



Parental Involvement Practices and Challenges in
Student Learning: The case of Nifas Silk Lafto Sub
City Government Secondary Schools.

Hagos Ayalew

A Thesis Submitted to The College of Educational And Behavioral
Studies Department of Educational Planning And Management In
Partial Fulfillment of The Requirements For The Degree of Master
of Art.

Advisor: - Dr.Demoze Degefa (PhD.)

Addis Ababa University

Addis Ababa, Ethiopia

August, 2025.

Addis Ababa University

College of Educational and Behavioral Studies

Department of Educational Planning and Management

Parental Involvement Practices and Challenges in Student
Learning: The case of Nifas Silk Lafto Sub City Government
Secondary Schools.

Addis Ababa University

Addis Ababa, Ethiopia

July, 2025

Declaration

I, Hagos Ayalew, declare that this thesis is my original work and has never been presented to any university or any other Institutions for the award of a degree or any other award. I have made it independently with the close advice and guidance of my advisor; and that all sources of materials used for the study have been duly acknowledged.

Declared By: Hagos Ayalew

Signed _____

Date _____

Letter of Certification

This is to certify that this study on “Parental Involvement Practice and Challenges In Student Learning” The case of Nifas Silk Lafto Sub City Government Secondary Schools.,AddisAbaba, Ethiopia.” Undertaken by Hagos Ayalew in partial fulfillment of the requirements for the Award of the Degree of Masters of art in school leadership of Addis Ababa University, is an original work and not submitted prior for any degree either at this University or any other University.

Thesis advisor: Demoze Degefa, (PhD.)

Signature: _____

Date: _____

Addis Ababa University

School of Graduate Studies

Board of Examiners Approval Sheet

This is to certify that the thesis prepared by Hagos Ayalew entitled: “Parental Involvement Practices and Challenges in Students’ Learning: Nifas Silk Lafto Sub-City in Government Secondary Schools” In Focus and submitted to the department of educational Leadership 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.

Approval of Board of Examiners:

Institute Director	Signature	Date
_____	_____	_____

External Examiner	Signature	Date
_____	_____	_____

Internal Examiner	Signature	Date
_____	_____	_____

Chairperson	Signature	Date
_____	_____	_____

I hereby certify that I have read this thesis prepared under my direction and recommend that it be accepted as fulfilling the thesis requirement.

Name of Thesis Advisor (s)	Signature	Date
_____	_____	_____

AKNOWLEDGEMENTS

First, I would like to express my greatest and heartfelt thanks to my thesis advisor Dr. Demoze Degefa, who has devoted his precious time and knowledge in giving me valuable and constructive suggestions, scholarly comments, encouragements and support throughout this thesis. I would like to give special thanks also for Nifas Silk Lafto Sub-City educational office and for all selected samples of government secondary schools. I am also highly indebted to all selected sample schools, principals and respondents for their support in giving the required information of the study. I would like to express my gratitude to all my colleagues, staff members and Belihu Mekonnen and Birhanu Mehari for their moral and material support. Yet importantly I would like to convey my special thanks to my wife Eleni Asnake for her support throughout this thesis.

TABLE OF CONTENTS

Contents	Pages
AKNOWLEDGEMENTS	I
TABLE OF CONTENTS	II
LIST OF TABLES	V
LIST OF FIGURES	VII
ACRONYMS AND ABBREVIATIONS	VIII
ABSTRACT	IX
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	5
1.3.1 General Objective	5
1.3.2 Specific Objectives	5
1.4 Scope of the Study	6
1.5 Limitation of the study	6
1.6 Significance of the Study	6
1.7 Operational Definitions of Key Terms	7
1.8 Organization of the research	7
CHAPTER TWO: REVIEW OF RELATED LITERATURE	8
2.1 Conceptual Frame work of Parental Involvement	8
2.1.1. Epstein’s Model	10
FIGURE 1: CONCEPTUAL FRAMEWORK	11
.....	11
2.2 Role of Parental Involvement in Enhancing Students learning	11
2.3 Global Trends of Parental Involvement	13
2, 4 Types of Parent Involvement	16
2.5 Parental Involvement in Ethiopian School Context	17

2.6 Parent Related Challenges that Influence Parental Involvement in Students Learning.....	18
2.6.1 Parental lack of training on how to support their children-----	19
2.6.2 Parental lack of time to support their children-----	19
2.6.3 Parental lack of interest to support their children-----	20
2.6.4 Socio -economic status of parent-----	20
2.6.5 Socio-cultural factors related to parents-----	21
2.7 Parent-Teacher Association/PTA/-----	22
CHAPTER THREE: RESEARCH DESIGN AND APPROACH	23
3.1 The Research Design	23
3.2 Research Approach-----	24
3.3. Sources of Data	24
TABLE 1 DISTRIBUTIONS OF SAMPLE SIZE AND SAMPLING TECHNIQUE ...	25
3.4. Sample Size	25
3.5. Sampling Techniques.....	26
3.6. Tools of Data Collection	26
3.6.1. Questionnaire-----	26
3.6.2. Interview and Document Analysis-----	28
3.7 Data Gathering Process.....	29
3.8. Techniques of Data Analysis	29
3.9. Ethical considerations.....	30
CHAPTER FOUR:.....	31
4.1. Background Characteristics of the Respondents	31
4.1.1. Sex and Age characteristics of sample students-----	31
TABLE 2 SEX, AGE, GRADE AND DURATION OF THE SAMPLE STUDENTS	31
4.1.2. Back ground characteristics of sample teachers and parents-----	32
TABLE 3 BACK GROUND CHARACTERISTICS OF SAMPLE TEACHERS AND PARENTS.....	32
4.2. Parental involvement in Student’s Education	34
TABLE 4 PERCEPTIONS ABOUT INVOLVEMENT OF PARENTS IN THEIR CHILDREN’S EDUCATION	35

4.3. Extent of Parental Involvement in Support their Children’s Academic Achievement	39
TABLE 5 EXTENT OF PARENTAL INVOLVEMENT IN SUPPORT THEIR CHILDREN’S ACADEMIC ACHIEVEMENT	40
4.4. Challenges that affecting Parental Involvement in Student Learning Activities.....	45
4.4.1. Parents lack of awareness about the importance of parental involvement in their child’s education ---	45
TABLE 6 PARENTS LACK OF AWARENESS ON STUDENTS’ ACADEMIC ACTIVITIES	45
4.4.2. Parents lack of time to support their students -----	48
TABLE 7 PARENTS LACK OF TIME ON STUDENTS LEARNING ACTIVITIES	48
4.4.3. Parents lack of interest to support their students -----	50
TABLE 8. PARENTS LACK OF INTEREST ON STUDENTS’ ACADEMIC ACTIVITIES	50
4.4.4. Impact of socio-economic status that affects parental involvement in student’s academic activities ---	53
TABLE 9 IMPACT OF SOCIO-ECONOMIC STATUS ON STUDENTS’ ACADEMIC ACHIEVEMENT	53
4. 4.5. Socio-cultural factors that affect parental involvement in student academic activities -----	56
TABLE 10. SOCIO-CULTURAL FACTORS THAT AFFECT PI STUDENT ACADEMIC ACTIVITIES.....	56
TABLE 11 DESCRIPTIVE STATISTICS OF THE GIVEN VARIABLES.....	58
TABLE 12. COEFFICIENT OF CORRELATION	60
TABLE 13. REGRESSION OF THE STUDY /ANOVA/	60
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	62
5.1. Summary	62
5.2. Conclusion	65
5.3. Recommendations.....	66
REFERENCES:	68

APPENDIX- I A: QUESTIONNAIRE FOR THE STUDENTS.....	74
APPENDIX- I B: QUESTIONNAIRE FOR THE STUDENTS.....	78
APPENDIX- II: QUESTIONNAIRE FOR THE TEACHERS	82
APPENDIX- III: QUESTIONNAIRE FOR THE PARENTS	89
APPENDIX- IV: INTERVIEW GUIDE QUESTIONS.....	92
FOR THE PRINCIPALS, SUPERVISORS	92
AND WEREDA PTSA HEAD.....	92
APPENDIX- V.....	93

LIST OF TABLES

Table 1 Distributions of Sample Size And Sampling Technique	25
---	----

Table 2 Sex, Age, Grade And Duration of The Sample Students.....	31
Table 3 Back Ground Characteristics of Sample Teachers And Parents.....	32
Table 4 Perceptions About Involvement of Parents In Their Children’s Education	35
Table 5 Extent of Parental Involvement In Support Their Children’s Academic Achievement	40
Table 6 Parents Lack of Awareness on Students’ Academic Activities.....	45
Table 7 Parents Lack of Time on Students Learning Activities	48
Table 8. Parents Lack of Interest On Students’ Academic Activities.....	50
Table 9 Impact of Socio-Economic Status on Students’ Academic Achievement	53
Table 10. Socio-Cultural Factors That Affect Pi Student Academic Activities	56
Table 11 Descriptive Statistics of The Given Variables	58
Table 12. Coefficient of Correlation.....	60
Table 13. Regression of the study/Anova/.....	60

List of Figures

Figure 1: Conceptual Framework	11
--------------------------------------	----

ACRONYMS AND ABBREVIATIONS

EFA-Education for all

PI-Parental Involvement

PTSA- Parent Teacher Student Associational

WEO- Woreda Education Office

AAEB- Addis Ababa Education Bureau

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

SIP- School Improvement Program

ABSTRACT

The purpose of this study was to assess parental involvement practices and challenges of students learning in Government secondary schools of Nifas Silk Lafto Sub-city. Descriptive 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 358 students, 86 teachers, 15 parents, 3 wereda PTSA head, 3 supervisors 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. This study fills an important research gap, providing valuable insights and recommendations to strengthen the academic achievement of students as well as school performance in secondary government school.

Key terms: parent, parental involvement, community, participation, government school.

CHAPTER ONE: INTRODUCTION

This chapter deals with the background of the study, statement of the problem, research questions, objectives of the Study, significance of the study, delimitation of the study, limitations of the study, definition of key terms and organization of the study.

1.1 Background of the Study

There are several ways in which education helps society. These include its contributions to democratic empowerment and social development, economic competitiveness, general well-being, information gathering and exchange, cultural capital, and individual development and well-being. In a free society, the fundamental goal of education is to help people reach their full potential and improve their capacity for sound judgment. Many people believe that education is essential to both individual development and the welfare of society. The value of education has been repeatedly underlined by organizations and countries worldwide (M'OE, 2010).

Since the World Forum on Education for All/EFA was held in 1990 in Jomtien, Thailand, and the Dakar Framework for Action was signed in 2000 in Dakar, Senegal, community engagement in education has emerged as a goal for educational development in underdeveloped countries (Bray, 2001). Giving the local community more authority and financial accountability encourages local involvement in educational matters, increases school and teacher accountability, and cultivates a feeling of community ownership (Watt, 2001). School administration and organization were not given enough consideration in Ethiopian education policy making, practice, and academic research until recently. Rather, the focus of policy texts is usually on equity and access to education. Increased community involvement in school management has been emphasized in education policy since the 1994 implementation of the education and training policy and the start of the third education sector development program (ESDP III) (MOE 1998; MOE 2002).

Improving education administration at the woreda (district) and school levels was a top priority for ESDP III in order to expand educational access (MOE, 2005). ESDP IV (MOE

2010) one way to enhance education decision making at all levels was to enhance school management and administration. Additionally, the government started the General Education Quality Improvement Program (GEQUIP), identifying school administration and management as key areas for educational quality enhancement.

According to Gould (1999), "the data all implies, they argue, that children do better in school when their parents are active. "Henderson (cited in Gould, 1999, p. 2) found that parents engage in school in four ways. The first two are widely accepted: parents serve as both volunteers and supporters at school and also serve as their children's home teachers. In the next two, parents act as both their children's advocates and school decision-makers in areas such as budgeting, school policy, and employment. It is obvious that these last two would not sit well with every one of the administration and teachers.

Hickman (1999) referenced secondary school level research (Dornbusch & Ritter; Henderson et al.; Hickman, Greenwood, & Miller; Thornburg).According to these research findings, there are seven types of parent engagement: (a) parents as communicators; (b) parents as supporters of activities; (c) parents as learners; (d) parents as advocates; (e) parents as decision makers; (f) parents as professionals or volunteers; and (g) parents as instructors of family activities. Being involved with our children's school and being active with them are two very different things, but this may be a big one.

The ability to teach and modify parenting methods is a hopeful reality for both parents who want to help their kids and for people who want to help parents help their kids. Those from the lower and middle classes seem to encounter more obstacles on the road to achievement than those from the wealthy. One of the eight goals established by the National Education Goals panel to be achieved by the year 2000 is "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).

1.2 Statement of the Problem

Parents are not subjected to parental participation. According to Jawett and Baginsky (1998), parental participation entails recognizing parents as active participants in their children's education and growth, as well as making sure they are aware of their children's school experiences and understand how they may collaborate with the school.

As a result, it is challenging to implement decision-making with the full participation of parents and communities. Communities are often less focused on education issues than teachers and principals, which often results in conflict (Jeynes, 2005: 41). Communication breakdowns can be a major contributing factor to issues in the interaction between families and schools. If parents are unaware, they are not adequately informed. If children do not understand, it is because they are not given the proper opportunity to observe, discuss, and participate (Jeynes 2005: 41).

In conclusion, parental participation seeks to promote student academic achievement, community-school communication, and parent involvement at home and at school, support community ownership, expand school infrastructure, enhance student development, and, eventually, provide high-quality education. First off, based on the data the researcher has collected, there are a few comparable studies that have been carried out globally that are connected to this topic. Here are some of those discussed.

A research by Faye Covington Bradley (2010), "the Impact of Parental Involvement on the Reading Achievement of Fourth Grade African American Males," focused on male reading competency in the Tidewater Region of Virginia. The findings indicated a relationship between the African American boy's reading ability in the fourth grade and volunteer parental involvement activities.

The University of Wisconsin out's Jane L. Rahman carried Madison a study in 2001 called "The Effects of Parental Involvement on Students Success focusing on the level of parental involvement and educational attainment. The findings demonstrated that Pepin parents are involved in their kids' lives. Parents are a little more involved at home than at

school. To the best of the researcher's knowledge, there are about three local studies in this subject that are somehow related to the one that is currently underway.

Another study was conducted by Lindsay J. Horvatin (2011) and was titled "Perceived Barriers to Parental Involvement in Schools. "Her research indicates that perceived barriers that prevent parents from becoming involved in their children's education include work circumstances, gas or public transportation costs, missed work time that could be interpreted as missed income, cultural misunderstandings, a sense of being judged by teachers, and cultural barriers to understanding responsibilities.

