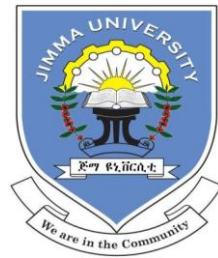


AN ASSESSMENT OF THE RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND STUDENTS' ACADEMIC ACHIEVEMENT IN SECOND CYCLE PRIMARY SCHOOLS OF MAREKA WOREDA, DAWURO ZONE, SNNPRS

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JIMMA UNIVERSITY

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A THESIS SUBMITTED TO THE COLLEGE OF EDUCATION AND
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JIMMA UNIVERSITY
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This is to certify that the thesis prepared by Abreham Amencho, entitled “*An Assessment of The Relationship Between Parental Involvement and Students’ Academic Achievement in Second Ccycle Primary Schools of Mareka Woreda in Dawuro Zone, SNNPRS* ” and submitted in partial fulfillment of the requirements for the Degree of Master of Educational Leadership with the regulation of the Jimma University and meets the accepted standards with respect to originality and quality.

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Abstract

The major objective of this study was to assess the relationship between parental involvement and students' academic achievement in second cycle primary schools of Mareka Woreda in Dawuro Zone, SNNPRS. The study employed Correlation research design. Both explanatory and prediction correlation designs were employed in this study. The study also employed Mixed research method. In order to obtain relevant data for the study, both quantitative and qualitative research method was used, with the assumption that it helps a researcher used more quantitative and few qualitative approaches. That means collection of quantitative data followed by collection of qualitative data concurrently, For this study, 110 teachers, 236 students, 236 parents and 10 principals were selected for the study. Totally, 592 (28.2%) of respondents were participated in this study. For teachers and students simple random sampling technique especially lottery method was used. Purposive sampling technique method was used for principals and selected students' parents. The data were analyzed using both descriptive statistics and inferential statistics including percentage, mean, standard deviation, person correlation and inferential statistics one way ANOVA and Linear Regression. The findings revealed that parental involvement that were socio-economic related factors, parental support and expectations, parent-school relationships, self-concept of students, parents-school communication and school related factor significantly and positively predicted students' academic achievements. The findings showed that, Parents did not motivate students to attend school regularly, did not fulfill necessary materials for their children, and parents did not give moral support to students. The majority of the respondents agreed on parents' low expectation about their children's academic achievement, Parents did not ask teachers their children academic result, Parent did not often visit school to work-with and shape misbehavior of their children, which implies poor parental-school interaction. Based on the findings the following conclusion was forwarded; These results were reliable with earlier research which displayed the need to count on parents in the learning vision of their children, and their participation takes positive sound effects on their children's learning. The schools have to seek the support from the community members to grow excellence programs for parents, school, and community. On the other hand the participants' responds showed that the school current program for parents-school interaction has many defects which need to be reformed to bring more attention to parents' involvement topic and to be able to attract them for more involvement. Parents' positive attitude towards children's education and their involvement will play significant role in students' academic achievement. Based on the findings and the conclusion drawn the following recommendations were forwarded; the schools should work cooperatively with woreda education office to promote parental involvement. Parent-teacher-students association (PTSA) with schools better to have clearly addressed plan for parental involvement to promote parents participation on school activities and issues of students' learning outcomes. School principals' are advised to take actions to increase parental involvement in their children's learning,

Abbreviations and acronyms

E.C: Ethiopian Calendar

ESDP: Education Sector Development Program

ETB: Ethiopian Birr

GEQIP: General Education Quality Improvement Programme

KETB: Kebele Education and Training Board

MGIP: Middle Grades Improvement Project

MoE: Ministry of Education

NGOs: None Government, Organizations

PTSA: Parent, Teacher and Student Association

SD: Standard Deviation

SIP: School Improvement Program

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

SPSS: Statistical Package for Social Science

UN: United Nation

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

UNICEF: United Nations Children's Fund

VIF: Variance Inflation Factor

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

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

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

Parents have all-encompassing roles and responsibilities for their children including the roles of teaching (LaRocque, Kleiman & Darling, 2011). The term 'parent' in the phrase 'parental involvement' conveys both mother and father of a child. Therefore, both mother and father have responsibilities to involve in their children's education. However, empirical evidences have shown that the extent and effect of mother's involvement is greater than that of father. For example, a study conducted by Hsu et al. (2011) indicated that mothers were more

