed their children properly (Tefera, S.1996).

2.6.5 Socio-cultural factors related to parents

The impact of mothers' education was largely work through the way they provided opportunities for intellectual skill building in the home, i.e. by the cognitive quality of the parent/child

interactions in problem solving. This replicates the conclusions drawn by regarding the significant impact of the home learning environment (Rothstein, 2004). Society has an important function on the run of giving educational opportunity to students. It gives specific and clearly established rule of bearing the burden of taking care of household activities and rearing of children to females' student. Whereas, male student also occupied by agricultural work to earn income for their families. The perception of female in academic achievement is influence by stereotypes, customs and traditional concepts .Whereas male is considers as a dominant, winner, brave, physically strong and independent .As the result in such a society women cannot express freely and get whatever they want to without fear. A good role model for all children at any age is a parent who listens to the ideas, concerns, joys, experiences of his/her children (Epstein, 2000).

2.7. Parent-Teacher Association/PTA/

According to Fan (2001) holds that structures between the school and parents include parent associations and parent-teacher associations have great impact on the home-school relation for education activities. These may be formed around individual classes, grades, and/or the entire management committee or a school board. Hay (2000) goes further by saying; parents' groups may also form into alumni organizations or private foundations in support of the school.

These organizations may do little more than provide a chance for a few parents to listen to news about school activities and appeals for additional resources or serve as rubber-stamp to plans and budgets developed by school personnel. Parents may be considerably more active helping to establish some kind of forum for dialogue between the school and parents and the means to build and strengthen parental involvement in school life (Hay, 2000).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

In general this research method as any other types of research includes the following steps: Research Design, Source of Data, Sample size, Sampling Technique, Tools of Data Collection, Data Gathering process and Technique of Data Analysis

3.1.The Research Design

The descriptive survey design was used to conduct this study. The reason for choosing this design was that, it is assumed to be helpful to assess the major factors influencing the subjects of the study both qualitatively and quantitatively by covering wider population of interest. Because, descriptive survey design was one, which is commonly used in educational research and it provides detail information about the topic under the study as well as to test the research questions related to the current situations of the problems (Best and Kahn, 2005). The design was suitable because it was helpful in establishing the nature of existing situation and current conditions and in analyzing such situations and conditions. Descriptive survey provides rich descriptive details about the case under the study.

3.2.Research Method

The general method of this study is mixed method. The purpose of this form of research is that both qualitative and quantitative research, in combination, provide a better understanding of a research problem or issue than either research approach alone .Moreover, Creswell and Clark (2009) also indicated that mixed method approach is more than simply collecting and analyzing both kinds of data; it also involves the use of both approaches in the same way, so that the overall strength of a study was greater than either qualitative or quantitative research. Hence, interpretation of qualitative data collected through interview was embedded in discussion section to support quantitative data

3.3. Sources of Data

The primary source of data for this research were school principals, parents, sub-city PTSA head, students and teachers in the three selected secondary schools of Nifas Silk Lafto Sub city. The secondary sources of data include schools quarterly report and annual report of student's result,

school PTSA meeting report and different student academic activities documents.

Table 1 Distributions of sample size and sampling technique

school	Population, sample size and sample %	principals	PTSA member of parents	teachers	students	Sub-city PTSA head
Firehiwot no:2 Secondary school	Population	1	5	105	2017	1
	Sample size	1	5	20	103	
	%	100%	100%	19%	5%	
Lebu Secondary school	Population	1	5	114	2054	
	Sample size	1	5	21	106	
	%	100%	100%	18%	5%	
Ginbot:20 Secondary school	Population	1	5	95	1667	
	Sample size	1	5	19	96	
	Percent (%)	100%	100%	20%	5.8%	
	T. population	1	15	314	5738	1
	T. Sample size	3	15	60	305	1
	Percent (%)	100%	100	19%	5.3%	100%
	Technique	Census	purposive sampling	Simple random sampling	Simple random sampling	census

Source: own survey, 2023

3.4. Sample Size

Simplified Formula for Proportions

- Yamane (1967:886) provides a simplified formula to calculate sample sizes.
- ASSUMPTION:

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

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

95% confidence level

P = 5

The researcher would use 5 parents in each school, 103, 106 and 96 students (Firehiwot secondary school, Lebu secondary school, and Ginbot 20 secondary schools respectively), 1 principal in each school, 1 sub-city PTSA head, and 20, 21 and 19 teachers in each school

(Firehiwot secondary school, Lebu secondary school and Ginbot 20 secondary schools respectively), which means: $5 \times 3 = 15$ parents and $103 + 106 + 96 = 305$ students and $1 \times 3 = 3$ principals and $1 \times 1 = 1$ PTSA head and $20 + 21 + 94 = 60$ teachers. So, $15 + 3 + 1 + 305 + 60 = 384$ total number of subjects would use as a sample. The proportion of sex in each sample size would take into consideration.

3.5. Sampling Technique

In Nifas Silk Lafto Sub-city there are seven government secondary schools. Among these, the researcher would choose only three (Firehiwot secondary school, Lebu secondary school and Ginbot 20 secondary school). In these three schools, there were 3454 parents, 5738 students, 3 principals, and 314 teachers. So due to huge numbers of subjects in the sub-city secondary schools, the researcher would use 15 parents (five in each school) purposively because the researcher wants to use parents who were the members of school PTSA, 3 principals (one in each school) census because there was only one principal in each school, and 1 PTSA head of sub-city purposively. The total number of samples is 302 students (102, 106 and 94 in each school respectively) and 60 teachers (20, 21 and 19 in each school respectively). The researcher would use simple random sampling technique which is lottery method to choose participants from both teachers and students because the researcher wants to avoid biases in sample selection.

3.6. Tools of Data Collection

In order to achieve the objective of the study, the researcher would use questionnaire and interview. The researcher uses these tools of data gathering, because of the following reasons:

3.6.1. Questionnaire

Questionnaire is a self-report instrument which was very useful to obtain data from a large number of respondents. It is also used to collect both qualitative and quantitative data. According to Best and Kahn (2005), questionnaire is an inquiry form of data gathering instruments which respondents answer to the questions provided or respond to statements in writing provided or respond to statements in writing and used to obtain factual information.

Three sets of questionnaires are developed based on review of related literature and the objectives of the study. The first set of questionnaire was for teachers; the second set was for parents and the

third set was for students. 35 items, which categorized to four major parts, are prepared. The first part deals with general profile of respondents while the next parents involvement to enhance in their student's academic activities. The third level was extent of parental involvement to enhance in support their children's academic activities. The fourth was practices and challenges of parental involvement to enhance in student academic activities. The instrument was the composition of open and close-ended questions, which was prepared and distributed for each. The close-ended questions were developed using five points .The scaling procedure adopt was ranging from strongly agree to strongly disagree A- Agree, SA-Strongly Agree, UN-Uncertain, DA-Disagree and S.DA- Strongly Disagree and VH-Very High, H-High, M-Medium, L-Low, VL-Very Low .The questionnaire prepared in English is translated carefully to Amharic for parent of students and for students to avoid misunderstandings that may encounter because of the language.The same questionnaire was prepared in English for teachers. Before distributing the questionnaire, all instruments were seriously commented and examined by adviser to make the necessary corrections and modifications on the questions.

Pilot testing was conducted to increase consistency of responses. Reliability indicates the accuracy or precision of the measuring instrument (Best and Kahn, 2005). The pilot test seeks to answer the questions, does the questionnaire consistently measured. The Reliability and Validity of the questionnaire was confirmed through space provided for respondents to get criticism and recommendation for improving the questionnaire. It is also advisable to ask respondents to state in their own words what they think each question means. The questions should be revised and retested until all or most members of the pilot-test sample accurately understand them. In addition, data gathered from pilot survey was analyzed using SPSS version 20. SPSS provides information, reliability coefficient (alpha). A reliability coefficient (alpha) of 0.70 or higher was considered acceptable reliability. It provides information, reliability coefficient (alpha). Validity is checked by giving the instruments for my advisors to see and give correction to improve it and by giving the instruments for my friends that have experience on conducting the research on MA.

The questionnaire was distributed to 60 teachers, 305 students and 15 parents who were the members of school PTSA to collect the required data. The researcher would give orientation for respondents as how to fill the questionnaire. After doing so, the researcher was distributed the questionnaires to the respondents. Before, dispatching the questionnaire ethical consideration ought to be regarded.

3.6.2. Interview and Document Analysis

According to Williams (1997), “interview is necessary to get deep feeling, perceptions, values or how people interpret world around them, and past events that are impossible to replicate”. In the light of this, the researcher is conduct semi structured interview with principals and sub-city PTSA head. In the case of this study, its main purpose was to collect detailed data from principal of selected school. Similarity, this data gathering instrument was preferred together information regarding participants’ experiences, knowledge, opinions, beliefs and feelings on the issues under study. For this reason, series of interviews would be taken to gain subjective explanation of the respondents’ own perspectives, specifically, about practices and challenges of parental involvement to enhance in student academic activities. Ten (10) interview items are prepared and administered. The interview was conduct with the school principals and sub-city PTSA head by using Audio Visual recording devices and field notes are used. This was perform because it may flexible, allow new question to be bring up during the interview. Interviews were held according to the convenience of the interviewees at their work place. Interview questions were asked in Amharic through face to face conversation. This data collecting tool was help to enrich the researcher’s to be more acceptable. Before presenting the interview, ethical consideration is regarded.

The open-ended interviews and key informants’ interview in my study. The open-ended interview consists of a set of open-ended questions carefully worded and arranged in advance. It is called content focused (Hay, 2000:61), which focuses on content rather than informants or researcher. The interviewer asks the same questions to each respondent with essentially the same words and in the same sequence. It is also useful when it is desirable to have the same information from each interviewee at several points in time or when there were time constraints for data collection. It allows the researcher to collect detail data systematically and facilitate comparability among all respondents. Thus, it increases the comparability of responses since every respondent answers the same sets of questions. It also reduces possible bias from researcher while interviewing many respondents.

Document Analysis: Document analysis helps that provide additional information that would not be obtain by other methods. It helps to cross check and supplement other data collection tools. Accordingly, the reports, minutes, and evaluation of documents were analyzed to assess the parental involvement in the sample schools.

3.7 Procedures of data collection

To answer the research questions was raised; the researcher was want through a series of data gathering procedures. These procedures help the researcher to get authentic and relevant data from the sample units. The first part of the data would be gathered by questionnaire. After making agreement with the concern participants, the researcher was introduced his objectives and purposes. Then, the final questionnaires were administered to sample teachers in the select schools. The participants were allowed giving their own answers to each item independently and the data collectors closely assist and supervise them to solve any confusion regarding to the instrument. Finally, the questionnaires were collected and made it ready for data analysis. The second part of data would be collected by interview questions. The interview was conducted after the participants' individual consent was obtained. During the process of interview the researcher was attempt to select free and calm environment to lessen communication barriers that disturb the interviewing process.

3.8 Techniques of Data Analysis

In accordance with the data collecting tools being employed two types of data, quantitative and qualitative. Thus, the analysis of data being collected is in line with the data types.

After the collection of data through questionnaire, the raw data was tallied, structured and tabulated under their respective categories so as to make it manageable, readable and understandable. The items are classified into different tables according to similarities of issues raised in the questionnaires. After the classification, each of the issue is analyzed and interpreted. Depending on the rational of the basic questions and the data gathered, the data are analyzed using different statistical tools.

The appropriate statistical procedures are identified in line with the purpose of the study. Accordingly, the following statistical tools are put into use to analyze and interpret the data. Percentage and frequency-count is employed for analysis of the characteristics of the population under consideration. These statistical tools help to determine the relative characteristics such as: Sex, age, education level (qualification) and work experience. Measure of central tendency like mean, average mean are computed to find out average values against each item scored by including all the number of observation in the categorized items. Finally, a one- way ANOVA test was employed for the data analysis used to quantify, explore and describe the difference and similarities

among difference groups of respondents; parents, teachers and students. The data is drawn from open ended questionnaire, interview and document analysis. Then it is first transcribed into separate topics. Each expression and view that is obtained is going to be categorized and combined to describe the items both interview and document analysis expressed by the respondents and understood by the researcher. The data is analyzed in the form of narration. Based on the analysis and interpretations that is made to reach on certain findings, the researcher is; finally, recommend a conclusion and possible solution to the problem raised.

