

**THE RELATIONSHIP BETWEEN PARENTAL
INVOLVEMENT AND STUDENTS' ACADEMIC
ACHIEVEMENT IN SECONDARY SCHOOLS OF ILU ABA
BOR ZONE**

BY:

HARUN OBSA FUFA



JIMMA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIORIAL SCIENCE

**DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT**

SEPTEMBER 2019

JIMMA UNIVERSITY

THE RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT
AND STUDENTS' ACADEMIC ACHIEVEMENT IN
GOVERNMENT SECONDARY SCHOOLS OF ILUABABOR
ZONE

BY:

HARUN OBSA FUFA

A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
STUDIES OF JIMMA UNIVERSITY IN PARTIAL
FULFILLMENT OF THE REQUIREMENT FOR DEGREE OF
MASTER OF ARTS IN SCHOOL LEADERSHIP

ADVISOR:

Dr. DESALEGN BEYENE

JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORIAL SCIENCE
DEPARTMENT OF EDUCATIONAL PLANNING AND
MANAGEMENT

SEPTEMBER 2019

JIMMA UNIVERSITY

LETTER OF APPROVAL

This is to certify that the thesis prepared by Harun Obsa entitled “*The Relationship Between Parental Involvement and Students’ Academic Achievement in Government Secondary Schools of Ilu Aba Bor Zone*” and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in school Leadership complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

Approved By:

Advisor’s Name: Dr. Desalegn Beyene Signature: _____ Date: _____

Department Head’s Name: _____ Signature: _____ Date: _____

Internal Examiner’s Name: _____ Signature: _____ Date: _____

External Examiner’s Name: _____ Signature: _____ Date: _____

DECLARATION

I under declare that, this thesis is my original work and has not been presented for a degree in any other university and that all sources or materials used for the thesis have been dully acknowledged.

This thesis, "*The Relationship between Parental Involvement and Students' Academic Achievement in Government Secondary Schools of Ilu Aba Bor Zone*" is approved as the original work of Harun Obsa.

Name: _____

Signature: _____

Date: _____

This thesis has been submitted for examination with my approval as university advisor

Name: _____

Signature: _____

Date: _____

ACKNOWLEDGEMENTS

First and foremost, I would like to express my heart-felt thanks to my adviser Dr. Desalegn Beyene for the unreserved, critical and constructive comments gave me that contributed to the overall accomplishment of this thesis. Certainly, had it not been for his sustainable encouragement, this thesis would not have been a success.

Next, I am very much indebted to express sincere and profound gratitude to all my family members they shouldered the burden of carrying my child; beside to this they helped me in building my morale to be successful in this study.

I would like to express my thanks to un-mentioned friends and my school in providing me both a moral and material support. Last but not least, I would like to express my thanks to Ilu Aba Bor Zone Education Department and my sampled Woreda Educational Offices and with their respective targeted secondary schools and participants (principals, teachers and parents) willingness to give necessary information through questionnaires, Focus group discussion and document analyses to make the study successful.

TABLE OF CONTENTS

Content	Page
ACKNOWLEDGEMENTS.....	i
TABLE OF CONTENTS.....	ii
LISTS OF TABLES.....	v
FIGURE	vi
ABBREVIATIONS AND ACRONYMS	vii
ABSTRACT.....	viii
CHAPTER ONE: INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Statement of the Study	3
1.3. Objectives of the Study	5
1.3.1. General Objective	5
1.3.2. Specific Objectives	6
1.4. Significance of the Study	6
1.5. Delimitation of the Study.....	6
1.6. Limitations of the Study.....	7
1.7. Definition of Key Terms	7
1.8. Organization of the Study	7
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	8
2.1. Meaning and concept of parental involvement	8
2.2. Importance of Parent Involvement.....	10
2.3. Mechanisms of parental involvement	11
2.4. Techniques of Initiating Parent involvement in Education.....	12
2.5. Factors Influencing Parental involvement in Education	12
2.6. Parental Home Involvement.....	13
2.7. Parental School Involvement	15

2.8. Epstein’s Framework of Six Types of Involvement.....	16
2.8.1. Type one: Parenting.....	17
2.8.2. Type Two: Communicating.....	18
2.8.3. Type Three: Volunteering.....	18
2.8.4. Type Four: Learning at Home.....	19
2.8.5. Type Five: Decision-making.....	20
2.8.6. Type Six: Collaborating with the Community.....	20
2.9. Parent Involvement and Academic Achievement	21
2.10. Summary.....	25
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY	26
3.1. Research Design.....	26
3.2. Research Method.....	26
3.3. Sources of Data	27
3.4. Population, Sample and Sampling Techniques	27
3.5. Data Gathering Tools	28
3.6. Validity and Reliability Checks	30
3.7. Data Collection Procedures.....	31
3.8. Method of Data Analysis.....	31
3.9. Ethical Consideration	32
CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA	33
4.1. Response Rate	33
4.2. Demographic Information of Respondents	34
4.3. Parents’ home-family support to their students learning	36
4.5. Parents’ school-family support to their children learning.....	40
4.6. Parental involvement regarding school parent communication	44
4.7. Students’ academic performance	48

4.8. Parental involvement and students' academic achievement	52
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	57
5.1. Summary of the Major Findings	57
5.2. Conclusions	59
5.3. Recommendations	60
REFERENCES	62
APPENDICES	
APPENDIX _A	
APPENDIX _B	
APPENDIX _C	

LISTS OF TABLES

Table	Page
Table 1: Sample size and sampling technique	28
Table 2: Cronbach's alpha reliability coefficients	31
Table 3: Summary of Response Rate.....	33
Table 4: Respondents Sex and Age	34
Table 5: Educational Level, Field of Study and Work Experience	35
Table 6a: Parents' home-(family) support to their students' learning	53
Table 6b: The correlation between home-family support and students' performance	36
Table 6c: Parents' school-family support to their children's learning	40
Table 6d: The correlation between school-family support and students' performance.....	41
Table 7a: Parental involvement regarding school parent communication.....	44
Table 7b : The correlation between communication (school-parent) and performance	44
Table 8:Opinions of respondents on students' academic performance	48
Table 9: The relationship between parental involvement and students' performance.....	48

FIGURE

Figure	Page
Figure 1: Summary of parental engagement Model	21

ABBREVIATIONS AND ACRONYMS

ESDP: Education Sector Development Program

FDRE: Federal Democratic Republic of Ethiopia

FGD: Focus Group Discussion

GESLCE: General Education School Leaving Certificate Examination

MoE: Ministry of Education

SPSS: Statistical Package for Social Sciences

WEO: Woreda Education Office

ZED: Zone Education Department

ABSTRACT

The purpose of this study was to investigate the relationship between parental involvement and students' academic achievement of secondary schools of Ilu Aba Bor Zone. To conduct this study, correlational research design was employed. Four (4) woredas were selected using simple random sampling technique from the preexisted four clusters. Consequently, 8 (20%) secondary schools were selected from the sampled woredas by simple random sampling method. In connection with this, 188 teachers and 144 parents were included in to the sample via simple random sampling technique. Besides, 8 school principals were also included through purposive sampling. While questionnaire was used as main tool, focus group discussion and document review were used to substantiate the data gathered through quantitative. Frequency, percentage, Mann-Whitney U test and Spearman correlation were used to analyze quantitative data. Qualitative data obtained from open ended items, focus group discussion and document review were described narratively. Subsequently, the findings of the study indicated that parental involvement increases or improves students' academic achievement. Parental support at both the home and school was found to have a strong positive relationship with students' academic performance. The study also revealed that there was unsatisfactory school-parent communication. Yet, the correlation value indicated that school-parent communication and students' academic performance have a direct relationship. Finally, the study showed that secondary school students' of the study Zone were not performing well in grade 10 national exam as very few numbers of them pass to preparatory school. In view of these findings, it can be concluded that Ilu Aba Bor zone secondary school students' academic performance was poor. To change this scenario, thus, it is recommended that, parents need to take a lion's share in their children's educational activities both (at home and at school). Schools are strongly advised to improve parent-school relationship through continued communication. Woreda Education Offices and Zone Education Department are also strongly advised to critically work on how to put effective parental involvement strategies that would enhance parents' involvement in their children's learning.

CHAPTER ONE

INTRODUCTION

This chapter encompasses background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, limitations of the study, definitions of key terms and organization of the study.

1.1. Background of the Study

There is no exact and common definition of parental involvement in the literature. Different researchers had defined it in different ways in the world. For example, to La Rocques et al. (2011, p.116), parental involvement is ‘the parents’ or caregivers’ investment in the education of their children. Parental involvement is parental intervention in their children’s education in order to be able to obtain information about their children’s academic growth, participation, when they define parental involvement (Crozier, 1999). “Family and community involvement frequently means helping reach goal defined by the schools (administrators and teachers) that reflect only school values and priorities” (Jordan et al., 2001, p10). Alternatively, Christenson et al. (1992) stated how parents play a role in their children’s education, in both home-related and school-related.

Parental involvement plays an important role in students’ education and the advantages of it for students are numerous (Jeynes, 2003, 2007). For example, parental involvement has a positive influence on the students’ academic success (Fan & Chen, 2001; Jeynes, 2003; Jordan et al., 2001; Gonzalez-pienda et al., 2002; Henderson & Mapp, 2002). In particular, parental involvement has more effect on students’ test scores than grade point average (GPA) (Jeynes, 2003). According to Shaver and Walls (1998), students with high levels of parental involvement are better in reading and math than those with a low level of parental involvement. Furthermore, Gonzalez-peinda et al. (2002) identified that parental involvement makes a positive contribution to students’ academic achievement by affecting their academic self-concept which is of considerable importance in academic success. Even Hara and Burke (1998) claimed that the key to improvement of children’s academic accomplishment is boosted parental involvement.

The most promising opportunity for students achievement occurs when families, schools, and community organizations work together (Jordan, Orozco, & Averett, 2001; Sanders & Epstein, 2000). Researchers have reported that parent-child interactions, specifically stimulating and responsive parenting practices are important influences on a child’s academic

development (Christian, Morrison, and Byrant, 2000). While parental involvement has been found to be related to increased academic performance, the specific mechanisms through which parent involvement exerts its influence on a child's academic performance are not yet fully understood (Hill & Craft, 2003). Moreover, when parents get involved, they make a contribution to their children's emotional development and behavior (Cai et al., 1997), well-being (Pelletier & Brent, 2002), social skills (Sanders, 1998; Henderson & Mapp, 2002) and even school attendance (Haynes et al., 1989). According to Desimone (1999), parents' participation in school activities may establish connections between teachers and parents that have a positive influence on teachers' impressions of and views about students.

In all cases, the importance of relationships between parents and school is inarguable because "the family is the most important and most enduring resource in a child's life" and "family-school partnerships produce impressive results for children and teachers" (Petr, 2003, p11). However, the effects of not all forms of involvement are statistically significant (Jeynes, 2011). For example, Jeynes identified that conversations about school between students and their parents and parental participation at school events have a statistically considerable influence on the students' academic achievement, whereas the effect of checking the students' homework by parents is not statistically significant. On the other hand, according to Jeynes (2007), the effect of parents' participation at school events on students' academic achievement is less than parents' expectancies and parental styles. Finally, parental involvement plays an important role in general school culture. As Deal and Peterson (2009, p184-185) stated: "A school, by its essential nature, must be an open system with highly permeable boundaries" and "parts of the school culture must reach out and connect with parents".

In the case of Ethiopia, Admasu (2004) concluded that; proper parental involvement in their children's education resulted in better academic achievement. Kassahun (2005) in his part evidenced that parenting style is significantly associated with school performance. Furthermore, Habtamu (1995) in reviewing previous studies underscored that, authoritarian parenting style which is not conducive for the development of entrepreneurial characteristics is found to be the dominant parenting practice in Ethiopia. In the case of Oromia Region, Lemma (2013) concluded that the extent of community participation in terms of attending meeting, visiting schools to consult about the student performance, participating in training, parent's assisting their children while they are doing their exercise, following their students'

attendance, contributing material and labor found to be low, whereas, their contribution in finance is in better condition.

Various researches and literatures stated that there are positive relationship among parental involvement and students' academic achievement. Consequently, this study was carried out to investigate the relationship between parental involvement and students' academic achievement in secondary schools of Ethiopia with a focus on Illu Aba Bor Zone selected secondary schools.

1.2. Statement of the Study

Parental involvement in school has been linked with academic achievement. Research findings have shown that a continued effort of parental involvement throughout the child's education can improve academic achievement (Driessen, Smith & Slegers 2005; Fan, 2001; Hong & Ho, 2005). It is observed that parental involvement with their children from early age has been found to equate with better outcomes, especially in building their personalities parents are primary guides to them, children try to copy them, and considered them that they are always write so parents can shape their life as they can. Their involvement has positive impact on children academic achievement even when the background of such as social class, family size has taken into account (Deslorges & Abouchar, 2003).

Parental involvement can occur in two ways. Home-based parental involvement includes helping students with homework, talking with them about school, expressing high expectations, encouraging school success, and providing structure conducive to learning (Altschul, 2012). School-based parental involvement includes volunteering at school, participating in school events and school organizations, and communicating with teachers and school staff (Oyserman et al., 2007). Numerous studies have demonstrated the importance of family interaction and involvement in the years prior to entering school (Bergsten, 1998; Hill, 2001; Wynn, 2002). Research findings have also shown that a continued effort of parental involvement throughout the child's education can improve academic achievement (Driessen, Smit & Slegers, 2005; Fan, 2001; Hong & Ho, 2005). Academic failure has been linked with risk behaviors and negative outcomes such as; substance abuse, delinquency, and emotional and behavioral problems (Annunziata, Houge, Faw, & Liddle, 2006).

Parent engagement in the educational lives of children and youth positively influence student learning and achievement. While this connection may seem obvious, varying ideals of parent

engagement limit the ways in which school communities understand, encourage, and benefit from meaningful school-home-community interactions. This is frequently the case in culturally diverse, communities where education reform has focused heavily on high-stakes testing, teacher accountability, and school choice, but less on the fragile connections that often exist between schools and the families they serve. On the other hand, Hill and Tyson (2009) reported various types of parental involvement to be positively associated with academic achievement through a meta-analysis of 50 studies, with the exception of parental help with homework. In addition, families have a major influence on their children's achievement in school and through life. This fourth edition of Evidence confirms that the research continues to grow and build an ever-strengthening case. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more (Ferguson, C. 2008). Researchers have reported that parent-child interactions, specifically stimulating and responsive parenting practices, are important influences on a child's academic development (Committee on Early Childhood Pedagogy, 2000). Students whose parents hold high expectations receive higher grades, achieve higher scores on standardized tests, and persist longer in school than do those whose parents hold relatively low expectations (Davis-Kean 2005; Pearce 2006; Vartanian et al. 2007).

On the other hand, other researches stated that parent/ family involvement at home has a more significant impact on children than parent/ family involvement in school activities (Christenson & Sheridan, 2001). Furthermore, (Michigan University Department of Education, 2001) stated three major factors of parental involvement in the education of their children are parents' beliefs about what is important, necessary and permissible for them to do with and on behalf of their children; The extent to which parents believe that they can have a positive influence on their children's education; and parents' perceptions that their children and school want them to be involved. Researchers show that children learn more when their parents are directly involved in their education. Hoover-Dempsey and colleagues (2005) reported that whether constructed as home-based behaviors (e.g., helping with homework), school-based activities (e.g., attending school events), or parent-teacher communication (e.g., talking with the teacher about homework), parental involvement has been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades, and achievement test scores (Hoover-Dempsey and colleagues, 2005, p. 105). These idea results that there needs to be a further investigation

regarding the issue. There is little research available on the relationship between parental involvement and academic achievement of secondary school students. A majority of the research in this area has been conducted solely with elementary school students (Baily, Silvern, Brabham, & Ross, 2004; Marjoribanks, 2005).

According to science educationist, educational achievement of school children can be either poor, average or high depending upon many contributing factors such as parenting style, parental educational background and level of involvement, family structure and social status, peer influence, school environment related factors (teachers quality, availability of school educational facilities, quality of the curriculum...), family economical background, student's preschool educational experiences, their self-efficacy and effort and the likes (Yalew, 1997; Gutman et al., 2000; Amare, 2001; Megan, 2002; Admasu, 2004). Particularly, as far as the researcher tried to review, no researches have been done regarding the relationship between parental involvement and students' academic achievement in the selected secondary schools of Illu Aba Bor zone.

Consequently, the school students, teachers, principals, and parents of the students or communities are directly or indirectly the beneficiaries of the study; which means while students are the directly beneficiaries, teachers, principals, parents or communities are the indirectly beneficiaries of the study. This study is therefore, designed to answer the following basic questions:

1. What is the current practice of parents involvement in their children's learning in selected secondary schools of Illu Aba Bor Zone?
2. How do schools communicate with parents in selected secondary schools of Illu Aba Bor Zone?
3. To what extent does parental involvement affect students' academic achievement in secondary schools of Ilu Aba Bor Zone?
4. Is there any significant relationship between parental involvement and students' academic achievement in selected secondary schools of Ilu Aba Bor Zone?

1.3. Objectives of the Study

1.3.1. General Objective

The general objective of this study was to investigate the relationship between parental involvement and students' academic achievement of secondary schools in Ilu Aba Bor Zone.

1.3.2. Specific Objectives

The specific objectives of this study was pursuing to:-

1. Assess the current practice of parents' involvement in their students' learning in selected secondary schools of Ilu Aba Bor Zone.
2. Identify how schools communicate with parents in the selected secondary schools of Illu Aba Bor Zone.
3. Assess the extent to which parental involvement affect students' achievement in secondary schools of Illu Aba Bor Zone.
4. Examine whether or not significant relationship exist between parental involvement and students' academic achievement in selected secondary schools of Ilu Aba Bor Zone.

1.4. Significance of the Study

The purpose of this study was to assess the relationship between parental involvement and students' academic achievement in selected secondary schools of Ilu Aba Bor Zone. Thus, the results of the study have the following contributions. For instance, the school students, teachers, principals, and parents of the students or communities may be directly or indirectly the beneficiaries of the study. In addition the study may provide information for concerning bodies, particularly for woreda, Zonal education officials and schools to strictly follow the relationship between parental involvements which are often exhibit less achievement on students' results as compared to each other. The study may also contribute to the improvement quality education by initiating school parental involvement and students' academic achievement and other responsible parties. Policy makers may also use it to review the strategy of parental involvement in students' achievement. It may also help to initiate other researchers to conduct further studies around the topic.