involved than fathers, and that mother involvement had more effect on students' academic achievement, but as measured in terms of limited aspects of involvement: discussion, listening, monitoring academic progress and participation in school activities. Further, limited amount of studies have been done in comparing the extents and effects of mother's and father's involvement on students' academic outcome (Hsu et al, 2011). This lack of research means the effect of father's involvement might be covered with mother's involvement in the field of parental involvement. For better understanding, these researchers suggested the need to conduct more research measuring different dimensions of involvement of both the father and the mother. Life contexts such as time and energy, and skills and knowledge that parents bring to the possibilities of involvement influence their choices and activities related to their children's education (Walker et al, 2005).

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

Moreover, parental involvement and the effect of such involvement on students' academic achievement are often confounded by ethnic and cultural factors (Lee & Bowen, 2006). There are substantial cultural differences in parental interaction with their children and the effects of parental interaction on children's achievement between Western and Chinese contexts (Hsu et al., 2011). Chan, Chan & Chan (2013) found that more westernized parents value nonconformity significantly more than conformity, whereas less-Westernized parents placed more emphasis on the importance of unconditional respect for elders and interdependence than unconditional respect and child independence. Because parents' psychological beliefs about how they interact with their children stem from their cultural values that they believe and practice within their home and community (Phillipson & Phillipson, 2010). It has been

suggested that the need to investigate the contexts that are believed to be different to understand parental involvement and its effects on students' education (Zhang, 2006, cited in Hsu's et al., 2011). The Ethiopian culture is unique in which parents communicate orally with their children (Rosemarin, 2011) though collective like Chinese culture. However, parental involvement and its effects on students' education not yet studied in Ethiopian context.

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

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

There are several problems confronting the socio-economic and cultural development of Dawuro Zone. But, from various problems in Mareka district in the zone lack of parents support their children's academic achievements', the researcher is primarily focused on the relationships between parental involvement and students' academic achievement at primary level in the study area. The focus of this study is to examine a relationship between the extent of parental involvement in academic activities of their children and the level of their children's academic achievement.

Nowadays, the academic achievement of students has been declining and there is also low level of parental involvement in school affairs in Mareka woreda in Dawuro Zone. Most stakeholders are raising questions to know the factors for their low academic achievement

(Mareka Woreda Education Annual Report, 2008 E.C). Besides, as the promotion rate of students achievements' on grade 8 regional examinations were poor in this woreda as report indicted 2004 E.C-2008. E.C. with average 21.2%, 40.75%, 52.75%, 58.95%, 52.79%, and overall average was 45.29%. Thus, the study is intended to address the relationship between parental involvement and students' academic achievement and to suggest relevant solutions for the identified problems.

1.2. Statement of the Problems

The role of parental involvement in children's education has become a central issue in educational policy and research. Such Parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside of their house, and providing coaching services for improving their learning in different subjects. Research findings support the existence of a positive relationship between parental involvement and educational success (Singh, Bickley, et al., 1995). Most of the existing research has investigated parental involvement in the primary and second cycle primary school indicates that Parents play a crucial role in both the home and school environments. In general, parental involvement is associated with children's higher achievements in language and mathematics, enrolment in more challenging programs, greater academic persistence, better behavior, better social skills and adaptation to school, better attendance and lower drop-out rates (Henderson & Mapp, 2002). Parental involvement has been shown to be an important variable that positively influences children's education. A majority of the research in this area has been conducted solely with elementary school students (Marjoribanks, 2005).

Moreover, El Nokali, Bachman & Votruba-Drazil (2010, 988) note that educators, parents and policy makers view parental involvement as a "pathway through which schools enhance the achievement of underperforming children". Research has also shown that successful students have strong academic support from their involved parents (Sheldon, 2009). It is true that parental involvement level vary among parents. For example, mother parent of young children, educated or uneducated parents, father's involvement, their economic status, family background, and social environment. It is beneficial for the students to have schools, teachers, parents and the community working together as a unity with the focus on students (Glasgow & Whitney, 2009). It is observed that parental involvement with children from

early age has been found to equate with better outcomes specially in building their personalities parents are primary guides to them, children try to copy them, and considered them that they are always right so parents can shape their life as they can. Their involvement has positive impact on children academic achievement even when the background factor of such as family size, has been taken into account (Deslorges & Abouchar, 2003).