3.9 Ethical considerations

Ethical considerations in research are a set of principles that guide your research designs and practices. Scientists and researchers must always adhere to a certain code of conduct when collecting data from people. The goals of human research often include understanding real-life phenomena, studying effective treatments, investigating behaviors, and improving lives in other ways. Informed (written) consents were obtained from the participants an also provided with information about the objectives and expected outcomes of the study. Information obtained from individual participants were kept secure and confidential. What you decide to research and how you conduct that research involve key ethical considerations .These considerations work to:

- protect the rights of research participants
- enhance research validity
- maintain scientific integrity

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This chapter deals with the presentation and analysis of data categorized into two major parts. Part one deals with the characteristics of respondents. The second part deals with the analysis and interpretation of practices and challenges of parental involvement to enhance in student’s learning.

4.1. Background Characteristics of the Respondents

Concerning the sample members, a total of 380 questionnaire were distributed and 375(98.6%) were returned. Among these respondents, 300 (98%) were students, 15 (100%) were parents of PTSA member and 60 (100%) were teachers. Moreover, 3(100%) principals and 1(100%) Sub-city PTSA head were also interviewed. The background characteristics of the respondents are presented in the tables below.

4.1.1. Sex and Age characteristics of sample students

Table 2 Sex, age, grade and duration of the sample students

No	Characteristics	Response	
		Frequency	Percent
1	Sex		
	• Male	173	56
	• Female	127	42.3
	Total	300	98.3%
2	Age		
	• 20 & below 20 years	225	73.3
	• 21 & above 21 years	75	25
	Total	300	98.3%
3	Educational status		
	• Grade 9	93	30.3
	• Grade 10	84	27.5
	• Grade 11	67	23
	• Grade 12	56	17.5
	Total	300	98.3%
4	Duration of stay in this school in yrs.		
	• 1 st year	142	46.5
	• 2 nd years & above	158	51.8
	Total	300	98.3%

Source; own survey, 2023

The sex, duration and age composition of the respondents were described in table-2. Thus, from 305 respondents 300(98.3 %) respondents were returned questionnaire; 173 (56%) are males and the rest 127 (42.3%) were females. The age category of the respondents revealed that 225 (73.3 %) are 20 and below 20 years of age, and 75 (25 %) are 21 and above 21 years. This indicates that most of the students are at school age stands for the given levels.

The educational status of the respondents described that 93(30.3 %) are grade 9, 84(27.5 %) are grade 10, 67(23 %) are grade 11 and 56(17.5%) are grade 12 students. The duration of students in this school, 142(46.6%) have been stayed for 1 year and 158(51.8%) have been stayed for 2 and above 2 years.

4.1.2. Background characteristics of sample teachers and parents

Table 3 Background characteristics of sample teachers and parents

No	variables	Teachers		Parents	
		Frequency	percent	frequency	Percent
1	Sex				
	• Male	40	66.7	9	60
	• Female	20	33.3	6	40
	Total	60	100	15	100
2	Age in years 20-25	12	20	-	-
	• 26-30	33	55	-	-
	• 31-35	5	8.3	2	13.3
	• 36-40	6	10	8	53.3
	• 41 & above	4	6.7	5	S
	Total	60	100	15	100
3	Marital status				
	• Married	25	41.7	13	86.6
	• Unmarried	35	58.3	-	-
	• Divorced	-	-	2	13.4
	• Death by divorce	-	-	-	-
4	Qualification illiterate	-	-	-	-
	• Grade 1-8	-	-	-	-
	• Grade 9-12	-	-	7	46.6
	• Diploma	-	-	6	40
	• BA/BSC	36	60	2	13.4
	• MA/MSc	24	40	-	-
	Total	60	100	15	100
5	Service year 1-5 years.	12	20	-	-
	• 6-10	21	35	-	-
	• 11-15	13	21.7	-	-
	• 16-20	8	13.3	-	-
	• 21 years and above	6	10	-	-
	Total	60	100	-	-
6	Working in this school in year.				
	• Less than 3 years	10	16.7	-	-
	• 3-5 years	23	38.3	-	-
	• 6-10 years	13	21.7	-	-
	• 11-15 years	8	13.3	-	-
	• 16 years and above	6	10	-	-
	Total	60	100		
7	Graduate program major	2	3.3		
	• EDPM	1	1.7	-	-
	• Curriculum	4	6.7	-	-
	• Subject area	53	88.3		
	• Other	----	--	-	-
	Total	60	100	-	-
8	Job Position				
	• Homeroom teacher	38	63.3	-	-
	• Club coordinator	12	20	-	-
	• Department head	10	16.7	-	-
	• Other	-	-	-	-
	Total	60	100%		

Source: own survey, 2023

As described in Table 3, 40(66.7%) of the teachers were males while 20(33.3%) were female. As the data shows that most secondary schools of Nifas Silk Lafto Sub-City were male dominant.

The majority of teacher respondents, 33(55%) were in the age range between 26 to 30 years .With respect to academic qualification, most of, 36 (60 %) of teachers were first degree holders. while, 24(40%) were masters (2nd) degree holders who have been teaching subjects within their qualification. This shows that most secondary school teachers of Nifas Silk Lafto Sub-City were first degree holders. This implies teachers' educational level cannot be a reason for student's low academic achievement.

According to data in Table 3, 12 (21%) of teacher respondents reported that they were newly deployed and their teaching experiences were not more than 5 years. The proportions of teachers whose teaching experiences fall between 6-10 years were 13 (21.7%) on the other hand 8 (13.3%) fall between 11 to 15 years and 8 (14%) of the teacher respondents within the range between 16 to 20 were 8(13.3%) and the teachers reported that they have served more than 21 years in teaching profession were 6(10%). Most of the teachers teach in that schools were more than 6 years. This indicates that the majority of teachers know that the extent of parental involvement in their school ,because most of them do more than five years and they share their long experience how to motivate parents involve in their children learning.

Also as described in Table 3, 9(60%) of the parents of PTSA member were males whereas, 6(40%) were females. This indicates that the majority member of the PTSA committee were male. PTSA members of Parent respondents, 2 (13.3%) were in the age range 31 to 35 years, while 8 (53.3%) were in the age range 36 to 40 and 5 (33.4%) were in the age above 41 years. with regard to marital status of PTSA members of parent respondents 13 (86.6%) were married and 2 (13.4%) were divorced.

With regard to academic qualification, 7 (46.6%) of parent respondents were attended grade 9 to 12, 6 (40%) of the PTSA member of parents certified college diploma, and 2 (13.4%) of them first degree holder 9. This shows that majority of parent's respondents those who are the members of PTSA are literate. So it indicates that to some extent PTSA members know school activity.

“Parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do

not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes.” (Rothestein, 2004).

4.2. Parental involvement towards their Student’s Education

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

Table 4 perceptions about involvement of parents towards their children's education

N O	Question Items	Respondent	N	V. Low		Low		Moderate		High		V. High		Mean	One-ANOVA	Way	
				F	%	F	%	F	%	F	%	F	%				
				F-value													
1	Set time and place to do school activity	Students	300	85	27.9	174	57	-	-	28	10.8	13	4.3	2.1	1.354		
		Parents	15	4	24.1	9	60	2	13.3	-	-	-	-	1.9			
		Teachers	60	11	18	31	52	9	15	9	15	-	-	2.1			
2	Negative school View not affects child view of school	Students	300	125	41	113	37	49	16.1	9	3.9	4	2.0	1.9	.119		.259
		Parents	15	7	46.6	6	40	-	-	1	6.6	1	6.6	1.9			
		Teachers	60	17	28	29	48.3	14	23.	-	-	-	-	2.0			
3	Involve in school functions effectively	Students	300	97	32	136	44.6	38	12.5	14	5.6	15	5.6	2.1	.362		.888
		Parents	15	4	26.6	10	66.6	-	-	1	6.6	-	-	1.9			
		Teachers	60	15	25	32	53.3	9	15	4	6.7	-	-	2.0			
4	Tell distractive idea about school	Students	300	106	34.8	194	63.6	-	-	-	-	-	-	1.7	2.075		.697
		Parents	15	1	7	14	93	-	-	-	-	-	-	1.9			
		Teachers	60	20	33	40	67	-	15.	-	-	-	-	1.7			
5	Encourage students to score Above average in national examination.	Students	300	94	31	99	33.0	76	25.0	21	7.9	10	3.9	2.2	.585		.127
		Parents	15	4	26.6	6	40.0	-	-	3	20.0	2	1.3	2.5			
		Teachers	60	21	35	22	36.8	4	6.7	10	17	3	5	2.2			
6	Motivate to participate In extra curricular activities	Students	300	61	20	118	38.7	37	12	44	15.4	40	13.8	2.6	3.972		.558
		Parents	15	6	40.0	8	53.3	-	-	1	6.6	-	-	1.7			
		Teachers	60	13	21.7	30	50	2	3.3	9	15	6	10	2.4			
7	Share their best experience Academic achievement.	Students	300	86	28	174	57	-	-	30	10.8	10	3.9	2.1	2.212		.020
		Parents	15	5	33.3	6	40.0	2	13.3	1	6.6	1	6.6	2.1			
		Teachers	60	13	21.7	29	48	3	5	13	21.7	2	3.3	2.37			
8	Encourages us to have confidence in group work and participation	Students	300	125	41	135	44.3	17	5.6	17	6.6	6	2.6	1.9	4.921		.008
		Parents	15	4	26.6	10	66.6	-	-	1	6.6	-	-	1.9			
		Teachers	60	21	35.0	22	36.8	1	1.7	9	15.0	7	11.2	2.3			

Agreement: VH+H=H,M=Moderate, L+VL=L, F=calculated critical value, P=P-value
Mean value interval 1.00-1.49=very low 1.5-2.49=Low 2.50-3.49= Moderate 3.5-4.49=High 4.50-5.00=Very high

Source; own survey, 2023

It is known that parental involvement is one of the influential factors that can play a great role to determine student's academic performance. Respondents were asked to forward their perceptions about involvement of parents in their children's education.

Concerning table 4 item 1, the response indicates that the parents' set time and place to do school activity as major factors. According to the data, the majority 259 (84.9%) of students, 13(84.1%) of parents and 42(70%) of teachers were responded low that parents' not set time and place to do school activity for their children. The students, parents and teachers responses mean score 2.1, 1.9 and 2.1 respectively rated low. As the ANOVA result shows, the calculated value is greater than alpha value; $.259 > 0.05$. This indicates that there is no statistically significant difference among the responses of groups about set time and place to do school activity as major factors. The findings show that parents not give enough time and place to do school activity.

Children are more likely to apply themselves and perform better in school when their parents show an interest in their school work. Youth who are not working hard at school may begin to perceive school as valuable when parents actively demonstrate that they value school through involvement (Fan and Chen, 2001) as cited in Habtamu (2016).

According to item 2 in table 4, the respondents were asked about the parents negative school view not affects child view of school negatively. The respondents, 238 (78%) of students and 13 (86.6%) of parents were responded very low and 46(77.1%) of teachers responded low. The mean values of the respondent groups 1.9, 1.9 and 2.0 respectively rated low. A one way ANOVA test value indicates the calculated value is greater alpha value: $0.888 > 0.05$ showed that there was no significant difference among the groups. This indicates that negative school view of parent affects child view of school negatively.