1.5. Delimitation of the Study

In order to manage the data well, the scope of the study was delimited in certain geographical location. Consequently, this study was conducted in 4 woredas (Yayo, Bilo-Nopa, Mattu town and Bure) of Ilu Aba Bor Zone where 8 first cycle (Grade 9-10) government secondary schools are found. This study also conceptually delimits itself to investigate the Relationship between Parental Involvement (Home-family support, School-family Support and School-Parent Communication) and Students Academic Achievement (Students Performance).

1.6. Limitations of the Study

Some limitations were encountered the researcher during data collection of the study. These problems were low level of cooperation on the part of some teachers and leaders to fill in the questionnaires in accordance with the time and difficulty to access some school principals for interview during the time of appointment. Some of the respondents did not respond to the open ended questions. Lack of reference materials and getting local research were some of the limitations faced the researcher. Despite the above problems, the researcher has exerted utmost effort and was able to overcome this problem by holding prolonged dialogue, discussion with the respondents and reviewing relatively related literatures.

1.7. Definition of Key Terms

Academic Achievement: refers to the grades or performance (academic results) the learners receives at school which is an indication of how well or how poorly he/she is doing at school (Van der Berg, Wood & Le Roux, 2002).

Parental involvement: - refers to assist the school to have conducive learning environment by engaging in fundraising activities, reading to the child at home, assisting with homework activities, stimulating and visiting the school (Kgaffe, 2001; Barge and Loges, 2003).

Secondary school: refers to first cycle secondary school having a grade level of 9 and 10 (MoE, 1994).

1.8. Organization of the Study

This research was organized into five chapters. The first chapter dealt with background of the study, statement of the problem, research question, and objectives of the study (general objective and specific objective), significance of the study, the delimitations, limitation and definition of key terms. The second chapter was present a review of relevant literatures. Chapter three was explained research design and methodology including the sources of data, the study population, sample size and sampling technique, procedures of data collection, data gathering tools, method of data analysis and ethical consideration of the study. Chapter four of the study was focused on data analysis and presentation while the last chapter (chapter five) dealt with summary of the study, conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This unit of the paper focuses on the review of the various relevant literatures related with the meaning and concept of parental involvement, Advantages of Parent Involvement; Participatory Mechanisms; Factors Influencing Parent involvement in Education; Parental Home Involvement; types of parental involvement; Parent Involvement and Academic Achievement were described here under.

2.1. Meaning and concept of parental involvement

Depending on their objectives, situation of operation and individual insight different authorities in the area of development planning defined participation in different ways. Some consider it as involvement of the projects' beneficiaries in decision-making, implementation and evaluation (Claude and Zamor (1985).

Paul in Brohman (1996) and Bamberger (1988) defined community Participation as an active process by which beneficiaries influence the direction and execution of a development project with a view to enhancing their wellbeing in terms of income, personal growth, self-reliance or other value they cherish. However, Fenster in Brohman (1996) criticized this definition as it refers to participation that is not spontaneous or bottom-up, but is induced, coerced, or top-down. While Paul's definition focuses on the level of the individual project, community participation is an evolutionary process in which activities at project or micro-level can create the conditions for increased popular participation in planning and implementation of development programs at the local, regional or national levels (Bamberger, 1988).

Gaventa and Valderrama (1999) define participation as "the process through which stakeholders' influence and share control over their own development initiatives, decisions and resources which affect them." The working group organized by the Bank amended the Bank's definition and states that "... a process through which primary stakeholders influence and share control over their own development initiatives, decisions, and resources which affect them".

Participation could also be seen in the levels of consultation or decision making in all phases of project cycle, from need assessment, to appraisal to implementation to monitoring and evaluation. Apart from the efforts to distinguish between definitions of participation, there were several discussions as to whether participation is a means used to achieve development

or as an end in it. Participation as a means implies the use of participation to achieve some predetermined goal or objective. In the other way participation is a way of harnessing the existing physical, economic and social resources of rural people in order to achieve the objectives of development programs and projects Oakley et al. (1991). According to him, participation as a means stresses the results of participation in that the achievement of predetermined targets is more important than the act of participation. In this case participation is a “Short term exercise, the local population is mobilized, there is direct involvement in the task at hand but the participation evaporates once the task is completed. Oakley et al. (1991) describes participation as, “a process which unfolds over time and whose purpose is to develop and strengthen the capabilities of rural people to intervene more directly in development initiatives ... participation as an end is an active and dynamic form of participation which enables rural people to play an increasing role in development activities”.

The research base for a definition of parent involvement has not been operationalized consistently across studies. A common definition of parent involvement is difficult at best due to the multifaceted behavior of parents (Fan & Chen, 2001; Feuerstein, 2000). Research on this issue proves that parent involvement is defined in different ways (Stevenson & Baker, 1987). Parents often view involvement as making sure their child is well cared for or making sure children go to school, while teachers may view parent involvement as having parents attend school related activities (Anderson & Minke, 2007).

Parent involvement has been described and researched through various types of parent practices (Fan, 2001). These differences in interpretations of parent involvement have created a vast amount of research about parent involvement, but have also provided inconsistent results due to the different operational definitions used and implemented in research designs. Fan (2001) notes that although research is progressing about parent involvement and positive academic achievement, researchers must still work to understand which parent involvement practices yield the most academic achievement. In their meta-analysis, Hill and Tyson (2009) claim that parent involvement is most widely described as the interactions of parents at home and school to promote academic achievement of the child to include meaningful and ongoing two-way communication between home and school about academics and other school activities. Grolnick, Benjet, Kurowski, and Apostoleris (1997) explain parent involvement as parents providing resources to students when support is needed. Parent involvement most often revolves around parent practices to support their child at school and parent involvement activities that are carried out at home (Christenson

and Sheridan, 2001; Seginer, 2006). Through prominent research and theorizing Jaynes (2007) defines parent involvement as parental participation in the educational processes and experiences of the child.

2.2. Importance of Parent Involvement

As children move from the middle grades to the secondary school, parents also crystallize their educational expectations for their children. As students complete school education, parents become increasingly concerned about their teen's further education and about the effects of secondary school programs on postsecondary opportunities (Catsambis & Garland, 1997). According to Lam (1997), students who were receiving a high level of support from the parents had higher academic achievement than those students who were receiving only a medium to low amount of support from the parents. He also found that there was a relationship between the socioeconomic status and whether or not the family was intact on the amount of parental monitoring, support, and psychological autonomy. He concluded that all of these factors did influence academic achievement.

Research has also shown that successful students have strong academic support from their involved parents (Sheldon, 2009). Furthermore, research on effective schools, those where students are learning and achieving, has consistently shown that these schools, despite often working in low social and economic neighborhoods, have strong and positive school-home relationships (Sanders & Sheldon, 2009; Sheldon, 2009). More importantly, these effective schools have made a real effort in reaching out to their students' families in order to bring about liaison and cooperation. It is important to note that development project cannot be successful without the participation of target population. According to Oakley (1991), there are a series of arguments that see participation as extremely useful to the functioning of development projects:

Efficiency- it helps to use resources available to development projects more efficiently, to minimize misunderstanding or possible disagreements, thus reduces time and energy.

Effectiveness- it can make projects more effective as instruments of community development and ensures successful completion of objectives.

Self-reliance- it helps people break the mentality of dependency to independency by promoting self-awareness and confidence, examine problems and think about solutions.

Increase sense of control over issues, which affect their lives, and learn how to plan and implement.

Coverage-it will bring more potential beneficiaries within the direct influence of development activities.

Sustainability- it can ensure that local people maintain the project more dynamic- the maintenance of an acceptable flow of benefits from the project after its completion.

Parental involvement regarding visiting their child's school has motivational advantage, when students see that their parents take part in their schooling, they may benefit from being intrinsically motivated. They perceive their parents to value education and therefore the student themselves value education. This in turn contributes to their intrinsic motivation and desire to do well in school (Gonzalez-Deltas, 2005). Beside to this, Parental involvement can also be considered as a factor that reduces problematic behavior at school and, in turn, improves academic achievement (McNeal, 2012). Thus, creating such a partnership will also help to improve the learner's academic achievement. Sheldon (2009) also revealed that, learner's behavior is closely linked to improved academic achievement.

2.3. Mechanisms of parental involvement

As mentioned in the proceeding discussions participation is the process by which stakeholders especially the grass-root community (Primary stakeholders) are involved in the project identification, planning, appraisal, implementation and monitoring and evolution. There are different mechanisms and/or levels of participation on development projects (World Bank in Long, 2001).

Information sharing mechanisms - This includes translation into local language and dissemination of written materials using various media. It also involves information seminars, Presentations and public meetings.

Consultative mechanism – which include consultative meetings, field visits and interviews (at various stage of work).

Joint assessment mechanisms – which include participatory assessments and evaluations and beneficiary assessment

Shared-decision making mechanisms - include workshops and retreats to discuss and determine positions, priorities, roles, meetings to help resolve conflicts, seek agreements

engender ownership. There would also be (public) reviews of draft documents and subsequent revisions.

Collaborative mechanisms - formation of joint committees with stakeholders, representatives, formation of joint working groups, task forces; joint work with user groups, intermediary organizations, and other stakeholder groups: stakeholder groups given principal/responsibility for implementation.

Empowering mechanisms – include capacity building of stakeholder organizations, strengthens the financial and legal status of stakeholder organization. Hand over self-management by stakeholders; support for few initiatives by stakeholders (World Bank in Long 2001).

2.4. Techniques of Initiating Parent involvement in Education

There are different techniques of initiating parent participation in education. According to Fosu Siaw et al. (2004) among these are the following. These are: Having clear vision of what you want to do before you start the process (goals & objective setting, identifying the major challenges and developing a kind of roadmap to improve the school). Discussions and exchange of idea about the education program going on in the school with the community. Organizing ad hoc discussion forums for the different segments of the community (such as students, teachers, parents, residents etc.). These segments not only have different interests, but also have different potentials to contribute to the school. The parent as collective cannot be expected to manage school. This can only be done best through involving them through institutions/organizations such as Parents Teachers Association (PTA), School Management Committee (SMC), Teachers' Association, Students Union, Women's Association, Youth Associations, etc. The participation should not be limited to resource mobilization. The parent should involve in all aspects of school management and pedagogic functions. Once you initiate the process, let them overtake it. The outsider should only play facilitation role. Let the parent monitor and evaluate the process made by the schools regularly. Collect and document the lessons and experiences and use for further improvement (Fosu Siaw et al. (2004).

2.5. Factors Influencing Parental involvement in Education

Parent participation in education and other fields of development are impacted up on by a number of factors. The factors that influence participation may vary from place to places but

overall, according to Paulos (1996); Fosu-Siaw et al (2004) the following are some of the general factors. These factors are: Weak democratic tradition. Undeveloped political and policy environment, Socio- cultural barriers, Language barriers, Lack of exposure and experience on public affairs, Lack of confidence and trust due to previous negative experience, Lack of awareness on the value of parent participation, parent attitude that education and other development matters are only the responsibility of the government and other organizations, Elitist attitude that the parent does not know about modern development and education, High level of poverty and illiteracy, Long and discouraging bureaucratic procedure, Insufficient opportunities and forums for enhancing parent participation and particularly for marginalized social groups. Decker *et al.*, (2007) suggested that, when parents only receive negative feedback from the school with regard to their children they feel intimidated to come to school because their parenting style is being questioned. Therefore, the educators may seem to have an understanding of what they expect from the parents but often this message is not communicated to the parents.

2.6. Parental Home Involvement

Parent involvement at home- includes checking on homework, requiring a child to do homework, homework help, going to museums/exhibitions/library, encouragement of reading, and talking to students about current events (Hill et al., 2009). On one hand, Storch (2001) found that home and family characteristics account for preschool skills such as vocabulary, development and conceptual knowledge. Parental characteristics were found to be the strongest contributing factors in this domain, followed by literacy environment and parental expectations. Again, (Bennett, 2002) examined the relationship between family environment and children's language and literacy and showed the "family as educators" model to be significantly related to child language and literacy outcomes. On the other hand, results from (Hood's, 2008) research showed that parent-child reading and literacy teaching are weakly correlated with each other. Hill and Tyson (2009) reported various types of parental involvement to be positively associated with academic achievement with the exception of parental help with homework.

Research has indicated that parents can engage in a variety of activities with their children in the home setting to promote early academic skills. Although there are a number of practices that have been shown to positively affect children's skills, the focus of this section will be on parental intentional teaching practices related to shared storybook reading and direct

instruction of letters and words. Additionally, the nature of interactions (i.e., parental socialization practices) surrounding these activities will also be discussed.

Intentional Teaching Practices: Shared storybook reading. Shared storybook reading has received the most attention in the emergent literacy literature (Bus, van IJzendoorn, & Pellegrini, 1995; Scarborough & Dobrich, 1994). There are several benefits of shared storybook reading, including the acquisition of word knowledge and novel vocabulary, increased familiarity with the syntax of written language, and heightened awareness of written letters and words (Mason & Allen, 1986). The benefits of shared storybook reading could be a result of several factors. First, parents may provide more sophisticated language models during story time than during caretaking activities or free play. Second, parents may teach their children new vocabulary words while reading aloud. Third, parents may provide an environment of warmth and sensitivity while reading. Fourth, the frequency of reading aloud to young children has been shown to be positively correlated with oral language skill and reading readiness and with later language and reading abilities in the elementary school years (De Baryshe, 1993).

Direct instruction of letters and words: There is some research indicating that the use of direct instruction for teaching children letter- and word-related knowledge may also promote emergent literacy skills (Haney & Hill, 2004; Nord, Lennon, Liu, & Chandler, 2000; Senechal & LeFevre, 2002). Data from the 1993 to 1999 National Household Education Surveys indicate that 43% of children who are taught letters, words, or numbers three or times a week show three or more skills associated with emerging literacy, compared to 31% of the children who are taught the same skills less often (Nord et al., 2000). Similarly, Haney and Hill (2004) found that children whose parents used direct teaching methods for alphabet knowledge and writing words scored significantly higher on emergent literacy tasks than did children whose parents who did not employ direct teaching methods.

Socialization Practices: Discourse practices (explain, expand, and support). Research on language development indicates that, in addition to quantity, the quality of parent-child interactions related to share storybook reading is an important predictor of a child's acquisition of early literacy skills. During shared storybook reading, adults may use a number of different discourse practices that may promote children's emergent literacy skills, including the use of explanations, expanding on the child's current knowledge, and providing a supportive atmosphere. For example, De Temple (2001) suggests that joint reading

influences children's language acquisition not so much by its frequency as by the quality of the interaction parents have regarding the reading material. Limited research has indicated that discourse practices may be differentially related to children's outcomes (Barbarin et al., 2007).

Control practices: The effects of parental discipline or control style on children's outcomes are well documented. Baumrind's (1966, 1967, and 1971) hallmark research delineated three types of parental discipline style: authoritarian (high degree of power assertion and control); authoritative (demanding yet responsive and nurturing); and permissive (least likely to discipline). Numerous studies have indicated that parental use of authoritative discipline is positively related to children's social skills and academic achievement from preschool to high school, whereas authoritarian discipline is negatively related to these outcomes (Baumrind, 1971; Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Steinberg, 1996). Other research has suggested that the effect of discipline style on children's outcomes may vary by ethnicity.

2.7. Parental School Involvement

Parental involvement in school-based activities has been positively linked to children's academic achievement, school behavior, and social competency (Fan & Chen, 2001; Henderson & Mapp, 2002; Izzo, Weissberg, Kasprow, & Fendrich, 1999). Hill and Taylor (2004) suggest two processes by which parental involvement has positive effects on children's school readiness skills. The first process is that parental school involvement increases parent's social capital (e.g., knowledge and skills), which they can then use to foster their children's development. For example, communication with teachers and schools can educate parents about school policies and teachers' expectations for their child. The second process is social control, which occurs when parents and teachers work together to provide congruence for the child between the home and school contexts with regard to both learning activities and performance expectations. Hill and Taylor (2004) state, "Through both social capital and social control, children receive messages about the importance of schooling, and these messages increase children's competence, motivation to learn, and engagement in school" (Hill and Taylor, 2004 p. 162).

Higher parental involvement was significantly associated with children's greater mastery of early basic skills in mathematics and science, verbal skills, social and work habits, and physical skills, and more positive adaptive development in the areas of communication, daily living skills, socialization, and motor development. Active parental involvement (i.e., class

visits and helping with class activity), compared with more passive parental involvement (i.e., parent-teacher conference and home visit by teacher), was associated with significantly more positive adaptive development in all domains except motor development. Additionally, active parental involvement was significantly related to children's greater mastery of basic skills in all subject areas (Marcon, 1999). As with parental involvement at home, research suggests there are poverty- and ethnicity-related differences in parental involvement at school (Grolnick, Benjet, Kurowski, & Apostoleris, 1997; Hill, 2001; Kohl et al., 2000; Kohl, Weissberg, Reynolds, & Kaspro, 1994). For example, Grolnick et al. (1997) reported a significant negative correlation between SES and both parental involvement in school activities and educational learning activities in the home (e.g., going to the library or discussing current events). Kohl et al. (1994) and Kohl et al. (2000) found that minority status was associated with a decrease in the amount and quality of parental school-based involvement.

In addition to differences in the amount and quality of parental involvement, ethnicity has also been found to moderate the relationship between parental school involvement and children's school readiness skills (Hill, 2001). For example, Hill reported a positive relationship between parental involvement in school activities and kindergartners' math skills.

For instance, schools that have parent-involvement strategies or have parents actively involved with the school primarily do so through the use of parent-teacher conferences (Dodd & Konzal, 2000, p. 11). Parent Involvement at School- includes parents attending conferences, volunteering at school, attending open houses, going on field trips, helping out at school (Hill et al., 2009). Furthermore, school based parent involvement has produced positive results for students that may include any action of parents to support the school or their child while at the school (Seginar, 2006). Research also indicates positive student attitudes and behavior (Jeynes, 2007), increased school attendance and a higher sense of positive self-feelings from students (Berger, 2008; Fan & Chen, 2001) whose parents are involved in their education. Some researchers have claimed the missing link to high levels of achievement is parental involvement (Colombo, 2006).

2.8. Epstein's Framework of Six Types of Involvement

Epstein's framework of six major types of parental involvement is among the most useful tools developed by the field thus far for defining parental involvement practices and linking

them with certain type's outcomes. This widely accepted framework guides to help educators develop comprehensive family school partnerships. The six types of parental involvement include: parenting (helping families with childrearing and parenting skills), communicating (developing effective home-school communication), volunteering (creating ways that families can become involved in activities at the school), learning at home (supporting learning activities in the home that reinforce school curricula), decision-making (including families as decision-makers through school-sites councils, committees) and collaborating with the community (matching community services with family needs and serving the community), (Epstein, 1995). Each type of involvement encompasses a variety of practices to be undertaken by teachers, parents, and students and is theoretically linked with a variety of distinct outcomes for students, teachers, and parents as well.