There are many reasons for developing school, family and community partnerships. They can improve school programs and school climate, provide family services and support and increase parent's skills and leadership, and connect families with others in the school and in the community and help teachers with their work. However, the main reason to create such partnerships is to help youngsters succeed in school and in later life (Epstein, 1995). Programs such as these can be implemented to bridge the gap between home and school while improving students' academic achievement. Research indicated that "when parents are involved in their child's academic endeavors, their children are more likely to succeed in school" (Moore, 2009). At Mareka woreda in Dawuro Zone primary school however, there seems to be a decline in the sustained parental involvement in their children's achievement as result indicated Mareka Woreda education annual report on regional examination, 2008 E.C The researcher was served many years as school principal in different schools and examined the problem and interested to investigate research in the study area, because there is great gap between schools, parents and community and also students' academic result was decreasing time to time; In addition no more study was done on this title in the study area. The disconnect between the school and home is largely due to the type of relationship established between the school personnel and the parents. Schools have not created an enriching environment for parents to actively participate directly in academic activities.

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

1.3. Basic Questions

1. To what extent do parents involve on school activities to progress their children's academic achievement in second cycle primary schools of Mareka Woreda?
2. What are the trends of students' academic achievement in second cycle primary schools of Mareka Woreda?
3. What are challenges that hinder parental involvement on school activities to improve their children's academic achievement in second cycle primary schools of Mareka Woreda?
4. Is there any significant relationship and prediction between student academic achievement and parental involvement?

1.4. Objectives of the Study

1.4.1 General Objective

The main objective of this study was to find out the association between the parental involvement and students' academic achievement of students in second cycle primary schools of Mareka Woreda, Dawro zone SNNPRS.

1.4.2. Specific objectives

This study had the following specific objectives

1. To find out the extent to which parents involvement in their children academic activities.
2. To determine the trend of students' academic achievement in the schools.
3. To identify challenges that hinder parental involvement on school activities to improve their children's academic achievement.
4. To indicate the significance relationship and prediction between students' academic achievement and parental involvement

1.5. Significance of the Study

The findings of this study were expected to have practical implementation in the teaching and learning process in the primary schools of Mareka Woreda. In addition, the findings of the study may be expected to create awareness among teachers, parents and the community at large on the relationship between parental involvement and students' academic achievement in primary schools in the study area. It may also help the administrative staff to have recognition about the positive or negative effect of parental involvement on the students' academic achievement. The study may also give information to NGOs and other organizations that are working on parental involvement on their children's learning. Again, it may create awareness on parents about their role on their children academic success. Finally, the study also can serve as a spring-board for those who want to make further study on the related problems.

1.6. Delimitation of the Study

This study focused on identifying the parental involvement and its relationship between students' academic achievement was needed in this study. There were 316 primary schools in Dawro Zone those were located in five different woredas and one town administration. To make the study manageable and easy to reach the required respondents participated in study and to the reason that the limited time given this study is confined only in Mareka woreda primary schools. From others in this district the lack of parents involvement on students' learning and school-family communication gap problem was examined from experience of the researcher.

Nowadays, there are 69 primary schools in Mareka Woreda. From these, 34 were first cycle primary schools, whereas the remaining 35 are full primary schools. Since it is difficult to cover all primary schools in Mareka Woreda, this study was conducted on 10 second cycle primary schools; the gap of parents' involvement on students' learning and the problem of students' academic success more in second cycle primary schools exist and the expectation that in this second cycle primary schools' children were better able to read and give response to questionnaires rather than first cycle primary schools' children. The study was confined to these schools in order to conduct the detailed investigation of issues under consideration regarding the relationship between parental involvement and students' academic achievement in the study area.

1.7. Limitations of the study

The first limitation was **the study may be limited as a result of being conducted at only one district**. Another limitation was related to variables such as parents' socio-economic status and education level that moderate the relationship of parents' skills and trends with parental involvement and with students' academic achievement. In addition, to what extent were parents seriously dealing with response for the study. Finally the major limitation was providing the clear understanding of parents dealing with response for the study and very delay to returned back questionnaire in time horizon.

Academic Achievement: Student performance at or above the states measure of proficiency.