There are just three local studies in this field that are related to the current local study, as far as the researcher is aware. First, Dereje Aragaw wrote "The Status and Challenges of Parent Teacher Student Association Roles" in 2014. It centers on a small number of Tigriay government secondary schools. His results show that the PTSA's efforts to motivate, hold people accountable, and provide assistance, as well as to build consensus based on objectives and goals, were all successful. However, there was only a moderate amount of effort put into enhancing the bonds between children, parents, and teachers.

The second study, "Parent Related Factors Affecting Students Academic Achievement in Secondary Schools of Arsi Chilalo Subzone, Oromia Regional State," was carried out by Habtamu Tatek in 2016. The study's conclusions demonstrated that pupils' academic performance was impacted by parents' lack of support and negative attitudes toward their kids' education. To conduct the third study, Tadele Bekele (2014) conducted "An Assessment of Community Participation in Education: The Case of Lideta Sub-city." The findings of the study showed that schools differ in their level of community involvement because of administrative, institutional, and personal problems that impede community involvement.

As I've demonstrated above, the majority of the field's scholars focused on the degree of community involvement in education and the roles that PTSAs play in school leadership. None of the other studies addressed the topic of parental involvement, particularly as it relates to Nifas Silk Lafto SubCity Government secondary school and what parental

involvement looks like here. Thus, the purpose of this study is to fill in the gaps that have not been adequately addressed, especially in relation to student learning barriers and parental participation practices.

This study aims to investigate the challenges and practices of parental involvement in children's education at the Government Secondary Schools in Nifas Silk Lafto Sub-City. Thus, the following research issues were 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 is 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 parental involvement practices and challenges 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 parental involvement practices and challenges in students learning in Government secondary schools of Nifas Silk Lafto sub-city.
2. Determine the extent of parental involvement in students learning in Government secondary schools of Nifas Silk Lafto sub-city.
3. Find out the major challenges of parental involvement 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, Ginbot 20 secondary school, Lafto secondary school, Sedil secondary school, Lebu secondary school, Fana 02 secondary school and Fetawrary Lake Adgeh secondary school. Among these schools' the research would be conducted in three. These are the following, Lebu secondary school, Lafto 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. Even though the researcher planned to use mobile recorder during the interview, but 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 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 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 live 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

The research was organized in to four 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 in students learning. The third chapter explains research methodology, sample and instruments used for the research accomplishment. The fourth chapter explains results discussions, summary, conclusion and recommendation.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

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

2.1 Conceptual Frame work of Parental Involvement

According to Soy, Rowley, and Schulenburg (2007), parental engagement is an abstract concept linked to a vast array of acts and exchanges that center on the bond between the home and the school. Parent education, parental evolution, parent involvement, and family school partnerships are some of the several forms of involvement that are commonly included in the homeschool relationship (Edwards, 2004). Furthermore, the role and kind of parental participation are said to be influenced by cultural identity (Sy, Rowley, and Schulenburg, 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, 1994p.3). There is no longer an option of whether we will include parents in the education of their children, it is required.

Edwards (2004) uses the word "family engagement" as an omnibus statement rather than distinguishing between the various typologies. "Broad enough to embrace the profound change undergone in what makes a family and the roles and responsibilities in the lives of the adults who nurture the children in today's schools," according to Edwards, is this word. In the context of this research, the phrase "family engagement" or "parental involvement" will only refer to the supervision of a student enrolled in a virtual school by their biological parents or those appointed to a guardianship role. 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).

According to Naido (2005), PI is a method by which parents actively engage in their children's diverse educational pursuits. Activities range from attending school events sometimes to making a concerted effort to assist parents become better teachers of their own children.

Furthermore, PI is described by Nye et al. (2006) as "the successful involvement of a parent with their kid in an activity which focuses on enhancing academic attainment outside of the school day." Extracurricular activities such as taking the child to the zoo to learn something or playing games with them at home that will improve their reading or math skills are the main focus here.

According to Holloway et al. (2008), PI is generally defined as the start of school based activities like attending school functions and interacting with teachers, as well as home-based behaviors like keeping an eye on assignments. Among other factors, the same authors emphasize the overall level of cognitive stimulation that is offered in the home environment. Building on the concepts given above, Parhar (2006) defines PI as someone who understands the connection between students' academic achievement and their parents' parenting skills, is committed to informing teachers about their development, and is aware of and participating in schoolwork.

Desforges and Abou Char (2003) seem to have most succinctly put it by considering PI as a catch-all term that encompasses a variety of activities, such as taking part in school governance, assisting with homework, communicating with teachers, attending school events, and engaging in excellent parenting at home. It is a broad term that includes attending school functions, carrying out school-related duties, helping children improve their academic performance, providing support, establishing a suitable study space and time, modeling desired behavior, monitoring homework, and actively tutoring children at home, according to the definition being developed.

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 are essential for its effectiveness.

2.1.1. Epstein's Model

According to Epstein (2009), there are six types of parent participation: decision-making, at-home learning, communication, volunteering, parenting, and community collaboration. The model's components are categorized into six levels of participation.

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 programs 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.

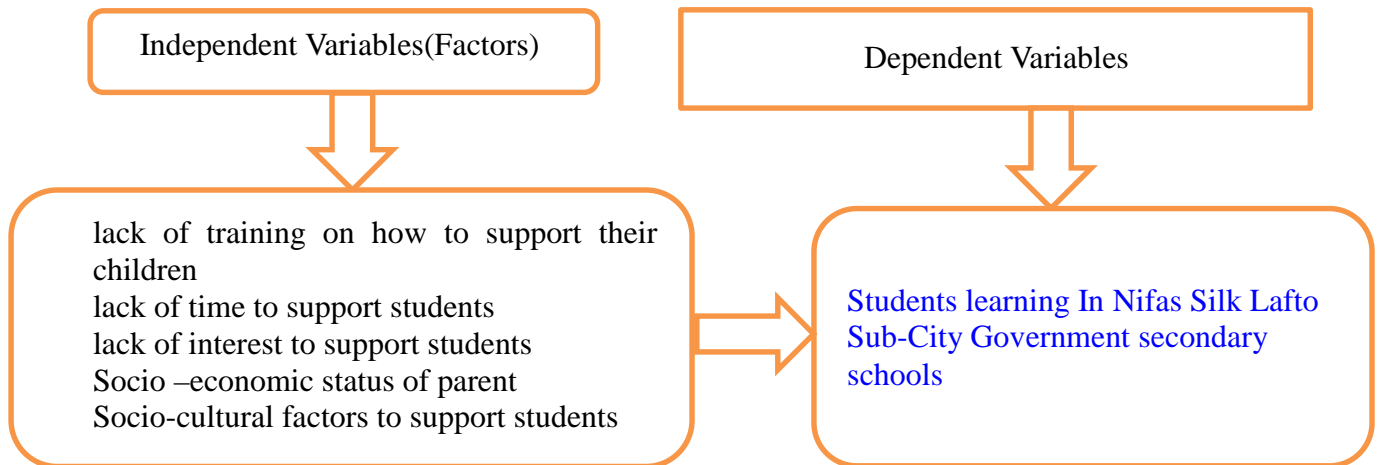
2.1.1.3. Volunteering- School can encourage parents to volunteer for school activities both at home and at school in order to enhance the success of learner's education. In this regard, volunteers must be recruited widely so that all families know that their time and talents are welcome. Opportunities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

2.1.1.4. 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.

2.1.1.5. *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.

2.1.1.6. *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, parents 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 and the school interacts with all those people who are interested in and are affected by the quality of education.

Figure 1: conceptual Framework



Conceptualframework(owndesign)

2.2 Role of Parental Involvement in Enhancing Students learning

Although the idea of parental engagement is not new, it has changed throughout time. Initially, parents were worried about their son's education and their daughter's

contribution, but now they genuinely care about both sons' and daughters' education. Numerous benefits for pupils have been associated with parental involvement in their education. "Students at all grade levels accomplish better academic work and have more positive school attitudes, higher aspirations, and other positive behaviors if they have parents that are informed, knowledgeable, encouraging, and interested," according to Epstein (2009), as stated in Yan and Lin (2005). Researchers have long regarded parental involvement in their children's education as a crucial component in favorably impacting children's school success." Parhar (2006).

According to Vassallo (2001), PI in a child's schooling is a reliable indicator of their academic success. Generally speaking, children do better when their parents are more involved. According to Houten Ville and Conway (2008), PI has a significant role on student achievement. For instance, if a parent makes time to assist their child with homework, the child is likely to become more interested in education and put in more effort. According to Lemmer and Van Wyk (2004), PI is also necessary to enhance the teaching and learning culture in schools.

Jeyne (2005) provides additional evidence that PI is linked to improved student accomplishment results. For instance, when parents purchase books for their children to supplement those offered by the school, it creates a favorable learning environment at home and gives them the opportunity to have constructive conversations with their children on school related matters. This increases the likelihood that the child will learn effectively. As a result, such a youngster will yield positive outcomes. Children will understand the value of education and become good learners if their parents provide them with a quiet study space where they can complete their assignments, evaluate their work, and discuss what happened at school.

The results of Jeynes' (2005) study also consistently support the notion that PI is linked to better student performance outcomes, regardless of the end measurements grades, standardized test scores, or a variety of other metrics, including teacher ratings.

According to study conducted in the United States, Holloway et al. (2008) confirm that PI improves children's academic performance. More involved parents are typically better informed about the objectives and policies of the school.

To put it another way, these parents try to find out what the school hopes to accomplish in terms of their children's education and how it plans to do it. After that, they have conversations with their kids to help them understand the importance of education. They continue by assisting kids in creating plans to take control of their learning outcomes and structuring classes in a way that promotes the growth of different abilities.

The importance of PI is further explained by Desforges and Abou Chara (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 like family size or social status. Desforges and Abou Chara (2003) affirm that good learning progress could occur when a special relationship is obtained between parents and professional educators in which both parties aim to achieve the same goals relating to the child's education.

Nye et al. (2006) assert that the effect of PI outside of school on kids' academic achievement in school is substantial enough to have real-world ramifications for parents, teachers, administrators, and legislators. The fourth chapter of this study reveals some of these repercussions.

2.3 Global Trends of Parental Involvement

Parental involvement, according to Gonzalez-Mena (2011), is the result of a parent's active participation and dedication to their child and school. Parental involvement is defined as parents' support and participation in their children's education both at home and at school, which has a direct and beneficial effect on their academic achievement. It is the act of parents supporting their schoolchildren's learning through extracurricular and curriculum-related activities.

Numerous studies show that parental involvement in school has a positive influence on children's learning in school (Bagin, 2005). In addition, family life offers more opportunity to improve the learning environment than schools do, making parental involvement a crucial part of children's education. Parents are thought of as the children's first teachers, and children are expected to learn continuously in both the home and at school.

When it comes to providing pupils with educational opportunities, society plays a crucial role. It gives female students clear and explicit guidelines on how to shoulder the responsibility of caring for the home and raising the kids. However, in order to support their families, male students also labor in agriculture. Traditional beliefs, norms, and preconceptions all have an impact on how women are perceived in terms of academic accomplishment. Males, on the other hand, are viewed as autonomous, bold, domineering, and physically strong. Women are therefore unable to express themselves freely and obtain anything they desire without fear in such a culture. According to Epstein (2000), a parent who listens to their children's thoughts, worries, pleasures, and experiences is a positive role model for all children, regardless of age.

It is common knowledge that in order for pupils to achieve their full educational potential, their parents must fully support them. Parental involvement in education is being promoted by governments, educators, parent organizations, and administrators throughout North America, Australasia, continental Europe, Scandinavia, and the United Kingdom. Parents are supposed to support school development and the democratization of school management in addition to praising their children's achievements. For example, the European Commission maintains that parental participation is a major factor in determining the quality of schooling. The effects of parental involvement in establishing a home learning environment on academic performance and cognitive development have been studied in recent English studies (Bailey et al., 2004).

Parents must be viewed as active contributors to their children's education and development in order to be deemed involved. They also need to know how they may work with the school and be updated on their children's educational experiences. They do not

feel that their involvement with their parents is "done" to them. Rather, it describes how parents and the school work together to ensure that there is enough personnel, space, funding, discipline, and suitable and effective policies are created and implemented to support children's success (Fan, 2001).

According to Hoover-Dempsey and Sandler (1995), parents agree that they may play a big part in their kids' education through activities that happen at home. These activities at home include, but are not limited to, keeping an eye on their child's academic development, talking with them about school-related matters, and helping them with their homework. Additionally, studies have demonstrated that, out of all the various forms of parental involvement, parents say that helping their kids with their homework has a positive impact on their academic performance.

According to Nyarko's contextual description of parental involvement, at-home parental involvement consists of encouraging children to achieve, keeping an eye on homework, and going on field trips, while in-school parental involvement consists of communicating with teachers about school progress and school visits. For two reasons at least, it can be informative to distinguish between involvement at home and in school. First, mixed results are found in certain researches that distinguish between parental participation at home and at school. Specifically, involvement at home has a notable favorable impact on academic achievements, but involvement at school has a large detrimental impact (Nyarko, 2011).

Second, the context in which parental engagement takes place influences the interventions that encourage it. Parental workshops that increase parents' educational abilities and knowledge are one type of intervention that can encourage involvement at home, while teacher training that fosters the development of links between families and schools is another type of intervention that can encourage involvement at school. Supports the beneficial impacts of parental involvement at home on a range of educational outcomes in the United States, Parents are more likely to be involved in their children's education at home than in school, according to a number of studies, the majority of which are from

industrialized nations. With a few noteworthy exceptions, these criteria have been used in affluent nations and investigated in developing nations (Nyarko, 2011).

In order to be considered involved, parents must be seen as active participants in their children's education and growth. They must also be informed about their children's school experiences and understand how they may collaborate with the school. Parental PI is not something that is "done." Instead, it refers to the joint and cooperative efforts of parents and the school to guarantee proper and efficient policy formulation and execution, discipline, infrastructure, and personnel for children's success (Williams, 1997).

According to Kondik (2009), when parents and schools collaborate, pupils understand that those who look after them in both settings are allocating and coordinating time and resources to support their success. Additionally, research has shown a clear and favorable relationship between parental participation and academic drive or success.

According to Henderson and Berla (1997), partnerships between communities, schools, and parents are formed when parents are involved in their children's education, whether at home or in school. Students, parents, and instructors form relationships that foster efficient communication between the home and the school. Parents and educators exchange information and resources on students' academic performance and behavioral conduct through constant and active communication. Together, these initiatives lay a strong basis for families and schools to support kids' academic and future success. On the other hand, supporters also contend that improving families, communities, and society at large is a benefit of parental involvement in education in any circumstance.