Educators, along with parents, are encouraged to select those practices likely to produce the types of outcomes that coincide most closely with their needs, goals, and capacities. Epstein emphasizes that not all parental involvement leads to improve student achievement, The selected results (produced by each of six types) that should help correct the misperception that any practice involves families will raise children's achievement test scores (Epstein, 1995, p.707).

2.8.1. Type one: Parenting

Schools must help families create home environments that support learning by providing them with information about such issues as children's health, nutrition, discipline, adolescents' needs, parenting approaches. At the same time, schools must seek to understand and incorporate aspects of their students' family life into what is taught in the classroom. Schools are challenged to ensure that all families who need this type of information receive it in appropriate ways. Outcomes associated with type one activities include improvements in students' behavior, school attendance, time management skills, and awareness of the importance of school. Parent outcomes encompass improved confidence in, and understanding of, parenting practices, awareness of the challenges in parenting, and a sense of support from schools and others. Teacher-related outcomes include foremost a better understanding of, and respect for, their students' families (Epstein, 1995, p.712). Moreover, Beck (2010) refers to parental involvement as being actively involved in their children's schooling by assisting them with ensuring children to have good workspace at home to complete educational activities effectively. According to Gonzalez-Deltas et al (2005), the

amount of time a child spends on homework and study contributes to academic achievement as well as the retention in schools.

2.8.2. Type Two: Communicating

One important factor that increases learner attendance is to establish a good relationship between the home and school. This type of partnership will close the gap between the home and the school and ultimately lead to a reduced absentee rate amongst learners. Good school-parent relations usually lead to greater parental awareness when their children are absent, consequently enabling parents to monitor and supervise their children's attendance through visiting the school (Sheldon, 2009). Some schools have taken special steps to ensure that parents are brought to the schools early in the academic year, before students develop problems, so that their first communication with them may be positive in nature. School must employ a variety of techniques for communicating with parents about their children's progress, decisions affecting their children, and school programs in general. These include parent-teacher conferences, phone contact, report cards. Some schools sign contracts with parents in which expectations for students, teachers, and parents are clearly delineated. Outcomes associated with type two activities include students' improved awareness of their own academic progress, more informed decisions about courses, and an understanding of school policies related to their conduct. Parents are likely to grow in their understanding of school programs and policies. They will develop familiarity in interacting with teachers and a greater capacity for monitoring their children's progress and responding to their problems. Teachers are expected to develop diverse mechanisms for communicating with parents and an ability to tap the parent network to elicit family views on children's progress (Epstein, 1995, p.717).

2.8.3. Type Three: Volunteering

Schools enhance their connection to families by encouraging them to volunteer in school activities and attend school events. Families who volunteer grow more familiar and comfortable with their children's schools and teachers. Volunteering efforts that tap parental talents enrich school programs and, particularly in upper grades, facilitate individualized learning. The use of a volunteer coordinator is advised especially at secondary school levels, where coordination of volunteer talents and time with teacher and student needs becomes increasingly complex. Schools are challenged to define the term volunteer broadly enough to

accommodate a wide range of parental talents and schedules. They are also challenged to encourage students to volunteer in their community as part of the learning process.

Type three activities are designed to enhance students' skills in communicating with adults; provide them with exposure to a wide variety of adult skills, occupations, etc. and help them develop their own skills with the support of volunteer tutors and mentors. Parents are likely to develop a greater appreciation for the work of teachers, develop their own skills, and grow increasingly comfortable in working with their children and interacting with others at school. Finally, teachers will be able to pay more attention to individual students as a result of volunteer help. They are also likely to become more open to involving parents in varied ways and develop an appreciation for the parental talent base (Epstein, 1995, p.726).

2.8.4. Type Four: Learning at Home

Most parental participation in children's education occurs in the home. Schools must capitalize upon what parents are already doing by helping them to assist and interact with their children at home learning activities that reinforce what is being taught in school. Schools should aim to increase parents' understanding of the curriculum and the skills their children need to develop at each stage in their schooling. Schools must also inform parents about their systems of tracking students and other practices so that parents may help make decisions that are in their children's best interests. Type four activities may help bridge any cultural or class disconnect between home and school environments. Schools are thus challenged to design a menu of interactive work that taps parents' support skills and involves them in the learning processes. Schools must also work with parents to ensure that students set academic goals, prepare for career transitions, and make appropriate course selections. Outcomes associated with type four activities include improved student test scores and other skills linked to homework. Students are also more likely to view themselves as learners and to see their parents as teachers. Type four activities are also associated with more homework completed and better attitudes toward schoolwork. Parents may begin to perceive their children more as learners and develop confidence in their own abilities to teach and support the educational process. They are also more likely to engage in discussions of schoolwork with their children. Type four practices can help teachers develop better homework assignments. Among other things, teachers are expected to develop greater satisfaction with family involvement as they witness the support all types of families are able to provide students (Epstein, 1995, p.733).

Furthermore, Hoover-Dempsey et al., (2001) strengthen that, Parents' involvement in homework can be composed of various things including focusing on if a child completes the homework, checking it over and making sure it is correct, praise or another reward for completing homework on time . Hence, there are many things parents can do to ensure they are monitoring their children and the time they spend on academics. A few of these include helping the student and modeling for the student to organize schedules both weekly and daily so that the child learns how to plan and accomplish what needs to be done. It also helps the child become accustomed to a regular routine which will help them at that particular time as well as throughout life (Finn, 1998). Studies support that this type of monitoring helps students to develop self-regulation and a work habit (Hoover-Dempsey et al., 2001). Self-regulation and work habit intern contribute to a higher academic achievement and overall success in life.

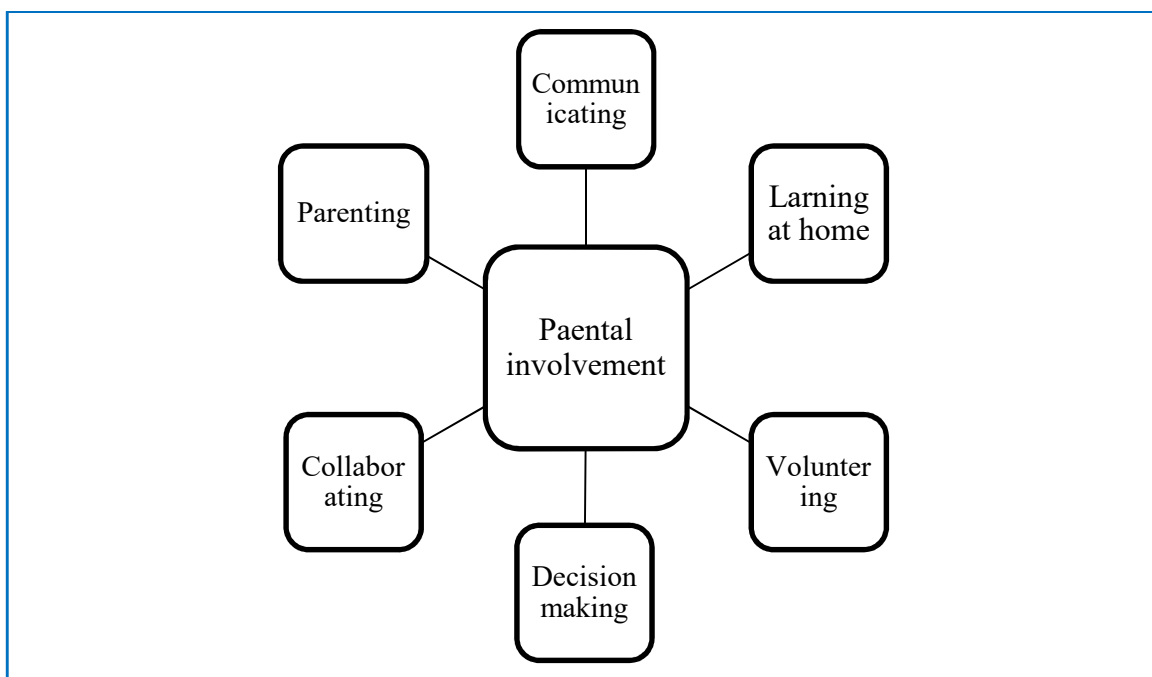
2.8.5. Type Five: Decision-making

Involving parents in governance, decision-making, and advocacy roles is yet another strategy for fortifying links between schools and parents. As parental participation in decision-making, when it is comprehensive program involving parents in learning support activities as well, is associated with improved student outcomes. Parent and community involvement in decision-making may also help make schools more accountable to the community. Parental participation in school decision-making may be strengthened by including parents in school site councils, parent-teacher associations, and other committees. Outcomes from type five activities include the benefits of policies that are enacted on behalf of students. Students are also likely to become aware of family representation in school decisions. Parents are expected to develop opportunities for input, feelings of ownership, an understanding of policies, and a sense of connection with other families. Teachers will likely become increasingly aware of the role of parents' perspectives in policy development (Epstein, 1995, p.736).

2.8.6. Type Six: Collaborating with the Community

Schools and families must draw regularly upon community resources to support their efforts to educate children. In fact, community representatives and resources may be tapped for each of the other five types of involvement: communicating with families, volunteering, supporting learning, and participating in school committees. Student outcomes are greatest when families, schools, and community organizations and leaders work together. Children are provided with more opportunities for learning and for linking school knowledge with real

world opportunities. They associate with individuals, other than their parents and teachers, who reinforce the importance of learning. Outcomes associated with type six activities include increased skills and talents for those students participating in productive extra-curricular programs. Students may also develop a better understanding of the real world and career options. Parent-related outcomes include an awareness of local resources they can tap to support their children and families. They will also be more likely to interact with other families in the community. Teachers are expected to develop an understanding of resources available to enrich the curriculum. They should also develop a capacity for working with and tapping a variety of community partners (Epstein, 1995, p.739).



Source: Epstein (1995) Model

Figure 1: summary of parental engagement Model

2.9. Parent Involvement and Academic Achievement

In the last few decades Parental involvement has grown a vast consideration of practitioners and researchers due to its positive association with students' educational achievement (Grayson, 2013; Heitin, 2012). The involvement of parents has impact on child's development and growth (Sheldon, 2003); consequently, Pavalache-Ilie and Tirdia (2015); Fan and Chen (2001) have investigated as significant association with students' academic performance.

Parental involvement in education is generally regarded as an important aspect for the positive growth of students (De Planty, Coulter-Kern, & Duchane, 2007; Anderson & Minke, 2007; Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987; Epstein & Sheldon, 2002). The research behind parental involvement and its correlation to positive academic achievement is noteworthy (Stevenson & Baker, 1987; Wachs, 2000). The significant role of families, family school relations, and parental involvement in the education of a child has a positive impact on student achievement (Fan & Chen, 2001). Students whose parents are involved in their education experience higher grades (Stevenson & Baker, 1987) and grade point averages (Anderson & Minke, 2007), have higher attendance rates (Epstein & Sheldon, 2002), and fewer discipline problems (Deslandes & Royer, 1997). Research has established the positive benefits of numerous types of parent practices to academic and social competencies (Chen & Gregory, 2009). Parental involvement has received increased attention from the federal government, state education departments, and local school boards in recent decades (De Planty, Coulter-Kern, & Duchane, 2007). Federal policies such as the No Child Left Behind Act of 2001 point to the need for schools and parents to work together towards higher academic achievement. The need to provide empirical research on parental involvement in education has seen greater demand and thus has produced additional scholarly knowledge for government agencies, educators, and researchers.

What is lacking in parent involvement research is an extensive background in high school parent involvement practices that impact student achievement (Hill & Tyson, 2009). As students' progress through school parent involvement decreases (Epstein, 1990; Stevenson & Baker, 1987; Hill & Tyson, 2009) as students work to create autonomy from parents (Fan, 2001). Middle school and high school students' work towards independence while parents often feel increased anxiety due to more teachers, bigger schools, and the bureaucratic nature of the educational system. The same parent involvement practices that correlated to student achievement in elementary now seem unrealistic for some parents as they feel unable to help with more difficult school subjects and rely more on motivational prompting (Dauber & Epstein, 1993).

A majority of the existing research regarding the impact of family involvement on educational outcomes shows a positive correlation. For example, (Barnard, 2004) looked at the association between parental involvement in elementary school and student success in high school, and concluded that early parental involvement in a child's education promotes positive long-term effects. In addition, (Fan and Chen, 2001) found that parental expectations

for their child's educational achievement have the strongest relationship with students' academic achievement. The relationship between parent involvement and educational achievement was also found to be stronger for global achievement indicators such as cumulative GPA rather than for subject-specific indicators. Moreover, Parents often view involvement as making sure their child is well cared for or making sure children go to school, while teachers may view parent involvement as having parents attend school related activities (Anderson & Minke, 2007). Furthermore, (Michigan University Department of Education, 2001) stated three major factors of parental involvement in the education of their children are: - Parents' beliefs about what is important, necessary and permissible for them to do with and on behalf of their children; The extent to which parents believe that they can have a positive influence on their children's education; and Parents' perceptions that their children and school want them to be involved.

Researchers show that children learn more when their parents are directly involved in their education. Hoover-Dempsey and colleagues (2005) reported: Whether construed as home-based behaviors (e.g., helping with homework), school-based activities (e.g., attending school events), or parent-teacher communication (e.g., talking with the teacher about homework), parental involvement has been positively linked to indicators of student achievement, including teacher ratings of student competence, student grades, and achievement test scores, (Dempsey & colleagues 2005 p. 105). Similarly, Barnard (2004) also revealed that, the academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success.

Another writers stated that whether socioeconomic status (SES) is a significant predictor of involvement is unclear (Jeeter-Twilley, Legum, & Norton, 2007);however, Brown and Beckett (2007) found that levels of involvement do depend on socio economic status in the support model of involvement in which the dominant role of parents is "in support" of teachers. For example, communicating with families using targeted content about attendance can increase average daily attendance rates and reduce chronic absences at elementary schools (Epstein & Sheldon, 2002) and at both elementary and secondary schools (Sheldon & Epstein 2004). Additionally, two meta-analyses have found that parental expectations are the strongest family-level predictor of student achievement outcomes, exceeding the variance accounted for by other parental beliefs and behaviors by a substantial margin (Jeynes 2005, 2007). On the other hand, parents with limited education and fewer economic resources tend to feel less efficacious helping their children with school work than do more advantaged

parents, and also feel less comfortable interacting with teachers and other education professionals (Yamamoto 2007; Zhan 2005).

In the 2002 research review *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*, Anne T. Henderson and Karen L. Mapp (2002) conclude that there is a positive and convincing relationship between family involvement and student success, regardless of race/ethnicity, class, or parents' level of education. To put it another way, when families are involved in their children's learning both at home and at school, their children do better in school. The report also points to specific types of involvement as being especially beneficial to children's academic success.

The parent-child relationship has been identified as a significant factor accounting for variation in children's normal and abnormal development. Although often studied in relation to children's psychological development, considerable research suggests that parents also play a critical role in the academic development of their children (Hoover-Dempsey & Sandler, 1995). Parental involvement in children's learning has been consistently linked to children's school outcomes and research suggests that how parents are involved influences the effectiveness of their involvement (Fan & Chen, 2001; Pomerantz, Moorman, & Litwack, 2007). Darling and Steinberg (1993) proposed that the effects of parenting practices on children are determined largely by the style in which such practices are used. Specifically, two dimensions of parenting behaviors, support and control, have been identified as important influences on children's academic success (Grolnick, 2003). Parental supportive involvement regarding academic issues enhances children's academic achievement, whereas parental controlling interactions are associated with lower achievement (Pomerantz, Grolnick, & Price, 2005). Moreover, child characteristics influence whether parents engage in more supportive or more controlling involvement about school-related issues.

The role of parental expectations in affecting children's academic progress has received substantial attention from psychologists and sociologists over the past half century. In general, parental expectations have been found to play a critical role in children's academic success. Students whose parents hold high expectations receive higher grades, achieve higher scores on standardized tests, and persist longer in school than do those whose parents hold relatively low expectations (Davis-Kean 2005; Pearce 2006; Vartanian et al. 2007). High parental expectations are also linked to student motivation to achieve in school, scholastic and social resilience, and aspirations to attend college (Hossler and Stage 1992; Peng and

Wright 1994; Reynolds 1998). Furthermore, parents' academic expectations mediate the relation between family background and achievement, and high parental expectations also appear to buffer the influence of low teacher expectations on student achievement (Benner and Mistry 2007; Zhan 2005).

2.10. Summary

To sum up the above literature review, the relationship between parental involvement and students' academic achievement is explained by various scholars in different ways. For instance, the reviewed related literatures begin with the definition of parental involvement and go through its relationship with students' academic achievement. Parental involvement in their children's learning and achievement can be taken place in two ways. These are parent home involvement and parent school involvement. Firstly, parents participate (involve) in their children's learning at home. Home parental involvement includes checking on homework, requiring a child to do homework, homework help, going to museums/exhibitions/library, encouragement of reading, and talking to students about current events, facilitating home for reading, arranging time for reading and doing activities given them and reduce work over load. These show us the mechanisms of parental support at home. Secondly, parents can involve in their children's achievement at school. Parental involvement in school-based activities has been positively linked to children's academic achievement, school behavior, social competency, communication with homeroom teachers, attending school meeting and the like.

Even though there may be other factors, parental involvement is the backbone in their children's academic achievement. Students spend most of their time with their parent. They stay at school at most quarter a day. Hence, if parent shape their children with good behavior and advise them to be competent in school, the students become effective in their education. Students in line with parental support become succeeded because such kinds of parent follow their children in all their movement and direct them when the students are in a wrong situation. The reverse is also true because when parents do not care for their children, the students also become careless in their life in general and in their lesson in particular. For this reason it is possible to conclude that there is a positive relationship between parental involvement and student's academic achievement.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter is expected to address those issues related to the research design, research method, and population of the study and the samples of the study with appropriate selection mechanisms. Moreover, instruments and procedures of data collection were also addressed. Finally, the systems of validity and reliability check, data analysis techniques and ethical considerations were discussed in this chapter.