1.8. Organization of the Study

This thesis was organized in to five chapters. Chapter one was include background of the study, statement of the problem, basic questions, objectives, significance, delimitation and limitation of the study, definitions of key terms. Chapter two contained literature review, Chapter three threaten the research design, research method, target population, sample size and sampling technique, data gathering tools and procedures, Chapter four discusses data presentation analysis and interpretation, the last Chapter was contain summery, conclusion and recommendations At the end reference followed by appendices attached.

1.9. Operational definition of terms

Keywords: Parental involvement, Academic achievement and Second cycle primary schools School related factors, Socio-economic factors.

Academic achievement: Is the yardstick used to measure school effectiveness (Sattes, 1985).

Parental involvement: Is the involvement of parents in their children's education by participating in various activities at home and at school (Jesse, 1996).

Second cycle primary schools: Primary schools of grade level 5-8. (MOE. 1985).

School related factors: In this study school related factors refers to in-school factors, such as availability of teaching-learning materials, services, learning environment.

Socio-economic factors: refers to out of-school factors which encompass direct cost of schooling, family socio-economic status and level of parental education (Odaga and Heneveld, 1995:15).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Concept of Parental Involvement

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

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

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

2.2. Definition of Parental Involvement

The definition of parental involvement, according to the Department of Education in the United States (2004) is the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children. The common understanding is that parental involvement and strong schools are always together so they are supplemented. Certainly, research point to a strong relationship between parental involvement and student achievement (Hester, 1989). On the other hand, a definition of actual parental involvement is not the same for one and all.

2.3 . History of Parental Involvement

Three decades of research have demonstrated that parent/family involvement significantly contributes, in a variety of ways, to improve student outcomes related to learning and school success. These findings have remained fairly consistent despite the fact that families have undergone significant changes during that time, and schools “operate in very different times than those of a decade or two ago” (Drake, 2000).

Although family involvement has reached a "new level of acceptance" today as one of many factors that can help improve the quality of schools, “acceptance does not always translate into implementation, commitment, or creativity” (Drake, 2000). Much remains to be done. “Our society has simply become too complex for support entities to continue to function individually” (Buttery & Anderson, 1999).

Schools, communities, and parents/families must cooperate and work collaboratively to improve the learning experience of all children. Schools that recognize the “interdependent nature of the relationship” between families and schools and value parents as “essential partners” in the education process will realize the full value of this collaboration. Such an approach recognizes the “significance of families” and the “contributions of schools” as a “necessary framework” for working together in “complementary efforts toward common goals” to maximize success for students as learners (Christenson & Sheridan, 2001).

Parental involvement in education has been a topic of interest for many years among those who are concerned with improving academic achievement for children (Hoover Dempsey & Sandler, 1997). After reviewing the literature, Henderson & Mapp (2002) indicate that student achievement is most commonly defined by report cards and grades, grade point averages, enrolment in advanced classes, attendance and staying in school, being promoted to the next grade, and improved behavior.

2.3.1. Beginning of Formal Education in Old Societies

Formal education was established and taught in formal institutions outside the home. The schools developed between 3787 to 1580 B.C. According to Braun and Edwards (1972) in Berger (1983) say there was a need in old societies to preserve communities of humankind and to maintain a stable society and a viable state. Parents in old societies did not distance themselves from schools and they cooperated with teachers in the education of the child. Berger (1983) asserts that in Greece there were regulations that governed people to teach

their children how to read, write and swim. Roman parents were actively involved in the education of their children in the formal situation. Modern educationists like Rousseau, Pestalozzie, John Locke and Froebel studied extensively on the importance of parent involvement in the education of the child by postulating theories and concepts.

2.3.2. Parent Involvement in Formal Modern Societies

It was indicated in the above sections that parent involvement was not a new concept in formal education in 2002. The concept had been in operation all over the world, for example, in the United States of America, United Kingdom and Australia since the 1960s. Jowett & Bangisky *et al* (1991) discuss parent involvement as undoubtedly one of the most important issues in the educational debate in Britain. In 1967 the Plowden Report (1967) came in to effect in British Education circles and it was acknowledged by researchers, educators and government agencies in order to study parental involvement in a broader perspective. Furthermore in British education, the Warnock Report (1978) and the Taylor Report (1977) contributed greatly in parent involvement studies. Kogan in Culling ford (1985) discusses the 1984 Green Paper that was issued by the British Government. The British Education Acts of 1980, 1981, 1986 and more significantly 1988 emphasized the role of parents in the education of their children.