2, 4 Types of Parent Involvement

Numerous scholars have distinguished between various forms of parental involvement. Morgan (2006) has identified three ways that parents can get involved in their children's education: "by being present in the schools and directly participating in school management and choice; by participating in special parenting training programs; and by participating in family resource and support programs." Three strategies for parent

involvement were identified by Morgan: parents as volunteers, parents as policy makers, and parents as developmental facilitators.

2.5 Parental Involvement in Ethiopian School Context

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 MOE has published a guideline of educational management organization, community participation and finance, in 2002 to implement the policy. Also 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. The school parent and community partnership are describing. In 2007 and the new 2013 frame work of SIP 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).

The conditions under which can occur are mostly determined by governance, which also has a significant impact on the likelihood of involvement and its success through its institutions, procedures, and methods. Good governance makes it feasible for citizens, individually or in groups, to communicate their interests, exercise their legal rights and negotiate their conflicts. In the broader context of governance, decentralization which moves decision-making closer to the local level may be significant for participation because, when implemented properly, it may result in more responsive government and more avenues for citizen engagement (UN, 2009).

Therefore, in our educational context, a more decentralized governance structure is required so that schools, as special educational organizations, can provide the services, programs, and activities that the communities want. Adults must be able to participate in local school-level decision-making processes that directly affect the caliber and scope of education provided to children if they are to grow to feel this sense of ownership and dedication to their local schools (Shaeffer, 1994).

Thus, recognizing these presumptions is the first step in altering them and figuring out how teachers may promote parental involvement in the classroom. Teachers are more likely to perceive parents as apart from the school if they only see children as pupils. In other words, parents are supposed to fulfill their responsibilities and let the schools handle their children's education. Teachers are more likely to regard parents and the community as partners with the school in the teaching and development of children if they perceive students as children.

2.6 Parent Related Challenges 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. Then I tried to see each one by one.

2.6.1 Parental lack of training on how to support their children

One of the things that can prevent parents from participating in school events is inadequate training for both principals and teachers. Many educators believe they were employed solely to teach and not to fulfill their duties related to parent participation. Another issue is that parents are distrustful of the intentions of school officials, which is different from the schoolwork. Training is a solution to these issues. Bagin explained that schooling is a communication priority; they have virtually no meaningful communication training since they have limited communication experiences. Therefore, it is required that teachers and principals receive training on how to involve parents in school program activities. Furthermore, administrators ought to instruct parents on how to be involved in school management and their children's education both at home and at school (Bagin and Donald, 2005).

In general, the researcher believes that this feeling may be heightened by a lack of awareness and training. Teachers who understand the value of parental involvement in helping students reach their goals may not overlook parent involvement initiatives. Training can address the issue of the conservation outlook and the teachers' concern that their engagement will cause interference.

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).

According to study expectations, teachers typically have limited time for meetings because they may have other obligations and responsibilities to attend to. Parental involvement in their children's education is hampered by time constraints and scheduling conflicts.

2.6.3 Parental lack of interest to support their children

Lack of interest results from various viewpoints, teachers and administrators are afraid that parents may bring private matters and self-interest to their meetings. Additionally, since they are afraid of failing and receiving criticism, as well as because they are unwilling to deal with irate parents, teachers shield parent engagement. At the same time, parents are reluctant to communicate with educators because they feel helpless, reluctance to cede authority to parents for a variety of reasons. Generally speaking, parents get disinterested in their involvement in school activities when there are unclear roles for parents, teachers, and principals in providing sufficient support (Henderson and Mapp, 2002).

The researcher found that a variety of factors, including poor governance, a lack of experience with accountability and school regulations, social and cultural barriers, an elitist attitude on the part of educators, and a lack of school environments that are conducive to marginalized social groups, all have an impact on parent participation. Therefore, training can be used to lower the barriers that may cause principals and teachers to become disinterested in parents' involvement in school events, hence increasing the amount of parent participation. These could include the presence of a supportive political, legal, and policy environment; the highest degree of dedication to building a decentralized process and excellent governance; and a balanced relationship between the intended level of participation and parent capacity (Henderson and Mapp, 2002).

2.6.4 Socio-economic status of parent

According to Agulanna and Nwachukwu (2004), students' socioeconomic position or social class varies from one another. According to their definition, socioeconomic status is a person's relative position in society determined by their income, influence, profession, level of education, and prestige. They contend that it would be accurate to state that children of bankers, physicians, teachers, merchants, and others frequently receive different upbringings than children of peasant farmers, domestic servants, cleaners, minor dealers, and so forth. They went on to say that there are distinctions in the kinds of activities that children from high-, middle-, and lower-class families participate in.

According to Nwachukwu (2003), boys from wealthy households are more likely to believe that they will pursue further education and that their options for careers will be limited to professional executive types. Additionally, it was discovered that boys from lower-income households tended to favor skilled occupations that offered greater study rates. Nowadays, it is typical to observe young people from both higher and lower socioeconomic backgrounds evaluating potential occupations based on how real they seem to them, how prestigious they are, and how fulfilling they might be. To support this, parents from both high and low socioeconomic backgrounds now encourage their children to put in a lot of effort in their studies in order to land one of the many highly coveted occupations or positions in Ethiopia due to the widespread exposure and creation of educational institutions, especially in remote areas.

About 85% of Ethiopians reside in rural areas, and the majority of them work in agriculture. The majority of them lack modern education due to their socioeconomic condition, which is likewise backward and impoverished, respectively. Consequently, they pay little attention to the academic success of their students. They occasionally fail to adequately feed their kids (Tefera, S. 1996).

2.6.5 Socio-cultural factors related to parents

The impact of mothers' education was primarily caused by the way they offered opportunities for the development of intellectual skills in the home, i.e., by the cognitive quality of the parent-child interactions in problem solving. This supports the findings made about the significant influence of the home learning environment (Rothstein, 2004). Society plays a significant role in providing educational opportunities for students by providing clear and specific guidelines for female students to follow when it comes to taking care of household chores and raising children. On the other hand, male students also labor in agriculture to support their families. Stereotypes, traditions, and conventional ideas all have an impact on how women are perceived in terms of academic success. On the other hand, men are seen as independent, strong, courageous, domineering, and victorious. As a result, women in such a culture are unable to openly express themselves and obtain anything they desire without fear. A parent who listens to their children's

thoughts, worries, pleasures, and experiences is a positive role model for all kids, regardless of age (Epstein, 2000).

2.7 Parent-Teacher Association/PTA/

The relationship between the home and the school for educational activities is greatly influenced by parent-teacher associations and parent associations, according to Fan (2001). The management committee or school board as a whole, specific courses, or grades may serve as the basis for these. In order to fund the school, parent organizations may also establish private foundations or alumni associations, according to Hay (2000).

These groups might only give a select few parents an opportunity to hear about school events and requests for extra resources, or they might act as a rubber stamp for budgets and plans created by school staff. Parents might be much more involved in establishing a platform for communication between the school and parents as well as ways to increase and fortify family involvement in school life (Hay, 2000).

CHAPTER THREE: RESEARCH DESIGN AND APPROACH

The following steps are generally included in this research process, just like in any other sort of research: Research Design, Data Source, Sample Size, Sampling Method, Data Collection Instruments, Data Gathering Procedure, and Data Analysis Method

3.1 The Research Design

Research design plays a crucial role in systematically investigating a research question or hypothesis (Fetters, M. D., Curry, L. A., & Creswell, J. W., (2013)). It encompasses the overall strategy and plan that guides data collection, analysis, and interpretation within a study. The research design is essential for ensuring the validity, reliability, and generalizability of the findings, thereby influencing the quality and impact of the research outcomes.

In this study, a descriptive research design was employed to assess the parental involvement practices and challenges in students learning in government secondary school in Nifas Silk Lafto Sub-City. Descriptive research is a systematic process that involves observing and describing the characteristics, behaviors, and attributes of a subject without actively influencing or manipulating them. The primary methods employed in this approach include:

Interviews: Conducting in-depth, one-on-one conversations to gain a comprehensive understanding of a subject's experiences, perspectives, and motivations.

The overarching goal of descriptive research is to provide an in-depth understanding of a particular phenomenon, answering the questions of when, what, and where, rather than seeking to determine causal relationships or test hypotheses. By employing these methods, researchers can gather rich, detailed data that offers valuable insights into the subject matter under investigation.

Additionally, the study utilized a mixed-methods design, combining both quantitative and qualitative data. This approach can help to reduce confusion and inconsistencies in research findings by providing a more comprehensive understanding of the research question. The use of multiple methods can also help to identify and address potential

biases or limitations in any one method, leading to more robust and nuanced findings that better reflect the complexities of the real world.

3.2 Research Approach

By employing a mixed-methods approach, this study aimed to investigate the contribution of the Parental involvement practices and challenges in students learning in government secondary school in Nifas Silk Lfeto Sub-City. Methodological triangulation was used to combine theories, methods, or observers, providing a more comprehensive explanation and ensuring data validity.

(Noble, H., & Heale, R., (2019)) Argued that the use of triangulation enhanced research credibility and validity, as each method had its advantages and limitations. By combining multiple methods in a single study, the limitations of one method could be supplemented and cross-validated by another.

To understand the parental involvement practices and challenges in government secondary school, a quantitative approach was employed. On the other hand, to explore parental involvement in students learning improvement, a qualitative approach was used. This approach allowed respondents to describe their experiences and knowledge in their own words, providing in-depth information that enabled the researcher to develop a comprehensive understanding based on their experiences. The combination of quantitative and qualitative data provided a more holistic understanding of the research problem, addressing both the objective, statistical evidence and the subjective, experiential aspects of ACSI's impact on urban household livelihoods.

3.3. Sources of Data

The primary source of data for this research were school principals, parents, parents of School PTSA, Wereda PTSA head, supervisors, students and teachers in the three selected government 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
Lafto Sec school	Population	1	5	105	2017	1
	Sample size	1	5	20	103	
	%	100%	100%	19%	5%	
Lebu Sec school	Population	1	5	114	2054	
	Sample size	1	5	21	106	
	%	100%	100%	18%	5%	
Ginbot 20 Sec school	Population	1	5	95	1667	
	Sample size	1	5	19	96	
	%	100%	100%	20%	5.8%	
	T.population	3	15	314	5738	1
	T.Sample size	3	15	60	305	1
	%	100%	100%	19%	5.3%	100%
	Technique	Census	purposive sampling	Simple random sampling	Simple random sampling	Census

Source: own survey, 2025

3.4. Sample Size

Simplified Formula for Proportions

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

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

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

95% confidence level P = .5

The researcher would use five parents per school, 103, 106, and 96 students (from Lafto secondary school, Lebu secondary school, and Ginbot 20 secondary schools, respectively), one principal per school, one sub-city PTSA head, and twenty, twenty-one, and nineteen teachers per school (from Lafto secondary school, Lebu secondary school, and Ginbot 20 secondary schools, respectively). This means that $5 \times 3 = 15$ parents, $103 + 106 + 96 = 305$ students, $1 \times 3 = 3$ principals, one sub-city PTSA head, and $20 + 21 + 19 = 60$ teachers. The total number of subjects that would be used as a sample would be $15 + 3 + 1 + 305 + 60 = 384$. Consideration would be given to the percentage of sex in each sample size.

3.5. Sampling Techniques

There are seven government secondary schools in the Nifas Silk Lafto Sub-city. Only three of these Lebu Secondary School, Lafto Secondary School, and Ginbot 20 Secondary School will be selected by the researcher. There are 430 teachers, 3 principals, 7150 pupils, and 4454 parents in these three schools. Due to the large number of students in the secondary schools in the sub-city, the researcher will purposefully use 15 parents (five in each school), 3 principals (one in each school), and 1 Sub-city PTSA head. This is because the researcher wants to use parents who are members of the school PTSA. A total of 60 teachers (20, 21 and 19) and 305 students (103, 106, and 96 at each school) make up the samples. The researcher will 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

The researcher would employ an interview and a questionnaire to accomplish the study's goal. The following justifies the researcher's use of these data collection tools:

3.6.1. Questionnaire

A questionnaire is a self-reporting tool that was very helpful in gathering information from a lot of people. Additionally, it is employed to gather both quantitative and qualitative data. A questionnaire, according to Best and Kahn (2005), is an inquiry-based data collection tool in which participants react to written assertions or questions in order to gain factual information.

Three sets of questions are created based on the study's goals and a review of related literature. There were three sets of questionnaires: one for teachers, one for parents, and one for students. There are 35 articles ready, divided into four main categories. The overall profile of respondents is covered in the first section, followed by the involvement of parents in their children's academic pursuits. The third level was the degree to which parents supported their kids' academic endeavors. The fourth was the methods and difficulties of parental participation in the academic pursuits of their children. Each person received a prepared set of open-ended and closed-ended questions, which served

as the instrument. Five criteria were used to create the closed-ended questions. The scaling procedure adopted 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 done to improve response uniformity. The accuracy or precision of the measurement device is indicated by reliability (Best and Kahn, 2005). Finding out if the questionnaire is consistently measured is the goal of the pilot test. The questionnaire's validity and reliability were validated by giving respondents a place to offer suggestions and critiques for its improvement. It's also a good idea to ask participants to explain each question in their own words. 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.

Pilot testing was carried out by the researcher at Fana 02 Secondary School, which was not one of the sample schools. There are 20 students, 5 parents, and 6 teachers. The questionnaire was then sent to 60 teachers, 305 students, one Sub-city PTSA head, and 15 parents who were school PTSA members in order to gather the necessary data. The researcher was instructing participants on how to complete the survey. Following this, the researcher gave the respondents their questionnaires. Ethics should be taken into consideration before sending out the questionnaire.

3.6.2. Interview and Document Analysis

Williams (1997) asserts that "interviews are important to get inner feelings, perceptions, values, or how people interpret the environment around them and past events that are impossible to recreate." The researcher was interviewing principals and the head of the Wereda PTSA in a semi-structured manner in light of this. In this instance, gathering comprehensive information from the principal of a chosen school was the primary goal of the study. Along with information about participants' experiences, knowledge, ideas, beliefs, and feelings regarding the subjects being studied, this data collection tool was recommended. Because of this, a number of interviews were conducted in order to provide a subjective explanation of the respondents' own viewpoints, particularly with regard to the difficulties and practices of parental involvement in their children's academic lives. There are ten (10) predefined interview questions that were used. The respondents' convenience at their workplace was taken into consideration when conducting the interviews. Face-to-face interviews were conducted with questions in Amharic.