3.1. Research Design

In this study a correlational research design was employed to assess the relationship between parental involvement and students' academic achievement in selected secondary schools of Ilu Aba Bor zone. Creswell (2012) explained correlation has a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently and, it provides an opportunity to predict scores and explain the relationship among variables. In correlation research designs, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. For the purpose of this study, correlation research design was preferred because it is best to test the two variables; independent variable (parental involvement) and dependent variable (students' academic achievement).

3.2. Research Method

Both quantitative and qualitative research method was employed with basic assumptions that help for identifying, examining and recording, analyzing, interpreting and getting broad understanding about problem under investigation by examining and describing the relationship between parental involvement and students' academic achievement in selected secondary schools of Ilu Aba Bor zone. A quantitative and qualitative method is a procedure for collecting, analyzing, and "mixing" both quantitative and qualitative methods in a single study or a series of studies to understand a research problem (Creswell & Plano Clark, 2011). The basic assumption is that the use of both quantitative and qualitative methods in combination provides a better understanding of the research problem and question than either method by itself. The combination of qualitative and quantitative approaches implies that these are simply different methods that are appropriate according to purpose and circumstances (Saeideh Saeidi, 2002, p.4).

3.3. Sources of Data

In this study, data were generated from both primary and secondary sources. **Primary Sources** included principals, teachers and parents, whereas, **Secondary Data Source** consisted of records concerning issues discussed in relation to students' academic achievements.

3.4. Population, Sample and Sampling Techniques

Ilu Aba Bor zone had 40 government first cycle secondary schools in its 14 woredas. Accordingly, there were 40 principals, 894 teachers and 7860 parents as a population. Because of geographical location and limited time-frame, the study was conducted in 4 woredas. Consequently, in these 4 woredas there were 10 first cycle secondary schools comprising 10 principals, 403 teachers and 2305 parents.

In this study, the researcher did use multi stage cluster sampling, simple random sampling and purposive sampling techniques. The dispersed settlements of woredas in the zone required the researcher to use multi stage cluster sampling technique. In connection to this, the research was cross-checked and amended from zonal education office to the convenient cluster division. As Cohen et al (2007) proposed, multi stage cluster sampling technique is used when the population is large and widely dispersed and gathering a simple random sample poses administrative problems; therefore, 4 (four) clusters were formed in the criteria of their proximity and, then, one woreda was taken from each cluster using simple random sampling techniques to obtain 4 (28.5%) woredas (Bure, Mettu Town, Bilo Nopa and Yayo). This was because in simple random sampling, every member of a population has an equal and independent chance of being selected as sample and it is also appropriate to quantitative research design (Creswell, 2002). On the other hand, 188 (51.1%) teachers were selected for the study by using simple random sampling technique. In addition, 144 parents from each school were selected by using purposive sampling technique. In purposive sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon. The standard used in choosing participants and sites is whether they are "information rich" (Patton, 1990, p. 169). Moreover, Purposive sampling technique is used when the researcher purposely choose subjects whom their opinion are relevant to the issue being studied (Creswell, 2003).

According to Kothari (2004), for a study population of interest (N) less than 10,000, the sample size of a study is calculated by using the formula:-

$$n_f = n / (1 + \frac{n}{N}) \quad \text{Where } n = \frac{(z^2 \times p \times q)}{d^2}$$

n= desired sample size

z = standard normal variable at the required confidence level (z-statistics) = 95% = 1.96

p = estimated characteristics of target population = 0.5

q = 1-p = 1-0.5 = 0.5,

d= level of statistical significance of error = 0.05

Therefore, for 368 teachers target population, the sample size is calculated as:-

$$n = \frac{(z^2 \times p \times q)}{d^2} = (1.96)^2 (0.5) (0.5) / (0.05)^2 = 384$$

$$n_f = \left(1 + \frac{n}{N}\right) = 384 / (1 + 384 / 368) = 188$$

Therefore, by employing the above sample size determination formula adopted from Kothari (2004), the sample size of teachers for the study was 188 from sample schools (staff proportionality was taken into consideration). The total population, sample, amount of the sample and sampling techniques are described in table 1 below.

Table 1: Sample size and sampling technique

Subjects	Target Population	sample		Sampling techniques
		No	%	
Woredas	14	4	28.5	Cluster sampling method
School	10	8	80	Simple random sampling
Principal	8	8	100	Purposive sampling
Teacher	368	188	51.1	Simple random sampling
Parents	2251	144	6.4	Purposive sampling
Total Respondents				

3.5. Data Gathering Tools

The researcher decided questionnaire, focus group discussion and document analysis as data gathering tools.

i. Questionnaires

Questionnaire design is relatively easy (Harrison, A., 2007). Beside to this, questionnaires are less expensive, offer greater privacy of respondents, and appropriate for collecting factual information (Kumar, 2005). The questionnaire for this study was prepared by the researcher and developed under close guidance of advisor. It is organized into two parts. The first part

deals with the general background of the respondents and the second part consist of both close-ended and open-ended question that was arranged into vital theme in relation with the basic questions of the study. Close-ended questions are quick to complete and straightforward to code, but do not allow respondents to add any remarks or further explanation. In another way, open-ended questions enable participants to write a free account in their own terms, to explain and qualify their responses and avoid the limitations of preset categories of response, but it is discouraging and time consuming for respondents (Oppenheim et al. in Cohen, 2007). This questionnaire was self- administered and filled by teachers and principals. Cohen (2007) also recommended that, the larger the sample size, the more structured, closed and numerical the questionnaire may have to be, and the smaller the size of the sample, the less structured, more open and word-based the questionnaire may be. Therefore, the questionnaire encompassed more of close-ended and few number of open-ended items. These close-ended items incorporated five Likert scales to measure opinions and attitudes of respondents concerning “the relationship between parental involvement and students’ academic achievement in secondary schools of the study area”. Hence, using Likert scale enables the researcher to measure opinions, attitudes and values (Johnson, et al., 2007).

ii. Focus Group Discussion

Focus Group Discussion has special importance to the study; hence it is suitable to gather qualitative data from parents. A focus group discussion is the process of collecting data through discussion (interviews) with a group of people, typically four to six (Creswell, 2012, p. 218). The researcher asks a small number of general questions and elicits responses from all individuals in the group. Focus groups are advantageous when the interaction among interviewees will likely yield the best information and when interviewees are similar to and cooperative with each other (Creswell, 2012). For this study it was found appropriate to generate in depth information from selected parents. On the basis of the guideline prepared for this purpose, discussions were carried out over the eight selected schools with the parents and the discussion was made and facilitated by the researcher. There were up to eighteen (18) parents selected in the sample school which were divided into two group discussions. Especial care was taken to meet the objective of the study by maintaining the most convenient time, place and suitable condition for the participants. The interview sessions was conducted in Afan Oromo, and subsequently translated to English.

iii. Document Review

In addition to questionnaire and FGD, the researcher examined the document as secondary sources of data collection and the document review was used to enrich the information about the issue under study. According to Abiyi et al., (2009) document analysis can give an expert understanding of the available data and also it is cheap. Consequently, the last three consecutive years (2016-2018) grade 10 national exam result were used to assess students' academic performance. This document was taken from Ilu Aba Bor Zone Education Department.

3.6. Validity and Reliability Checks

Checking the validity and reliability of data collecting instruments before providing for the actual study subject is the core to assure the quality of the data. To ensure validity of instruments, the instruments were developed under close guidance of the advisor and also a pilot study was carried out in Sachi Secondary School which was not included into the sample of the study. It was administered to one school principal, 30 parents and 17 teachers. The pilot test provides an advance opportunity for the investigator to check the questionnaires and to minimize errors due to improper design of instruments, such as problems of wording or sequence (Adams et al., 2007).

The pilot-test was conducted to test the reliability of the content. It was done with the objective of checking whether or not the items included in the instruments could enable the researcher to obtain relevant information and to identify and eliminate problems in collecting data from the target population. The respondents were oriented about the objectives of the pilot-study, how to fill out the items, evaluate and give feedback regarding the relevant items. To this end, draft questionnaires were distributed and filled out by the population selected for the pilot study. Consequently, Cronbach's alpha coefficient was used to determine the internal consistency of the questionnaire. As shown in Table 2 below, the overall Cronbach's alpha reliability coefficient for the whole questionnaire was 0.800. The Cronbach's alpha reliability coefficients for the constructs are computed and finally, questionnaires were modified a little bit for the study purpose.

Table 2: Cronbach's alpha reliability coefficients

Cronbach's Coefficient Alpha		
Variable(s)	Number of items	Alpha
Parental involvement and students' academic achievement	6	0.771
Home and Family Support	6	0.868
Parental involvement at school	6	0.793
Communication	6	0.789
Performance	7	0.780
Overall questionnaire	31	0.800

3.7. Data Collection Procedures

To answer the basic research question, the researcher was needed to keep a series of data gathering procedures. The expected relevant data was gathered by using questionnaires, FGD and document review. In doing so, having letter of authorization from Educational Planning and Management (EdPM) department of Jimma University to Zonal Education Department (ZED) to help the researcher and legalize the researcher's study. Then, the ZED was written a letter to Woreda Education Office (WEO) to assist and show direction to the researcher. Again, WEO wrote a letter to the schools on which the researcher carried out the study in which way the researcher supported to gather the necessary data to the four sampled WEOs and the subsequent sample schools for consent. After making agreement with the concerned participants; the researcher did introduce his objective and purposes. Then the questionnaires were administered to respondents (teachers and principals) with in selected schools. Based on the instructions, participants were allowed to give their own answers to each item independently and the researcher was closely assist and supervise them to solve any confusion regarding to the instrument. Moreover, the FGD is also conducted with purposively selected parents. During the process of FGD the researcher did attempt to select free and clam environment to lessen communication barriers that disturb the discussion process. Finally, the data collected through various instruments from multiple sources were analyzed and interpreted further by keeping the convenient ethical procedures.

3.8. Method of Data Analysis

The data in this study was analyzed using both descriptive and inferential statistics. The nature of the data type dictates the researcher's ways of analysis. Primarily, the responses from the questionnaire were refined, tallied and tabulated. Next to this, analysis carried out by Statistical Package for the Social Sciences software (SPSS version 21.0). Quantitative data were analyzed using such descriptive statistics as frequency, percentage and standard deviation. Not only descriptive statistics but also inferential statistics was also employed for

further analysis. Since, the scale type is ordinal, the two respondent groups were sampled independently using simple random sampling method, and the researcher's intention was to check if there was significant difference between the opinion of the two category (teachers and principals) by administering the same questionnaire with Mann-Whitney U test (Cohen et al, 2007: 592). On the other hand, spearman rho correlation test was used to analyze the correlation between the dependent variable (students' academic performance) and the predictor variables (parental involvement: at home and at school, and school-parent communication). Spearman's rho correlation test was used when the intention of the researcher is to identify the existing linear relationship between variables that were measured in ordinal scales (Cohen, et al, 2007: 529).

3.9. Ethical Consideration

To make the research process professional, ethical consideration was made. The researcher did inform the respondents about the purpose of the study i.e. purely for academic; the purpose of the study was also introduced in the introduction part of the questionnaires and FGD to the respondents: and confirm that subject's confidentiality was protected. In addition to this, they were informed that their participation in the study was based on their consent. The research findings were not be personalized any of the respondent's response during data presentations analysis and interpretation. Furthermore, all the materials used for this research are acknowledged.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

As indicated in the previous chapters, the main purpose of the study was to investigate the relationship between parental involvement and students' academic achievement in government secondary schools of Ilu Aba Bor Zone. Therefore, this chapter deals with Presentation, Analysis and Interpretation of the data obtained from the respondents by using several data gathering tools (questionnaire, Focus Group Discussion [FDG] and document observation) to search for appropriate solutions to the basic questions of the study. This section of the research report is categorized in to two major parts. The first part presents the characteristics of respondents and the second part deals with the analysis and interpretation of the basic theme of the research based on the collected data.

4.1. Response Rate

This part deals about the amount of returned questionnaires among the distributed questionnaires to the eight sampled secondary schools of study areas.

Table 3: Summary of Response Rate

No	Name of secondary schools/ Woreda	Distributed Questionnaires, For:		Returned Questionnaires			
		Teachers	Principals	In number		In percent (%)	
				Teachers	Principals	Teachers	Principals
	Metu Town	-	-	-	-	-	-
1	Abdi Bori	35	1	35	1	100	100
2	Metu high School	34	1	34	1	100	100
	Bilo Nopa Woreda	-	-	-	-	-	-
3	Nopa high school	13	1	13	1	100	100
4	Leka high school	28	1	26	1	95	100
	Bure Woreda	-	-	-	-	-	-
5	Bure Nikolas Bom	31	1	31	1	100	100
6	Sibo high school	16	1	15	1	92	100
	Yayo Woreda	-	-	-	-	-	-
7	Yayo high school	18	1	18	1	100	100
8	Achibo high school	14	1	13	1	91	100
	Sub total	188	8	184	8	97.8	100
	Total		196		192		97.9

This study intended to collect information through questionnaire from 196 (188 teachers and 8 principals) respondents. However, out of 196 questionnaires that were administered to the respondents, a total of 192 (97.9%) questionnaires were returned. This implies that sufficient numbers of questionnaires were returned to proceed into the data analysis.

4.2. Demographic Information of Respondents

By describing characteristics of the respondents, it is possible to know some background information about the sample population who participated in the study. The following two tables describe the general characteristics (sex, age, qualification, work experience and field of study) of respondents involved in the study.

Table 4: Respondents Sex and Age

Variable		Teachers		Principals		Parents	
		No	%	No	%	No	%
Sex	M	104	56.5%	6	75.0%	102	70.8%
	F	80	43.5%	2	25.0%	42	29.2%
Age in years	< 25	6	3.4%	-	-	-	-
	26-30	31	17.0%	2	25.0%	24	16.7%
	31-35	81	44.2%	3	37.5%	60	41.7%
	36-40	50	27.2%	2	25.0%	48	33.3%
	> 40	19	10.2%	1	12.5%	12	8.3%
	Total	184	100.0%	8	100.0%	144	100.0%

As can be seen from table 4 in relation to sex distribution of teachers, 104 (56.5%) of them were males and 80 (43.5%) females. This indicates that the majority of the teachers teaching in the selected secondary schools of Ilu Aba Bor zone are males. The number of female teachers is also in encouraging state. Moreover, there are 6 (75%) males and 2 (25%) female principals were serving as principal. Regarding parents sex distribution, 102 (70.8%) and 42 (29.2%) are males and females respectively. When looking at age structure, 6 (3.4%) of teachers were found under the age below 25 years old; 31 (17%) of teachers were between the age category of 26-30 years; 65 (44.2%) of teachers were between 31-35 years old; 81 (27.2%) of teachers were between 36-40 years old; 50(10.2%) teachers were found in age of above 40 years. This shows that majority of teachers (64.6%) are found below the age of 36. Regarding the age of school principals, 2 (25%), 3 (37.5%), 2 (25%), and 1 (12.5%) principals were found under the age category of below 25, 26-30, 31-35, 36-40, and above 40 years respectively and no principal was found below the age of below 26. On the basis of parents age distribution, 24 (16.7%), 60 (41.7%), 48 (33.3%) and 12 (8.3%) were found under the age category of 26-30, 31-35, 36-40, and above 40 years respectively. From the above age frequency distribution of the respondents, only small numbers are less matured to respond to the question properly.

Table 5: Educational Level, Field of Study and Work Experience

Variable	Category	Teachers		Principals		Parents	
		No	%	No	%	No	%
Educational level	Below grade10	-	-	-	-	88	61.1%
	Certificate	-	-	-	-	44	30.6%
	Diploma	5	2.7%	-	-	10	6.9%
	BA/BED/BSc	179	97.3%	8	100.0%	2	1.4%
	MA/MSc	-	-	-	-	-	-
	Total	184	100.0%	8	100.0%	144	100.0%
Field of study	EdPM	8	4.1%	1	12.5%	6	4.2%
	N/Science	65	35.4%	2	25.0%	54	37.5%
	S/Science	56	30.6%	2	25.0%	48	33.3%
	Language	55	29.9%	3	37.5%	36	25.0%
	Non-teaching	-	-	-	-	-	-
Total	184	100.0%	8	100.0%	144	100.0%	
Work Experience	≤5 years	5	2.7%	5	62.5%	6	4.2%
	6-10	13	6.8%	2	25.0%	18	12.5%
	11-15	31	17.0%	1	12.5%	48	33.3%
	16-20	70	38.1%	-	-	36	25.0%
	21-25	46	25.2%	-	-	24	16.7%
	26 and above	20	10.9%	-	-	12	8.3%
	Total	184	100.0%	8	100.0%	144	100.0%

As to educational background of respondents, 179 (97.3%) teachers, 8 (100%) principals and 2 (1.4%) parents are degree holders; 5 (2.7%) teachers and 10 (6.9%) parents have diploma; the remaining 44 (30.6%) and 88 (61.1%) parents have certificate and below grade 10 respectively. This implies that, the minimum requirement to be secondary school teacher and principal is almost satisfactory. In contrast, parents' educational level hinders to assist their children at home.

Regarding the work experience of respondents, 179 (97.3%) of teacher respondents have served above 5 years and only 5 (2.7%) teachers have served below 6 year. Moreover, 5 (62.5%) principals are below 6 years' experience and the remaining 2 (25%) and 1 (12.5%) principals are found under the category of 6-10 and 11-15 years. From the table, one can understand that majority of teachers were more experienced than school principals. On the other hand, the least work experience was observed in area of educational leadership as there was high turnover of educational leaders. Therefore, those educational leaders were less experienced educational leaders might negatively affect school effectiveness.

As can be seen from table 5 above Only 1(12.5%) principals were qualified in educational planning and management field. Two (25%) and 5(62.5%) principals are qualified in the field

of social and Natural science respectively; therefore, majority of the educational leaders (87.5% of principals) were found to have assumed the position were serving without having a course of educational leadership. Thus unqualified principals may not be effective in working to boost school performance.