Epstein (1986) says research on family environment has constantly documented the importance of parent involvement at all grade levels. Epstein contributed greatly to the subject of parental involvement and she wrote books, theories and edited various articles on parent involvement like, *Theory to practice: School Family Partnership lead to School Improvement and Student Success* (1994).

When the attitude and behavior of students are positive as a result of parent involvement, there is an increase in student achievement scores, a decrease in student dropouts, and an improvement in student motivation, self-esteem and behavior, and more parent and community support for the school (Williams Jr., 1988). Parent involvement has value for teachers, learners and the community in the education of the child. Piltch (1991) asserts that everyone agrees that parent involvement in a child's education is vital. He goes on to say that when parents take an interest in a child's learning, and provide incentives for a child to read independently and complete homework, the child is more likely to be successful.

2.3.3. Parental Involvement in Africa

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

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

2.4. Types of Parental Involvement

Epstein (1995) offered six typologies of parent involvement, which was the foundation of the National Parent Teacher Association's (PTA) standards for family involvement, approved in 1997. The types of involvement are as the following.

2.4.1. Parenting

This refers to school assisting to advance parent's understanding of adolescent development, parenting skills, and the gatherings at home for learning. The school also seek out to develop its own understanding of the families of its students. Activities and ideas in the trust funds of the schools include (home visits, family support groups, and referrals for special serves, social serves providing information to parents about teens, and providing parents skills for teen parents).

2.4.2. Communicating

This refers to the elementary duties of schools to improve the communications from school to home and from home to school about the school programs and students' development, counting the use of (litters, memorandums, and different forms of report cards, information sheet, conferences, and other instruments). Activities and ideas include facilitation the transition to high school (orientation letters, tours for middle grade students, summer and fall orientations for students and parents), holding back-to-school nights pledges/contracts with parents, using phone and mail communications (including newsletters), holding conferences, providing information on school policies and programs. It cannot be assumed that teachers will naturally know how to promote effective parent/family involvement. Professional and in-service training for teachers that focuses on working with families is not yet widely available; nor do many preserve programs across the country offer training for future teachers in the development of school-family relationships. When parents communicate constructively with teachers and participate in school activities, they gain a clearer understanding of what is expected of their children at school and they may learn from teachers how to work at home to enhance their children's education

2.4.3. Volunteering

The schools and community volunteers the involvement of parents, others who come to school to sustenance and watch students' act, supporting their children. School participates and ideas include volunteer activities (parents help other parent, call about attendance, talk about their careers, mentor students), and increasing family attendance at events.

2.4.4. Learning at Home

Parent/family assistance with homework can be beneficial; however, parents may need guidance and assistance in order to work effectively with their children. This refers to improving family involvement in learning activities at home, including involvement in homework, class work, and curricular-related interactions and decisions. Activities and ideas include helping parents to help students set goals and select courses, providing college information, and conducting career transition programs. Parent/family involvement at home has a more significant impact on children than parent/family involvement in school activities. These home-based activities include, among others, monitoring their child's school work and progress, discussing school related issues with their child, and assisting with

homework. Parent/family assistance with homework can be beneficial; however, parents may need guidance and assistance in order to with their children.

2.4.5. Decision Making

Parents and other community inhabitants: in not compulsory in decision-making, support roles in parents' links, consultative committees, and school improvement. It also talks about parents and community activities in responsibility advocacy groups that work for school enhancement. The school's activities and ideas take account of generating more active parent groups, and growing the number of parents, students, and community members on counselling and decision-making groups.

2.4.6. Community Collaboration

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

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

2.5. Level of Parental Involvement.

Jones' levels of parent involvement: Bruce Jones (1989) labeled parent involvement in school in four levels. Jones does not think through his levels as hierarchical; "Traditional level"; (parent-teacher association meetings and volunteer fund-raising), "Receive information level" (news letter or other means of communication with parents about budget, curriculum, instruction, and other school classroom activities), "Involving at school level" (paid

volunteers for variety of school activities, such as tutoring, hall monitors, cafeteria helper, chaperoning, and advisory group membership), and “Decision making level” (direct participation in hiring faculty and staff, curriculum development, budgeting, and program evaluation).