Key informants and open-ended interviews were used in my research. A series of open-ended questions that have been thoughtfully crafted and prearranged make up the open-ended interview. It's referred to as content-focused (Hay, 2000:61), emphasizing content above informants or researchers. Each respondent is asked the identical questions by the interviewer in essentially the same order and with the same phrases. Additionally, it is helpful when there are time limits for data collection or when it is preferable to receive the same information from each interviewee at multiple times in time. It enables the researcher to methodically gather detailed data and makes it easier for all responders to be compared. Because each respondent answers the identical sets of questions, it improves the comparability of responses. Additionally, it lessens the possibility of researcher bias while doing numerous interviews. Additional information that could not be obtained through other means is made possible through document analysis. Cross-checking and adding to other data collection tools is beneficial. In order to evaluate the level of parental involvement in the sample schools, the reports, minutes, and document evaluation were examined.

3.7 Data Gathering Process

A questionnaire would be used to collect the initial portion of the data. Interview questions would be used to gather the second piece of data.

3.8. Techniques of Data Analysis

According to the instruments used for data collection, there are two categories of data: quantitative and qualitative. As a result, the data types are consistent with the analysis of the data being gathered.

The raw data was counted, organized, and tabulated under the appropriate categories after being gathered by questionnaire in order to make it manageable, readable, and intelligible. The items are categorized into various tables based on how comparable the topics stated in the questionnaires are. Following classification, every issue is examined and understood. The data are evaluated using various statistical tools, depending on the data collected and the reasoning behind the fundamental issues.

The right statistical techniques are chosen based on the study's objectives. As a result, the data is analyzed and interpreted using the following statistical tools. To analyze the features of the population in question, percentage and frequency-count are used. Sex, age, education level (qualification), and work experience are among the relative qualities that can be ascertained with the aid of these statistical methods. By taking into account all of the observations in the categorized items, measures of central tendency such as mean and average mean are calculated to determine average values against each item scored. Lastly, the data analysis utilized a one-way ANOVA test to quantify, examine, and characterize the differences and similarities across the various categories of respondents, including kids, teachers, and parents. Document analysis, interviews, and open-ended questionnaires are the sources of the data. Following that, it is initially transcribed into distinct subjects.

To summarize the topics both in the interview and document analysis that the respondents expressed and that the researcher understood, every statement and viewpoint that was gathered will be grouped and integrated. Narrative analysis is used to examine the data. Ultimately, the researcher draws conclusions and suggests a potential solution to the issue at hand based on the analysis and interpretations conducted to arrive at specific findings.

3.9. Ethical considerations

There are ethical standards specific to research. The rights, needs, and preferences of informants must be respected in social science research (Creswell, 1994). As a result, the researcher adhered to ethical guidelines during the entire investigation. The study's solely academic goal was explained to the participants in detail, and their willingness or consent was requested. Additionally, study participants were not promised any misleading promises.

The study participants' confidentiality and privacy are protected. The information gathered from the informants would be kept private. In summary, the participants' and the community's standards, values, and dignity were greatly valued and respected. The researcher used a variety of instruments to triangulate the data in order to preserve the validity and reliability of the study.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRITATIONS

Data presentation and analysis are covered in this chapter in two main sections. The first section focuses on the traits of the respondents. The second section examines and interprets the difficulties and practices of parental involvement in their children's education.

4.1. Background Characteristics of the Respondents

A total of 380 questionnaires were sent out to the sample members, and 375 (98.68%) of them were returned. Of these, 60 (100%) were instructors, 15 (100%) were parents of PTSA members, and 300 (98.36%) were students. Additionally, one (100%) Sub-city PTSA head and three (100%) principals were interviewed. The following tables display the respondents' background characteristics.

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 yrs	225	73.3
	21 & above 21 yrs	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 year	142	46.5
	2 years & above	158	51.8
	Total	300	98.3%

Source; own survey, 2025

Table 2 detailed the respondents' sex, length of stay, and age distribution. Thus, from 305 respondents 300 (98.3%) were returned the questionnaire; 173 (56%) of these were men,

and the remaining 127 (42.3%) were women. The respondents' age distribution showed that 75 (25%) were 21 years of age or older, and 225 (73.3%) were 20 years of age or younger. According to the specified levels, this shows that the majority of the children are of school age.

According to the respondents' educational status, 93 (30.3%) are in grade 9, 84 (27.5%) are in grade 10, 67 (23%), are in grade 11, and 56 (17.5%) are in grade 12. Of the students who have attended this school, 142 (46.6%) have stayed for one year, and 158 (51.8%) have stayed for two years or longer.

4.1.2. Back ground characteristics of sample teachers and parents

Table 3 Back ground characteristics of sample teachers and parents

No	Characteristics	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	-	-	15	100
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 yrs	12	20	7	46.6
	6-10	21	35	8	53,4
	11-15	13	21.7		
	16-20	8	13.3	-	-
	21 years and above	6	10	-	-
	Total	60	100	15	100
6	Working in this school in year.				
	Less than 3 years	10	16.7	10	66.6

	3-5 yrs	23	38.3	5	33.3
	6-10 yrs	13	21.7	-	-
	11-15 yrs	8	13.3	-	-
	16 yrs and above	6	10	-	-
	Total	60	100	15	100
7	Graduate program	2	3.3	5	33.3
	EDPM	1	1.7	-	-
	Curriculum	4	6.7	-	-
	Subject area	53	88.3		
	Other	-----	--	10	66.6
	Total	60	100	-	-
8	Position				
	Homeroom teacher	38	63.3	-	-
	Club coordinator	12	20	-	-
	Department head	10	16.7	-	-
	Other	-	-	-	-
	Total	60	100%		

Source: own survey, 2025

Table 3 shows that 40 (66.7%) of the teachers were men and 20 (33.3%) were women. According to the data, males predominated in the majority of Nifas Silk Lafto Sub-City's government secondary schools.

The age group of 26 to 30 years was occupied by 33 (55%) of the teachers responses. Regarding their educational background, the majority of teachers 36, or 60% had a first degree. However, 24 (40%) had a master's degree (second) and had been teaching subjects related to their qualifications. This demonstrates that the majority of the government secondary school teachers in Nifas Silk Lafto Sub-City had first degrees. This suggests that students' poor academic performance cannot be attributed to the educational background of the teachers.

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%). The majority of the teachers have been employed at such institutions for more than six years. Given that most of them have been teaching for more than five years and share

their extensive expertise in encouraging parents to be involved in their children's education, this suggests that most teachers are aware of the level of parental involvement in their school.

Additionally, Table 3 shows that 6 (40%) of the parents of PTSA members were female, while 9 (60%) were male. This suggests that men made up the majority of the PTSA committee. Of the parent respondents' PTSA members, two (13.3%) were between the ages of 31 and 35, eight (53.3%) were between the ages of 36 and 40, and five (33.4%) were older than 41. Thirteen (86.6%) of the parent respondents who were PTSA members were married, whereas two (13.4%) were divorced.

Regarding educational background, 7 (46.6%) of the parent respondents had completed grades 9–12, 6 (40%) had a certified college degree, and 2 (13.4%) had a first degree. This indicates that the majority of parents who responded and are PTSA members are literate. Thus, it suggests that PTSA members are somewhat aware of school activities.

"Parents from various occupational classes frequently raise their children in different ways, discipline them differently, and respond to them differently. These variances affect the average proclivities of families for various occupational classes rather than manifesting themselves consistently as would be expected in every family. (Rothstein,2004).

4.2. Parental involvement in 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 mean score 1.5, it was interpreted as strongly disagree, $1.5 < \text{mean score} < 2.5$, it was interpreted as disagree, if $2.5 < \text{mean score} < 3.5$, it was interpreted as average, if $3.5 < \text{mean value} < 4.5$, 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 in their children's education

N	Items	Respondent	N	V. Low		Low		Moderate		High		V. High		Mean	One	Way
				F	%	F	%	F	%	F	%	F	%			
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		.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		.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 Average in national examination.	Students	300	94	31	99	33.0	76	25.0	21	7.9	10	3.9	2.2		.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 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 Achievement.	Students	300	86	28	174	57	-	-	30	10.8	10	3.9	2.1	2.212	.111
		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 of own survey 2025

One of the key elements that can significantly impact a student's academic achievement is parental participation, as is well recognized. We invited respondents to share their thoughts on parents' involvement in their child's schooling.

According to the response, the parents' designated time and location for school-related activities are important considerations in relation to table 4 item 1. Based on the data, the majority of respondents 259 (84.9%) pupils, 13 (84.1%) parents, and 42 (70%) teachers—said that parents don't set aside specific times and locations for their kids to complete school related activities. Teachers, parents, and students all gave low ratings with mean scores of 2.1, 1.9, and 2.1, respectively. The computed value is higher than the alpha value, as indicated by the ANOVA result; $.259 > 0.05$. This suggests that the groups' answers about the designated time and location for school activities are not statistically different from one another. The results indicate that parents do not provide adequate time and space for school-related activities.

When parents actively show that they respect education by being involved, it can help youth who aren't working hard in school to start seeing school as valuable (Fan and Chen, 2001), as quoted in Habtamu (2016).

According to item 2 in table 4, the respondents were inquired about whether the negative perception of school by parents does not adversely impact the child's view of school. Among the respondents, 238 students (78%) and 13 parents (86.6%) reported very low responses, while 46 teachers (77.1%) indicated low responses. The mean values for the respondent groups were rated at 1.9, 1.9, and 2.0, respectively, which are considered low. A one-way ANOVA test revealed a calculated value that exceeds the alpha value: $0.888 > 0.05$, indicating no significant difference among the groups. This suggests that the negative perception of school by parents does negatively affect the child's view of school.

As stated in item 3 of table 4, the three groups of respondents were inquired about the effectiveness of parental involvement in school functions. Similarly, the responses indicated that 233 (76.4%) of students, 14 (93.2%) of parents, and 47 (78.3%) of teachers rated this involvement as low. The mean values for the respondent groups were 2.1, 1.9, and 2.0, respectively, indicating disagreement. A one-way ANOVA test value of (.697)

was utilized, revealing no significant differences among the groups. This suggests that parents are not effectively involved in school functions. The school principal stated that:-

Very few parents participate in school events; most of the time, parents assume that their involvement consists solely of financial donations, but it goes beyond that. Parents rarely visit the school to speak with teachers and principals about their academic progress.

For instance, the degree to which parents attend and volunteer at school functions consistently has a positive impact on adolescent academic achievement (Jeynes, 2005). Other aspects of home-school relationships include communication with teachers and school personnel, participation in parent-teacher organizations and leadership groups, volunteering at school, and attending school events.

As shown in item 4 table 4, 300 students (98.4%), 15 parents (100%) and 60 teachers (100%) said they disagreed that parents' distractions about school are a part of their involvement in their kids' academic success. Additionally, the respondent groups' mean scores show low ratings of 1.7, 1.9, and 1.7, respectively. This suggests that parents did not share distracting school-related ideas with their children that would have affected their academic performance. There was no significant difference between the three groups, according to the statistical ANOVA result $2075 > 0.05A$.

The parent and the school develop a sense of ownership, and parents can feel at ease speaking with the school. Parents are more ready to speak with their child's teacher when they feel at ease with the standards set by the school (Fuller and Olsen, 1998, as referenced in Habtamu, 2016).

Item 5 in Table 4 was scored as disagree by 193 (63.3%) of students, 10 (66.6%) of parents, and 43 (71.8%) of instructors. Additionally, the average score for teachers was 2.2, the average for parents was 2.5, and the average for students was 2.2. According to the research, the majority of parents did not support their children's average national test scores. The computed value is higher than the alpha value; $0.558 > 0.05$, as the ANOVA result shows. This suggests that the responses of the groups on encouraging pupils to get above-average scores on the national exam do not differ statistically significantly.

Only one-fourth or one-fifth of the day is spent in class. They spent the remainder of their time interacting both directly and indirectly with their classmates, community, neighborhood, and house. The house or parent is a crucial educational institution that has a permanent and direct impact on the conduct, personality, behavior, and character of its members (Habtamu, 2016).

Regarding item 6 on table 4, when asked if parents encourage their kids to participate in extracurricular activities, the groupings of respondents indicated that 179 students (58.7%), 14 parents (93.3%), and 43 teachers (71.7%) gave it a low ranking. Students' mean score of 2.6, parents' mean score of 1.7, and teachers' mean score of 2.4 all supported the disagreement. Parents did not encourage their children to engage in extracurricular activities, according to the research. The computed value, as indicated by the ANOVA result, is smaller than the alpha value; $.020 < .05$. The ANOVA result (0.020) further supported the variation in responses, indicating a statistically significant difference between the respondents' groups regarding parents' motivation of their children to engage in extracurricular activities. The sub-city PTSA head mentioned during the interview that; Parents are unaware of the value of extracurricular activities for their children's education, and these activities are not adequately connected to the core curriculum. As a result, there were not many students present during the monthly meeting. This occurs as a result of parents not wanting to allow their kids to participate in extracurricular activities.

The results indicate that the majority of parents forbid their children from engaging in extracurricular activities. As a result, creating co-curricular activities is crucial to raising parental involvement and enhancing students' academic performance.

Their level of academic engagement likewise flourishes (increases) as their comprehension grows. The school produces a skilled workforce as a result. Involvement among parents was defined as a combination of active participation and dedication to the child and school. Parental involvement is defined as parents' support and participation in their children's education both at home and at school, which has a direct and beneficial

effect on their academic performance. It is when parents encourage their children's learning through extracurricular and academic activities (Gonzalez-Mena, 2011).

Item 7 in Table 4, 42 (70%) of the teachers, 11 (73.3%) of the parents, and 260 (85.2%) of the kids that responded gave bad ratings. The low score was further supported by the mean scores of 2.1 for kids, 2.1 for parents, and 2.4 for teachers. The computed value is higher than the alpha value, as indicated by the ANOVA result; $0.111 > 0.05$. This suggests that the replies of the groups do not differ statistically significantly. This indicates that the majority of parents do not tell their kids about their academic successes.

Table 4's item 8, outlines the respondents' opinion that respecting youngsters fosters their confidence in group projects and involvement. According to the three categories of respondents, 43 (71.7%) of teachers, 14 (93.2%) of parents, and 260 (85.5%) of pupils gave poor answers. The mean scores of the respondents were 1.9, 1.9, and 2.3, indicating low ratings, accordingly. The computed value is less than the alpha value, which is $0.008 < 0.05$, according to the ANOVA result. This suggests that the replies of the groups regarding parents fostering children' confidence in group projects varied statistically significantly. There are differences between the group's responses.