4.3. Parents' home-family support to their students learning

To see the extent of Parents' home-family support to their students learning six items were developed and the respondents were asked to identify their level of agreement. Hence, the summary of the response were organized and presented under table 6a below:

Table 6a: Parents' home-(family) support to their students learning

NO	Items	Participants	Response					Overa	Mean	P-
			STD	D	U	A	STA			
			[1]	[2]	[3]	[4]	[5]			
1	Parents arrange time for reading for their children;	Principals (n=8)	3 37.5%	3 37.5%	1 12.5%	0 0.0%	1 12.5%	2.08	1.259	.876
		Teachers (n=184)	71 38.6%	76 41.3%	6 3.3%	13 7.1%	18 9.8%			
2	Parents provide the necessary materials for their children (exercise books, reference books...)	Principals (n=8)	4 50.0%	3 37.5%	0 0.0%	0 0.0%	1 12.5%	2.27	1.33	.300
		Teachers (n=184)	60 32.6%	74 40.2%	7 3.8%	23 12.5%	20 10.9%			
3	Parents follow students in doing homework and other activities	Principals (n=8)	5 62.5%	2 25.0%	0 0.0%	0 0.0%	1 12.5%	1.82	1.342	.882
		Teachers (n=184)	111 60.3%	44 23.9%	2 1.1%	4 2.2%	23 12.5%			
4	Parents look at students note taking system	Principals (n=8)	5 62.5%	1 12.5%	1 12.5%	0 0.0%	1 12.5%	1.79	1.299	.916
		Teachers (n=184)	114 62.0%	40 21.7%	6 3.3%	4 2.2%	20 10.9%			
5	Parents facilitate a place where their children to study;	Principals (n=8)	3 37.5%	3 37.5%	1 12.5%	0 0.0%	1 12.5%	2.07	1.282	.799
		Teachers (n=184)	76 41.3%	71 38.6%	4 2.2%	15 8.2%	18 9.8%			
6	Parents reduce workload at home	Principals (n=8)	4 50.0%	3 37.5%	0 0.0%	0 0.0%	1 12.5%	2.05	1.283	.618
		Teachers (n=184)	77 41.8%	70 38.0%	6 3.3%	12 6.5%	19 10.3%			

SD=standard deviation, Scales; ≤ 1.49 = strongly disagree (STD), $1.5 - 2.49$ =Disagree (D), $2.5 - 3.49$ = Undecided (U), $3.5 - 4.49$ = Agree (A), ≥ 4.5 = strongly agree (STA) P= Significance Value (from Mann Whitney test)

As the responses to item 1 of table 6a showed, respondents were asked to reply their agreement level on whether Parents arrange time for reading for their children or not. Accordingly, 1(12.5%) and 18(9.8%) of Principals and Teachers respectively showed their strong agreement. And also, none of Principal respondents and 13(7.1%) of teachers showed

their agreement on the issue. On the other hand, 1 (12.5%) principals and 6 (3.3%) teacher have replied undecided. However, the majority of respondents, 3 (37.5%) and 71 (38.6%) Principals and Teachers respectively strongly Disagreed, and 3 (37.5%) and 76 (41.3%) Principals and Teachers respectively have disagreed on the issue being requested, with the overall mean value of 2.08 and SD of 1.259. Moreover, the computed Mann-Whitney U test indicates that, P-value .886 at .05 significance level; it shows that, there is no statistically significance difference between teachers and principals opinion. Thus, respondents disagreed on the issue raised; mean that, parents did not arrange adequate reading time for their children. Beside to this, the summary of FGD with parents and response from open-ended questions suggested that, the majority of parents need to use their children time on several activities.

As could be seen from the responses to item 2 of table 6a, respondents were asked to reply their agreement level on whether Parents provide the necessary materials for their children such as exercise books, reference books, uniforms, etc. or not. While responding to this item 1(12.5%) and 20(10.9%) of Principals and Teachers respectively have showed their strong agreement. And also, none of Principal respondents and 23(12.5%) of teachers have showed their agreement on the issue. On the other hand, only 7 (3.8%) teachers have replied undecided. However, the majority of respondents, 4 (50%) and 60 (32.6%) Principals and Teachers respectively have strongly disagreed, and 3 (37.5%) and 74 (40.2%) Principals and Teachers respectively have disagreed on the issue being requested; with the overall mean value of 2.15 and SD of 1.33. The computed Mann-Whitney U test also gives a P-value of .300 at .05 significance level; this revealed that, there is no statistically significance difference between teachers and principals opinion regarding the issue. Therefore, respondents were disagreed on the issue raised; mean that, parents were not provide adequate and appropriate educational materials for their children. In supporting this result, FGD made with parents and open-ended questions organized from questionnaire were also confirmed that, most of the time majority of parents did not buy uniform and reference books for their children.

With item 3 of table 6a, respondents were asked to reply their agreement level on whether Parents follow students in doing homework and other activities or not. With regard to this, 1(12.5%) and 23(12.5%) of Principals and Teachers respectively have showed their strong agreement. In addition to this, none of Principal respondents and 4(2.2%) of teachers have showed their agreement on the issue. On the other way, only 2 (1.1%) teachers have replied

undecided. But, the majority of respondents, 5 (62.5%) and 111 (60.3%) Principals and Teachers respectively have strongly disagreed, and 1 (12.5%) and 40 (21.7%) Principals and Teachers respectively have disagreed on the issue being requested; with the overall mean value of 1.82 and SD of 1.342. In connection with this, the computed Mann-Whitney U test indicates that, P-value .882 at .05 significance level; it shows that, there is no statistically significance difference between teachers and principals opinion. Thus, respondents were disagreed on the issue raised; this showed that, parents were not satisfactorily follow their children in doing homework.

Regarding item 4 of table 6a, respondents were asked to show their agreement level on whether Parents look at students note taking system or not. Thus, 1(12.5%) and 20(10.9%) of Principals and Teachers respectively have replied on strong agree option; and none of Principal respondent and 4(2.2%) of teachers have marked on agree scale. On the other hand, 1 (12.5%) principals and 6 (3.3%) teachers have replied on undecided. But, the majority of respondents, 5 (62.5%) and 114 (62.0%) Principals and Teachers respectively have strongly disagreed, and 1 (12.5%) and 40 (21.7%) Principals and Teachers respectively have disagreed on the issue being requested; with the overall mean value of 1.79 and SD of 1.299. Furthermore, the computed Mann-Whitney U test indicates that, P-value .916 at .05 significance level; this implies that, there is no statistically significance difference between respondents opinion. Thus, respondents were disagreed on the issue raised; mean that, parents were not sufficiently look at their students note taking approach.

Furthermore, regarding the above two items (item 3 and 4) the conducted FGD with parents showed that, their capacity or educational level prohibited them to follow their children homework accomplishment and note taking status. However, Parents' involvement in homework can be composed of various things including focusing on if a child completes the homework, checking it over and making sure it is correct, praise or another reward for completing homework on time (Hoover-Dempsey et al., 2001). Hence, there are many things parents can do to ensure they are monitoring their children and the time they spend on academics. A few of these include helping the student and modeling for the student to organize schedules both weekly and daily so that the child learns how to plan and accomplish what needs to be done. It also helps the child become accustomed to a regular routine which will help them at that particular time as well as throughout life (Finn, 1998). Studies support that this type of monitoring helps students to develop self-regulation and a work habit

(Hoover-Dempsey et al., 2001). Self-regulation and work habit intern contribute to a higher academic achievement and overall success in life.

As item 5 of table 6a showed, respondents were asked to reply their agreement level on whether Parents facilitate a place where their children to study or not. With this regard, 1 (12.5%) and 18 (9.8%) of Principals and Teachers respectively have replied strong agree; and also none of Principal respondent and 15 (8.2%) of teachers have marked on the agree scale. In addition to this, 1 (12.5%) principal and 4 (2.2%) teaches have replied on undecided option. However, the majority of respondents, 3 (37.5%) and 76 (41.3%) Principals and Teachers respectively have strongly disagreed, and 3 (37.5%) and 71 (38.6%) Principals and Teachers respectively have disagreed on the issue being requested; with the overall mean value of 2.07 and SD of 1.282. In connection to this, the computed Mann-Whitney U test indicates that, P-value .799 at .05 significance level; it shows that, there is no statistically significance difference between teachers and principals opinion. Accordingly, respondents were disagreed on the issue raised; mean that, parents were not engaged in facilitating a place where their children to study. However, Beck (2010) refers to parental involvement as being actively involved in their children's schooling by assisting them with ensuring children to have good workspace at home to complete educational activities effectively.

Regarding item 6 of table 6a, respondents were asked to reply their agreement level on whether Parents reduce workload at home or not. Thus, 1 (12.5%) and 19 (10.3%) of Principals and Teachers respectively have replied strong agree; and also none of Principal respondent and 12 (6.5%) of teachers have agreed on the issue. Besides, only 6 (3.3%) teaches have replied on undecided option. However, the majority of respondents, 4 (50%) and 77 (41.8%) Principals and Teachers respectively have strongly disagreed, and 3 (37.5%) and 70 (38.0%) Principals and Teachers respectively have disagreed; with the overall mean value of 2.05 and SD of 1.283. Moreover, the computed Mann-Whitney U test indicates that, P-value .618 at .05 significance level; it shows that, there is no statistically significance difference between respondents opinion. Thus, respondents were disagreed on the issue raised; mean that, parents did not reduce a workload to their children. In supporting this, the summery of FGD with parents and organized open-end questions' response informed that, the majority of parents need to use their children time on several activities, like rearing domestic animals, farm lands, etc. However, according to Gonzalez-Deltas et al (2005), the amount of time a child spends on homework and study contributes to academic achievement as well as the retention in schools.

Table 6b: The correlation between home-family support and students' performance

Correlation	Variables		Home Family Support	Students' performance
Spearman's rho	Home Family support	Pearson Correlation	1	.917**
		Sig. (2-tailed)		.000
		N	192	192
	Students' performance	Pearson Correlation	.917**	1
		Sig. (2-tailed)	.000	
		N	192	192

NB: **. Correlation is significant at the 0.01 level (2-tailed); Correlations (r) = 0.8 -0.99 = very strong; 0.6 -0.79 = strong; 0.4 – 0.59 = moderate; 0.2 – 0.39 = week; and 0.01 – 0.19 = very week.

Table 6b shows that there is a very strong positive correlation between home family support and Students' academic achievement (performance) ($r = .917$, $p = 0.000$). This implies that that there is significant relationship between home family support and students' academic performance ($p < 0.05$).

4.5. Parents' school-family support to their children learning

To see the extent of Parents' school-family support to their students learning six items were developed and the respondents were asked to identify their level of agreement. Hence, the summary of the response were organized and presented under table 6c below:

Table 6c: Opinion of respondents on parents' school-family support to their children learning

N	O Items	Participants	Response					Overa Mean	SD	P- Value
			STD [1]	D [2]	U [3]	A [4]	STA [5]			
1	Parent contact with home room teacher to check their child class attendance	Principals (n=8)	3 37.5%	3 37.5%	1 13.0%	0 0.0%	1 13.0%	2.15	1.312	.956
		Teachers (n=184)	72 39.1%	68 37.0%	6 3.3%	20 10.9%	18 9.8%			
2	Parent visit the suitability of school environment by their own sake	Principals (n=8)	0 0.0%	6 75.0%	1 12.5%	0 0.0%	1 12.5%	2.17	1.025	.189
		Teachers (n=184)	35 19.0%	120 65.2%	10 5.4%	4 2.2%	15 8.2%			
3	Parents give feedback to the school about their children's learning	Principals (n=8)	3 37.5%	3 37.5%	1 12.5%	0 0.0%	1 12.5%	1.89	1.101	.565
		Teachers (n=184)	81 44.0%	76 41.3%	6 3.3%	11 6.0%	10 5.4%			
4	Parents participate in school meeting when informed	Principals (n=8)	2 25.0%	4 50.0%	1 12.5%	0 0.0%	1 12.5%	1.95	1.067	.376
		Teachers (n=184)	71 38.6%	84 45.7%	7 3.8%	14 7.6%	8 4.3%			
5	Parents participate in school resource provision for their children GESLCE preparation	Principals (n=8)	5 62.5%	1 12.5%	1 12.5%	0 0.0%	1 12.5%	1.92	1.403	.961
		Teachers (n=184)	114 62.0%	25 13.6%	9 4.9%	17 9.2%	19 10.3%			
6	Parents look at students' assessment result and discuss with subject teachers	Principals (n=8)	4 50.0%	3 37.5%	0 0.0%	0 0.0%	1 12.5%	1.88	1.131	.823
		Teachers (n=184)	83 45.1%	74 40.2%	4 2.2%	12 6.5%	11 6.0%			

SD=standard deviation, Scales; ≤ 1.49 = strongly disagree (STD), $1.5 - 2.49$ =Disagree (D), $2.5 - 3.49$ = Undecided (U), $3.5 - 4.49$ = Agree (A), ≥ 4.5 = strongly agree (STA) P= Significance Value (from Mann Whitney test)

Regarding item 1 of table 6c, respondents were asked to reply their agreement level on whether Parents contact with home room teacher for checking attendance of their children or not; Thus, 1(12.5%) and 18(9.8%) of Principals and Teachers respectively have replied strong agree; and also none of Principal respondent and 20(10.9%) of teachers have agreed on the issue. Besides, 1 (12.5%) principal and 6 (3.3%) teacher have replied on undecided option. However, the majority of respondents, 3 (37.5%) and 72 (39.1%) Principals and Teachers respectively have strongly disagreed, and 3 (37.5%) and 68 (37.0%) Principals and Teachers respectively have disagreed; with the overall mean value of 2.15 and SD of 1.313. Besides, the computed Mann-Whitney U test indicates that, P-value .956 at .05 significance level; it shows that, there is no statistically significance difference between respondents view. Therefore, as the overall mean value and significance value indicates, the majority respondents replied that, parents did not have adequate contact with home room teachers

regarding their children class attendance check-up. In supporting the above result school documents regarding parental follow-up their children schooling dictates that, there is unfair engagement of parents regarding their students' attendance confirmation.

On the other hand, Sheldon (2009) suggested that, one important factor that increases learner attendance is to establish a good relationship between the home and school. This type of partnership will close the gap between the home and the school and ultimately lead to a reduced absentee rate amongst learners. Good school-parent relations usually lead to greater parental awareness when their children are absent, consequently enabling parents to monitor and supervise their children's attendance through visiting the school.

As shown on item 2 of table 6c, respondents were asked to reply their agreement level on whether Parents visit the suitability of school environment by their own schedule or not. Accordingly, 1(12.5%) and 15(8.2%) of Principals and Teachers respectively have replied strong agree; and also none of Principal respondent and 4(2.2%) of teachers have agreed on the issue. Moreover, 1(12.5%) principal and 10 (5.4%) teacher have replied on undecided option. But, the majority of respondents, 35 (19.0%) Teachers have strongly disagreed, and 6 (75%) and 120 (65.2%) Principals and Teachers respectively have disagreed; with the overall mean value of 2.17 and SD of 1.025; the computed Mann-Whitney U test indicates that, P-value .189 at .05 significance level; it shows that, there is no statistically significance difference between respondents opinion. Consequently, as the overall mean value and significance value indicates, the majority respondents replied that, parents were not visit the school by their own schedule how the school environment were safe for their children. However, as Gonzalez-Deltas (2005) suggested, when students see that their parents take part in their schooling, they may benefit from being intrinsically motivated. They perceive their parents to value education and therefore the student themselves value education. This in turn contributes to their intrinsic motivation and desire to do well in school.

Concerning item 3 of table 6c, respondents were asked to indicate their agreement level on whether Parents give feedback to the school about their children's learning or not; and replied that, 1(12.5%) and 10(5.4%) of Principals and Teachers respectively have replied strong agree; and also none of Principal respondent and 11(6.0%) of teachers have agreed on the issue. On the other hand, 1 (12.5%) principal and 6 (3.3%) teacher have replied on undecided option. However, the majority of respondents, 3 (37.5%) and 81 (44.0%) Principals and Teachers respectively have strongly disagreed, and 3 (37.5%) and 76 (41.3%) Principals and

Teachers respectively have disagreed; with the overall mean value of 1.89 and SD of 1.101. In connection to this, the computed Mann-Whitney U test indicates that, P-value .565 at .05 significance level; it shows that, there is no statistically significance difference between respondents view. Therefore, as the overall mean value and significance value indicate, the majority respondents replied that, parents did not give feedback to the school about their children's learning.

As it is shown in item 4 of table 6c, respondents were asked to indicate their agreement level on whether Parents participate in school meeting when informed or not; and replied that, 1(12.5%) and 8(4.3%) of Principals and Teachers respectively have replied strong agree; and also none of Principal respondent and 14(7.6%) of teachers have agreed on the issue. On the other hand, 1 (12.5%) principal and 7 (3.8%) teacher have replied on undecided option. But, the majority of respondents, 2 (25%) and 71 (38.6%) Principals and Teachers respectively have strongly disagreed, and 4 (50%) and 84 (45.7%) Principals and Teachers respectively have disagreed, with the overall mean value of 1.95 and SD of 1.067. Besides, the computed Mann-Whitney U test indicates that, P-value .376 at .05 significance level; it shows that, there is no statistically significance difference between respondents view. Thus, as the overall mean value and significance value indicates, the majority respondents replied that, parents did not participated adequately in school meetings.

Concerning item 5 of table 6c, respondents were asked to express their agreement level on whether Parents participate in school resource provision for their children GESLCE preparation or not. With this regard, 1(12.5%) and 19(10.3%) of Principals and Teachers respectively have replied strong agree; and also none of Principal respondent and 17(9.2%) of teachers have agreed on the issue. On the other hand, 1 (12.5%) principal and 9 (4.9%) teacher have replied on undecided option. However, the majority of respondents, 5 (62.5%) and 114 (62.0%) Principals and Teachers respectively have strongly disagreed, and 1 (12.5%) and 25 (13.6%) Principals and Teachers respectively have disagreed, with the overall mean value of 1.92 and SD of 1.403. In addition to this, the computed Mann-Whitney U test indicates that, P-value .961 at .05 significance level indicates that, there is no statistically significance difference between respondents opinion. Therefore, as the overall mean value and significance value indicates, the majority respondents replied that, Parents did not sufficiently engaged in school resource provision activities regarding students' GESLCE preparation.

As it is shown in item 6 of table 6c showed, respondents were asked to reply their agreement level on whether Parents look at students' assessment result and discuss with subject teachers or not. Accordingly, 1(12.5%) and 11(6%) of Principals and Teachers respectively have replied strong agree; and also none of teacher respondent and 12(6.5%) of Principals have agreed on the issue. On the other hand, only 4 (2.2%) teachers have replied on undecided option. However, the majority of respondents, 4 (50%) and 83 (45.1%) Principals and Teachers respectively have strongly disagreed, and 3 (37.5%) and 74 (41.3%) Principals and Teachers respectively have disagreed, with the overall mean value of 1.88 and SD of 1.131, the computed Mann-Whitney U test indicates that, P-value .823 at .05 significance level indicates that, there is no statistically significance difference between respondents opinion. Therefore, as the overall mean value and significance value indicates, the majority respondents revealed that, parents were not discuss with subject about their children assessment result appropriately.