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

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

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

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

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

2.6. Benefits of Parental Involvement

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

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

Moreover, Epstein (2009) alleges that there are many reasons for developing and establishing a partnership between school, family and community. The main reason for such a partnership

is to aid students in succeeding at school. Other reasons are, for example, to improve school climate and school programs, to advance parental skills and leadership, to assist families to connect with others in the school and the community, as well as to assist teachers with their work. All these reasons emphasize the importance for parents to play an active role in their children's education and to keep a strong and positive relationship with schools.

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

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

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

2.7. Sociological Significance of Parental Involvement

Parental involvement in education of their children has been significantly linked with the quality of education and academic achievement of children. It may further contribute in

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

2.8. Parental Involvement and Academic Outcomes

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

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

Research has provided ample evidence that parental involvement affects achievement in core subjects such as reading, mathematics and science, and the behavior of students, their school

attendance and their attitude and adjustment to school (Sheldon, 2009; Sanders & Sheldon, 2009). According to (Jerry Trusty; in Henderson & Mapp, 2002), student perception of their parents' involvement and expectations are also highly effective and influential in their education. Moreover, students who feel their parents' support for their education and have good communication are more likely to continue their studies past high school. Socio-economic status is a combined measure of an individual's or families economic and social position relative to others, based on income, education and occupation. A family's SES is based on family income, parental education level, parental occupation and social tatus in the community (such as contacts within the community, group associations, and the community's perception of the family).

2.8.1. Parental Involvement and Reading

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

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

Furthermore, studies have reported that parental involvement does not cease to affect reading achievements of students in the early years of schooling. Instead, it appears to continue to positively affect the reading achievement and academic development of students well into

primary school, secondary school and even high school (Sanders & Sheldon, 2009). Research among secondary school students show that those students whose parents have high educational expectations for their children, discuss with their children their school and future plans and monitor their homework, have a tendency to earn a higher grade in English and to score higher in reading achievement tests (Sanders & Sheldon, 2009). According to Sheldon (2009), findings, such as these, confirm that parents' support and interest for reading continues to be an important factor in young people's academic development through high school.

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

2.8.2. Parental Involvement and Mathematics

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

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

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

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

2.8.3. Parental Involvement and Science

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

According to Sanders & Sheldon (2009) it is evident that parental involvement does affect children's science achievement, and particularly those children that are at risk in the subject. A study by Senler & Sungur (2009) revealed that parental involvement is connected to how students perceive the subject, and thus their attitude towards it. In addition, parental involvement contributed positively to student achievement in science. They concluded that students, whose parent make time to talk with them about science, who have confidence in their children's ability in science, and who have higher expectations, are inclined to be more

interested in the subject. In addition, when it comes to higher levels in science, these students are more likely to succeed. George & Kaplan (in Sanders & Sheldon, 2009) concur and claim that parents play a considerable role in the development of their children's attitude towards science. By engaging in science activities at home and by taking their children to visit museums and libraries they help their children to develop a positive attitude towards the subject.

2.9. Parental involvement and non-academic outcomes

Both teacher and parents have the interest of the child in mind; however, their idea of how to help the child with regard to school. They may be unsure of their role or what the school or teacher expects of them, which may keep them from becoming involved in the schools or may lead to a perception that they are not involved. According to research, parental involvement does not only affect academic outcomes, but also non-academic outcomes, such as students' school attendance and their behavior and attitude towards school (Henderson & Berla, 1994). Furthermore, studies suggest that parents who are involved, can assist their children with transition from one school level to another school level, or from one school to another (Sheldon, 2009).

2.9.1. Attendance

This gives parents a chance to monitor and supervise their children's attendance more adequately. As Sanders & Sheldon (2009) argue, it is important for schools to improve students' attendance. As it goes without saying, being in school gives students more opportunities to learn. Even though schools have not systematically and consciously worked in a partnership with families in order to reduce student absenteeism, cooperation and partnerships with families are known to be important factors in order to increase student attendance (Sheldon, 2009). Research findings have identified certain aspects of parental behavior as important indicators of lower levels of truancy among students (Sanders & Sheldon, 2009; Sheldon, 2009). These include monitoring student's whereabouts, discussions with their children about school, volunteering at school and being members of a parent-teacher association. It has also been shown to be helpful to improve attendance, that the school informs parents of their absent children (Sanders & Sheldon, 2009). This gives parents a chance to monitor and supervise their children's attendance more adequately.