According to item 3 in table 4, the three groups of respondents were asked about the parent's involvement in school functions effectively. On the same way the respondents, 233(76.4%) of students, 14 (93.2%.) of parents and 47(78.3%) of teachers responded low. The mean values of the respondent groups 2.1, 1.9 and 2.0 respectively rated disagreed. A one way ANOVA test value (.697) employed, showed that there was no significant difference among the groups. This indicates that parents do not involve in school functions effectively. School principal said that:-

The parent's involvement in school activities are very less; most of the time parents think that their involvement is the contributions of money only but it is beyond that; came to the school and discuss about the student's academic activities with teachers and school principals is less.

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

As indicated in item 4 table 4, 300(98.4%) of students, 15(100%) of parents and 60 (100%) of teachers responded that disagreed about parents tell distractive idea about school, as one of the parents involvement towards their children's academic achievement. The mean values of the respondent groups also indicate 1.7, 1.9 and 1.7 respectively rating low. This indicates parents did not tell distractive idea about school for their children academic achievement. The statistical ANOVA result $2075 > 0.05A$ revealed that there was no significant difference among the three groups.

A bond of ownership is formed between the parent and the school, and parents can become comfortable communicating with the school. When parents are comfortable with the school's expectations, they are willing to communicate with their child's teacher (Fuller and Olsen, 1998) as cited in Habtamu (2016).

In item 5 in, Table 4, 193 (63.3%) of students, 10(66.6%) of parents and 43(71.8%) of teachers rated as disagree. Also the mean score of students were 2.2, parents mean were 2.5 and teachers mean were 2.2 rates low. Depending on the data, most of Parents did not encourage students to score above average in national examination in average. As the ANOVA result indicates, the calculated value is greater than alpha value; $0.558 > 0.05$. This implies there is no statistically significant differences among the responses of groups about encourage students to score above average in national examination in average.

Students spend only one-fourth or one fifth of the day in the school. The rest of their time was spent on direct and indirect contact with home, neighborhood, peers and community. The parent's or home is an essential agency of education and has been exercising an everlasting and immediate influence on the behavior, character, conduct and personality of its members (Habtamu, 2016).

Generally, parents need to give recognition for the child's achievement and success at school. Praise, encouragement, attention and recognition need to be given truly and frequently. The family provides opportunities to the child to experience success. The experience of success by itself immensely contributes to the growth and development of a child.

In the case of item 6 on table 4, the groups of respondents were asked that do parents motivate their children to participate in extra-curricular activities and they responded that 179 (58.7%) of students, 14 (93.3%) of parents and 43(71.7%) of teachers ranked low. The mean score 2.6 of students, 1.7 of parents and 2.4 of teachers also confirmed that as disagreed. The data indicates that parents did not motivate their children to participate in extra-curricular activities. As the ANOVA result indicate the calculated value is less than alpha value; $.020 < .05$. The Variation in responses was also confirmed by ANOVA result (0.020) shows there is statistically significance difference among the respondents group on parents to motivate students to participate in extra-curricular activities. During interview sub-city PTSA head pointed that;

Parents lack awareness regarding the importance of co-curricular activities for their child learning and also co-curricular activities were not linked properly with school basic activities. Because of this the number of student came is small at the monthly meeting. This is happen because of lack of parental interest to permit to their children to participate on curricular activity.

The findings show that most of the parents do not permit to their students to participate in co-curricular activities. Therefore it is important to develop co-curriculum activity to improve students' academic achievement and increase involvements of parents.

When the students understanding are developed, their academic involvement is also well-flourished (increases). As the result, competent work force is produce from the school. Defined parents were involvement as a combination of commitment and active participation on the part of the parent to the school and child. Describe parental involvement as the participation and support of parents at school and in the home, which directly and positively impacts the educational achievement of their children. It is the provision of curricular and co-curricular support by parents to promote effective learning for their school children (Gonzalez-Mena, 2011).

Table 4, item 7 more than half of respondents 260 (85.2%) of students, 11(73.3%) of parents and

42(70%) of teachers rated low. The mean score 2.1 of students, 2.1 of parents and 2.4 of teachers also confirmed the low. As the ANOVA result shows, the calculated value is greater than alpha value; $0.111 > 0.05$. This indicates there is no statistically significant difference among the responses of groups. This means most parents do not share their best experiences of academic achievement to their children's.

Item 8 in Table 4 describes respondents view respecting encourages children to have confidence in group work and participation. According to the three groups of respondents 260(85.5%) of students, 14(93.2%) of parents and 43 (71.7%) of teachers responded low. 1.9, 1.9 and 2.3 were the mean values of respondents respectively rate low. As the ANOVA result revealed that, the calculated value is less than alpha value; $0.008 < 0.05$. This implies there is statistically significant difference among the responses of groups about parents encouraging students to have confidence in group work. There is variation from the responses of the group .During interview one of the secondary school principal pointed that;

Majority of parents did not motivate their children to participate in group work. For instance majority of parents were not willing as their children can be group leader in students One to five (1-5) group formations. This is because of lack of awareness about the importance of team work.

The overall finding indicates that most of the parents did not encourage their child to have confidence in group work and participation in the way that the school need.

4.3. Extent of Parental Involvement in Support their Children's Academic Achievement

The second created variable (subscale) included eight statements about parental support their children in their academic achievement (See Appendix I). A Lickert scale used for support statements had a range of 1 to 5 as its rating. Responses were: VH= Very high, H= High, M= Moderate, L= Low and VL=Very low

Table 5 Extent of Parental Involvement in Support their Children’s Academic Achievement

N O	Items Our school parents:-	Respond ents	N	Very Low		Lo w		Moderate		High		Very High		Mean	One ANOVA F-value	Way Sig
				F	%	F	%	F	%	F	%	F	%			
1	Create conducive school climate for students’ Education	Students	300	70	23	175	57.4	8	2.6	30	10.5	17	6.6	2.2	.358	.700
		Parents	15	3	20	8	53.3	1	6.6	2	13.3	1	6.6	2.3		
		Teachers	60	17	29.8	27	47.3	9	10.5	7	12.2	-	-	2.1		
2	Monitoring child’s activities is an important part of his/her academic output.	Students	300	89	29	168	55.1	26	8.5	10	3.9	7	3.3	2.0	.302	.739
		Parents	15	5	33.3	7	46.6	-	-	2	13.3	1	6.6	2.1		
		Teachers	60	20	35	23	35	9	15.7	5	8.7	3	5.2	2.0		
3	Take time at staff meeting for discussion and idea sharing.	Students	300	122	40	123	40.3	13	4.3	28	9.8	14	5.6	2.0	1.519	.220
		Parents	15	3	20	7	46.6	1	6.6	2	13.3	2	13.3	2.5		
		Teachers	60	23	38	27	47.3	-	-	8	14	2	3.5	2.0		
4	Supporting schools efforts to integrate information and communication technology	Students	300	69	22.6	119	39	60	19.7	33	11.8	19	6.9	2.4	11.60	.000
		Parents	15	5	33.3	6	40	2	13.3	2	13.3	-	-	2.1		
		Teachers	60	23	40.3	33	52	4	7	-	-	-	-	1.7		
5	Communicate with our teachers to discuss about our activities.	Students	300	130	42.6	118	39.7	26	8.5	12	4.9	11	4.3	1.9	2.282	.103
		Parents	15	4	26.6	6	40	3	20	2	13.3	-	-	2.2		
		Teachers	60	16	22.8	30	52.6	5	8.7	6	10.5	3	5.2	2.2		
6	Contact the teacher if children seem to be having a problem	Students	300	127	46.6	112	36.7	25	8.2	11	4.6	10	3.9	1.8	4.858	.008
		Parents	15	4	27.7	6	39.9	1	6.6	3	20	1	6.6	2.4		
		Teachers	60	8	14	35	61.4	8	14	4	7	2	3.5	2.2		
7	Create mobilization concerning students’ result.	Students	300	116	38	126	41.3	19	6.2	21	7.9	18	6.8	2.0	.543	.582
		Parents	15	4	33.3	7	46.6	1	6.6	2	13.3	-	-	2.3		
		Teachers	60	20	35	24	42.1	6	5.2	6	10.5	2	7	2.2		
8	Organize system of students’ academic achievement Control	Students	300	121	39.7	138	45.2	25	8.2	13	5.2	3	1.6	1.8	.256	.774
		Parents	15	6	40	8	53.3	-	-	1	6.6	-	-	1.7		
		Teachers	60	22	38.5	33	52.6	2	3.5	3	5.2	-	-	1.78		

Agreement: VH+H=H,M=Moderate, L+VL=L, F=calculated critical value, P=P-value

Mean value interval 1.00-1.49=very low 1.5-2.49=Low 2.50-3.49= Moderate 3.5-4.49=High 4.50-5.00=Very high

Source: own survey, 2023

Table 5 item 1 indicates that the perceptions of the respondents with respect to creating conducive school climate for students' learning activities. Accordingly, 245 (82.3%) of students, 11 (73.3%) of parents and 44 (77.1%) of teachers rated low. The respondents mean values 2.2, 2.3 and 2.1 were also confirmed respectively. As the ANOVA result indicates, the calculated value is greater than alpha value; $0.700 > 0.05$. This implies that there is no statistically significant difference among the responses. This shows that parents did not create conducive home climate for students' academic activities.

Conducive school climate fosters students' academic achievement. Positive school climate can yield positive educational outcomes for students and staff. Conversely, a negative school climate can be a deterrent to effective instruction and student learning (Freiberg, 1998). Other school climate research suggests that a positive school climate can increase student achievement levels and reduce disruptive behavior (McEvoy and Welker, 2000). Research has also shown that students that have a positive view of their school's climate are more motivated and display higher achievement than those that are not as satisfied with the climate of their school (Hay, 2000).

Table 5, Item 2, respondents were asked to express their opinions about monitoring child's activities which is an important part of his/her academic achievement. Based to this point, the majority of respondents, 257 (84.1%) of students, 12 (79.9%) of parents and 43 (70%) of teachers ranked low. Respondent's response means were showed 2.0, 2.1 and 2.1 also confirmed low respectively. Accordingly, the ANOVA result indicates, the calculated value is greater than alpha value; $.739 > 0.05$. This implies that there is no statistically significant difference among the responses of groups about monitoring children activities towards their academic achievement. This shows that parents are not monitoring children's activities as an important part of their academic achievement. Parent-child interaction lays a firm foundation for academic achievement. The stronger the relationships, especially as they relate to educational issues, the higher the academic achievement. The research is now beyond dispute. When schools and families work together to support learning, children tend to succeed not only in school, but throughout life. Fan (2000) attributes student's achievement, school adjustment, and good behavior to parent/family involvement in the educational process.

Table 5 item 3 the groups of respondents were asked to rate the level of reflection of take time at staff meeting for discussion and idea sharing on academic achievement as one of the parental support of their children in their education. Majority of the three groups of respondents 245 (80.3%) of students, 10 (66.6%) of parents and 47 (85.3%) of teachers responded low. The mean values of the respondents

2.0, 2.5 and 2.0 again confirmed the result. As the ANOVA result indicates, the calculated value is greater than alpha value; $0.220 > 0.05$. This implies there is no statistically significant difference among the responses of groups of respondents about giving time for staff meeting to discuss and idea sharing on their children academic achievement. From the result obtained, one can be understood that time was major factor for discussion and idea sharing on academic achievement. Researcher conducted interview with school principal;

Based the information that the researcher obtained from the interviewee the school conducted parent-teachers meeting three times a year that is at the beginning of academic year at the end of first semester and at the end of the academic year. During these meeting they discuss about over all school activities such as, planning the school program, financial aspect, teaching-learning process, students result, and students discipline and communicate with different school issues. But this is not enough, because parents should regularly meet the teachers to discuss about their child school performance.

The finding shows that there is very low regular meeting concerning students' academic achievement.