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	Items	Respondents	N	Very Low		Low		Moderate		High		Very High		Mean	One Way ANOVA	
				F	%	F	%	F	%	F	%	F	%		F-value	Sig
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 .

Table 5 item 1 presents the respondents' opinions on how to create a school environment that supports students' learning activities. As a result, 245 (82.3%) students, 11 (73.3%) parents, and 44 (77.1%) teachers gave low ratings. The mean values of 2.2, 2.3, and 2.1 for the respondents were also verified. The computed value is higher than the alpha value; $0.700 > 0.05$, as the ANOVA result shows. It follows from this that the responses do not differ in a way that is statistically significant. It is evident from this that parents failed to establish a home environment that supported adolescents' academic pursuits.

A positive school climate accelerates children' academic progress. Students and staff can benefit academically from a pleasant school climate. On the other hand, a bad school climate might hinder students' ability to study and receive quality education (Freiberg, 1998). According to other studies on school environment, a pleasant school atmosphere can lower disruptive behavior and raise student success levels (McEvoy and Welker, 2000). Studies have also demonstrated that students who are more driven and exhibit more accomplishment than those who are dissatisfied with their school's climate are those who have a positive opinion of it (Hay, 2000).

Table 5, Item 2 asked respondents what they thought about keeping an eye on a child's activities, which is a big element of how well the youngster does in school. Most respondents ranked low on this metric, including 257 (84.1%) pupils, 12 (79.9%) parents, and 43 (70%) instructors. In addition to being low, the respondents' response means were 2.0, 2.1, and 2.1, respectively. The ANOVA result so shows that the computed value is higher than the alpha value; $.739 > 0.05$. This suggests that there are no statistically significant differences between the groups' answers on tracking students' activities in relation to their academic success. This demonstrates that parents are not keeping an eye on their kids' activities, which is crucial for their academic success. Interaction between parents and children provides a solid basis for academic success. Academic accomplishment increases with the strength of the relationships, particularly when it comes to educational challenges. The research is now unquestionable. Children are more likely to succeed in school and in life when families and schools collaborate to promote learning. According to Fan (2000), parent and family involvement in the educational process is responsible for students' success, school adjustment, and good behavior.

In Table 5, item 3, the groups of respondents were asked to rate how reflective they were about spending time at staff meetings discussing and exchanging ideas about academic accomplishment as a way to help their kids with their education. The majority of respondents in all three groups—245 students (80.3%), 10 parents (66.6%), and 47 teachers (85.3%)—answered "low." The results were once more validated by the mean values of 2.0, 2.5, and 2.0 for the respondents. The computed value is higher than the alpha value, as shown by the ANOVA result; $0.220 > 0.05$. This suggests that the replies of groups of respondents on allocating time for staff meetings to discuss and exchange ideas regarding their children's academic performance do not differ statistically significantly. Time was a key component of the conversation and exchange of ideas about academic success. The principal of the school was interviewed by the researcher; The finding shows that there is very low regular meeting concerning students' academic achievement.

According to the National Education Goals panel, "Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children" is one of the eight objectives that must be accomplished by the year 2000 (Goals 2000: Educate America Act, 1994). There are countless initiatives aimed at boosting parental involvement in our schools. To what extent is they achieving the anticipated outcomes is the question. Before implementing another new program or strategy, we might want to examine the findings of some research on the subject. One thing to think about may be providing parenting workshops to parents of teenagers in order to assist them in learning and developing parenting techniques that.

In Table 5, item 4, respondents were also asked to score how supportive they were of schools' attempts to incorporate ICT into student academic performance. Eleven parents (73.3%), 56 teachers (92.3%), and 188 students (61.6%) all reported low. The respondents' mean scores were 2.4, 2.1, and 2.7, in that order. The ANOVA statistical results are less than the alpha value, which is $0.00 < 0.05$. This suggests a statistically significant difference in the respondents' opinions regarding the matter. As stated by one of the principals, there was insufficient parental support for schools' attempts to incorporate ICT into students' academic performance. This indicates that while they purchase a few computers to help the school, it is insufficient.

According to the findings, parents must be approached differently in order to provide

positive support for school initiatives aimed at integrating information and communication technology into children' academic performance.

Regarding item 5 in the same table, the respondents were asked to score how much they believed parents could help with teaching-learning issues by involving staff. As a result, 43 (75.4%) teachers, 10 (66.6%) parents, and 248 (82.3%) kids received low rankings. The respondents' mean scores of 1.9, 2.2, and 2.3 were also validated. There is a statistically significant difference between the respondents, as indicated by the ANOVA statistical results, which are smaller than the alpha value ($0.103 < 0.05$). The finding showed that parents have low involvement with staff teachers to solve teaching-learning problems of their child.

According to Table 5 item 6, 239 (83.3%) of students, 10 (67.6%) of parents, and 43 (75.4%) of instructors, respectively, gave low answers when asked if they would call teachers when their child was having issues. The low was further supported by the respondents' mean values, which were 1.8, 2.4, and 2.2, respectively. ANOVA's statistical findings are below the alpha value, which is $0.008 < 0.05$. The findings indicated that the respondents' differences were statistically significant. One of the principals said that: The majority of parents are not obligated to visit the school to talk about problems involving their children. According to the overall results, the majority of parents did not meet with teachers when their child was having difficulties.

In case of question 7 on the same table, the respondents were asked their response concerning the mobilization of students' academic achievement of the teachers, 44 (77.1%), 11 (79.9%), and 227 (79.3%) gave poor answers. Additionally, the respondents' mean values of 2.0, 2.3, and 2.2 were guaranteed. Supporting educational institutions' initiatives to incorporate ICT into the academic performance of their students, $0.582 > 0.05$ indicates that the ANOVA's statistical results are higher than the alpha value. According to a one-way ANOVA test, the three responders did not significantly differ from one another. Based on the findings, we may conclude that parents did not organize around their children's academic success.

According to Zellman and Waterman (1998), there are two broad types of parental

participation: involvement at home and involvement at the school. They concentrated on five indicators of parent-school involvement: being present at school functions, serving on an advisory committee for school counselors, volunteering frequently, working at the school, and attending PTA meetings. In addition to adding parents as learners to this list, Kindiki (2009) stated that spending "quality" time with the child, talking to them about school, and helping them with their schoolwork are also examples of home participation.

According to item 8 in the same table, 259 students (84.9%), 14 parents (93.3%), and 55 teachers (91.1%) gave the system of student accomplishment organization a negative rating. The organized system of students' academic attainment control was judged low, as evidenced by the respondents' mean scores of 1.8, 1.7, and 1.8, respectively. There was no statistically significant difference between the three responder groups, according to the one-way ANOVA result of $0.774 > 0.05$. As a result, the results showed that parents did not set up a system to monitor their children's academic progress. 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.

According to Zenebe (2006), a community member's choice to support or oppose a certain subject is frequently influenced by friends and neighbors rather than by the availability of objective outside data. The foundation upon which the dependability of instruction in schools is based is the close collaboration between the parent who serves as the first teacher and the teacher who serves as the second parent. 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. Challenges that 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 students' academic activities

N	Items	Respondents	N	S. disagree		Disagree		Undecided		Agree		S. Agree		Mean	One Way ANOVA	Sig	
				F	%	F	%	F	%	F	%	F	%				
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 in 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, 2025

According to the respondents' opinions, parent-teacher conferences are a waste of time, as indicated by Table 6 item 1 above. According to the responses, 47 (88.6%) of teachers, 10 (66.6%) of parents, and 197 (65%) of students agreed. The agreement was further supported by the respondents' mean scores, which were 3.7, 3.3, and 3.8, respectively. The computed value is higher than the alpha value; $0.251 > 0.05$, as the ANOVA result shows. This suggests that none of the respondent's answers differ in a way that is statistically significant. 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.

The same table item 2 lists time wastage as one of the parent-related factors influencing students' academic performance in relation to extracurricular activities. As a result, 200 kids (65.6%), 11 parents (73.3%), and 43 instructors (70.1%) said they agreed. Additionally, the agreement was reinforced by the mean score of 3.8 for instructors, 3.7 for parents, and 3.8 for students. As a result, the ANOVA result shows that the computed value ($0.962 > 0.05$) is higher than the alpha value. This suggests that the three responder groups do not significantly differ from one another. The results show that parents believed extracurricular activities were a waste of time.

Regarding item 3 in the same table, which requested respondents to share their opinions regarding parents' poor perceptions of education and its advantages, 142 students (45.1%), 9 parents (60%) and 34 teachers (66.4%) gave the disagree rating. The results were also supported by the mean scores of 2.8 for kids, 2.7 for parents, and 2.2 for teachers. The computed value, $0.008 < 0.05$, is less than the alpha value, as the ANOVA result shows. This suggests that there are statistically significant differences between the groups' answers about how parents view education and its advantages. Parents have positive opinions about education and its advantages, based on the respondents' answers.

In Table 6, item 4, the groups of respondents were asked to share their opinions about parents' lack of knowledge about school policies and programs as a factor influencing their children's academic performance. As a result, kids (74.4%), parents (15, 100%), and instructors (53, 87.6%) all agreed. The respondents' mean ratings for agree were 3.8, 4.5, and 4.3 for teachers, parents, and kids, respectively. The computed value is less than the

alpha value, $0.005 < 0.05$, as the ANOVA result shows. This indicates that there is significance difference among respondents. However, the majority of parents are not aware of school policies and programs, according to the overall findings.

4.4.2. Parents lack of time to support their students

Table 7 Parents lack of time on students learning activities

N Items	Responde Nts	N	S.dis		Disagree		Undecided		Agree		S. Agree		Mean	One Way ANOVA	F-Val	Sig
			F	%	F	%	F	%	F	%	F	%				
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, 2025

The three respondent groups were asked to respond to item 1 Table 7 about the scheduling of time and location for school-related activities. Furthermore, 247 kids (88.8%), 12 parents (80%), and 43 teachers (71.9%) indicated that they disagreed with the statement. Students', parents', and instructors' mean scores of 1.8, 2.5, and 2.7, respectively, indicated disagreement. A one-way ANOVA test showed that the computed value, $0.081 < 0.05$, is less than the alpha value. Significant differences were between the three groups. The results indicate that parents were not given a specific time or location for their children to complete schoolwork.

Table 7 item 2 shows that 271 (74.4%) of kids, 10 (66.6%) of parents, and 34 (56.14%) of teachers said they disagreed. Students, parents, and teachers are also guaranteed the outcome, according to the mean scores of the responders, which are 2.0, 2.1, and 2.3, respectively. ANOVA's statistical outcome is below the alpha value of $0.000 < 0.05$. This showed that respondents' opinions regarding whether or not parents make time to attend their kids' schools differed statistically significantly. The finding shows that most of the parents do not provide time to visit them at classroom.

According to item 3 in the same table, one of the parent-related elements influencing students' academic accomplishments is the amount of time spent discussing academic activities with their children. Consequently, 46 (77.1%) of instructors, 15 (100%) of parents, and 231 (75.7%) of students rated disagree. The mean disagreement scores for teachers were 2.0, parents were 1.6, and students were 2.1. The computed mean value is higher than the alpha value, $0.240 > 0.05$, according to the results of a one-way ANOVA. This indicates that none of the three responders differed significantly. This research indicates that parents rarely talked to their kids about academic success (schooling).

4.4.3. Parents lack of interest to support their students

Table 8. Parents lack of interest on students' 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
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, 2025

Table 8's item 1, shows that the parents came to the conclusion that their children struggled in secondary school. Furthermore, with an average mean score of 3.7, the majority of respondents—129 (59.3%) kids, 11 (73.3%) parents, and 47 (78.8%) teachers agreed that one of the parent-related factors influenced students' academic progress. The computed value is less than the alpha value, $0.000 < 0.05$, as the ANOVA result shows. This demonstrates that the responders' group is diverse. The research showed that parents' ignorance leads to misunderstandings and generalizations that secondary school is challenging for kids.

According to item 2 table 8, the majority of 241 (79%) students, 13 (86.6%) parents, and 50 (84.1%) teachers concurred that parents stated that instructors, not parents, are in charge of monitoring each child's actions. The results show that the average ratings for teachers, parents, and students are 4.2, 4.0, and 4.2, respectively. The computed value is higher than the alpha value, as shown by the ANOVA result; $0.460 > 0.05$. No statistically significant difference is seen. This suggests that teachers have a duty to observe every child's activity, not parents.

Item 3 in Table 8 states that the three groups of respondents were asked if parents paid less attention to their kids' schoolwork. According to ratings, 199 kids (66.1%), 12 parents (80%), and 53 teachers (87.6%) all agree. Additionally validated were the mean values of the respondent groups 3.7, 4.0, and 4.2, which were teachers, parents, and students, respectively. There was a significant difference between the groups, according to a one-way ANOVA test (0.010) used. Although the perceptions of the three groups of respondents varied statistically significantly at alpha 0.05 levels, the results show that parents pay less attention to their children's schoolwork.

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.

The results also showed that the mean scores for children, parents, and instructors were 4.2, 3.9, and 2.7 for each of the three respondents. At the alpha 0.05 levels, the ANOVA result (.000) indicated that the opinions of the three respondent groups differed

statistically significantly. This suggests that while teachers disagreed with the notion, parents expected their children to graduate with excellent points.

Numerous studies showed a direct and beneficial correlation between a child's eventual adjustment and success and the parents' interest and involvement in their education. Given that parents' involvement in their children's education has a favorable impact on their academic performance in school, the significance of parental involvement is further emphasized (Dereje, 2014).

4.4.4. Impact of socio-economic status that affects 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-	Sig value
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	13.32		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	151		6.6	1	6.6	2	13.3	4	33.3	7	46.7	4.1		
	Teachers	609		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 3.5-4.49=Agree 4.50-5.00=S. agree

Source; own survey, 2025

However, in this study, the following factors have been taken into account: parents' desire for their child's labor, economic standing, family income, and educational material supply.

Regarding table 9, item 1 indicated that the primary variables are the parents' demands for their children's labor. According to the statistics, the majority of respondents 216 (70.8%) students, 9 (60%) parents, and 42 (78.9%) teachers—agreed that parents need their children to work in order to support themselves financially. Mean ratings of 3.8, 3.5, and 3.7 for instructors, parents, and students, respectively, likewise guaranteed agreement. The computed value is higher than the alpha value; $0.659 > 0.05$, as the ANOVA's result indicates. This indicates that there are no group responses that differ statistically significantly. This suggests that the elements influencing students' academic success are their parents' demands for their labor.