2.9.2. Students' Behavior

Children's behavior, both in school and out, is closely related to the family dynamics and their home environment. Snyder and Patterson (in Sheldon, 2009) came to the conclusion twenty years ago, after reviewing the literature, that there are certain factors that are predictive of misbehavior among juveniles. These factors are, for instance, neglectful and passive parenting styles, negligent disciplinary approaches, inadequate strategies to solve problems, poor parental monitoring and frequent conflicts within the home.

Among educators, it is generally understood that students' family life does affect the behavior of students. Therefore, the goal of many schools is to improve student behavior by focusing on a partnership program with parents (Sanders & Sheldon, 2009). Focusing on such a partnership may, in addition, help to improve their academic achievement. Thus, better behavior of students help to improve their academic achievement (Sheldon, 2009). A study of 827 African American eighth graders found that how students perceive their family support for academic achievement positively influences their behavior. The improved behavior in turn positively and significantly influences their school grades (Sanders & Sheldon, 2009). Richardson (2009) claims that better behavior, among students, is one of the major benefits of parental involvement.

In order to improve student behavior, the school usually only focuses on what teachers need to do in school, instead of the school, parents and the community to work together towards that goal (Sanders & Sheldon, 2009; Sheldon, 2009). This is in spite of suggestions that the co-operation of everyone is needed to reduce problematic behavior and to improve learning in school. Sheldon and Epstein (in Sanders & Sheldon, 2009) also claim that schools who have improved their partnership program with parents and the community have fewer students sent to the principal, given detentions or suspensions.

2.9.3. Students' Attitude

Parental involvement is also important for students' social and emotional development (Sanders & Sheldon, 2009). Students who have parents that are involved in their education have been shown to have a higher motivation to achieve in school and a higher level of school engagement. Thus, parental involvement can affect the student's academic achievement through the impact on the development of the student's attitude and engagement with school, as well as a student's perception of their potential.

These benefits are very important for students, not least when they are moving to new schools or between school levels. Findings in a study by Brizuela & García-Sellers (1999), for instance, support other research with regards to adjustment. Students with involved parents have an easier time with adjustment to new schools than students whose parents are less involved with their education. With regards to transition between school levels, studies suggest that if measured in grades and test scores, students cope more successfully going into middle school and high school if they have involved parents who monitor their homework and discuss their school works frequently (Sanders & Sheldon, 2009; Henderson & Mapp, 2002; Sheldon, 2009).

2.9.4 Homework

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

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

Studies have shown marked improvement in students' academic achievement when their parents are involved with their homework (Keith & Keith, 1993). For instance, a study of third and fifth grade students was conducted in an urban school district in the United States in 2001 (Sanders & Sheldon, 2009). After controlling for prior reading achievement, that study suggests that students who have teachers that more frequently involve families with learning activities at home gained higher in

reading achievements from one year to the next, compared to students with teachers who less frequently involved the families. Similarly, findings from a study that Sirvani (2007) carried out showed that students with involved parents reached higher mathematical achievement than other students. In this study parents were divided into two groups, a control group and an experimental group. Parents in the experimental group were asked to monitor their children's homework and twice a week they received statements on their child's homework and test grades. Parents in the control group did not receive statements on their children's progress, nor were they asked to specifically monitor their children's homework. This light parental involvement in the experimental group was enough to increase their child's achievement in mathematics, compared to their own achievements the year before and compared to the achievement of the control group

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

2.10. Impact of Parental Involvement

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

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

2.11. Reasons for Lack of Parental Involvement

Life contexts such as time and energy, and skills and knowledge that parents bring to the possibilities of involvement influence their choices and activities related to their children's education (Walker et al., 2005). Research has shown repeatedly that parent involvement is a key factor in students' success. Hickman (1995) even goes so far as to say it is the most important factor in determining a student's success in school and in their future. Another societal factor to consider is the divorce rate, at roughly fifty percent of all marriages predicted to end in divorce there are more homes with single parents trying to do the job of two, leaving little or no time to do volunteering at the schools. Lastly, parents may not be involved simply because they haven't been asked, by the school or by their child, (Hickman et al., 1995).

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

It has been suggested that such parents' psychological constructs have to be understood within the specific cultural context (Phillipson & Phillipson, 2010). Understanding mother's and father's role construction and perceived life contexts, and their extent involvement in association with students' academic achievement has paramount importance for intervention practices by schools, policy makers and the education sectors to enhance parental involvement and ultimately to improve students' learning achievement.