There are countless obstacles on the road to success and the roads out of the lower and middle class seem to have greater obstacles than the roads for the children of the privileged. If students and their parents understand the advantages offered by something as simple as parent involvement some may choose to become more involved and therefore help their children be more successful. This fact is one of the major reasons for the great emphasis on parent involvement that is flooding our schools. The National Education Goals panel has defined one of the eight goals to be achieved by the year 2000 as: "Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children" (Goals 2000: Educate America Act, 1994). There is a veritable plethora of projects to increase parent involvement in our schools. The question is, are they producing the results that they were intended to produce? Perhaps we need to take a look at the results of some research on the topic before we adopt another new program or implement another plan. One of the considerations might be to offer parenting classes to parents of teenagers to help them learn and develop parenting styles that would encourage success.

- Table 5 item 4, respondents were also asked to rate the level of supporting schools efforts to integrate information and communication technology in the student academic achievement. This,

188 (61.6%) of students and 11(73.3%) of parents and 56 (92.3%) reported low. The mean values of the respondents were 2.4, 2.1 and 2.7 respectively. The statistical results of ANOVA is less than the alpha value; $0.00 < 0.05$. This indicates that there is a statistically significant difference among the respondents view about the issue. One of the principal said that;

The extent of parents supporting schools efforts to integrate information and communication technology in the student academic achievement is not enough. That means to some extent they support school by buying computers but that is not enough.

The findings shows that it need modified approach to parents to get good supporting school efforts to integrate information and communication technology in the students' academic achievement.

Concerning item 5 in the same Table, the respondents were requested to rate the level of their view about the parents' ability to solve teaching- learning problems with staff involvement. Accordingly, 248 (82.3%) of students, 10(66.6%) of parents and 43 (75.4%) teachers were ranked low. The mean values of the respondents 1.9, 2.2 and 2.3 also confirmed. The statistical results of ANOVA is less than the alpha value; $0.103 < 0.05$.show that there is statistical significance difference among the respondents.

The finding showed that parents have low involvement with staff teachers to solve teaching-learning problems of their child.

As the result shows in Table 5 item 6, the responses of respondents regarding contacting teachers when their child having a problem were, 239 (83.3%) of students, 10(67.6%) of parents and 43(75.4) of teachers respectively respond low. The mean values of the respondents (1.8, 2.4 and 2.2 respectively) also confirmed the low. The statistical results of ANOVA is less than the alpha value; $0.008 < 0.05$. The result showed that there is statistically significance difference among the respondents.

One of the principals said that :

Most of the parents are not responsible to come in school to discuss on issues happened with their child.

So the overall finding revealed that most of parents did not meet teachers when their child has problem.

In case of item 7 on the same table, the respondents were asked their response concerning the mobilization of student's academic achievement 227 (79.3%) of student, 11(79.9%) of parent and

44(77.1%) of teachers responded low. The mean values of the respondents 2.0, 2.3 and 2.2 respectively also assured. Supporting schools efforts to integrate information and communication technology in the student academic achievement. The statistical results of ANOVA is greater than the alpha value; $0.582 > 0.05$. A one way ANOVA test showed that there was no significant difference among the three respondents. Based on the result we can say that, parent did not create mobilization concerning students' academic achievement.

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

Item 8 on the same Table reveals that, 259 (84.9%) of students, 14(93.3%) of parents and 55 (91.1%) of teachers rated low about the organization system of students achievement. The mean score 1.8, 1.7 and 1.8 of the respondents respectively shows that organize system of students' academic achievement control was rated low. As one way ANOVA result $0.774 > 0.05$ reveals that there was no statistically significance difference between the three groups of respondent. Therefore, the findings portrayed that parents did not organize system of students' academic achievement control. During interview one of the principal of the secondary schools pointed that;

Support from parents can play a great role to increase their child's academic achievement. But currently most of our school parents not that much supports their children. When we say this most of parents not communicates with their teachers to discuss about his/her academic achievement; set time and place for study; not bought additional reference and not that much follows what he/she do at home and at school. Even when teachers call parents, most of parents are not willing to go school to discuss with teachers.

The finding shows that parental involvement to support their children is low. So to solve this problem the discussion of parents and school leaders is critical point.

Zenebe (2006) stated that an individual community member's decision to support or not support any

particular community issue is more often based on the influence of friend and neighbors rather than on the presence of any outside objective data. The close Cooperation between the parent who is the first teacher, and the teacher who is the second parent, is the very foundation on which rests the reliability of teaching imparted in schools. It is, therefore, important for the child growth that a harmonious relationship established between the school and the parents are the two component factors that largely determined the characters of the children's towards academic achievement.

Regarding collaboration; Parents, schools (teachers, leaders) and students did not collaborated for the quality of education; this is because of parent's lack of awareness about the importance of team work in improving student's academic achievement in school (i.e. most parents thought that its only teachers responsibility to improve students' learning performance).

The finding described that team work have importance in improving achievements. But, the organization lack of attitude and parents lack of awareness affects children academic achievement.

Student's learning is enhancing when schools encourage parents to stimulate their children's intellectual development. Numerous studies have shown that the home environment has a powerful effect on what student learn, not only in school but outside of the school as well. Environment socio-status is considerably more powerful than the parents' income and education in influencing what student learns in the first nine years of life in secondary school education (Henderson and Berla, 1994).

4.4. Factors Affecting Parental Involvement in Student Learning Activities

4.4.1. Parents lack of awareness about the importance of parental involvement in their child's education

Table 6 Parents lack of awareness on student's academic activities

N O	Items	Responde Nts	N	S.dis agree		Disagree		Undecided		Agree		S. Agree		Mean	One Way ANOVA		
				F	%	F	%	F	%	F	%	F	%		F	Sig	
1	Parent-teacher conference are waste of time	Students	300	18	6.2	32	11.5	53	17.4	109	36.1	88	28.9	3.7	1.387	.251	
		Parents	15	2	13.3	2	13.3	1	6.6	7	46.6	3	20				3.3
		Teachers	60	4	7	5	17.5	3	5.2	33	52.6	15	36				3.8
2	Extra-curricular activities are killing of time	Students	300	8	3.3	43	15.1	49	16.1	103	33.8	97	31.8	3.8	.038	.962	
		Parents	15	1	6.6	2	13.3	1	6.6	7	46.6	4	26.6				3.7
		Teachers	60	5	8.7	6	10.5	6	10.5	22	36.8	21	33.3				3.8
3	Low Perception education and its benefits	Students	300	59	19.3	83	27.2	64	21	58	20	36	12.5	2.8	4.906	.008	
		Parents	15	4	26.6	5	33.3	1	6.6	2	13.3	3	20				2.7
		Teachers	60	19	29.8	22	36.8	10	17.5	5	8.7	4	7				2.2
4	Lack of awareness about school policies and program	Students	300	30	10.8	28	9.8	15	4.9	109	35.7	118	38.7	3.8	5.417	.005	
		Parents	15	-	-	-	-	-	-	8	53.3	7	46.7				4.5
		Teachers	60	2	3.5	2	3.5	3	5.2	22	35.0	31	52.6				4.3

Agreement SA+A=A, U=Undecided, S.DA+DA= DA F=calculated critical value, P=P-value

Mean value interval 1.00-1.49=S. dis agree 1.5-2.49=D. agree 2.50-3.49= Undecided 3.5-4.49=Agree 4.50-5.00=S. agree

Source; own survey, 2023

On the above Table 6 item 1, we shows that the view of the respondents with regard to Parent-teacher conferences parents sees as a waste of time. The respondents respond that 197 (65%) of students, 10 (66.6%) of parents and 47 (88.6%) of teachers rated agree. The mean values of the respondents (3.7, 3.3 and 3.8 respectively) also confirmed the agreement. As the ANOVA result indicates, the calculated value is greater than alpha value; $0.251 > 0.05$. This implies there are no statistically significant differences among the respondent's responses.

The finding indicates that parents think that Parent-teacher conferences are a waste of time which is one of the parent's related factors that influence student academic achievements.

On the same table item 2, with regard to the extra-curricular activities are killing of time as one of the parent's related factors that influence student academic achievements. Accordingly, 200 (65.6%) of students, 11 (73.3%) of parents and 43 (70.1%) of teachers responded agree. Also the mean score 3.8 of students, 3.7 of parents and 3.8 of teachers also confirmed the agreement. Accordingly, the ANOVA result indicates, the calculated value is greater than alpha value; $0.962 > 0.05$. This implies that there is no significant difference among the three groups of respondents. Finding reveals that, parents assumed that extra-curricular activities are killing of time.

Concerning item 3 in the same Table, respondents asked to forward their view about parental low perception towards education and its benefits, 142 (45.1%) of students, 9 (60%) of parents and 34 (66.4%) of teachers rated as disagree. The mean score 2.8 of students, 2.7 of parents and 2.2 of teachers also confirmed the result. As the ANOVA result indicates, the calculated value is less than alpha value; $0.008 < 0.05$. This implies there is statistically significant difference among the responses of groups about the perception of parents towards education and its benefit. According to the responses of the respondents parents have high perceptions towards education and its benefits.

On Table 6 item 4, the groups of respondents were asked to express their view regarding lack of awareness about school policies and program, as one of the parents' related factors that influence student academic achievements. Accordingly that, (74.4%) of students, 15 (100%) of parents and 53 (87.6%) of teachers were agreed. The mean score of the respondents group were 3.8, 4.5 and 4.3 for students, parents and teachers respectively rating agree. As the ANOVA result indicates, the calculated value is less than alpha value; $0.005 < 0.05$. This indicates that there is significance difference among respondents. But the overall finding showed that most of the parents lack of awareness about school policies and programs.

4.4.2. Parents lack of time to support their students
Table 7 Parents lack of time on students learning activities

N	Items	Respondents	N	S. disagree		Disagree		Undecided		Agree		S. Agree		Mean	One Way ANOVA	
				F	%	F	%	F	%	F	%	F	%		F-Val	Sig
1.	Parents Facilitate by visit to places of interest	Students	300	109	35.7	138	45.2	19	6.9	22	8.2	12	3.9	1.8	2.528	.240
		Parents	15	4	26.6	8	53.3	1	6.6	2	13.3	-	-	2.5		
		Teachers	60	14	22.8	29	49.1	3	5.2	11	17.5	3	5.2	2.7		
2.	Provides time to visit their children class room	Students	300	126	41.3	145	47.5	5	2.3	18	6.9	6	2.0	2.0	20.659	.000
		Parents	15	-	-	10	66.6	2	13.3	3	20	-	-	2.1		
		Teachers	60	16	26.3	18	29.8	5	8.7	11	17.5	10	17.5	2.3		
3.	Set time to discuss about academic activity with their children	Students	300	116	38	115	37.7	23	8.2	31	11.1	15	4.9	2.1	1.431	.081
		Parents	15	6	40	9	60	-	-	-	-	-	-	1.6		
		Teachers	60	21	35.0	25	42.1	10	15.7	3	5.2	1	1.7	2.0		

Agreement SA+A=A, U=Undecided, S.DA+DA= DA F=calculated critical value, P=P-value

Mean value interval 1.00-1.49=S. dis agree 1.5-2.49=D. agree 2.50-3.49= Undecided 3.5-4.49=Agree 4.50-5.00=S. agree

Source; own survey, 2023

In item 1 Table 7, the three groups of respondents were asked to give their response about the arrangement of time and space to perform school activities. On top of this, 247(88.8%) of students, 12 (80%) of parents and 43 (71.9%) of teachers responded that they disagreed on the issue. The mean values of the respondent groups 1.8, 2.5 and 2.7 of students, parents and teachers conformed disagreement respectively. A one way ANOVA test revealed that, the calculated value is less than alpha value; $0.081 < 0.05$. There was significant difference among the three groups. The findings shows that parents were not set time and place for the students to do school activity.