According to Jeynes (2005), academic progress is positively impacted when parents have high expectations and demands regarding their children's performance in school.

Regarding item 2 in the same table, the three respondent groups were asked to express their opinions. In accordance with the respondents' opinions, 237 pupils (77.7%), 11 parents (73.3%), and 51 teachers (89.4%) all agreed. Accordingly, the agreement result was likewise displayed by the mean values of respondent groups 3.9, 4.0, and 4.1. The computed value is higher than the alpha value, as shown by the ANOVA's result; $0.541 > 0.05$. This suggests that there isn't a statistically significant difference between the groups' comments on the problem. This suggests that one element influencing a student's academic performance was their parents' economic standing.

In Ethiopia, academic success is regarded as a crucial component of social, cultural, and economic growth. Parent engagement should be the government's top priority since it aids in the development of the labor force and managerial skills that enable economic and social transformation through the provision of educational services. The relationship between the school and the student's parent has a beneficial function in raising the student's academic progress. Everyone benefits when students do well (Hay, 2000).

Table 9 item 3 presents the respondents' assessments of the deficiency of educational materials and supplies as a parent-related factor influencing students' academic performance. Therefore, 45 (78.9%) of teachers, 10 (66.6%) of parents, and 207 (67.8%) of pupils gave the rating of agree. The agreement was validated by the mean values of their respective response groups, which were 3.7, 3.8, and 3.9. According to the results of the ANOVA, the computed value is higher than the alpha value; $0.712 > 0.05$ indicates that there is no statistically significant difference. It would appear from this that the availability of educational resources for children is determined by the family's financial situation.

According to item 4 Table 9, the majority of respondents—236 (77.4%) of students, 11 (80%) of parents, and 41 (71.1%) of teachers—agreed that parental participation in income-generating activities has an impact on children's academic progress. The results were corroborated by the data, which shows that the mean values of the respondents were 4.0, 4.0, and 3.6, respectively. The determined value, $0.116 > 0.05$, is bigger than the alpha value, according to the ANOVA result. This suggests that there are no statistically significant differences between the groups' answers to the question.

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	N S.disagree		Disagree		Undecided		Agree		S. Agree		Mean	One Way ANOVA	Sig	
			F	%	F	%	F%	F	%	F	%					
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	.333
		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	.417
		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	.494
		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 1.00-1.5-2.49=D. agree 2.50-3.49= 3.5- 4.50-5.00=S. agree
 1.49=S.dis Undecided 4.49=Agree agree

Source; own survey 2025

According to Table 10 item 1, one of the elements influencing students' academic performance is the parents' educational attainment. The three groups were invited to provide their thoughts on this topic. The majority of respondents, therefore, agreed: 231 students (78.7%), 9 parents (60%) and 47 teachers (77.1%). The average score for teachers, parents, and students was 3.9, 3.7, and 3.9, respectively, indicating that they agreed. The respondents' responses varied, and the ANOVA result ($0.848 > 0.05$) revealed that there was no statistically significant difference between the respondents' groups. This shows that the educational attainment of parents influences the academic success of their children.

Item 2 Table 10 shows that the majority of respondents 205 students (67.2%), 9 parents (60%) and 45 teachers (73.6%) agreed. The mean ratings for all three respondents were 3.6 for students, 3.7 for parents and 3.9 for teachers who also rated as agreeing, according to the respondents' comments. The computed value is higher than the alpha value, as indicated by the ANOVA result; $333 > 0.05$. This suggests that there isn't a statistically significant difference between the groups of responses. The results show that parents are more preoccupied with excessive housework, which is one of the things influencing students' academic performance.

Regarding item 3, the same table asked the three sets of respondents if their parents helped them with their homework. Thus, 205 students (68.6%), 7 parents (46.6%), and 40 teachers (70.1%) said they agreed. Respondent groups 3.7, 3.2, and 3.7 all had mean values that were in agreement. The computed value is higher than the alpha value; $0.417 > 0.05$, as the ANOVA result shows. This suggests that there aren't any notable differences between the three response groups. The results show that pupils' academic performance was impacted by parents' failure to help them with homework.

Table 10 item 4 presents the respondents' opinions regarding parental control over their child's attendance at school, which is one of the elements associated to parents that affect students' academic performance. Thus, 42 (73.6%) of teachers, 11 (73.3%) of parents, and 183 (60%) of students classified themselves as agreeing. The three respondent groups' mean scores, which were 3.6, 3.9, and 3.7, respectively, further, supported the

findings. At $0.494 > 0.05$, the ANOVA's statistical result is higher than the alpha value. According to this, there are no statistically significant differences in the opinions of the respondents regarding the matter.

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.

Because the community has human, financial, information, and experience resources, parents are vital to their children's education. Additionally, studies have shown that parents enrich their children's educational experience by helping them understand themselves better and by having a big impact on their behavior, including study habits and time management. Parents' involvement or participation is now generally regarded as the most crucial factor in any academic accomplishment, according to Parhar (2006).

Table 11 Descriptive Statistics of the given variables

NO.	Variables	Mean	One way ANOVA
1	lack of awareness	3.02	.306
2	lack of time	3.21	.113
3	lack of interest	3.03	.117
4	Socio-economic status	2.93	.507
5	Socio-cultural factors	3.25	.523
	Average	3.088	.313

The first variable was designed to find out the influence of Parents lack of awareness about the importance of parental involvement in their child's education. As shown on the above table, the overall result of the mean ($m=3.02$ and one way ANOVA .306) lies in the neutral position. This shows that respondent's did not agree and in the same way disagreed on having the clear view of and understanding of the objective of the students learning in general. .

The second variable was focused to determine Parents lack of time to support their students in learning activities. The indicator under this table was given; (mean= 3.21 and

one way ANOVA =0.113). This result shows 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.

The third variable was designed to determine the Parents lack of interest on students' academic activities. The indicator under this table was given; (mean=3.03 and one way ANOVA =0.117). This result shows that parents believed that it's only teacher's responsibility to see each activity of children, not the parent's.

The fourth variables focused on Impact of socio-economic status that affects parental involvement in student's academic activities. The indicator under this table was given; (mean=2.93 and one way ANOVA =0.507). 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.

The fifth variables focused on Socio-cultural factors that affect parental involvement in student academic activities. The indicator under this table was given; (mean=3.25 and one way ANOVA =0.523). This finding shows that the socio cultural of parents influences the academic success of their children.

Lastly, the overall above descriptive statistics parental involvement result mean and one way ANOVA (3.088 and .313) respectively this shows that Parents' involvement or participation is now generally regarded as the most crucial factor in any academic accomplishment,

Correlation

Correlation may be expressed as the degree of relationship present between two or more variables (Koutsoyiannis, 1977). The linear correlation coefficient (r) is a measure of the degree of co-variability of the variables. The strength and the direction of a linear relationship between the two variables (dependent and independent) are measured by the linear correlation coefficient (r). The values that the correlation coefficient may assume vary from -1 to +1. There is a positive correlation between the variables, when r is positive. $r = +1$ implies that there is a perfect positive correlation between variables. When r is negative, there exists a negative correlation between the variables. $r = -1$ implies that there is a perfect negative correlation between variables. The variables are not correlated, when r is zero.

The strength of correlation can be described using Evans (1996) guide. "Evans (1996) suggests that the absolute value of linear correlation coefficient (r)", as cited in (Beldjazia and Alatou, 2016). "If $r = 0.00-0.19$ it will be very weak, $r = 0.20-0.39$ it will be weak, $r = 0.40-0.59$ it will be moderate, $r = 0.60-0.79$ it will be strong and $r = 0.80-1.0$ it will be very strong".

Table 12. Coefficient of correlation

	LA	LT	LI	SCS	SCF
lack of awareness	1				
lack of time	.473**	1			
lack of interest	.409**	.409**	1		
Socio-economic status	.443**	.443**	.569**	1	
Socio-cultural factors	.419**	.511**	.492**	.634**	1

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

Depending on the above table we can see different correlation and relationship, namely the independent variable and dependent variable. From the above table the independent variable (Lack of time , Lack of interest, Socio-economic status , and socio-cultural factors) and the dependent variable Students learning have positive and very significantly correlation with($r = 0.473$, $p < 0.01$), ($r = 0.409$, $p < 0.01$), ($r = 0.443$, $p < 0.01$), ($r = 0.419$, $p < 0.01$) respectively. The result indicates moderate relationship between the variables.

The independent variable (Lack of awareness, Lack of interest, Socio-economic status, and socio-cultural factors) and the dependent variable Students learning have a positive and very significant correlation in between with ($r = 0.409$, $p < 0.01$), ($r = 0.443$, $p < 0.01$), ($r = 0.511$, $p < 0.01$) respectively and they have moderate relationship. Generally the above correlation table result indicated that between the dependent, mediator and the independent variables had positive and significant correlation to each other.

Regression:

Table 13. Regression of the study /ANOVA/

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	41.271	4	10.318	34.648	.000 ^b
Residual	49.729	167	.298		
Total	91.000	171			

a. Dependent variable, students learning

b. Independent variable, LA, LT, LI, SCS, SCF

The idea a researcher can get from linear regression was the capacity of predating whether the change of results based on the outcome of the research finding in general. The above ANOVA table expresses that how well the data of respondents were responded and presumed model. The value under the column of sig. that indicates and fits the value expected. The finding shows that the model is fit for analysis and interpretation. The f value is significant that could be considered and seen as an anticipated and actual data is not different in the overall the research work.

From the model summary, autocorrelation test result indicates the Durbin-Watson SPSS calculated it as 2.298. The value of the research lies between $0 < 2.298 < 4$, it close to 2. Therfor there is no violation of autocorrelation. The model summary indicates multiple correlation coefficients. R value 0.673 shows strong correlation between the three independent variable Lack of awareness, Lack of time, Lack of interest, and Socio-economic status and the dependent variable students learning

The above model summary indicates that how much variation in the predicted variables has been explained by the independent variables. In the regression result as it was described above, the R-Square is 0.454 that suggests nearly 45.4% of the value of the outcome variable predicting is explained by in the variation of the independent variable Lack of awareness, Lack of time, Lack of interest, Socio-economic status and socio-cultural factors and dependent variable students learning. The remaining 54.6% changes in the students learning factors are not included.

CHAPTER FIVE: 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

Assessing the parental participation practices and difficulties faced by parents enrolled in Nifas Silk Lafto Sub-City's governmental secondary schools was the aim of this study. Basic questions about parents' involvement in their children's academic activities, support, and circumstances affecting their children in a selected sample of government secondary schools in Nifas Silk Lafto Sub-City are necessary to accomplish the intended goal. Last but not least, the study tried to generate ideas. Conclusions and offer possible suggestions.

Three fundamental questions were posed and addressed in order to meet the study's goal.

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

Three government secondary schools were chosen to participate in the study: Lafto Secondary School, Lebu Secondary School, and Ginbot 20 Secondary School. A quantitative questionnaire was used to gather data from teachers, students, and parents of PTSA members. Furthermore, qualitative interviews were done with the principals and the head of the sub-city PTSA.

Lastly, 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 statistically tools employed.

In view of that, the following findings were drawn.

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

- Based on the data, students, parents, and teachers said that parents don't set out a specific time and location for their children's to complete schoolwork. This suggests that parents in the sample government secondary schools do not provide enough time and space for their children's educational activities.
- In terms of how well parents participate in school operations, students, parents and teachers rated low. This suggests that parents are less involved in various school-related activities.
- Of the three sets of respondents, students, parents, and teachers gave bad ratings to parents encouraging their kids to participate in extracurricular activities. According to this, parents did not encourage their kids to engage in extracurricular activities.
- According to the findings, majority of parents did not give their kids more praise or appreciation for their efforts.

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

- ✚ Respecting to producing conducive climate in school for students learning activities, the respondents, students, parents and teachers verified were low. This assured that parents are not produce conducive climate in school for students learning activities.
- ✚ The majority respondents said that students, parents, and teachers verified low child activity monitoring. This suggests that a significant component of children's academic success is their parents' lack of activity monitoring.
- ✚ The ability of parents to resolve teaching and learning issues with staff involvement was rated as low. This suggests that parents were not involved in resolving pedagogical or learning issues. This made it more likely that parents would talk about their children's activities with their teachers.
- ✚ Relating to the mobilization of students' academic achievement they responded low. This reveals that parent did not create mobilization concerning students' academic achievement. And also students, parents and teachers rated low concerning parents organize system of students' academic achievement control.

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

- According to parents-teachers participating on conference, students, parents and teachers rated as agree. This shows parents thought that parent-teacher conference are waste of time.
- According to the respondents; parents and teachers said they agreed about factors influencing students' academic performance in relation to extracurricular activities. The results show that parents believed extracurricular activities were a waste of time.
- Concerning parental low perception towards education and its benefits students, parents and teachers respectively rated as disagree. This shows that the respondents agree on parents have positive perception towards education and its benefits.
- Respects of school policy and program, 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 students, parents and 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. students, parents and teachers confirmed disagreement. The result assured that parents did not discuss with their children about academic achievement (schooling)
- 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.
- Concerning about economic status of parents, majority of the respondents, students, parents and teachers responded agree. The result shows, economic status of parents was one factor affecting student's achievement.
- Concerning to domestic work of parents, Students, and 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, students, parents and teachers responded agree. This indicates that parents do not control their child's school attendance and it affects student's achievements.

5.2. Conclusion

The study was designed to analyze the contemporary practices and problems of parental participation on students learning in case of selected government secondary school of Nifas Silk Lafto Sub-City. According on the analysis and major findings of the study the following conclusions are drawn.

The findings of the research showed that practices of family participation in children learning were low in Nifas Silk Lafto Sub-city government secondary schools. The key problems of parental involvement in children learning were, a) lack of understanding; on the value of parent-teacher conference, extra-curricular activities, lack of awareness about school regulations and programs; b) lack of time; to visit students classroom and to chat about academic activity; c) lack of interest; to witness each activities of children and to offer attention for children school activities d) impact of socio-economic status; demand child's labor, low economic status and more involved in income generating activities d) socio-cultural issues; such as parents educational level, excessive household work and not regulate their child's school attendance.

Possible interventions include strengthening relationships between parents, communities, and schools, establishing well-organized school leadership, educating parents and communities about the benefits of education, and implementing follow-up strategies by the school, as well as providing strong counseling services to students on study habits. Overall, the findings demonstrated how some parental engagement variables in the study mentioned above pose a barrier to the quality of secondary school education. Additionally, it demonstrated several helpful approaches. Therefore, the data presented in the study backed up the call to focus on parental engagement issues in order to address secondary school students' demands for high-quality education, enhance academic performance, and benefit the educational system.