Table 6d: The correlation between school-family support and students' performance

Correlation	Variables		School-Family support	Students' performance
Spearman's rho	School-Family support	Pearson Correlation	1	.78**
		Sig. (2-tailed)		.002
		N	192	192
	Students' performance	Pearson Correlation	.78**	1
		Sig. (2-tailed)	.002	
		N	192	192

NB: **. Correlation is significant at the 0.01 level (2-tailed); Correlations (r) = 0.8 -0.99 = very strong; 0.6 -0.79 = strong; 0.4 – 0.59 = moderate; 0.2 – 0.39 = week; and 0.01 – 0.19 = very week.

Table 6d shows that there is a strong positive correlation between home family support and Students' academic achievement (performance) ($r = .78$, $p = 0.002$). This implies that that there is significant relationship between school-family support and students' academic performance ($p < 0.05$).

4.6. Parental involvement regarding school parent communication

To see the extent of Parental involvement regarding school communication six items were developed and the respondents were asked and to show their level of agreement. The summary of the response were organized and presented on tables 7a below:

Table 7 a: Parental involvement regarding school parent communication

No	Items	Participants	SD [1]	Response			Overall Mean SD	P- Value
				D [2]	U [3]	A [4]		
1	Most of the time the school contact parents for disciplinary cases;	Principals (n=8)	1 12.5%	0 0.0%	1 12.5%	3 37.5%	3 37.5%	3.94 1.115 .997
		Teachers (n=184)	9 4.9%	13 7.1%	25 13.6%	70 38.0%	67 36.4%	
2	Schools involve parents in increasing school income	Principals (n=8)	3 37.5%	3 37.5%	0 0.0%	1 12.5%	1 12.5%	1.98 1.002 .514
		Teachers (n=184)	67 36.4%	77 41.8%	22 12.0%	15 8.2%	3 1.6%	
3	Schools continuously discuss with parents to improve students' result	Principals (n=8)	1 12.5%	5 62.5%	1 12.5%	1 12.5%	0 0.0%	1.95 1.017 .438
		Teachers (n=184)	70 38.0%	79 42.9%	16 8.7%	13 7.1%	6 3.3%	
4	Schools contact parents to show their children's score regularly	Principals (n=8)	3 37.5%	3 37.5%	1 12.5%	1 12.5%	0 0.0%	1.97 0.911 .989
		Teachers (n=184)	65 35.3%	71 38.6%	36 19.6%	10 5.4%	2 1.1%	
5	Schools discuss with parents to make the school environment conducive	Principals (n=8)	3 33.3%	3 33.3%	1 12.5%	1 12.5%	1 12.5%	2.03 1.046 .583
		Teachers (n=184)	64 35.0%	77 42.1%	25 13.7%	10 5.5%	7 3.8%	
6	Schools give constructive feedback for parents about their children's learning deliberately	Principals (n=8)	3 37.5%	3 37.5%	1 12.5%	1 12.5%	0 0.0%	1.96 1.040 .448
		Teachers (n=184)	71 38.6%	76 41.3%	21 11.4%	9 4.9%	7 3.8%	

SD=standard deviation, Scales; ≤ 1.49 = strongly disagree (STD), $1.5 - 2.49$ =Disagree (D), $2.5 - 3.49$ = Undecided (U), $3.5 - 4.49$ = Agree (A), ≥ 4.5 = strongly agree (STA) P= Significance Value (from Mann Whitney test)

As can be seen from item 1 of table 7a, respondents were asked to express their level of agreement on whether most of the time the school contact parents for disciplinary cases or not; thus, majority of respondents 3 (37.5%) principals and 67 (36.4%) teachers have strongly disagreed respectively, and 3 (37.5%) Principals and 70 (38%) teachers have disagreed respectively on the issue; whereas 1 (12.5%) principal and 25 (13.6%) teachers were replied undecided; However, 1 (12.5%) principals and 9 (4.9%) teachers have strongly agreed respectively, and none of Principal respondent and 13 (7.1%) teachers have agreed respectively on the issue; with the overall mean value of 3.94 and SD of 1.115. On the other way, the computed Mann-Whitney U test indicates that, P-value .997 at .05 significance level indicates that, there is no statistically significance difference between respondents opinion.

Therefore, as the overall mean value and significance value revealed that, most of the time schools did contact with parents for disciplinary cases. The summary of FGD made with parents were also confirmed that, most of the time majority of parents went to the school when informed about disciplinary cases. In supporting this result, Parental involvement can therefore be considered as a factor that reduces problematic behavior at school and, in turn, improves academic achievement (McNeal, 2012). In addition, creating such a partnership will also help to improve the learner's academic achievement. Sheldon (2009) also revealed that, learner's behavior is closely linked to improved academic achievement.

Concerning item 2 of table 7a, respondents were asked to express their agreement level on whether Schools involve parents in increasing school income or not. Accordingly, 1 (12.5%) principals and 3 (1.6%) teachers have strongly agreed respectively, and 1 (12.5%) Principal and 15 (8.2%) teachers have agreed respectively, whereas only 22 (12.0%) teachers have replied on undecided option. However, majority of respondents 3 (37.5%) principals and 67 (36.4%) teachers have strongly disagreed respectively, and 3 (37.5%) Principals and 77 (41.8%) teachers have disagreed respectively on the issue, with the overall mean value of 1.98 and SD of 1.002. In line with this, p-value (.514) obtained from Mann-Whitney U test at .05 significance level indicates that, there is no statistically significance difference between respondents opinion. Thus, as the overall mean value and significance value indicated that, Parents were not adequately engaged in school income generating activities.

Regarding item 3 of table 7a, respondents were asked to express their agreement level on whether schools continuously discuss about students' result improvement with parents or not. Thus, 6 (3.3%) Teachers have replied strong agree, and 1 (12.5%) principal and 13 (7.1%) teachers have agreed on the issue. Besides, 1 (12.5%) principal and 16 (8.7%) teachers have replied on undecided option. But, the majority of respondents, 1 (12.5%) and 70 (38%) Principals and Teachers respectively have strongly disagreed, and 5 (62.5%) and 79 (42.9%) Principals and Teachers respectively have disagreed, with the overall mean value of 1.95 and SD of 1.017. Beside to this, p-value (.438) obtained from Mann-Whitney U test at .05 significance level indicates that, there is no statistically significance difference between respondents opinion. Thus, as the overall mean value and significance value indicated that, schools' were not continuously discussed about students' result improvement with parents.

As it is illustrated on item 4 of table 7a, respondents were asked to show their agreement level on whether Schools contact parents to show their children's achievement regularly or

not. With this regard, 2 (1.1%) Teachers have replied strong agree, and 1(12.5%) principal and 10 (5.4%) teachers have agreed on the issue. In addition to this, 1 (12.5%) principal and 36 (19.6%) teachers have replied on undecided option. But, the majority of respondents, 3 (37.5%) and 65 (35.3%) Principals and Teachers respectively have strongly disagreed, and 3 (37.5%) and 71 (38.6.9%) Principals and Teachers respectively have disagreed, with the overall mean value of 1.97 and SD of 0.911. In line with this, the computed p-value (.989) in Mann-Whitney U test at .05 significance level indicates that, there is no statistically significance difference between respondents opinion. Accordingly, as the overall mean value and significance value showed that, schools were not met parents sufficiently to show their children's achievement satisfactorily.

Concerning item 5 of table 7a, respondents were asked to show their agreement level on whether Schools discuss with parents to make it a conducive environment or not. Accordingly, 1(12.5%) principals and 7 (3.8%) Teachers have replied strong agree, and 1 (12.5%) principal and 10 (5.5%) teachers have agreed on the issue. Besides, 1 (12.5%) principal and 25 (13.7%) teachers have replied on undecided option. However, the majority of respondents, 3 (33.3%) and 64 (35%) Principals and Teachers respectively have strongly disagreed, and 3(33.3%) and 77 (42.1%) Principals and Teachers respectively have disagreed, with the overall mean value of 2.03 and SD of 1.046. In light of this, the computed p-value (.583) in Mann-Whitney U test at .05 significance level indicates that, there is no statistically significance difference between respondents opinion. Therefore, as the overall mean value and significance value showed that, schools were not discuss with parents make a conducive school environment. However, Gillander, McKinney and Ritchie (2012) confirm that, when educators communicate to parents that the assistance given by them (parents) has positively improved their children's achievements, then they are more likely to continue assisting their children with other school related tasks.

Regarding the last item of table 7a, respondents were asked to show their agreement level on whether Schools give constructive feedback for parents about their children's learning deliberately or not. Thus, 7 (3.8%) Teachers have replied strong agree, and 1 (12.5%) principal and 9 (4.9%) teachers have agreed on the issue. Besides, 1 (12.5%) principal and 21 (8.7%) teachers have replied on undecided option. But, the majority of respondents, 3 (37.5%) and 71 (38.6%) Principals and Teachers respectively have strongly disagreed, and 3 (37.5%) and 76 (41.3%) Principals and Teachers respectively have disagreed, with the overall mean value of 1.96 and SD of 1.040. In line with this, the computed p-value (.448) in Mann-

Whitney U test at .05 significance level indicates that, there is no statistically significance difference between respondents judgment. Thus, as the overall mean value and significance value showed that, schools were not provide supportive feedback for parents about their children’s learning. However, when parents only receive negative feedback from the school with regard to their children they feel intimidated to come to school because their parenting style is being questioned. Therefore, the educators may seem to have an understanding of what they expect from the parents but often this message is not communicated to the parents (Decker *et al.*, 2007).

Table 7b: The correlation between communication (school-parent) and performance

Correlation	Variables	Communication	Students' performance	
Spearman's rho	communication	Pearson Correlation	.868**	
		Sig. (2-tailed)	.000	
	Students' performance	N	192	192
		Pearson Correlation	.868**	1
		Sig. (2-tailed)	.000	
		N	192	192

NB: **. Correlation is significant at the 0.01 level (2-tailed); Correlations (r) = 0.8 -0.99 = very strong; 0.6 -0.79 = strong; 0.4 – 0.59 = moderate; 0.2 – 0.39 = week; and 0.01 – 0.19 = very week.

Table 7b shows that there is a very strong positive correlation between school-parent communication and students’ academic achievement (performance) (r = .868, p = 0.000). This indicates that there is significant relationship between school-parent communication and students’ academic performance (p<0.05).

4.7. Students’ academic performance

Academic performance can also be referred to as academic achievement and it relates directly to the educational outcomes of the learner. Academic achievement can be seen as academic results (grades, scholastic marks..) the learners receives at school which is an indication of how well or how poorly he/she is doing at school (Van der Berg, Wood & Le Roux, 2002).

To see the opinion of respondents regarding students’ academic performance, seven items were developed and the respondents were asked to show their level of agreement. The summary of the response were organized and presented on tables 8 below:

Table 8: opinions of respondents on students' academic performance

N o Items	Participants	SD	Response				Over aMea SD	p- value
			[1]	[2]	[3]	[4]		
1 Students with poor parental support have less assessment score;	Principals (n=8)	12.5%	12.5%	0.0%	25.0%	50.0%	4.04 1.199	.992
	Teachers (n=184)	6.5%	9.2%	1.1%	39.7%	43.5%		
2 Students of parental support less score low in GESLCE	Principals (n=8)	12.5%	14.3%	14.3%	57.1%	14.3%	3.98 1.132	.262
	Teachers (n=184)	7.0%	5.4%	6.5%	43.2%	37.8%		
3 Students that have comprehensive parental support become successful;	Principals (n=8)	12.5%	25.0%	0.0%	50.0%	12.5%	3.89 1.242	.115
	Teachers (n=184)	8.7%	7.6%	4.9%	40.8%	38.0%		
4 Students that have regular parental support become successful	Principals (n=8)	12.5%	12.5%	0.0%	50.0%	25.0%	4.05 1.168	.286
	Teachers (n=184)	7.6%	5.4%	1.6%	43.5%	41.8%		
5 Students of no parental support achieve low in transcript	Principals (n=8)	12.5%	12.5%	12.5%	37.5%	25.0%	3.88 1.217	.367
	Teachers (n=184)	7.1%	10.3%	5.4%	40.8%	36.4%		
6 Students of no parental support do not want to read carefully	Principals (n=8)	0.0%	12.5%	0.0%	50.0%	37.5%	4.29 0.841	.629
	Teachers (n=184)	2.2%	3.3%	1.6%	48.9%	44.0%		
7 Students of no parental support become careless in their lesson	Principals (n=8)	12.5%	12.5%	0.0%	50.0%	25.0%	4.19 0.909	.204
	Teachers (n=184)	1.6%	4.9%	5.4%	46.2%	41.8%		

SD=standard deviation, Scales; ≤ 1.49 = strongly disagree (STD), $1.5 - 2.49$ =Disagree (D), $2.5 - 3.49$ = Undecided (U), $3.5 - 4.49$ = Agree (A), ≥ 4.5 = strongly agree (STA) P= Significance Value (from Mann Whitney test)

As could be observed from responses to item 1 of table 8, respondents were asked to show their agreement level on whether Students with poor parental support have less assessment score or not. While responding to this item 1(12.5%) and 12(6.5%) of Principals and Teachers respectively have showed their strong disagreement. And also, 1(12.5%) Principal and 17(9.2%) of teachers have showed their disagreement on the issue. On the other hand, only 2 (1.2%) teachers have replied undecided. However, the majority of respondents, 4 (50%) and 80 (43.5%) Principals and Teachers respectively have strongly agreed, and 2 (25%) and 73 (39.7%) Principals and Teachers respectively have agreed on the issue being requested, with the overall mean value of 4.04 and SD of 1.199; the computed p-value (.992)

in Mann-Whitney U test at .05 significance level indicates that, there is no statistically significance difference between respondents judgment. Consequently, as the overall mean value and significance value showed that, students with poor parental support have less assessment score. However, research also indicates that children whose parents are more involved in their schooling are more likely to experience academic success than children whose parents are less involved (Hill & Craft, 2003; Marcon, 1999).

Regarding item 2 of table 8, respondents were asked to show their agreement level on whether Students of no parental support score low achievement in GESLCE or not. Accordingly, 1 (12.5%) Principals and 13 (7%) Teachers have strongly disagreed, and 1 (12.5%) and 10 (5.4%) Principals and Teachers respectively have disagreed on the issue being requested. On the contrary, 1 (12.5%) principals and 12 (6.5%) teachers have replied undecided. However, the majority of respondents, 1 (12.5%) principals and 70 (37.8%) of teachers have showed their strong agreement and 4(50%) Principal and 80(43.2%) of teachers have showed their agreement on the issue, .with the overall mean value of 3.89 and SD of 1.132; the computed p-value (.262) in Mann-Whitney U test at .05 significance level indicates that, there is no statistically significance difference between respondents opinion. Therefore, as the overall mean value and significance value revealed that, Students of no parental support score achieved low in GESLCE. On the other hand literature revealed that, the academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success (Barnard, 2004).

Concerning item 3 of table 8, respondents were asked to show their agreement level on whether Students that have comprehensive parental support become successful or not. While responding to this item, 1 (12.5%) Principals and 16 (8.7%) Teachers have strongly disagreed, and 2 (25%) and 14 (7.6%) Principals and Teachers respectively have disagreed on the issue being requested. On the contrary, only 9 (4.9%) teachers have replied undecided. However, the majority of respondents, 1 (12.5%) principals and 70 (37.8%) of teachers have showed their strong agreement and 4(50.0%) Principal and 75(40.8%) of teachers have showed their agreement on the issue, with the overall mean value of 3.89 and SD of 1.242. In connection with this, the computed p-value (.115) in Mann-Whitney U test at .05 significance level indicates that, there is no statistically significance difference between respondents view. Thus, as the overall mean value and significance value showed that, Students that have comprehensive parental support become successful in their academy.

As the data indicated on item 4 of table 8, respondents were asked to show their agreement level on whether Students that have regular parental support become successful or not, and replied that, 1 (12.5%) Principals and 14 (7.6%) Teachers have strongly disagreed, and 1 (12.5%) and 10 (5.4%) Principals and Teachers respectively have disagreed on the issue being requested. On the contrary, only 3 (1.6%) teachers have replied undecided. However, the majority of respondents, 2 (25%) principals and 77 (41.8%) of teachers have showed their strong agreement and 4(50.0%) Principal and 80(43.5%) of teachers have showed their agreement on the issue, with the overall mean value of 4.05 and SD of 1.168. In connection with this, the computed p-value (.286) in Mann-Whitney U test at .05 significance level indicates that, there is no statistically significance difference between respondents judgment. Therefore, as the overall mean value and significance value indicated that, students that have regular parental support become successful.

Regarding item 5 of table 8, respondents were asked to show their agreement level on whether Students of no parental support score low achievement in transcript or not. Thus, 1 (12.5%) Principals and 13 (7.1%) Teachers have strongly disagreed, and 1 (12.5%) and 19 (10.3%) Principals and Teachers respectively have disagreed on the issue being requested. On the contrary, 1(12.5%) Principal and 10 (5.4%) teachers have replied undecided. However, the majority of respondents, 2 (25%) principals and 67 (36.4%) of teachers have showed their strong agreement and 3(37.5%) Principal and 75(43.5%) of teachers have showed their agreement on the issue, with the overall mean value of 3.88 and SD of 1.217; the computed p-value (.367) in Mann-Whitney U test at .05 significance level indicate that, there is no statistically significance difference between respondents judgment. Accordingly, as the overall mean value and significance value showed that, Students of no parental support score low achievement in transcript.

As it is shown on item 6 of the same table, respondents were asked to show their agreement level on whether Students of no parental support do not want to read carefully or not. Thus, 4 (2.2%) Teachers have strongly disagreed, and 1 (12.5%) and 6 (3.3%) Principals and Teachers respectively have disagreed on the issue being requested. On the contrary, only 3(1.6%) teachers have replied undecided. However, the majority of respondents, 3 (37.5%) principals and 81 (44%) of teachers have strong agreed and 4(50%) Principal and 90(48.9%) of teachers have agreed on the issue, with the overall mean value of 4.29 and SD of 0.841. In line with this, the computed p-value (.629) in Mann-Whitney U test at .05 significance level indicate that, there is no statistically significance difference between respondents judgment.

Thus, as the overall mean value and significance value revealed that, Students of no parental support are not be interested in reading.