As one can see from the Table-7 item 2, 271 (74.4%) of students and 10 (66.6%) of parents and 34 (56.14%) teachers responded disagree. The mean result of the respondents 2.0, 2.1, and 2.3 students, parents and teachers are respectively also assured the result. The statistical result of ANOVA is less than alpha value $0.000 < 0.05$. This revealed that there is a statistically significant difference among the respondents view about that parents provide time to visit their children school. Through interview school principal pointed that;

Parents do not aware that the students result is the effort of the three groups; this means parents, school (teachers and principals) and students. Because of these few parents came to school and discuss about their children in the academic achievement, the disciplinary case and their classroom activity. In this case some parents do not aware how to improve academic achievement of their child.

The finding shows that most of the parents do not provide time to visit them at classroom.

Item 3 on the same table, the respondents were asked to give their response on set time to discuss about academic activity with their children as one of the parents' related factors that influence student academic achievements. Accordingly, 231 (75.7%) of students, 15 (100%) of parents and 46 (77.1%) of teachers rated disagree. The mean values of students were 2.1, the parents were 1.6 and teachers were 2.0 conformed disagreement. A one way ANOVAs result revealed that the calculated mean value is greater than the alpha value; $0.240 > 0.05$. This shows that there was no significant difference among the three respondents. Based on this data most of the time parents did not discuss with their children about academic achievement (schooling). During interview Sub-City PTSA head revealed that;

Parents did not set time to discuss about education with their children in order to improve the academic performance of their children. This is due to parent's lack of awareness and educational background. Most of parent's are illiterate and did not know how to help their children in their academic activities.

4.4.3. Parents lack of interest to support their students

Table 8 Parents lack of interest on student's academic activities

No	Items	Respondents	N	S. disagree		Disagree		Undecided		Agree		S. Agree		Mean	Comparing	
				F	%	F	%	F	%	F	%	F	%		One Way ANOVA F-value	Way Sig value
1	Conclude That secondary education difficult for children	Students	300	35	12.5	41	14.1	95	31.1	86	28.2	43	14.1	3.2	14.255	.000
		Parents	15	1	6.6	1	6.6	2	13.3	5	33.3	6	40	3.9		
		Teachers	60	2	1.7	4	7	7	12.2	26	43.8	21	35	4.0		
2	Teacher's Responsibility to see each activities of children, not the parent's	Students	300	15	5.6	20	7.5	24	7.9	126	41.3	115	37.7	4.0	.778	.460
		Parents	15	-	-	1	6.6	1	6.6	7	46.6	6	40	4.2		
		Teachers	60	4	5.2	4	7	2	3.5	19	31.5	31	52.6	4.2		
3	Give less attention for children school activity	Students	300	26	9.2	31	11.1	44	14.4	106	34.8	93	30.5	3.7	4.687	.010
		Parents	15	-	-	1	6.6	2	13.3	8	53.3	4	26.6	4.0		
		Teachers	60	2	3.5	2	3.5	3	5.2	30	50.8	23	36.8	4.1		
4.	expect child to finish secondary school	Students	300	1	3.6	10	3.9	14	5.6	128	42.0	137	44.9	4.2	52.423	.000
		Parents	15	1	6.6	1	6.6	2	13.3	6	40	5	33.3	3.9		
		Teachers	60	14	24.5	18	31.5	9	15.7	11	17.5	8	10.5	2.7		

Agreement SA+A=A, U=Undecided, S.DA+DA= DA F=calculated critical value, P=P-value
 Mean value interval 1.00-1.49=S. dis agree 1.5-2.49=D. agree 2.50-3.49= Undecided 3.5-4.49=Agree 4.50-5.00=S. agree
 Source; own survey, 2023

Item 1 in table 8 indicates that the parents concluded that the secondary school education is difficult for children. On top of this, majorities, 129 (59.3%) of students, 11 (73.3%) of parents and 47 (78.8%) of teachers respectively were responded agree as one of parent related factors that affected student academic achievement with the average mean score of 3.7. As the ANOVA result indicates, the calculated value is less than alpha value; $0.000 < 0.05$. This shows that there are differences among the respondents group. During interview conducted sub-city PTSA head revealed that;

Because of lack of awareness majority of parents believed that secondary education is difficult for the children; the subjects more related with university subject and they thought that it is more than their capability.

According to the data the finding revealed that the parents lack of awareness create ambiguity and generalize that secondary education difficult for children.

In terms of item 2 table 8, described that the majority 241 (79%) of students, 13 (86.6%) of parents and 50 (84.1%) of teachers agreed that the parents said that teachers are responsible to see each activities of children, not the parent's. As the finding indicates, the mean scores for students, parents and teacher 4.0, 4.2 and 4.2 rating agree respectively. As the ANOVA result indicates, the calculated value is greater than alpha value; $0.460 > 0.05$. There is no statistically significant difference. This implies that teacher's responsibility to see each activity of children, not the duty of parent's. During the interview school principals and Sub-City PTSA head pointed that;

Most of parents thought that it's the responsibility of teachers to follow each activity of the students at school. This is the major factor that makes parents do not involve in their child's learning activities.

The finding revealed that parents believed that it's only teacher's responsibility to see each activity of children, not the parent's.

According to item 3 in table 8, the three groups of respondents were asked parents give less attention for children's school activity. 199 (66.1%) of students, 12 (80%) of parents and 53 (87.6%) of teachers rating agree. The mean values of the respondents groups 3.7, 4.0 and 4.2 students, parents and teachers were also confirmed result respectively. A one way ANOVA test (0.010) employed, revealed that there was significant difference among the groups. Even though there is statistically significant difference among the opinions of the three groups of respondents at alpha 0.05 levels, the finding reveals that parents give less attention for children's school activity.

Item 4, as indicates from above table 8, most of respondents 265 (86.9%) of students and 11 (73.3%) of parents agreed that parents expect his/her child to finish secondary school with great point and in contrary 32 (56.%) of teachers responded disagree that parents expect children to secondary school with great point.

As the finding indicates that the mean scores for all three respondents were 4.2, 3.9 and 2.7 for students, parents and teachers respectively also confirmed the result. ANOVA result (.000) showed that there is statistically significant difference among the opinions of the three groups of respondents at alpha 0.05 levels. This indicates that parent's expect their child to finish with great point and in contrary teachers disagreed with the idea.

A large body of evidence demonstrates a strong and positive link between parents' involvement and interest in a child is learn and a child's subsequent adjustment and achievement. The importance of parental involvement is further highlighted who notes that parents' involvement in children's learn positively affects the children's academic achievement at school (Dereje, 2014).

4.4.4. Impact of socio-economic status that affect parental involvement in student's academic activities

Table 9 Impact of socio-economic status on students' academic achievement

Items	Respondents	N	S.dis agree		Disagree		Undecided		Agree		S. Agree		Mean	Comparing One Way ANOVA	
			F	%	F	%	F	%	F	%	F	%		F-value	Sig
1.Demand For child Labor	Students	300	32	11.5	25	8.2	27	9.5	100	32.8	116	38	3.8	.417	.659
	Parents	15	2	13.3	2	13.3	2	13.3	5	33.3	4	26.7	3.5		
	Teachers	60	4	6.6	11	18.3	3	5	22	41.3	20	37.6	3.7		
2.Have low economic status	Students	300	20	7.2	27	9.8	16	5.2	125	41.0	112	36.7	3.9	.615	.541
	Parents	15	-	-	2	13.3	2	13.3	5	33.3	6	40	4.0		
	Teachers	60	3	5	4	6.6	2	3.3	27	47.3	24	42.1	4.1		
3. Find it difficult to buy me educational material	Students	300	25	8.9	29	10.5	39	12.8	98	32.1	109	35.7	3.8	.341	.712
	Parents	15	-	-	2	13.3	3	20	5	33.3	5	33.3	3.8		
	Teachers	60	4	6.6	4	6.6	7	11.6	24	42.1	21	36.8	3.9		
4. Involve in income generating activities	Students	300	18	6.9	19	7.2	19	8.5	110	36.1	126	41.3	4.0	2.166	.116
	Parents	15	1	6.6	1	6.6	2	13.3	4	33.3	7	46.7	4.1		
	Teachers	60	9	15	7	11.6	3	5	20	33	21	38.1	3.6		

Agreement SA+A=A, U=Undecided, S.DA+DA= DA F=calculated critical value,

P=P-value

Mean value interval 1.00-1.49=S. dis agree 1.5-2.49=D. agree 2.50-3.49= Undecided 4.50-5.00=S. agree 3.5-4.49=Agree

Source; own survey, 2023

In this study, yet, the socio-economic status of the parents has been considered by the following variables: Parents demand for their child's labor, economic status, educational material supplies and family income.

Concerning to table 9 item 1 showed that the parents' demand of child's labor is the major factors. As the data collected, most of respondents, 216 (70.8%) of students, 9 (60%) of parents and 42 (78.9%) of teachers agreed that parents' demanded the child's labor for economic support. The students, parents and teachers mean scores such as 3.8, 3.5 and 3.7 also assured the agreement respectively. As the ANOVAs result describes, the calculated value is greater than alpha value; $0.659 > 0.05$. This means there is no statistically significant difference among the responses of groups. This implies that the parents' demand of child's labor is the factors for student academic achievement.

Jeynes (2005) noted that parents' strong expectations and demands concerning their children school performance have positive impact on academic achievement.

Respecting to item 2 on same Table, the three groups of respondents asked to state their views. According to the respondents view more than half of the respondents, 237 (77.7%) of students, 11 (73.3%) of parents and 51 (89.4) of teachers responded agree. The mean values of the respondent groups 3.9, 4.0 and 4.1 also showed the agreement result respectively. As the ANOVAs result reveals, the calculated value is greater than alpha value; $0.541 > 0.05$. This implies there is no statistically significant difference among the responses of groups about the issue. This indicates that the economic status of parents was one factor affecting student's academic achievement.

Academic achievement is considering all-important means of economic social and cultural development in Ethiopia. It helps to develop the labor force and managerial skill, which enables economic and social transformation whose provision of educational services; parent involvement should be the primary concern of government. To enhance the academic achievement of student, the relationship between school and student parent has, its own positive role. When student achievement good every one benefit (Hay, 2000).

Table 9 item 3, the following data shows the perceptions of the respondents with regard to lack of educational material supplies, as one of the parents related factors that influence student academic achievements. As a result 207 (67.8%) of students, 10 (66.6%) of parents and 45 (78.9%) of teachers rated agree. The mean values of the respondent groups 3.7, 3.8 and 3.9 respectively confirmed the agreement. As the ANOVAs result shows, the calculated value is greater than alpha value; $0.712 > 0.05$ no statistically significant difference. This implies that family income status determine the supply of educational materials for their children.

Based on item 4 Table 9, the most of respondents response were shows that, 236 (77.4%) of students, 11 (80%) of parents and 41 (71.1%) of teachers agreed that parents involvement on income generating activity affects academic achievement of children. As the data indicates that the mean values of respondents were 4.0, 4.0 and 3.6 respectively confirmed the result. ANOVA result indicates, the calculated value is greater than alpha value; $0.116 > 0.05$. This implies there is no statistically significant difference among the responses of groups about the issue.

This finding shows that parents were involved more on income generating activity than on their child's learning and this affects the academic achievement of children.

Basically, parents' income determines the amount of resources devoted to their children's educational requirements. The low achievement and participation of students in classroom is partially the cause of the economic problems faced by many students (Watt,(2001) noted that parents' strong expectations and demands concerning their children school performance have positive impact on academic achievement.