Such educational research can provide the information needed to explain why academic success gaps emerge in situations when such research is scarce. According to the study's findings, policymakers, planners, educators, and school administrators will be able to recognize the extent of the issue and suggest workable and successful community-based intervention strategies to support the situation. The results of this study might spark curiosity or serve as a springboard for individuals who plan to go deeper into the subject.

All stakeholders must be held accountable for any practices that may jeopardize students' academic achievement and work to eliminate the factor affecting students' academic achievement. Successfully managing the situation in the secondary school could be seen as a significant factor in facilitating and improving the learning experience of students at the government secondary school level in Nifas Silk Lafto Sub-City.

5.3. Recommendations

Depending on the finding collected and conclusions taken from this study relative to the status of parental involvement in students learning that effect student academic achievement of secondary school, the following recommendations are proposed in line to the above findings.

- ❖ The achievement of kids, the home school, and the school community are all improved by parental involvement in education. The study's findings indicate that parents should receive immediate refresher training on academic achievement and student education through seminars, workshops, or discussion forms created and implemented by the school administration with the consent of the PTSA heads and the Sub-City educational office.
- ❖ The researcher would like to stress that, if it is truly effective, the school management committee and school PTSA members are an extremely important platform for improving the interaction between parents and teachers. The school board and stakeholders, including school administrators, teachers, students, parents, the community, nongovernmental organizations, and educational experts, can readily resolve the majority of academic and co-academic issues.
- ❖ 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 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 educational material.
- ❖ 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.

At the end, to make this finding applicable in all of the government 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 only be limited on parental involvement in students learning.

REFERENCES:

- Adam, F., 2005. Community participation in school development: Understanding participation in basic school performance in the Nanumba district of Ghana. *University of Bergen, Norway*
- Alreshidi et al., (2022) Saudi Arabia Support children with homework, Home learning, parental expectations on children performance.
- Anthony et al., (2019) U.S. School based involvement (SBI) and Home based involvement (HBI)
- Begin, D.C. and R. Donald, 2005. *The school and Community Relation*, 7th Edition. New Delhi: private Hall, Indian private ltd.
- Bailey, L. B., Silvern, S. B., Brabham, E., and Ross, M. 2004. The effects of interactive reading homework and parent involvement on children's inference responses. *Early Childhood Education Journal*.58: 348-357
- Best, J.W. and Kahn (2005). *Research in Education* (7th. Ed). New Delhi Printice Hall. Indicant private Ltd.
- Bray, M. (2001). Community partnership in education: Dimensions, Variations, and Implications. Proceeding of World Education Forum on Education for all 2000 Assessment, Dakar, 26-28 April 2000. Paris, France, Grapho print.
- Creswell and Clark (2009). *Social research methods: Qualitative and quantitative approaches* (4th ed.). Boston: Allyn & Bacon
- Dereje Aragaw (2014) .*The Status and Challenges of Parent Teacher Student Association Roles*” in some selected government secondary schools of Tigray region. Addis Ababa University
- Desforges, C and Abouchaar, A. 2003. *The impact of parental involvement, parental support and family education on students' achievement and adjustment: A Literature*

Review.London: Department for Education and Skills.

Desforges, C. and Abouchar, A. 2003. *The impact of parental involvement, parental support And family education on pupil achievement and adjustment: A literature review*.DFES Research report 433.

Edo, M., Ali, K., and Perez, M. 2002.*Ethiopian Community Education Initiative: Communities, NGOs and Government Partnerships in Action*. Orlando, Florida: Save the Children

Edwards, P.A. (2004). *Children's literacy development: Making it happen through school, family, and community involvement*. Boston: Pearson.

Epstein, J. L. (2000). You are now in auditorium partnership 2000. Retrieved October 30, 2000, from the World Wide Web: <http://pages.prodigy.com/cmpower.com/epst0116>.

Epstein, J. L. and Associates (2009).*School, family, and community partnerships your Handbook for action* 3rdEdition. USA: Corwin Press.

Fan, X. (2001). Parental involvement and students' academic achievement: A growth modeling analysis. *The Journal of Experimental Psychology Review*, 1: 1-22.

Faye Covington Bradley (2010). The Impact of Parental Involvement on the Reading Achievement of Fourth Grade African American Males": Focusing on the reading achievement of males. In Tidewater Region of Virginia .

Ferguson, C. 2005. *Reaching Out to Diverse Populations: What Can Schools Do to Foster Family-School Connections?* Austin, Texas: National Center for Family and Community Connections with Schools.

HabtamuTatek (2016) .Parent Related Factors Affecting Students Academic Achievement in Secondary Schools of Arsi Chilalo Subzone, Oromia Regional State,Ethiopia diverse setting. New York: McGraw-Hill.

Hay, I. (2000), *Qualitative Research Methods in Human Geography*, Oxford University Press.

- Henderson, A. T.A and Berla(1997). The evidence continues to grow: parent involvement improves student achievement. Maryland: National committee for Citizens in education.<http://www.cnefr.cn/yidh/wxlb/qt/images/2009/1/17/362.pdf>.
- Henderson, A. T., and Mapp, K. L. (2002) A new wave of evidence: The impact of school, family, and community connections on student achievement. Austin, TX: Southwest Educational Development Laboratory. (ERIC Document Reproduction Service No. ED474521).
- Hickman,C.W., Greenwood, G., & Miller, M. D. (1995). High school parent involvement: Relationships with achievement, grade level, SES, and gender. Journal of Research and Development in Education, 28(3), 125-132.
- Holloway, S.,Yamamoto, Y., Suzuki, S. and Mindnich, J.D. (2008). Determinants of Parental Involvement in Early Schooling: *Evidence from Japan. Early Childhood Research and Practice* Vol 10(1) Spring 2008ecrp.uiuc.edu/v10n1/holloway.
- Hoover-Dempsey, K V. and Sandler, H. M. (1995). Parental involvement in children’s education: why does it make a difference? *Teachers college record*.97:310-331.
- Houtenville, A.J. and Conway, K.S. (2008).Parental effort, School Resources,and Student Achievement.*The Journal of Human Resources*. XIII (2) : 437-453.
- Jane L. Rahman (2001).The of Effects of Parental Involvement on Students Success: Focusing on level of parental involvement and parents’ level of education. University of Wisconsin-Stout.
- Jeynes,W. H. (2005). Parental Involvement and Student Achievement: A Meta-Analysis. www.hfrp.org/family Involvement/publications-resources/parental-involvement.
- Johnston, J. H. (1998). “Family involvement models in Middle Schools.” Chapter 9 pp. 184-191.Home-School Relations-Working Successfully With Parents and Families. Fuller, M. L. & Olsen, G. Allyn& Bacon, Boston, Mass.
- Jowett, S. and Baginsky. (1988). Parents and education: a survey of their involvement and a

discussion of some issues. Educational research.

Kimu, A.M., 2012. *Parent involvement in public primary schools in Kenya*. University of South Africa (South Africa).

Kindiki, J. (2009). Effectiveness of boards of governors in curriculum implementation in secondary schools in Kenya. *Educational Research and Reviews*.4(5), 260-266.

Lemmer, E. and Van Wyk, N.(2004). Schools reaching out: Comprehensive parent involvement in South African primary schools. *Africa Education Review*.

Lindsay J. Horvatin (2011) Perceived Barriers to Parental Involvement in secondary schools. American School Counselor Association.

Ministry of Education, Ethiopia 2003. *Education Statistics Annual Abstract*. Addis Ababa: Education Management Information Systems.

Ministry of Education.(2007). Education Sector Development Program IV, Program action plan. Addis Ababa, Ethiopi

Ministry of Education.(2010). Education sector Development program-VI.2010/2011-2014/2015. Program Action plan. Addis Ababa. Ethiopia, ESDP-VI, Pdf

Ministry of Education.(2013). The new school planning document was set. 2005. Education sector Development program-III. 2005/2006-2010/2011. Program Action plan. Addis Ababa: Berhanena Selam printing Enterprise.

Morgan, Jennifer Swift. (2006). What community participation in School means: Insights from Southern Ethiopia. EDC.Idd.edc.org .

Naidoo, J. (2005). Educational decentralization and school governance in South Africa. From policy to practice. <http://unesco.org/iiep/PDF/pub/E>.

Negash, T. (1996). *Rethinking Education in Ethiopia*. Uppsala, Sweden: Nordiska Afrika institute.

- Nyarko, K. (2011). Parental school involvement: The case of Ghana. *Journal of Emerging Trends in Education Research and Policy Studies*.
- Nye, C., Turner, H.M. and Schwartz, J.B. (2006). Approaches to Parental Involvement for Improving the Academic Performance of Elementary School Age Children.
- Parhar, A. (2006). *Broadening our Conceptualization of Parental Involvement: Ethnic Minority Parental Participation as Democratic, Educational Practice*. University of British Columbia.
- Rothstein, R. (2004). Class and schools using social economic and educational reforms to close the white and black achievement gap. *Economic Policy Institute, U.S.A.*
- Shaeffer, S. (1994). *Participation for Educational Change: A Synthesis of Experiences*. Paris: UNESCO International Institute for Educational Planning.
- Sy, S.R., Rowley, S.J. & Schulenberg, J.E. (2007). Predictors of parent involvement across contexts in asianamerican and europeanamerican families. *Journal of Comparative Family Studies*, 38(1): 1-29.
- Tadele Bekele (2014) .An Assessment of Community Participation in Education: The Case of Lideta Sub-city, Addis Ababa.
- Tefera, S. (1996). Attempts at Educational Reform in Ethiopia: A Top-down or Bottom-up Reform? *The Ethiopian Journal of Education*. 16, 1.
- UN-ESCAP (United Nations Economic and Social Commission for Asia and the Pacific). (2009). Regional trends, issues and practices in rural poverty reduction Case Studies on Community Participation. Paris: UN-ESCAP.
- Vassallo, P. (2001). More than grades: how choice boosts parental involvement and benefits children. *Policy Analysis*, 383(1): 1-16.
- Watt, P. (2001). Community support for basic education in Sub Saharan Africa: Africa region human.

WeldeMeskel, Z. (1999). Non Formal Education Policies of Ethiopia. *Non Formal Education in Ethiopia, An Overview of the Current Situation*. Addis Ababa: EERA.

Williams, J. (1997). *Improving School-Community Relations in the Periphery*. Quality Education for All: Community Oriented Approaches. New York: Garland Publishing Inc.

Yan, W. and Lin, Q. (2005). Parent involvement and mathematics achievement: Contrast across racial and ethnic groups. *The Journal of Educational Research*, 99(2), 116-127.

Zellman, Gail and Waterman, Jill M. (1998). Understanding the impact of parent school involvement on children's educational outcomes, *Journal of Educational Research*, 56: 229-234.

APPENDIX- 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

The purpose of this Questionnaire 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!

Part I, Background of the respondent

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: 1. Male 2. Female

2. Age in year: 1. below 20 2. Above 20

3. Grade:- 1. Grade 9 2. Grade 10 3. Grade 11 4. Grade 5. above 4 years

4. Total year learning in this school: 1. 1 year 2. 2 years 3. 3 years 4 years

Part II, practices and challenges of Parental involvement in students learning.

Direction 2:-Please indicate your response by putting (x) mark in one of the boxes against your choice.

Rating scale: VH= Very High=5, H=High=4, M=Moderate=3, L=Low=2, and VL=Very low=1

1. Perceptions About involvement of parents in their children’s education

N O	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)					
2	Hold a view that the school negatively affects my life					
3	Involve in school functions effectively.					
4	Tell distractive idea about school					
5	Praise and motivate me based on good work and successes					
6	Motivate me to participate in extra-curricular activities.					
7	Share their best experiences of academic achievement.					
8	Encourages me to have confidence in group work and participation.					

2. The extent of parental involvement in their children's academic activities

N		Responses				
		5	4	3	2	1
O	General question: My parents/Guardians					
9	Create conducive home environment for my school work					
10	Monitor my activities to enhance academic achievement.					
11	Parent take time at staff meeting for discussion and idea sharing on Academic achievement.					
12	Support schools' efforts to integrate information and communication Technology in the academic activities.					
13	Communicate with teachers to discuss about my activities.					
14	Contact the teacher if I seem to be having a problem.					
15	Create mobilization concerning students' academic activities					
16	Organize system of my academic achievement control.					