Regarding the last item of table 8, respondents were asked to show their agreement level on whether Students of no parental support become careless in their lesson or not. Accordingly, 1 (12.5%) principal and 3 (1.6%) Teachers have strongly disagreed, and 1 (12.5%) and 9 (4.9%) Principals and Teachers respectively have disagreed on the issue being requested. On the contrary, only 10(5.4%) teachers have replied undecided. However, the majority of respondents, 2 (25%) principals and 77 (41.8%) of teachers have replied on agree and 4(50%) Principal and 85(46.2%) of teachers have agreed on the issue, with the overall mean value of 4.19 and SD of 0.909. Moreover, the computed p-value (.204) in Mann-Whitney U test at .05 significance level indicates that, there is no statistically significance difference between respondents judgment. Therefore, as the overall mean value and significance value showed that, students of no parental support become careless in their lesson. Besides, FGD conducted with parents and open-ended questions were also proved that, majority of parents were not able to offer all rounded support to their children; this in turn affects students' academic achievement. On the contrary to this, in the last few decades Parental involvement has grown a vast consideration of practitioners and researchers due to its positive association with students' educational achievement (Grayson, 2013; Heitin, 2012). The involvement of parents has impact on child's development and growth (Sheldon, 2003); consequently, Pavalache-Ilie and Tirdia (2015); Fan and Chen (2001) have investigated as significant association with students' academic performance.

4.8. Parental involvement and students' academic achievement

Parental involvement plays an important role in students' education, and the advantages of it for students are numerous, such as, students' academic success (Jeynes, 2003, 2007). Therefore, to see the existing relationship between Parental involvement and students' academic achievement six items were developed and the respondents were asked to identify their level of agreement. Hence, the summary of the response were organized and presented on the table 9 below:

Table 9: The relationship between parental involvement and students' performance

O	Items	Participants	Response					Overall Mean	SD	P-Value
			STD [1]	D [2]	U [3]	A [4]	STA [5]			
1	Parental involvement increases students' academic achievement;	Principals (n=8)	1 12.5%	1 12.5%	0 0.0%	4 50.0%	2 25.0%	3.69	1.251	.940
		Teachers (n=184)	20 10.9%	19 10.3%	2 1.1%	99 53.8%	44 23.9%			
2	Students of good parental support score good point;	Principals (n=8)	1 12.5%	0 0.0%	0 0.0%	4 50.0%	3 37.5%	4	1.18	.928
		Teachers (n=184)	20 10.9%	2 1.1%	1 0.6%	96 52.2%	65 35.3%			
3	Students of poor parental support exposed to fail in GESLCE	Principals (n=8)	2 25.0%	0 0.0%	0 0.0%	3 37.5%	3 37.5%	3.65	1.558	.967
		Teachers (n=184)	43 23.4%	2 1.1%	1 0.6%	68 37.0%	70 38.0%			
4	Parental support improves students' expectation (hope, vision...)	Principals (n=8)	1 12.5%	0 0.0%	0 0.0%	3 37.5%	4 50.0%	4.06	1.329	.932
		Teachers (n=184)	25 13.6%	2 1.1%	1 0.6%	65 35.3%	91 49.5%			
5	Parental support empower students to be competent;	Principals (n=8)	1 12.5%	0 0.0%	1 12.5%	3 37.5%	3 37.5%	3.87	1.286	.989
		Teachers (n=184)	23 12.5%	2 1.1%	21 11.4%	68 37.0%	70 38.0%			
6	Parental follow-up enhances students' academic achievement	Principals (n=8)	1 12.5%	0 0.0%	1 12.5%	2 25.0%	4 50.0%	4.08	1.3	.822
		Teachers (n=184)	21 11.4%	1 0.6%	18 9.8%	45 24.5%	99 53.8%			

SD=standard deviation, Scales; ≤ 1.49 = strongly disagree (STD), 1.5 – 2.49 =Disagree (D), 2.5 – 3.49 = Undecided (U), 3.5 –4.49 = Agree (A), ≥ 4.5 = strongly agree (STA); P= Significance Value (from Mann Whitney test)

As shown with responses to item 1 of table 9, respondents were asked to rate their agreement levels on whether Parental involvement increases students' academic achievement or not. Accordingly, 1 (12.5%) principal and 20 (10.9%) Teachers have strongly disagreed, and 1 (12.5%) and 19 (10.3%) Principals and Teachers respectively have disagreed on the issue being requested. On the contrary, only 2(1.1%) teachers have replied undecided. However, the majority of respondents, 2 (25%) principals and 44 (41.8%) of teachers have strongly agreed and 4(50%) Principal and 99(53.8%) of teachers have replied on agree option, with the overall mean value of 3.96 and SD of 1.251. The computed Mann-Whitney U test also gives P-value .940 at .05 significance level. This revealed that there is no statistically significant difference between teachers and principals opinion. Therefore, respondents agreed about Parental involvement increases students' academic achievement. In line with this, the

information gathered through FGD made with parents and open-ended questions organized from questionnaire also confirmed that parental involvement improves students' academic achievement. Thus, it is possible to conclude that parental engagement is one determinant factor in improving students' academic performance. But, school improvement program (SIP) annual report indicates that, parents' involvement declined from year to year especially grade 10 parental involvement was found to be less than grade 9 students' parental engagement. However, as children move from the middle grades to the secondary school, parents crystallize their educational expectations for their children. As students complete school education, parents become increasingly concerned about their teen's further education and about the effects of secondary school programs on postsecondary opportunities (Catsambis & Garland, 1997). According to Lam (1997), students who were receiving a high level of support from the parents had higher academic achievement than those students who were receiving only a medium to low amount of support from the parents. He also found that there was a relationship between the socioeconomic status and whether or not the family was intact on the amount of parental monitoring, support, and psychological autonomy. He concluded that all of these factors did influence academic achievement.

Regarding item 2 of table 9, respondents were asked to rate their agreement levels on whether students of good parental support score good point or not. Thus, 1 (12.5%) principal and 20 (10.9%) Teachers have strongly disagreed, and 2(1.1%) Teachers have disagreed on the issue being requested. Moreover, only 1(0.6%) teachers have replied undecided. However, the majority of respondents, 3 (37.5%) principals and 65 (35.3%) of teachers have strongly agreed and 4(50%) Principal and 96(52.2%) of teachers have replied on agree option, with the overall mean value of 4.00 and SD of 1.18. The computed Mann-Whitney U test also gives P-value .928 at .05 significance level; this revealed that, there is no statistically significance difference between teachers and principals opinion. Therefore, respondents were agreed on the issue; mean that, Students of good parental support score good point. In connection with this the summery of FGD with parents were also realized that students having parental support become good scorers. Thus, it is possible to conclude that parental support is one determinant factor of students' scoring. Research has also shown that successful students have strong academic support from their involved parents (Sheldon, 2009). Furthermore, research on effective schools, those where students are learning and achieving, has consistently shown that these schools, despite often working in low social and economic neighborhoods, have strong and positive school-home relationships (Sanders &

Sheldon, 2009; Sheldon, 2009). More importantly, these effective schools have made a real effort in reaching out to their students' families in order to bring about liaison and cooperation.

Concerning item 3 of table 9, respondents were asked to rate their agreement levels on whether Students of poor parental support exposed to fail in General Education School Leaving Certificate Exam (GESLCE) or not. With this regard, 2 (25%) principal and 43 (23.4%) Teachers have strongly disagreed, and 2(1.1%) Teachers have disagreed on the issue being requested. Besides, only 1(0.6%) teachers have replied undecided. But, the majority of respondents, 3 (37.5%) principals and 70 (38.0%) of teachers have strongly agreed and 3(37.5%) Principal and 68(37.0%) of teachers have showed their agreement, with the overall mean value of 3.65 and SD of 1.558. The computed Mann-Whitney U test also gives P-value .967 at .05 significance level; this revealed that, there is no statistically significance difference between teachers and principals opinion. Therefore, respondents were agreed on the issue; mean that, students of poor parental support exposed to fail in GESLCE. In connection with this the reviewed school documents realized that, students having parental support become successful in GESLCE. Thus, it is possible to conclude that parental support is one determinant factor of students' success in GESLCE.

With item 4 of table 9, respondents were requested to show their agreement level on whether Parental support improves students' expectation (hope, vision...) or not. Thus, 1 (12.5%) principal and 25 (13.6%) Teachers have strongly disagreed, and 2(1.1%) Teachers have showed their disagreement. Besides, only 1(0.6%) teachers have undecided on the issue. But, the majority of respondents, 4 (50%) principals and 91 (49.5%) of teachers have strongly agreed and 3(37.5%) Principal and 65(35.3%) of teachers have showed their agreement, with the overall mean value of 4.06 and SD of 1.329. The computed Mann-Whitney U test also gives P-value .932 at .05 significance level; this revealed that, there is no statistically significance difference between teachers and principals opinion. Therefore, respondents were agreed on the issue; mean that, Parental support improves students' expectation (hope, vision...). In supporting this result, FGD made with parents and responses taken from open-ended questions of the questionnaire were also confirmed that students having parental support become visionary in their life. Thus, it is possible to conclude that parental engages in building students expectation. However, scholars suggested that, it is very beneficial and positive when a child is exposed to a family that is constantly encouraging them to get a good

education, telling them how important education is, praising them for their accomplishments, and showing they have high expectations for their child (Marjoribanks, 2005).

In item 5 of table 9, respondents were requested to show their agreement level on whether Parental support empower students to be competent or not. Accordingly, 1 (12.5%) principal and 23 (12.5%) Teachers have strongly disagreed, and 2(1.1%) Teachers have showed their disagreement. On the other hand, 1 (12.5%) principal and 21(11.4%) teachers have undecided on the issue. But, the majority of respondents, 3 (37.5%) principals and 70 (38%) of teachers have strongly agreed, and 3(37.5%) Principal and 68(37%) of teachers have showed their agreement, with the overall mean value of 3.87 and SD of 1.286. The computed Mann-Whitney U test also gives P-value .989 at .05 significance level; this revealed that, there is no statistically significance difference between teachers and principals opinion. Therefore, respondents were on the issue; mean that, Parental support empower students to be competent; Furthermore, the obtained summery of FGD with parents and open-ended questions response from questionnaire were also proved that students having Parental support makes students competent. As a result of this, it is possible to conclude that parental involvement is crucial for students' competition.

In item 6 of table 9, related to whether or not the respondents agree that parental follow-up enhances students' academic achievement in that, 1 (12.5%) principal and 21 (11.4%) Teachers have strongly disagreed, and 1(0.6%) Teachers have showed their disagreement. On the other hand, 1 (12.5%) principal and 18(9.8%) teachers have undecided on the issue. However, the majority of respondents, 4 (50%) principals and 99 (53.8%) of teachers have strongly agreed, and 2(25%) Principal and 45(24.5%) of teachers have showed their agreement, with the overall mean value of 4.08 and SD of 1.30. The computed Mann-Whitney U test also gave P-value .822 at .05 significance level which revealed that, there is no statistically significance difference between teachers and principals opinion. Therefore, respondents agreed that parental follow-up increases students' academic achievement. Likewise, the school records also confirmed that students having parental follow-up enhances the success of their children's achievement. Therefore, it is possible to conclude that students with parental follow-up succeed in their academy.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the major findings, the conclusions drawn from the findings and recommendations.

5.1. Summary of the Major Findings

Summary

The principal purpose of this study was to investigate the relationship between parental involvement and students' academic achievement in government secondary schools of Ilu Aba Bor Zone and recommending possible solutions. This study is therefore, designed to answer the following basic questions:

1. What is the current practice of parents involvement in their children's learning in selected secondary schools of Ilu Aba Bor Zone?
2. How do schools communicate with parents in selected secondary schools of Ilu Aba Bor Zone?
3. To what extent does parental involvement affect students' academic achievement in secondary schools of Ilu Aba Bor Zone?
4. Is there any significant relationship between parental involvement and students' academic achievement in selected secondary schools of Ilu Aba Bor Zone?

To this effect, the study was conducted in selected 4 woredas (Bure, Mettu Town, Bilu Nopa and Yayo) of Ilu Aba Bor Zone and targeted on 8 secondary schools. Thus, 8 school principals, 188 teachers and 144 parents, a total of 340 respondents were included by using different sampling technique (cluster, purposive and simple random sampling techniques). Questionnaire was the main data gathering tool of the study. It is filled by teachers and principals. A focus group discussion (FGD) was conducted with parents to validate the quantitative data. In addition, a document observation was carried out in the whole sampled schools to observe concrete evidences, particularly students' academic result and parents at school involvement. The quantitative data collected by using questionnaire was analyzed and interpreted by using frequency and percentage. The similarity of the response of the two groups (teachers and principals) was checked by comparing the computed p-value at .05 significant level as bench mark. Spearman correlation was used to justify the relationship between parental involvement (at home school support, at school support, and

communication) and students' academic performance. The qualitative data summarized during FGD and observed documents were used to substantiate the quantitative data.

Major Findings of the Study

This study summarized the major findings as follows:

1. The study showed that, parental involvement increases or improves students' academic achievement. In light of this, Students of good parental support: score good point in general education school leaving certificate exam (GESLCE/ grade 10 national exam); have improved expectation or visionary and become academically competent enough and ethical.
2. The study result revealed that students in the secondary schools of the zone under study did not benefit from home-family support. In line with this, Parents were not: arrange sufficient reading time for the children; provide adequate and appropriate educational materials; satisfactorily follow students homework activities; sufficiently follow their note taking approach; facilitating a place where their children to study; and Parents did not reduce a workload to their children, they are burdened with rearing domestic animals and farm lands. However, as to students to be successful in their academic performance, parental support is obligatory. Hence, the findings of the study confirmed that, home family support and Students' academic achievement (performance) have a strong relationship ($r = 0.917$, $p = p < 0.05$).
3. The study identified that parental support at school in Ilu Aba Bor zone secondary schools were unsatisfactory; thus, Parents were not: communicate home room teachers to check whether or not their children attend the class; visit the school by their own schedule how the school environment were safe for their children; give feedback to the school about their children's learning; participate in school meetings regularly; sufficiently engaged in school resource provision activities regarding students' grade 10 national examination preparation; and discuss with subject teachers about their children assessment result appropriately. Accordingly, as to succeed in students' academic performance, parental support at school is needed. Hence, there was also a strong positive correlation between school family support and students' academic achievement ($r = 0.78$, $p = p < 0.05$).
4. The conducted study showed that school-parent communication regarding students' academic achievement in the selected secondary schools were insufficient; hence, parents were not adequately engaged in school income generating activities; Schools

were not continuously discussed about students' result improvement with parents; Schools were not met parents sufficiently to show their children's achievement satisfactorily; Schools were not discuss with parents make a conducive school environment; Schools were not provide supportive feedback for parents about their children's learning. On the other hand, as the study identified, schools did contact with parents for more of in disciplinary cases. Finally, as the study also justified that, school-parent communication and Students' academic achievement (performance) have a strong positive relationship ($r = .868, p = 0.000$).

5. The study revealed that, students found in the selected secondary schools of Ilu Aba Bor Zone were not succeeded in grade 10 national exam; thus, as the last three consecutive year (2008E.C-2010E.C) national exam grade revealed, only 26.36 % of students pass to preparatory. The study also identified that, students with poor parental support have less assessment score (like grade 10 national exam, transcript...); Students that have comprehensive parental support become successful in their academy; Students that have regular parental support become successful in their learning; Students of no parental support are not be interested in reading. Therefore, parental involvement (at home, at school, school-parent communication) and secondary school students academic achievement of the Ilu Aba Bor zone have a direct relationship.

1.2. Conclusions

Based on the findings of this study, the researcher concluded that; parental involvement and students' academic achievement have a direct relationship. Accordingly, students with good parental support, score good point at grade 10 national exam; become ethical and visionary in their life. This study supports the evidence that parental support at home (home-family support) is important to children's academic achievement. However, as the findings of the study showed, there is unsatisfactory home-family support to the children's learning in secondary schools of Ilu Aba Bor Zone. Parents did not assist their children by facilitating study place and time. Moreover, parents' did not reduce a workload from their children and could not even fulfill educational materials timely and sufficiently. This could make all the difference when it comes to children deciding how important completing a homework assignment is, how important education is, and if they wish to continue into college and even beyond.

This study also concluded that; parental support at school (school family support) and students' academic achievement has a direct relationship but parents failed in assisting or

supporting their child found at school. Thus, parents passively follow their child's class attendance; never visit to check the comfortability of the school environment; never collaborate with school regarding students' exam discipline activities and simply parents communicate the school only when discipline cases were likely occurred.

The study concluded that; school-parent communication and students' academic achievement (performance) have a direct relationship. But, school did not discuss with parents in a comprehensive way. Majority of teachers never provided constructive feedback to parents they talk only weaknesses of their children.

Finally, the study concluded that parental involvement (at home, at school, school-parent communication) and secondary school students academic achievement of the Ilu Aba Bor zone have a direct relationship. However, parental involvement in Ilu Aba Bor zone secondary schools was found at risk. Poor parental support and lack of comprehensive parental support hinders students learning and, as a result, less supported students performed less in their academic achievement and gradually become incompetent in their further learning.

1.3. Recommendations

I. Parents:

The study recommends that parents need to take a leading in supporting their children's learning since they are the first educators to expose them to the academic world. The research also recommends a strong parent –teacher partnership for students to outshine in their academic performance. Parents are also advised set realistic expectations on their children's performance.

II. Schools:

The school has the responsibility of keeping the parent body informed about all events taking place and, therefore, it is good if effective communication system is in place between the home and the school. Communication could be considered an essential glue that not only encourages collaboration but also bonds the relationship between home and the school. The schools also need to determine which manner of communication is most acceptable for the parent body. The teachers, too, have an important role to play with regards to the school-home relationship by communicating to the parents in a positive manner so that the parents feel they are working together as a team.

III. Woreda and Zonal educational office:

They need to support secondary schools and fill their knowledge gap regarding parental involvement issues. Besides, in order to improve students' academic performance, these government structures are advised to find new parental involvement approaches and devolve to secondary schools.

IV. Policy makers

They need to use the study to review the strategy they are applying regarding parental involvement on students' academic achievement.

V. Further researchers need to be carried out relating to factors that influence the effectiveness of parental involvement in public secondary schools.