4. 4.5. Socio-cultural factors that affect parental involvement in student academic activities

Table 10 Socio-cultural factors that affect PI student academic activities

N	Items	Respondents	Disagree		Disagree		Undecided		Agree		S. Agree		Mean	One Way		
			F	%	F	%	F%	F	%	F	%	F-Val		Sig		
1	Parents education level	Students	300	20	7.5	40	13.8	-	-	134	43.9	106	34.8	3.9	.165	.848
		Parents	15	1	6.6	2	13.3	3	20	4	26.6	5	33.3	3.7		
		Teachers	60	4	7	5	8.7	4	7	29	49.1	18	28	3.9		
2	Excessive domestic work	Students	300	22	7.9	50	17.4	23	7.5	115	37.7	90	29.5	3.6	1.101	
		Parents	15	1	6.6	1	6.6	4	26.6	4	26.6	5	33.3	3.7		
		Teachers	60	4	7	5	8.7	6	10.5	23	38.5	22	35	3.9		
3	Do not assist children with home works	Students	300	30	10.8	32	11.1	33	10.8	109	35.7	96	31.5	3.7	.878	
		Parents	15	2	13.3	3	20	3	23	4	26.6	3	20	3.2		
		Teachers	60	6	8.7	6	8.7	8	12.2	23	40.3	17	29.8	3.7		
4	Do not control their child's school attendance	Students	300	25	8.9	33	11.8	59	19.3	102	33.4	81	26.6	3.6	.706	
		Parents	15	1	6.6	1	6.6	2	13.3	5	33.3	6	40	3.9		
		Teachers	60	5	7	9	14	4	5.2	24	42.1	18	31.5	3.7		

Agreement SA+A=A, U=Undecided, S.DA+DA= DA F=calculated critical value, P=P-value

Mean value interval 1.00-1.49=S. dis agree 1.5-2.49=D. agree 2.50-3.49= Undecided 3.5-4.49=Agree 4.50-5.00=S. agree

Source; own survey 2023

On Table 10 item 1, the three groups asked to express their opinion about parents' education level, as one of the parents' related factors that influence student academic achievements. Thus, among the respondents the majority 231 (78.7%) of students, 9 (60%) of parents and 47 (77.1%) of teachers responded agree. The mean score of the students, parents and teachers were 3.9, 3.7 and 3.9 respectively assured their agreement. The variation in responses among the respondents was also confirmed by ANOVA result $0.848 > 0.05$ shows there is no statistical significance difference among the respondents group. This indicates that parent education level affects student's academic achievement.

According to item 2 Table 10, most of respondents, 205 (67.2%) of students, 9 (60%) of parents and 45 (73.6%) of teachers agreed. As the respondents responses shows that the mean scores for all three respondents were 3.6 Students, 3.7 Parents and 3.9 teachers also rating agreed respectively. As the ANOVA result describes, the calculated value is greater than alpha value; $333 > 0.05$. This indicates that there is no statistical significance difference among the respondents group. The finding indicates that parents more occupied with excessive domestic works and this is one of the factors that affect student academic achievement.

In case of item 3, on the same table, the three groups of respondents were inquired whether parents assist with homework or not. Accordingly, 205 (68.6%) of students, 7 (46.6%) of parents and 40 (70.1%) of teachers responded agree. The mean values of the respondent groups 3.7, 3.2 and 3.7 conformed respectively. As the ANOVA result indicates, the calculated value is greater than alpha value; $0.417 > 0.05$. This implies that there is no significant difference among the three groups of respondents. The finding reveals that parents were not assisting their child with home works and it affect students achievement on their education.

On Table 10 item 4, indicates the view of the respondents with respect to parents control their child's school attendance, as one of the parents' related factors that influence student academic achievements. Accordingly, 183 (60%) of students, 11 (73.3%) of parents and 42 (73.6%) of teachers rated agree. The mean values of the three groups of respondent were 3.6, 3.9 and 3.7 also confirmed the result respectively. The statistical result of ANOVA is greater than alpha value, $0.494 > 0.05$. This indicates that there is no statistically significant difference among the respondents view about the issue.

The finding indicates that parents' lack of controlling their child's school attendance is one of the factors that affect the child's learning performance.

As there are resources such as human, financial, knowledge and experience in the community, parents are essential resources to their children's education. Besides, researchers confirmed that parents' bring a valuable quality to the educational experience of their children because they may better understand their own children and can influence significantly their behavior such as time management and study habits. Parhar (2006) stated that parents' participation or involvement is widely considered as the most important in any academic achievement now days.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This section of the thesis deals with summary, conclusion and recommendations. In this section first, a summary of the study and the major findings are made. Second, conclusions of the fundamental findings are drawn. At the end some possible recommendations are forwarded on the basis of the findings of the study.

5.1. Summary

The purpose of this study was to assess the practices and challenges of parental involvement to enhance in students learning in governmental secondary schools of Nifas Silk Lafto Sub-City. In order to achieve the desired objective, basic questions on the involvements of parents towards their children's academic activities, support, and factors to their children's in selected sample of secondary schools of Nifas Silk Lafto Sub-City. Finally, the study made an effort to come up with suggestion and forward recommendations.

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

1. What are the perceptions of parents towards involving in their children's learning activities?
2. To what extent are parental involvement practiced in Nifas Silk Lafto sub-city secondary schools?
3. What major challenges have limited parental involvement in students learning?

The study was conducted in three selected government secondary schools (Firehiwt no: 2 secondary school, Lebu secondary school and Ginbot 20 secondary school). The data was collected from parents of PTSA members, students and teachers using questionnaire quantitatively. In addition, interviews conducted with the sub-city PTSA head and principals qualitatively.

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

Findings related to perceptions about parental involvement to enhance towards their children's academic activities:

- According to the data, 259 (84.9%) of students, 13 (84.1%) of parents and 42 (70%) of teachers responded that, parents do not set time and place to do school activity for their children. This implies that parents do not give adequate time and place for children educational activity in sample secondary schools.
- With respect to the parents involvement in the school functions effectively 233(76.4%) of students, 14 (93.2%) of parents and 47 (78.3%) of teachers rated low. Also the mean values of the three groups' respondent were 2.1, 1.9 and 2.0 respectively as rated low. This indicates that the involvement of parents in different functions of school is less.
- With regard to parents motivating their children to participate in extra-curricular activities the three groups of respondents responded that, 179 (65.6%) of students, 14 (93.3%) of parents and 43 (71.7%) of teachers rated low. The mean score was 2.6 for students, 1.7 for parents and 2.4 for teachers also confirmed that as low. This indicates that parents did not motivate their children to participate in extra-curricular activities.
- According to the mean score showed 2.1 for students, 2.1 for parents and 2.4 for teachers confirmed low. As a result, the findings showed that parents did not share their best experience academic achievement to their children's.
- As it was insured from the respondents 260 (85.3%) of students, 14 (93.2%) of parents and 43 (71.8%) of teachers rated as disagree. The mean score of students was 1.9, parents mean were 1.9 and of teachers mean were 2.3 rates low. Depending on the data, most of parents did not praise (appreciate) and motivate their children's more based on good work and successes.

Findings related to level of parental involvement to enhanced in supporting their children's academic activities

- ❖ Respecting to creating conducive school climate for students learning activities, the mean values of respondents was 2.2 for students, 2.3 for parents and 2.1 for teachers' confirmation which meant low. This assured that parents do not seem to create conducive school climate for students learning activities.
- ❖ Concerning to monitoring children's activities, the majority of respondents responded that, 257 (84.3%) of students, 12 (80%) of parents and 43 (70.1%) teachers confirmed low. This indicates that parents were not monitoring children's activities as an important part of their academic achievement.
- ❖ Concerning the parents' ability to solve teaching learning problems with staff involvement 248

(82.3%) of student, 10 (66.6%) of parent and 43 (75.4%) of teachers responded low. This indicates that parent did not involve in solving teaching learning problems. The mean values of respondents (was 1.9, 2.2 and 2.2 for students, parents and teachers respectively) confirmed were low. This assured that parents less communicate with teachers to discuss about their children activities.

- ❖ Relating to the mobilization of students' academic achievement 227 (79.3%) of student, 11 (79.9%) of parent and 44 (77.1%) of teachers responded low. This reveals that parent did not create mobilization concerning students' academic achievement.
- ❖ 259 (87.5%) of students, 14 (93.3%) of parents and 55 (91.2%) of teachers rated low concerning parents organize system of students' academic achievement control.

Findings Related to Challenges that affect Parental Involvement to enhance in Students Learning in Secondary Schools of Nifas Silk Lafto Sub-City:

- 197 (63.7%) of students, 10 (66.6%) of parents and 47 (88.6%) of teachers rated as agree. This shows parents thought that parent-teacher conference are west of time.
- Concerning parental low perception towards education and its benefits 142 (88.8%), 11 (73.3%) and 38 (66.6%) students, parents and teachers respectively rated as disagree. This shows that the respondents agree on parents have positive perception towards education and its benefits.
- The mean score was, 3.8, 4.5 and 4.3 (students, parents and teachers respectively) rated as agree. This shows that the respondents agree on there is lack of awareness about the school policy and program due to lack of training.
- Concerning parents provides time to visit their children classroom learning, the respondents responded that 271 (90.0%), of students, 10 (66.6%) of parents and 34(56.14%) of teachers disagreed. As the result confirms that, most of the parents do not provide time to visit them at classroom.
- Respect to parents set time to discuss about academic activity with their children. The mean value of the three groups of respondents was 2.1 of students, 1.6 of parents and 2.0 of teachers confirmed disagreement. The result assured that parents did not discuss with their children about academic achievement (schooling).
- The mean value of the three groups of respondents 4.0, 4.2 and 4.2 ranked agree. Based on the result parents believe that it's only teachers responsibility to see each activity of children, not parents.
- As the data revealed 199 (65.3%), of students, 12(80%) of parents and 53 (87.6%) of teachers rating agree about parents give less attention for children's school activity.
- Majority of the respondents, 237 (77.7%) of students, 11 (73.3%) of parents and 51 (89.4%) of

teachers responded agree. The result shows, economic status of parents was one factor affecting student's achievement.

- The mean scores for all three respondents were 3.6 Students, 3.7 Parents and 3.8 teachers rating agreed respectively. The result assured that there is excessive domestic work to the side of parents.
- Concerning to parents do not control their child's school attendance, 183 (60%) of students, 11 (73.3%) of parents and 42 (73.6%) of teachers responded agree. This indicates that parents do not control their child's school attendance and it affects student's achievements.

Previously a lot has been said about the involvement of parents and community by government of Ethiopia. This indicates that government and policies support larger involvement of those parents and community in school related activities. Despite the policy provision, from the finding this is not the case and the parent were not observed involvement at large.

5.2. Conclusion

The study was conducted to assess the recent practices and challenges of parental involvement to enhance on students learning in case of selected government secondary school of Nifas Silk Lafto Sub-City. According to the analysis and major findings of the study the following conclusions are drawn.

The findings of the study showed that practices of parental involvement to enhance in students learning were low in Nifas Silk Lafto Sub-city government secondary schools. The major challenges of parental involvement to enhance in students learning were:

- a) lack of awareness; on the importance of parent-teacher conference, extra-curricular activities,
- b) lack of awareness about school policies and programs;
- c) lack of time; to visit students classroom and to discuss about academic activity;
- d) lack of interest; to see each activities of children and to give attention for children school activities
- e) impact of socio-economic status; demand child's labor, low economic status and more involved in income generating activities
- f) socio-cultural factors; such as parents educational level, excessive domestic work and not control their child's school attendance.

The possible interventions, building strong relation between the parent, community and the school to be

the most important instruments to handle the problems, establishing well-organized school leadership, aware the parents and community to build their perception towards education and its benefits and employing follow up strategies by the school, strong counseling services to students on study habits. Generally, the result assured how quality education of the secondary schools is challenged as a result of certain parental involvement variable in the study recognized above. In addition, it also showed certain supportive interventions. Accordingly, the information available in the study supported the demand to shift attention to the parental involvement concerns in order to deal with the requests of quality education of the secondary schools as well as improving the student's academic achievement and benefit the education system.

In circumstances where such educational research is limited, research of this kind can contribute necessary information to an understanding of why differences occur in academic achievement. It is believed that results of this study will provide the necessary basis for policy makers, planners, teachers and school administrators to realize the degree of the problem and propose feasible and effective community-based intervention measures for justifying the problem under consideration. Finally, the findings of this study may generate interest or assist as a stepping-stone for those who have an intention for further study in the field.