3. Challenges affecting parental involvement in students learning:

SA=strongly agree=5, A= Agree=4, UN= Uncertain=3, DA= Disagree=2 and S. DA= strongly disagree=1

No	Parents' related factors that influence parental involvement in student academic activities	Responses				
		5	4	3	2	1
	A. Lack of awareness: My parents/Guardians					
17	Feel that Parent -teacher conference are waste of time					
18	Believe that extra-curricular activities are killing of time					
19	Hold Low perception towards education and its benefits					
20	Lack of awareness about school policies and program					
	B. Lack of time: My parents/Guardians					
21	Provides time to visit my class room					
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					

C. Lack of Interest: My parents/Guardians						
24	Conclude that preparatory school education is difficult for me					
25	Believe that it is Teacher's responsibility to see each activity of children, not the parent's					
26	Give less attention for my school activity					
27	expect me to finish Secondary 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					

ተ. ቁ	አጠቃላይ ጥያቄ፡ ወላጆቹ/አሳዳጊዎቹ	ምላሾች				
		5	4	3	2	1
9	ለትምህርቱ ውጤታማነት መሳካት አመቺ ሁኔታዎችን ይፈጥሩ ልኛል					
10	በትምህርቱ ውጤታማ እንደሆነ እንቅስቃሴዎቹን ይቆጣጠሩ ሉ					
11	በትምህርት ቤት ውስጥ ለተማሪዎች ውጤታማነት ተብለው በሚደረጉ ስብሰባዎች እና ወይይቶች ላይ ተሳትፎ ያደርጋሉ					
12	ትምህርት ቤቶች የትምህርት እንቅስቃሴውን በኢንፎርሜሽን ቴክኖሎጂ የታገዘ እንዲሆን እያደረጉት ላለው ተግባር ድጋፍ ያደርጋሉ					
13	ስለ እኔ የትምህርት እንቅስቃሴ ለመወያየት ከመምህራኖቼ ጋር ይገናኛሉ					
14	ከትምህርቱ ጋር በተያያዘ ችግር ገጥሞ ታል/ሚታል ብለው ሲያስቡ ከመምህራኖቼ ጋር ይገናኛሉ					
15	የተማሪዎችን የመማር ሂደቱን ለመደገፍ የህዝብን ቅናቄ ይፈጥራሉ					
16	የእኔን አጠቃላይ ውጤታማነት የሚቆጣጠሩ በትንሽ አትክርን ተዋል					

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

በጣም አስማማላሁ =5 አስማማለሁ =4 እርግጠኛ አይደለሁም =3 አልአስማማም =2 በጣም አልአስማማም =1

ተ. ቁ.	ወላጆች በልጆቻቸው የትምህርት እንቅስቃሴው ስጥተሳትፎ እንዲያደርጉ የሚያገዟቸው ምክንያቶች	ምላሾች				
	ሀ. የስልጠና ዕውቀት: ወላጆቹ/አሳዳጊዎቹ	5	4	3	2	1
17	በወላጆች እና በመምህራን መካከል የሚደረገው ይይዞታ የሆኑትን ጊዜ እንደሚባከን አድርገው ይቆጥሩ ታል					
18	በትምህርት ቤት ውስጥ በሚካሄዱት ጥያቄዎች እንቅስቃሴዎች ላይ ተሳትፎ ሳይደርግ ጊዜ እንዲባከን አድርገው ያስባሉ					
19	ስለትምህርት እና ጠቀሜታዎቹ ዝቅተኛ ምት ይሰጣሉ					
20	ስለትምህርት ቤቶች ፖሊሲ እና ፕሮግራሞች ያላቸው ግንዛቤ አነስተኛ ነው					
	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) እንድንገባ ሁኔታዎችን ያመቻቹልኛል።					
23	ስለትምህርት ጉዳይ ለመወያየት በቂ ጊዜ ይመድባሉ					
	ሐ. የፍላጎት ማገስ: ወላጆቹ/አሳዳጊዎቹ					
24	የሁለተኛ ደረጃ ትምህርትን ለእኔ ከባድ እንደሆነ አድርገው ያስባሉ					
25	የእኔን የትምህርት እንቅስቃሴ የመከታተሉ ሃላፊነት የመምህራኖቼ ብቻ እንደሆነ አድርገው ያስባሉ					
26	ለእኔ የትምህርት እንቅስቃሴ ትኩረት አይሰጡም					
27	የሁለተኛ ደረጃ ትምህርት ቴንቦጥ ሩጥ ብእንዲያጠናቅቅ ይፈልጋሉ					
	መ. ኢኮኖሚያዊ ሁኔታዎች : ወላጆቹ/አሳዳጊዎቹ					
28	የእኔን ጉልበት መበዘበዘ ይፈልጋሉ					
29	ኢኮኖሚያዊ ትኩረት አይሰጡም					
30	የሚያስፈልጉኝን የትምህርት ቁሳቁስ ማሟላት አይችሉም					

31	ገቢ ማስገኛ ስራዎች ላይ ነው ተጠምደው የሚውሉት					
	ሰ. ማህበራዊ እና ባህላዊ ምክንያቶች፡ ወላጆች/አሳዳጊዎች					
32	ዝቅተኛ የትምህርት ደረጃ ነው ያላቸው					
33	ብዙ ጊዜ ያቸው ንብረት ውስጥ ስራ ተጠምደው ነው የሚያሳልፉት					
34	የቤት ሥራ ይላይ አያግዙኝም					
35	ት/ቤት መሄዴ ንና አለ መሄዴ ን አይቆጣጠሩም					

APPENDIX- 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

The purpose of this Questionnaire 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

No	Perceptions about involvement of parents in their children’s education	Responses				
		5	4	3	2	1
	In my opinion parents of children in my school,					
1	Set time and place to do his/her school activities (homework, Assignment etc)					
2	Hold a view that the school negatively affects the child					
3	Involve in school functions effectively.					
4	Tell distractive ideas about school to their children					
5	Encourage students to score above average in national examination					
6	Motivate their children to participate in extra-curricular activities.					
7	Share their best experiences to help raise students’ academic achievement.					
8	Encourage students to have confidence in group work participation.					

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

No	In my opinion parents in our school	Responses				
		5	4	3	2	1
9	Create conducive home environment for students in relation to their learning.					
10	Monitor and control important part of their child's Academic activities.					
11	Take time for meeting at school for discussion and idea sharing on Student's academic activities.					
12	Support school effort to integrate information and Communication technology in the academic achievement.					
13	Help Solve teaching- learning problems with staff involvement.					
14	Contact teachers if children seem to be having a problem.					
15	Create mobilization concerning students' academic activities.					
16	Organize system of students' academic achievement control.					

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

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

No	In my opinion parents assume that	Responses				
		5	4	3	2	1
	A. Lack of training					
17	Parent -teacher conference are waste of time					
18	Extra-curricular activities are killing of time					
19	Education has low benefit to children					

20	school have poor policies and programs						
	B. Lack of time						
21	It is good to spend time to visit their children's class room activities						
22	It is good to Provide opportunities to children to visit places of interest e.g., zoos, museums, shopping and historical places etc						
23	It is appropriate to Set time to discuss about academic activity with their children						
	C. Lack of interest						
24	Secondary school education is difficult for children						
25	It is Teacher's responsibility to see each activity of children, not that of the parent's						
26	less attention should be given for children school activity						
27	Their child should complete preparatory school education with high scores						
	In my opinion parents of children in our school						
	D. Socio-economic						
28	Experience exploitation of child labor						
29	Experience Low economic status						
30	Do not supply children with educational materials						
31	Involve in income generating activities						
	E. Socio-cultural						
32	Have low level of education						
33	Are occupied with domestic works						
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!

ክፍል ሁለት-

በተማሪዎች መማር-

ማስተማር ሂደት ውስጥ የወላጆች ተሳትፎ አተገባበር እና ተግዳሮቶች።

መመሪያ ሁለት-

ለሚከተሉት ጥያቄዎች ምላሽ ስምት ንበተሰጠው የሳጥን ምልክት ውስጥ X

ምልክት ንበማስቀመጥ ይመልሱ። (ማሳሰቢያ ምላሽ በጣም ከፍተኛ ከሆነ 5 ይምረጡ። ከፍተኛ ከሆነ 4 ይምረጡ። ገለልተኛ ከሆነ 3 ይምረጡ። ዝቅተኛ ከሆነ 2 እንዲሁም በጣም ዝቅተኛ ከሆነ 1 ይምረጡ።)

2. ወላጆች በልጆቻቸው የትምህርት ሂደት ተሳትፎ ላይ ያላቸው አመለካከት

ተ.ቁ	አጠቃላይ ጥያቄ፡ ወላጆች/አሳዳጊዎች	ምላሾች				
		5	4	3	2	1
1	ለልጆቻቸው የመማር ተግባራቸው ንበአግባቡ እንዲተገብሩ በቂ ጊዜ እና በታያ መቻቻ ሉ					
2	ትምህርት ቤት በልጆቻቸው ላይ አሉታዊ ተጽዕኖ አለው ብለው ያስባሉ					
3	በትምህርት ቤት ስራዎቻቸው ውስጥ ንቁ ተሳትፎ ያደርጋሉ					
4	ለልጆቻቸው ስለትምህርት ቤት በጎ ያልሆኑ ሀሳቦችን ይነግሯቸዋል					
5	ልጆቻቸው በብሄራዊ አገራቸው ተናክሎ ማካይ በላይ የሆነው ጤነኛ እንዲያስ መዘግቡ ያበረታቷቸዋል					
6	ልጆቻቸው በተጓዳኝ የትምህርት ቤት እንቅስቃሴዎች ውስጥ እንዲሳተፉ ያበረታቷቸዋል					
7	የልጆቻቸውን የትምህርት አቀባበል ለማሳደግ የራሳቸውን ጥሩ ተሞክሮ ያካፍሏቸዋል					
8	ልጆቻቸው በቡድን ስራዎች ላይ በሙሉ ራስ መተማመን እንዲሳተፉ ያበረታቷቸዋል					

3. ወላጆች ለልጆቻቸው የትምህርት እንቅስቃሴ ስኬት የሚያደርጉት ድጋፍ

ተ.ቁ	አጠቃላይ ጥያቄ፡ ወላጆች/አሳዳጊዎች	ምላሾች				
		5	4	3	2	1
9	ለልጆቻቸው የትምህርት እንቅስቃሴ መሳካት አመቺ ሁኔታዎችን ይፈጥራሉ					
10	ልጆቻቸው በትምህርታቸው ውጤታማ እንዲሆኑ እንቅስቃሴያቸውን ይከታተላሉ					
11	በትምህርት ቤት ውስጥ ለተማሪዎች ውጤታማነት ብለው በሚደረጉ ጉስብስባዎች እና ወይይቶች ላይ ተሳትፎ ያደርጋሉ					
12	ትምህርት ቤቶች የትምህርት እንቅስቃሴውን በኢነፎርሜሽን ቴክኖሎጂ የታዘዘ እንዲሆን እያደረጉት ላለው ተግባር ድጋፍ ያደርጋሉ					
13	ስለ ልጆቻቸው የትምህርት እንቅስቃሴ ለመወያየት ከመምህራኖቻቸው ጋር ይገናኛሉ					
14	ልጆቻቸው ችግር ገጥሟቸዋል ብለው ሲያስቡ ከመምህራኖቻቸው ጋር ይገናኛሉ					
15	የተማሪዎችን የመማር ሂደቱን ለመደገፍ የህዝብ ንቅናቄ እንዲኖር የበኩላቸውን ድርሻ ይወጣሉ					
16	የልጆቻቸውን ውጤታማነት የሚቆጣጠሩ በትንስር አት ይዘረጋሉ					

4. ወላጆች በልጆቻቸው የትምህርት እንቅስቃሴ ውስጥ ተሳትፎ እንዳያደርጉ የሚያግዷቸው ምክንያቶች
 በጣም አስማማላሁ=5 አስማማላሁ 4 አርግጠኛ አይደለሁም 3
 አልሰማማም 2 በጣም አልሰማማም 1

ተ. ቁ	ወላጆችበልጆቻቸውየትምህርትእንቅስቃሴውስጥተሳተፎእንዲያደርጉላቸውሚያግዷቸው ምክንያቶች	ምላሾች				
		5	4	3	2	1
	ሀ. የስልጠናዕጥረት: ወላጆች/አሳዳጊዎች					
17	በወላጆችእናበመምህራንመካከልየሚደረገውይይቶችንጊዜንእንደማባከንአድርገውይቆጥሩታል					
18	በትምህርትቤትውስጥበሚካሄዱተጓዳኝእንቅስቃሴዎችላይልጆቻቸውተሳተፎሲያደርጉጊዜያቸውንእንዳባከኑአድርገውያስባሉ					
19	ስለትምህርትእናጠቀሜታዎቹዝቅተኛግምትይሰጣሉ					
20	ስለትምህርትቤቶችፖሊሲእናፕሮግራሞችያላቸውግንዛቤአነስተኛነው					
	ለ. የጊዜእጥረት: ወላጆች/አሳዳጊዎች					
21	የልጆቻቸውንየክፍልውስጥእንቅስቃሴለመታዘብ/ለመከታተልጊዜይመድባሉ					
22	አዝናኝእናአስተማሪስፍራዎችን (ለምሳሌ:የእንስሳትማቆያስፍራዎችን፣ ሙዝዬሞችን፣ ታሪካዊስፍራዎችን...ወዘተ) እንድሳቸውሁኔታዎችንያመቻቸውላቸዋል።					
23	ስለትምህርትጉዳይለመወያየትበቂጊዜይመድባሉ					
	ሐ. የፍላጎትማኅስ: ወላጆች/አሳዳጊዎች					
24	የሁለተኛደረጃትምህርትንለልጆቻቸውከባድእንደሆነአድርገውያስባሉ					
25	የልጆቻቸውንየትምህርትእንቅስቃሴየመከታተሉሃለፊነትየመምህራኖችብቻእንደሆነ አድርገውያስባሉ					
26	የልጆቻቸውንየትምህርትእንቅስቃሴትኩረትአይሰጡም					
27	ልጆቻቸውየመሰናዶትምህርታቸውንበጥሩነጥብእንዲያጠናቅቁይፈልጋሉ					
	መ. ኢኮኖሚያዊሁኔታዎች : ወላጆች/አሳዳጊዎች					
28	የልጆቻቸውንጉልበትመበዘበዘይፈልጋሉ					
29	ኢኮኖሚያቸውዝቅተኛነው					
30	የሚያስፈልጓቸውንየትምህርትቁሳቁስማሟላትአይችሉም					
31	የገቢምንጫቸውየሆነስራዎችላይነውተጠምደውላቸውሉት					
	ረ. ማህበራዊእናባህላዊምክንያቶች: ወላጆች/አሳዳጊዎች					
32	ዝቅተኛየትምህርትደረጃነውያላቸው					
33	ብዙጊዜያቸውንበቤትውስጥስራተጠምደውነውላቸውላልፉት					
34	ልጆቻቸውየቤትስራቸውንእንዲሰሩአያገዙም					
35	ልጆቻቸውበትክክልት/ቤትመሄዳቸውንእናአለመሄዳቸውንአይከታተሉም					

ለሚከተሉትመጠይቆችምላሽዎትንበጽሁፍያስቀምጡ

1. በትምህርት-ቤታችሁ ወላጆች በልጆቻቸው የትምህርት እንቅስቃሴው ሰጥበቂ የሆነ ተሳትፎ እንዳያደርጉ የሚያግዷቸው ምክንያቶች አሉብላው ያስባሉ ?
አዎ/አይደለም :: ምላሽዎ አዎ ከሆነ ምክንያቶቹን ዘርዝሩ _____

∴

2. በእናንተ ትምህርት-ቤት ተጨባጭ ሁኔታ የወላጆችን ተሳትፎ በማሻሻል የተማሪዎችን ውጤት ለማሳደግ የተቀረሱ ስትራቴጂዎች ካሉ ይዘርዝሯቸው _____

∴

ለቀናት-ብብርዎ በድጋሜ እና መሰግናለን!!
APPENDIX- IV: INTERVIEW GUIDE QUESTIONS
FOR THE PRINCIPALS, SUPERVISORS
AND WEREDA PTSA HEAD
ADDIS ABABA UNIVERSITY OF EDUCATION
COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES.

DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Guiding Questions for school principals and Wereda 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 is learning in each subject?
6. Does 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?

APPENDIX- 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 (1 to 5)		
5	Student assessment (Roster) document		
6	Additional student tutorial support document		
7	School PTSA meeting minutes		
8	Parent teacher meeting document		