REFERENCES

- Admasu B (2004). Factors significantly influencing students' school performance in Bahir Dar. Unpublished
- Altschul, I. (2012). Linking socioeconomic status to the academic achievement of Mexican American youth through parent involvement in education. *Journal of the Society for Social Work and Research*
- Anderson, K. J., and Minke, K. M. (2007). Parent involvement in education: Toward an understanding of parents' decision making. *Journal of Educational Research*
- Baeck, U. K. (2010) 'Parental involvement practices in formalized home-school cooperation', *Scandinavian Journal of Educational Research*, 54(6), pp549-563.
- 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*, 32, 173-178.
- Barnard, W. M. (2004). Parent involvement in elementary school and education attainment. *Children and Youth Services Review*, 26(1), 39-62. Doi.org/10.1016/j. child youth. 2003.11.002
- Benner, A. D., Graham, S., and Mistry, R. S. (2008). Discerning direct and mediated effects of ecological structures and processes on adolescents' educational outcomes. *Developmental Psychology*
- Berger, E. (2008). *Parents as partners in education: The school and home working together*. Upper Saddle Ridge, NJ: Merrill.
- Catsambis, S., and Garland, J.E. (1997). *Parental involvement in students' education during middle school and high school (Report No. 18)* Baltimore, MD: Johns Hopkins University, Center for Research of the Education of Students Placed at Risk.
- Christenson, S. L., and Sheridan, S. M. (2001). *Schools and families: Creating essential connections for learning*. The Guilford School Practitioner Series.
- Cohen, L., Manion, L., and Keith, M. (2007). *Research Methods in Education (6th Ed.)*. London: Routledge.

- Colombo, M. W. (2006). Building school partnerships with culturally and linguistically diverse Families. The Phi Delta Kappan
- Committee on Early Childhood Pedagogy (2000). Eager to learn: Educating our preschoolers. The National Academies Press; Washington, DC.
- Creswell, J. (2002). Educational research: Planning, conducting, and evaluating quantitative and qualitative research. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Cronbach, L. J. (1984). Essentials of psychological testing (4thed.). New York: Harper and Row.
- Crozier, G. (1999). 'Parental involvement: who wants it?' International Studies in Sociology of Education, 9(3), pp219-238
- Daniel Prompu et al (2012). The Relationship between Parental Involvement and Students' achievement. University of Pitesti, Romania.
- Davis-Kean, P. D. (2005). The influence of parent education and family income on child achievement: The indirect role of parental expectations and the home environment. Journal of Family Psychology, 19(2), 294–304.
- Deal, T. E. and Peterson, K. D. (2009). Shaping School Culture. San Fransisco: Jossey-Bass.
- Decker, L.E., Decker, V.A., and Brown, P.M. (2007). Diverse partnerships for student success: Strategies and tools to help school leaders. Lanham Maryland: Rowan Littlefield Education.
- Desforges, C. and Abouchaar, A. (2003). The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment: A Literature Review. DFES Research Report 433.
- Driessen, G., Smit, F., and Slegers, P. (2005). Parental Involvement and Educational Achievement. British Educational Research Journal, 31(4), 509-532.
- Epstein, J.L., Sanders, M.G., Simon, B.S., Salinas, K.C, Jarsorn, N.R., and Van Voorhis, F.L., (2002). School, community, and community partnerships: Your handbook for action (2ndEd.) Thousand Oaks, CA: Corwin press.
- Fall, (2002). The Impact of Parent/Family Involvement on students: An Annotated Bibliography of Research.

- Fan, X., and Chen, M. (2001). Parental Involvement and Students' Academic Achievement: A Meta-Analysis. *Educational Psychology Review*, 13(1).
- Ferguson, George A. and Yoshio Takane (1989). *Statistical Analysis in Psychology and Education*. New York: McGraw Hill Book Company.
- Finn, J. (1998). Parental engagement that makes a difference. *Educational Leadership*. 20-24.
- Gillanders, C., McKinney, M. and Ritchie, S. (2012). What kind of school would you like for your children? Exploring minority mothers' beliefs to promote home-school partnerships. *Early Childhood Education Journal*, 40(5), 285 - 294.
- Gonzalez-Deltas, A., Willems, P., and Holbein, M., (2005). Examining the relationship between parental involvement and student motivation. *Educational Psychology Review*. 17(2).
- Gonzalez-pianda, J. A., Nunez, J. C., Gonzalez-pumariega, S., Alvarez, L, Roces, C. and Garcia, M. (2002) 'A structural equation model of parental involvement, motivational and attitudinal characteristics, and academic achievement', *The Journal of Experimental Education*, 70(3), pp257-287.
- Grayson, H. (2013). *Rapid Review of Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children*. National Foundation for Educational Research and Oxford University Press
- Habtamu A (1995). Parenting styles dominantly practiced in Ethiopia: Review research. Unpublished
- Hara, S. R. and Burke, D. J. (1998). 'Parent involvement: the key to improved student achievement', *The School Community Journal*, 8(2), pp9-19.
- Harrison, A. (2007). Relationship-building in an undergraduate leadership program in teacher education. University of Nebraska–Lincoln (Unpublished).
- Haynes, N. M., Comer, J. P. and Hamilton-Lee, M. (1989) 'School climate enhancement through parental involvement', *Journal of School Psychology*, 27, p87-90.
- Heitin, L. (2012). Survey: Teacher job satisfaction hits a low point. *Education Week Teacher*.

- Henderson, A. T., and Mapp, K. L. (2002). A new wave of evidence. The impact of school, family, and community connections on student achievement. Southwest Educational Development Laboratory. Retrieved from <http://www.sedl.org/connections>
- Hill, N.E. and Craft, S.A. (2003). Parent-school involvement and school performance: Mediated pathways among socio-economically comparable African American and Euro- American families. *Journal of Educational Psychology*, 95(1), 74 - 83.
- Hill, N.E., and Tyson, D.F. (2009). Parental Involvement in Middle School: A Meta Analytic Assessment of the Strategies That Promote Achievement. *Developmental Psychology*, 45(3), 740-763.
- Hong, S. and Ho, H. Z. (2005). Direct and indirect longitudinal effects of parental involvement on student achievement: Second-order latent growth modeling across ethnic groups. *Journal of Educational Psychology*, 97, 32-42.
- Hoover-Dempsey, K., Battiato, A., Walker, J., Reed, R., Dejong, J. and Jones, K. (2001). Parental involvement in homework. *Educational Psychologist*. 36(3). 195-209.
- Hoover,K., Walker, J.,Sandler,H.,Whetsel,D.,Green,C.,Wilkins,A.,andClosson(2005).Why do parents become involved? Research findings and implications. *Elementary School Journal*, 106(2), 105–130.
- Hoover-Dempsey, K.V., Battiato, A. C., Walker, J. M. T., Reed, R. P., DeJong, J. M. and Jones, K. P. (2001) 'Parental involvement in homework', *Educational Psychologist*, 36(3), pp195-209.
- Jeynes, W. H. (2005). Effects of parental involvement and family structure on the academic achievement of adolescents. *Marriage & Family Review*, 37(3), 99–116. doi.org/10.1300/J002v37n03_06
- Johnson, R. Burke, Anthony J. Onwuegbuzie, and Lisa A. Turner. (2007). toward a definition of mixed methods research. *Journal of Mixed Methods Research*, 1, 112:133.
- Jordan, C., Orozco, E. and Averett, A. (2001) *Emerging Issues in School, Family, and Community Connections: Annual Synthesis*. Austin, TX: Southwest Educational Development Lab. Available at: <http://files.eric.ed.gov/fulltext/ED464411.pdf>
- Kassahun K (2005). The interrelationship between parenting styles and academic scores and around Bahir Dar. Unpublished.

- Kgaffe, M.M. (2001). Barriers to parental involvement in rural communities in North West Province (Master's thesis). University of South Africa: Pretoria.
- Kumar, R, (2005). Research Methodology London: SAGE Publications
- Lam, S. (1997). How the family influences children's academic achievement. New York: Garland Publishing, Inc.
- La Rocque, M., Kleiman, I. and Darling, S. M. (2011) 'Parental involvement: the missing link in school achievement', Preventing School Failure: Alternative Education for Children and Youth, 55(3), pp115-122.
- Lemma A (2013). Community Participation in the Management of Secondary Schools of Oromia Special Zone Surrounding Finfine. Published
- Macron, P.A. (1999). Positive relationships between parent school involvement and public school inner - city preschoolers: Development and academic performance. School Psychology Review. 28, 395 - 412.
- Marjoribanks, K. (2005). Family environments and children's outcomes. Educational Psychology, 25, 647-657.
- Mapp, K. L. (2002) 'having their say: parents describe how and why they are involved in their children's education': Annual Meeting of the American Educational Research Association (New Orleans). At: <http://files.eric.ed.gov/fulltext/ED464724.pdf>
- McNeal, R.B. (2012). Checking in or checking out? Investigating the parent involvement reactive hypothesis. The Journal of Educational Research, 105, 79 - 89.
- Oyserman, D., Brickman, D., and Rhodes, M. (2007). School success, possible selves, and parent school involvement. Family Relations, 56, 479:489 doi.org/10.1111/j.17413729.2007.00475
- Pavalache-Ilie, M., and Tirdia, F. (2015). Parental involvement and intrinsic motivation with primary school students. Procedia - Social and Behavioral Sciences, 187, 607-612.
- Pelletier, J. and Brent, J. M. (2002) 'Parent participation in children' school readiness: the effects of parental self-efficacy, cultural diversity and teacher strategies', International Journal of Early Childhood, 34(1), pp45-60.

- Pena, D. C. (2000) 'Parent involvement: influencing factors and implications', *The Journal of Educational Research*, 94(1), pp42-54.
- Perry R. Hinton, Charlotte Brownlow, Isabella McMurray & Bob Cozens. (2004) *SPSS Explained: British Library Cataloguing in Publication Data*, ISBN 0-415-27409-5
- Petr, C. G. (2003) *Building Family-School Partnerships to Improve Student Outcomes: a Primer for Educators*. Lanham, Md.: Scarecrow Press.
- SaeidehSaeidi (2002) *Research Approaches and Data Collection Techniques: Leeds Metropolitan University Skills for Learning, Research and Development Officer Skills for Learning Team*.
- Sanders, M. G. and Sheldon, S. B. (2009). *Principals matter: A guide to school, family, and community partnerships*. Corwin: A SAGE Company
- Sheldon, S.B. (2009). *In school, family and community partnerships: Your handbook for action* (Eds.). USA: Corwin Press.
- Sheldon, S. (2002). Parents' social networks and beliefs as predictors of parent involvement. *Elementary School Journal*, 102(4), 301–316.
- Sheldon, S. (2003). Linking school–family–community partnerships in urban elementary schools to student achievement on state tests. *Urban Review*, 35(2), 149-165.
- Shumow, L. and Miller, J. D. (2001) 'Parents' at-home and at-school academic involvement with young adolescents', *The Journal of Early Adolescence*, 21(1), pp68-91.
- Stevenson, D.L. and Baker, D.P. (1987). Family-school relation and the child's school performance. *Child Development*, 58: 1348-57.
- Van der Berg, S., Wood, L., Le Roux, N. (2002). Differentiation in black education. *Redevelopment in Southern Africa*, 19(2), 289 - 306.
- Yamamoto, Y. (2007). *Unequal beginnings: Socioeconomic differences in Japanese mothers' support of their children's early schooling*. *Dissertation Abstract International*, 68(3), 172.

APPENDIX_A
JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire Filled by Teachers and principals

Dear Respondent:

The main purpose of this questionnaire is to collect data for the study entitled “**The Relationship between Parental Involvement and Students’ Academic Achievement in Secondary Schools of Ilu Aba Bor Zone**”. Your responses are vital for the success of the study. Therefore, you are kindly requested to read all questions and fill the questionnaire with genuine responses. Be sure that the responses you may give used only for educational purpose and information is kept confidential.

General Direction:-Please note the following points before you start filling the questionnaire:

1. Do not write your name on the questionnaire
2. Read all the questions before attempting to answer the questions
3. There is no need to consult others to fill the questioner
4. Please, Write appropriate answer on the space provided and a "√" mark to choose one of the indicated Likert scales.
5. Give your answer for all questions.

Thank you in advance for your genuine cooperation!

Part One: Background Information

Instruction: - Please, Write appropriate answer on the space provided and a "√" mark to choose one of the listed answers.

1. Name of the school: _____

2. Sex: - Male Female

3. Age: - below 25 26-30 31-35

36-40 41-50 51+

4. Qualification: - Diploma Degree MA/MSC

5. Field of study: - N/science: S/Science: Language: EdPM:

6. Service Year: - 1-5: 6-10: 11-15:

16-20: 21-25: 26+

7. Position: - Teacher: Principal:

Part two: - Please, Write appropriate answer on the space provided and a "√" mark to choose one of the indicated Likert scales.

I. The current practices of parental involvement in children are learning.

Please rate your level of agreement by putting a "√" mark in the box corresponding to each item to indicate your response among the following rates:

Strongly Agree (SA) =5; Agree (A) =4; Undecided (U) =3; Disagree (D) =2; Strongly Disagree (SD) =1

No	Items	Scale				
		SA (5)	A (4)	U (3)	D (2)	SD (1)
	A) Parents' home-family support					
1	Parents arrange reading time for their children;					
2	Parents provide the necessary materials for their children such as exercise books, reference books, uniforms, etc.					
3	Parents follow students in doing homework and other activities					
4	Parents look at students note taking system					
5	Parents facilitate a place where their children to study;					
6	Parents reduce workload over their child at home					
	B) Parents' school-family support					
7	Parents contact with home room teacher for checking attendance of their children					
8	Parents visit the suitability of school environment by their own schedule					
9	Parents give feedback to the school about their children's learning					
10	Parents participate in school meeting when informed					
11	Parents participate in school resource provision for their children GESLCE preparation					
12	Parents look at students' assessment result and discuss with subject teachers					

13. Please offer your idea if there is any other practices in which parents involve in their children's learning:

II. Schools communication to involve parents in improving student's academic achievement.

Please rate your level of agreement by putting a “√” mark in the box corresponding to each item to indicate your response among the following rates:

Strongly Agree (SA) =5; Agree (A) =4; Undecided (U) =3; Disagree (D) =2; Strongly Disagree (SD) =1

No	Items	Scale				
		SA (5)	A (4)	U (3)	D (2)	SD (1)
1	Most of the time the school contact parents for disciplinary cases;					
2	Schools involve parents in increasing school income					
3	Schools continuously discuss about students' result improvement with parents					
4	Schools contact parents to show their children's achievement regularly					
5	Schools discuss with parents to make the school environment conducive					
6	Schools give constructive feedback for parents about their children's learning deliberately					

7 Please offer your idea if there is any other school parent communication that enhances students' academic achievement?

III. Parental involvement affect students’ academic achievement (performance):

Please rate your level of agreement by putting a “√” mark in the box corresponding to each item to indicate your response among the following rates:

Strongly Agree (SA) =5; Agree (A) =4; Undecided (U) =3; Disagree (D) =2; Strongly Disagree (SD) =1

N o	Items	Scale				
		SA (5)	A (4)	U (3)	D (2)	SD (1)
1	Students with poor parental support have less assessment score;					
2	Students of no parental support score low achievement in GESLCE / grade 10 national exam;					
3	Students that have comprehensive parental support become successful in their learning;					
4	Students that have regular parental support become successful					
5	Students of no parental support score low achievement in transcript;					
6	Students of no parental support do not want to read carefully;					
7	Students of no parental support become careless (lose their attention) in their lesson;					

8 Please give any idea how parental involvements affect students’ academic achievement positively:

9 Please give any idea how parental involvements affect students’ academic achievement negatively:

IV. The relationship between parental involvement and students' academic achievement. Please rate your level of agreement by putting a "√" mark in the box corresponding to each item to indicate your response among the following rates:

Strongly Agree (SA) =5; Agree (A) =4; Undecided (U) =3; Disagree (D) =2; Strongly Disagree (SD) =1

No	Items	Scale				
		SA (5)	A (4)	U (3)	D (2)	SD (1)
1.	Parental involvement increases students' academic achievement;					
2.	Students of good parental support score good point;					
3.	Students of poor parental support exposed to fail in GESLCE (grade 10 national exam)					
4.	Parental support improves students' expectation (hope, vision...)					
5.	Parental support empower students to be competent;					
6.	Parental follow-up enhances students' academic achievement					

7. Please, list any other points that show the relationship between parental involvement and students' academic achievement:

THANK YOU FOR YOUR COOPERATION!

APPENDIX-B
JIMMA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

Questions Prepared for Focus group discussion with Parents

1. What are the current practices of parental involvement in their children's learning?
2. Do you (parents) participate in school meeting?
3. How do you attend your children's achievement?
4. Is there any relationship between parental involvement and students' academic achievement?
5. What are the roles of school in participating parents in their children's achievement?
6. What will happen to students if their parents do not participate in their achievement?
7. Does parental involvement affect students' academic achievement positively or negatively?

Thank you!

RARRAATUU-B
YUUNIVARSIITII JIMMAATTI
SAGANTAADIGIRII LAMMAFFAA
MUUMMEE KAROORAA FI HOOGGANSAA BARNOOTAA

Qabxii Maree garee fuulaa Maatii Barattootaaf Qophaa'e

1. Maatiin barattootaa barachuu barattoota isaanii keessatti maal maaliin hirmaataa jiru?
2. Walgayii manni barumsaa isin waamu irratti ni hirmaattuu?
3. Qabxii barattoota keessanii akkamitti hordoftuu?
4. Hirmaannaa maatii fi fooyya'insa qabxii barattootaa gidduu hariiroo maaliitu jira?
5. Gaheen mana barumsaa maatii qabxii barattootaa fooyyessuu keessatti hirmaachisuu irratti maal ta'uu qaba?
6. Yoo maatiin qabxii barattootaa fooyyessuu irratti hirmaachuu baatan barattoota irra maaltu gaha (maaltu mudata)?
7. Hirmaannaan maatii fooyya'insa qabxii barattootaa irratti dhiibbaa poozatiivii moo negatiivii qaba?

Galatoomaa!

APPENDIX-C

Numbers of students sat on grade 10 national examination and pass/ failed to promote to preparatory school for the past three consecutive years (2008 E.C – 2010 E.C), in Ilu Aba Bor Zone

Year	Candidates			Students passed to preparatory school						Students failed to promote to preparatory school					
				In number			In percent			In number			In percent		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
2008	3540	3245	6785	593	750	1343	16.75	23.11	19.79	2947	2495	5442	83.25	76.89	80.21
2009	1311	1286	2597	441	322	763	33.64	25.04	29.38	870	964	1834	66.36	74.96	70.62
2010	4749	3682	8431	1455	1135	2590	30.64	30.83	30.72	3294	2547	5841	69.36	69.17	69.28
2008-2010	9600	8213	17813	2489	2207	4696	25.93	26.87	26.36	7111	6006	13117	74.07	73.13	73.64

Source: Ilu Aba Bor Zone education Department, 2008-2010 E.C report