All stakeholders involved had to be accountable for any practices that might put at risk students' academic achievement and work in an effort to eradicate the factor affecting students' academic achievement. Successfully managing the situation present in the secondary school could be seen as a significant factor to facilitate and improve the learning experience of students at the secondary school level of Nifas Silk Lafto Sub-City.

5.3. Recommendations

Depending on the finding obtained and conclusions drawn from this study giving due respect to the status of parental involvement to enhance in students learning that affect student academic achievement of secondary school, the following recommendations are proposed in accordance of the above findings.

- ❖ Parental involvement in education has several positive effects on students' achievement, home school and school community relationship. According to the result of this study immediate refreshment trainings on academic achievement and about education of students for parents through seminars, workshops or through discussion forms prepared and implemented by the school management with the agreement of Sub-City educational office and PTSA heads.

- ❖ The researcher would like to emphasize that the school management committee and school PTSA members are a very significant platform for better parents-teacher's relationship provided it is functional in actual sense. Most of the academic and co-academic problems can easily be solved through the discussion of school board and stake holders, such as school administrators, teachers, students, parents, community, nongovernmental organization and educational expert.
- ❖ The schools should have to provide seminars for parents regarding on how to involve in their child learning and invite role models from education and related fields who can guide the students for better citizens for quality of education and better future. The community in the affairs of the school and motivate the people to cooperate with the school management to run the school efficiently and effectively.
- ❖ Providing training for parents and students regarding the responsibility of parents in students learning, school policies and programs, importance of parent-teacher conference and the importance of visiting their children classroom and attendance.
- ❖ The finding of the study recognized the way parents think concerning children's academic performance and its benefits, domestic work and extended family are the causes for the presence low academic achievement in the secondary schools. This problem is frequently happening from lack of awareness. For that reason, realizing the importance of increasing attitudinal change and raising awareness among illiterate parents in favor of children's schooling; principals, vice principal, school PTSA members, homeroom teachers and co-curricular activity coordinators, WEO, and Sub-City Educational office in collaboration with stakeholders have to increase the parent and the community through awareness creation campaigns to awake the parent and the community.
- ❖ To improve the achievement of students, Parents should have given adequate time, place, encourage and support them by providing all needed educational materials.
- ❖ On side of parent's the PTSA members should be selected who are learned, cooperative, have observation on educational problems and skills to suggest possible and applicable solutions to solve the problems of students and school as well.
- ❖ Building strong relationship among the family, community and the school and dealing with influential people and groups by the school administration were identified as good instrument to improve quality

Of education. To realize this, the school administration, supervisor, home room teacher, co-curricular activity coordinator and PTSA are supposed to establish lively relation with the parent and community.

- ❖ The MoE, AAEBs, Sub-City Educational Office and WEOs need to ensure that the parental involvement related factors framework is included all over education sector and they need to frequently supervise using the check list how schools and parents work collaboratively on student academic activities.

As final say, the researcher would like to suggest that to make this finding applicable in all the secondary schools comprehensively further study need to be done in the future in Nifas Silk Lafto Sub-City and other zone of the country. Furthermore, the future research should not be limited on parental involvement to enhance in students learning.

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ANNEX- I A : QUESTIONNAIRE FOR THE STUDENTS

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by Students

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

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

Directions:

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

Thank you for your kind cooperation to fill this questionnaire!

3. Factors affecting parental involvement to enhance in students learning:
 SA=strongly agree=5, A= Agree=4, UN= Uncertain=3, DA= Disagree=2 and S.DA= strongly disagree=1

A. Lack of awareness: My parents/Guardians

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 17. Feel that Parent -teacher conference are waste of time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Believe that extra-curricular activities are killing of time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Lack of awareness about school policies and program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Lack of awareness about school policies and program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B. Lack of time: My parents/Guardians

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 21. Provides time to visit my class room | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Facilitate my visits to places of interest, e.g., zoos, museums, shopping and historical places, etc | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Set time to discuss about academic activity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Conclude that preparatory school education is difficult for me | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Believe that it is Teacher's responsibility to see each activities of children, not the parent's | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Give less attention for my school activity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. expect me to finish preparatory school with good scores | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

D. Socio-economic status: My parents/Guardians

- | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 28. Demand for child labor | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Have Low economic status | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Find it difficult to buy me educational materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 31. Involve in income generating activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

E. Socio-cultural factors: My parents/Guardians

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 32. Have low educational level | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. Engage in excessive domestic work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. Do not assist children with home works | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. Do not control their child's school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

ANNEX- I B: QUESTIONNAIRE FOR THE STUDENTS

አዲስ አበባ ዩኒቨርሲቲ

የድህረ-ምረቃ ት/ቤት

የስነ-ትምህርትና ባህሪ ጥናት ኮሌጅ

የትምህርት ዕቅድና አስተዳደር ትምህርት ክፍል

በተማሪዎች የሚሞላ መጠይቅ

የተወደዳችሁ ተማሪዎች ይህ መጠይቅ ዓላማው በአዲስ አበባ መስተዳድር በንፋስ ስልክ ላፍቶ ክፍለ ከተማ ስር በሚገኙ የመንግስት ሁለተኛ ደረጃ ትምህርት ቤቶች ውስጥ በተማሪዎች መማር-ማስተማር ሂደት ውስጥ የወላጆች ተሳትፎ አተገባበር እና ተግዳሮቶቹን በተመለከተ ለሚደረግ ጥናት የሚሆን መረጃ ለመሰብሰብ ነው። በዚህ መጠይቅ ውስጥ ለተካተቱ ጥያቄዎች የምትሰጡን ማንኛውም መረጃ ለጥናት አገልግሎት ብቻ የሚፈለግ ስለሆነ ሚስጥሩ የተጠበቀ መሆኑን በቅድሚያ እያሳወኩ ጊዜዎትን ሰተው ይህንን መጠይቅ ለመሙላት ስለተባበሩኝ ላቅ ያለ ምስጋናዬን ከወዲሁ አቀርባለሁ።

አጠቃላይ መመሪያ፤

- ለጥያቄዎቹ ምላሽ ከመስጠትዎ በፊት እባክዎን እያንዳንዱን መመሪያና ጥያቄዎች በአግባቡ ያንብቡዎቸው
- ትክክለኛውን ምላሽ በተቀመጠው የመልስ መስጫ ቦታ ላይ ያስቀምጡ
- አንዴ ምላሽ ከሰጡ ባኋላ ሃሳብዎትን ለመቀየር ከፈለጉ የመጀመሪያውን ምላሽ መሰረዙን ያረጋግጡ።።
- በዚህ መጠይቅ ውስጥ የሚሰጡት ማንኛውም ምላሽ ሚስጢራዊነቱ የተጠበቀነው።።
- በዚህ መጠይቅ ላይ ስሞዎን ወይም ማንነትዎን መግለጽ አያስፈልግም።።
- መጠይቁን ሞልተው ሲጨርሱ ወዲያውኑ ይመልሱ።።

- 10. በትምህርቱ ውጤታማ እንድሆን እንቅስቃሴዎቹን ይቆጣጠራሉ
- 11. በትምህርት ቤት ውስጥ ለተማሪዎች ውጤታማነት ተብለው በሚደረጉ ስብሰባዎች እና ውይይቶች ላይ ተሳትፎ ያደርጋሉ
- 12. ትምህርት ቤቶች የትምህርት እንቅስቃሴውን በኢነፎርሜሽን ቴክኖሎጂ የታዘዘ እንዲሆን እያደረጉት ላለው ተግባር ድጋፍ ያደርጋሉ
- 13. ስለ እኔ የትምህርት እንቅስቃሴ ለመወያየት ከመምህራኖቼ ጋር ይገናኛሉ
- 14. ከትምህርቱ ጋር በተያያዘ ችግር ገጥሞታል/ሚታል ብለው ከመምህራኖቼ ጋር ይገናኛሉ
- 15. የተማሪዎችን የመማር ሂደቱን ለመደገፍ የህዝብ ንቅናቄ ይፈጥራሉ
- 16. የእኔን አጠቃላይ ውጤታማነት የሚቆጣጠሩበትን ስርአት ዘርግተዋል

2. ወላጆች በልጆቻቸው የትምህርት እንቅስቃሴ ውስጥ ተሳትፎ እንዳያደርጉ የሚያግዷቸውን ምክንያቶች በተመለከተ

በጣም እስማማላሁ=5 እስማማለሁ=4 እርግጠኛ አይደለሁም= 3 አልስማማም =2 በጣም አልስማማም=1

ተቁ ወላጆች በልጆቻቸው የትምህርት እንቅስቃሴ ውስጥ ተሳትፎ እንዳያደርጉ ምላሾች የሚያግዷቸው ምክንያቶች

ሀ. የስልጠናዕጥረት: ወላጆቹ/አሳዳጊዎቹ 5 4 3 2 1

- 17. በወላጆች እና በመምህራን መካከል የሚደረጉ ውይይቶችን ጊዜን አድርገው ይቆጥሩታል
- 18. በትምህርት ቤት ውስጥ በሚካሄዱ ተጓዳኝ እንቅስቃሴዎች ላይ ተሳትፎ ሳደርግ ጊዜዬን እንዳባከንኩ አድርገው ያስባሉ
- 19. ስለ ትምህርት እና ጠቀሜታዎቹ ዝቅተኛ ግምት ይሰጣሉ
- 20. ስለ ትምህርት ቤቶች ፖሊሲ እና ፐሮግራሞች ያላቸው ግንዛቤ አነስተኛነው

ለ. የጊዜ እጥረት: ወላጆቹ/አሳዳጊዎቹ

21. የእኔን የክፍል ውስጥ እንቅስቃሴ ለመታዘብ/ለመከታተል ጊዜ ይመድባሉ

22. አዝናኝ እና አስተማሪ ስፍራዎችን (ለምሳሌ: የእንስሳት ማቆያ ስፍራዎችን፣ ሙዝዬሞችን፣ ታሪካዊ ስፍራዎችን...ወዘተ) እንድጎበኝ ሁኔታዎችን

ያመቻቹልኛል።

23. ስለትምህርት ጉዳይ ለመወያየት በቂጊዜይመድባለሁ

ሐ. የፍላጎት ማነስ: ወላጆቹ/አሳዳጊዎቹ

24. የመሰናዶ ትምህርትን ለእኔ ከባድ እንደሆኑ አድርገው ያስባሉ

25. የእኔን የትምህርት እንቅስቃሴ የመከታተሉ ሃላፊነት የመምህራኖቹ ብቻ እንደሆነ አድርገው ያስባሉ

26. ለእኔ የትምህርት እንቅስቃሴ ትኩረት አይሰጡም

27. የመሰናዶ ትምህርቴን በጥሩ ነጥብ እንዲያጠናቅቅ ይፈልጋሉ

መ. ኢኮኖሚያዊ ሁኔታዎች : ወላጆቹ/አሳዳጊዎቹ

28. የእኔን ጉልበት መበዘበዘ ይፈልጋሉ

29. ኢኮኖሚያቸው ዝቅተኛ ነው

30. የሚያስፈልጉኝን የትምህርት ቁሳቁስ ማሟላት አይችሉም

31. ገቢ ማስገኛ ስራዎች ላይ ነው ተጠምደው የሚውሉት

ለ. ማህበራዊ እና ባህላዊ ምክንያቶች: ወላጆቹ/አሳዳጊዎቹ

32. ዝቅተኛ የትምህርት ደረጃ ነው ያላቸው

33. ብዙ ጊዜያቸውን በቤት ውስጥ ስራ ተጠምደው ነው የሚያሳልፉት

34. የቤት ሥራዬ ላይ አያግዙኝም

35. ት/ቤት መሄዴንና አለመሄዴን አይቆጣጠሩም

ANNEX- II: QUESTIONNAIRE FOR THE TEACHERS

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by Teachers

Dear Teachers, I am a graduate student at the University of Addis Ababa working towards Master's degree in School Leadership. Currently I am conducting a study on practice and challenges of parental involvement in students' learning in government secondary Schools of Nifas Silk Lafto Sub-city.

The purpose of this letter is to invite you to participate in the study. Therefore, I would like to request you to fill this questionnaire genuinely. The information you offer me play crucial role in the conclusion that will be made after the analysis of data.

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

Directions:

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

Thank you for your kind cooperation to fill this questionnaire!

Part I, Background of the respondents

Part I: this part of the questionnaire intends to collect personal information; thus, please fill the necessary information for each item properly by putting (X) in the box prepared.

Name of the school.....

1. **Sex** Male Female

2. Age in year

20-25	26-30	31-35	36-40	41- and above

3. Educational qualification

1. M.Sc/M.A 2. BA/BSc Degree 3. Diploma 4. Other

4. Service Year

1-5 years	6-10 years	11-15 years	16-20 years	Above 21 years

5. How long have you been working at this school

Less than 3 years	3-5 years	6-10 years	11-15 years	Above 16 years

6. Your field of study in the graduate program

Graduate program	Edpm	Curriculum	Subject area (specify it)	Other specify

7. Your position other than teaching, 1. Department Head 2. club leader 3. Homeroom teacher. 4. if other specify:

Position			
Homeroom teacher	Club coordinator	Department Head	other (please specify)

Part II, Views of on practice and challenges of parental involvement in students' learning:

Direction 2:-Please indicate your response by putting (x) mark in one of the boxes against each item. Rating scale: Very High=5, High=4, Moderate=3, Low=2, and Very low=1

1. Perceptions about involvement of parents in their children's education

Involvement of parents towards their children's education **Responses**

General question: My parents/Guardians	5	4	3	2	1
1. Set time and place to do my school activity (homework, Assignment etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Hold a view that the school negatively affects my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Involve in school functions effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Tell distractive idea about school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Praise and motivate me based on good work and successes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Motivate me to participate in extra-curricular activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Share their best experiences of academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Encourages me to have confidence in group work and participation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. The extent of parental involvement in their child's academic activities (schooling)

9. Create conducive home environment for my school work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Monitor my activities to enhance academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Parent take time at staff meeting for discussion and idea sharing on Academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Support schools efforts to integrate information and communication Technology in the academic activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Communicate with teachers to discuss about my activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Contact the teacher if I seem to be having a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Create mobilization concerning students' academic activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Organize system of my academic achievement control.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Perceived factors that influence parental involvement in students' academic activities

5=strongly agree, 4= Agree, 3= Uncertain, 2= Disagree and 1= strongly disagree

B. Lack of awareness: My parents/Guardians

17. Feel that Parent -teacher conference are waste of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Believe that extra-curricular activities are killing of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Lack of awareness about school policies and program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Lack of awareness about school policies and program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Lack of time: My parents/Guardians

21. Provides time to visit my class room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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22. Facilitate my visits to places of interest, e.g., zoos, museums, shopping and historical places, etc
23. Set time to discuss about academic activity
24. Conclude that preparatory school education is difficult for me
25. Believe that it is Teacher's responsibility to see each activities of children, not the parent's
26. Give less attention for my school activity
27. expect me to finish preparatory school with good scores

D. Socio-economic status: My parents/Guardians

28. Demand for child labor
29. Have Low economic status
30. Find it difficult to buy me educational materials
31. Involve in income generating activities

E. Socio-cultural factors: My parents/Guardians

32. Have low educational level
33. Engage in excessive domestic work
34. Do not assist children with home works
35. Do not control their child's school attendance

Open Ended Questions

1. In your school are there any parent related factors that affect parental involvement in students learning? Yes/No, if your answer is yes, mention those major factors.

2. In your school context, mention strategies designed to increase parental involvement in students learning to improve students' academic progress:

Once again THANK YOU for sharing time to fill in this questionnaire!

ANNEX- III: QUESTIONNAIRE FOR THE PARENTS

አዲስ አበባ ዩኒቨርሲቲ

የድህረ-ምረቃ ት/ቤት

የስነ-ትምህርት ና ባህሪጥናት ኮሌጅ

የትምህርት ዕቅድና አስተዳደር ትምህርት ክፍል

በተማሪ ወላጆች የሚሞላ መጠይቅ

የተወደዳችሁ ወላጆች ይህ መጠይቅ ዓላማው በአዲስ አበባ መስተዳድር በንፋስ ስልክ ላፍቶ ክፍለ ከተማ ስር በሚገኙ የመንግሥት ሁለተኛ ደረጃ ትምህርት ቤቶች ውስጥ በተማሪዎች መማር-ማስተማር ሂደት ውስጥ የወላጆች ተሳትፎ አተገባበር እና ተግዳሮቶችን በተመለከተ ለሚደረግ ጥናት የሚሆን መረጃ ለመሰብሰብ ነው። በዚህ መጠይቅ ውስጥ ለተካተቱ ጥያቄዎች የምትሰጡን ማንኛውም መረጃ ለጥናት አገልግሎት ብቻ የሚፈለግ ስለሆነ ሚስጥሩ የተጠበቀ መሆኑን በቅድሚያ እያሳወኩ ጊዜዎትን ሰጥተው ይህንን መጠይቅ ለመሙላት ስለተባበሩኝ ላቅ ያለ ምስጋናዬን ከወዲሁ አቀርባለሁ።

አጠቃላይ መመሪያ፤

- ለጥያቄዎቹ ምላሽ ከመስጠትዎ በፊት እባክዎን እያንዳንዱን መመሪያና ጥያቄዎች በአግባቡ ያንብቡዎቸው
- ትክክለኛውን ምላሽ በተቀመጠው የመልስ መስጫ ቦታ ላይ ያስቀምጡ
- አንዴ ምላሽ ከሰጡ ባኋላ ሃሳብዎትን ለመቀየር ከፈለጉ የመጀመሪያውን ምላሽ መሰረዙን ያረጋግጡ።።
- በዚህ መጠይቅ ውስጥ የሚሰጡት ማንኛውም ምላሽ ሚስጢራዊነቱ የተጠበቀነው።።
- በዚህ መጠይቅ ላይ ስሞዎን ወይም ማንነትዎን መግለጽ አያስፈልግም።።
- መጠይቁን ሞልተው ሲጨርሱ ወዲያውኑ ይመልሱ።።

ጊዜን እንደማባከን አድርገው ይቆጥሩታል

ሀ. የስልጠናዕጥረት: ወላጆች/አሳዳጊዎች

18. በትምህርት ቤት ውስጥ በሚካሄዱ ተጓዳኝ እንቅስቃሴዎች ላይ ልጆቻቸው ተሳትፎ ሲያደርጉ ጊዜያቸውን እንዳባከኑ አድርገው ያስባሉ
19. ስለ ትምህርት እና ጠቀሜታዎቹ ዝቅተኛ ግምት ይሰጣሉ
20. ስለ ትምህርት ቤቶች ፖሊሲ እና ፕሮግራሞች ያላቸው ግንዛቤ አነስተኛነው
21. የልጆቻቸውን የክፍል ውስጥ እንቅስቃሴ ለመታዘብ/ለመከታተል ጊዜ ይመድባሉ

ለ. የጊዜ እጥረት: ወላጆች/አሳዳጊዎች

22. አዝናኝ እና አስተማሪ ስፍራዎችን (ለምሳሌ: የእንስሳት ማቆያ ስፍራዎችን፣ ሙዝዬሞችን፣ ታሪካዊ ስፍራዎችን...ወዘተ) እንድንገቡ ሁኔታዎችን ያመቻቹላቸዋል። ስለትምህርት ጉዳይ ለመወያየት በቂ ጊዜ ይመድባሉ
23. ስለትምህርት ጉዳይ ለመወያየት በቂ ጊዜ ይመድባሉ
24. የመሰናዶ ትምህርትን ለልጆቻቸው ከባድ እንደሆኑ አድርገው
25. የልጆቻቸውን የትምህርት እንቅስቃሴ የመከታተሉ ሃላፊነት የመምህራኖች ብቻ እንደሆነ አድርገው ያስባሉ
26. የልጆቻቸውን የትምህርት እንቅስቃሴ ትኩረት አይሰጡም
27. ልጆቻቸው የመሰናዶ ትምህርታቸውን በጥሩ ነጥብ እንዲያጠናቅቁ ይፈልጋሉ
28. የልጆቻቸውን ጉልበት መበዘበዝ ይፈልጋሉ
29. ኢኮኖሚያቸው ዝቅተኛነው
30. የሚያስፈልጓቸውን የትምህርት ቁሳቁስ ማሟላት አይችሉም
31. የገቢ ምንጫቸው የሆኑ ስራዎች ላይ ነው ተጠምደው የሚውሉት

ረ. ማህበራዊ እና ባህላዊ ምክንያቶች: ወላጆች/አሳዳጊዎች

32. ዝቅተኛ የትምህርት ደረጃ ነው ያላቸው

33. ብዙ ጊዜያቸውን በቤት ውስጥ ስራ ተጠምደው ነው የሚያሳልፉት

34. ልጆቻቸው የቤት ስራቸውን እንዲሰሩ አያግዙም

35. ልጆቻቸው በትክክል ት/ቤት መሄዳቸውን እና አለመሄዳቸውን
አይከታተሉም

2. ወላጆች በልጆቻቸው የትምህርት እንቅስቃሴ ውስጥ ተሳትፎ እንዳያደርጉ የሚያግዷቸው ምክንያቶች

በጣም እስማማላሁ=5 እስማማለሁ 4 እርግጠኛ አይደለሁም 3

አልስማማም 2 በጣም አልስማማም 1

ለሚከተሉት መጠይቆች ምላሽዎትን በጽሁፍ ያስቀምጡ

1. በትምህርት ቤታችሁ ወላጆች በልጆቻቸው የትምህርት እንቅስቃሴ ውስጥ በቂ የሆነ ተሳትፎ እንዳያደርጉ የሚያግዷቸው ምክንያቶች አሉ ብለው ያስባሉ ? አዎ/አይደለም:: ምላሽዎአዎከሆነምክንያቶቹንዝርዝሩ_____

_____ ::

2. በእናንተ ትምህርት ቤት ጨባጭ ሁኔታ የወላጆችን ተሳትፎ በማሻሻል የተማሪዎችን ውጤት ለማሳደግ የተቀየሱ ስትራቴጂዎች ካሉ ይዘርዝሯቸው

ለቀና ትብብርዎ በድጋሜ እናመሰግናለን!!

ANNEX- IV: INTERVIEW GUIDE QUESTIONS FOR THE PRINCIPALS AND SUB-CITY PTSA HEAD

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDY

Guiding Questions for school principal and sub-city PTSA head Interview

1. Do you have discussions with student's parent on student academic achievement? If say yes, Explain.
2. What is your opinion of parental involvement in their child's academic achievement?
3. How often each month does the student's parent, on average, contact you to discuss about academic achievement? Is it you are effective?
4. What are the attitudes of parents towards their child's activities such as homework, project work, assignment etc?
5. Are parents aware of all the subject of their child's is learning at school? And what he /she are learning in each subject?
6. Do parent try to gain information about what is available to their child, education? If so, where do they look for that information?
7. Through the years, have they taken their child to visit museum, educational visit? Or do they encourage such visits?
8. What is parents' attitude about involvement towards their student's academic achievement?
9. In your professional role, what are the main parental challenges you face in maintaining and increasing students' academic achievement?
10. What are the strategies currently in place to improve academic achievement for this student?

ANNEX- V

Document Analysis checklist

School Name _____

Date _____

No	Indicators	Number or quality	Status
1	Number of sections		
2	Average number of students in the class		
3	Average number of students to teachers		
4	Student team control document (1to 5)		
5	Student assessment (Roster) document		
6	Additional student tutorial support document		
7	School PTSA meeting minutes		
8	Parent teacher meeting document		