Most parents in the world play a very small role in the education of their children due to a variety of reasons such as, parents with little or no education, cultural diversity, lack of knowledge and skills, teachers' attitudes, natural fear of schools, psychological problems, students discouraging their parents from visiting the schools, communication breakdown between the home and school, and stress. Some parents experienced educational failure themselves and did not trust that teachers had their children's best interests at heart (Raffaele & Knoff, 1999). perceived their education to be different from their children's formal education. Still others may have felt disempowered by the

traditional bureaucracy operating in most school systems. Some felt uncomfortable, embarrassed and even guilty when they walked into a school. Others did not feel valued by the school. Some parents had fears and they were too shy to come to the school environment. Some parents had the perception that their cultural values were not accepted or affirmed by the school personnel. Raffaele & Knoff (1999) who says that disadvantaged parents and school personnel may lack knowledge and skills for interacting with each other.

In the past every elementary school had a PTA full of enthusiastic parents and field trips were eagerly chaperoned by moms and dads. Teachers were generally satisfied with that amount of parent involvement. With the exception of booster clubs, PTOs, and open houses, high schools across the country have kept parents at a distance (Fisher, 1995).

Teachers' fears and concerns are not the only obstacles to parent involvement. Many parents are encouraged to stay home by their children. Having ones' parents at school is potentially embarrassing, after all, how much independence does one feel with mom or dad at school ? How many parents have the time to be at school ? Some may not care and the majority trust the schools to meet the needs of their sons and daughters (Fisher 1995). Wherry (no date) offers the following as barriers to parent involvement: time, uncertainty about what to do and their own importance, cultural barriers, and lack of a supportive environment. Epstein states that schools and families are more likely to get in touch when the student is having problems at school as cited in (Deslandes, Royer, Turcotte, & Bertrand,1997). Gender does play a role with parents of females evidencing greater involvement.

2.12. Barriers to Parental Involvement

Research suggests that based on studies conducted nationwide there is a strong correlation between specific components of parent involvement and student academic achievement; however, even with this knowledge, there are few schools and districts that have a strong established parental involvement program in place (Epstein, 1992). Other barriers are created from opinions, assertiveness, and arrangements by teachers and schools: lack of commitment, role confusion, concerns with territory, and low expectations from at-risk families. Teachers and schools assuming a passive role in involvement, poor communications on the part of the schools, and schools that emphasis on negative involvement are definite barriers to parent involvement (Liontos, 1992). The major barriers include: Constraints on parent's availability, disparities between home and school cultures, feelings of inadequacies, and parent and teacher attitudes (Burns, 1993).

Another barrier that has an impact on parental involvement is the disparity between the cultures of the parents and teachers (Burns, 1993). Cultural capital denotes the accumulation of knowledge, experience, and skills one has had through the course of their life that enables him a better chance to succeed versus someone from a less experienced background. Studies conducted by Mannan & Blackwell (1992) determined that when the school environment wasn't sensitive to the home language and culture, two-way communication was often very difficult, and many parents were discouraged from initiating any type of dialogue with the teacher. Hill and Taylor also suggest that it was not recognized that parental involvement seems to function differently and serve different purposes in different cultural groups (Hill & Taylor, 2004).

Some literatures points out that all children are at risk at some time or another. Common causes of this condition are the increasing divorce rate, growing number of single - parent families, families in which both parents work, as well as families experiencing high level of stress because of the very complexity of modern life. Many of the traditional methods of parental involvement do not work with at-risk parents. In order to go beyond the restrictive scope of parental involvement, many different hurdles need to be removed.

2.12.1. The Education System as Barrier

The school is microcosm of the larger bureaucratic system. Schools share bureaucratic characteristics such as performing their functions through routines or standard operating proceeds, trying to avoid uncertainty and seeking stable internal and external relationships, introducing change incrementally,

and choosing a course of action when minimal risk is involved. In addition to these, Davies (1987) mentions some of the special characteristics of schools that inhibit parental involvement.

2.12.2 . Teacher’s Perception towards Parental Involvement

Reports indicate that the major barriers which teachers cite are, (1) parents’ unrealistic expectation of the school’s role, (2) large families, (3) parents attitude that school is not important enough take time from work, (4) parents in ability to help with the school work, (5) parental jealousy of teachers’ upward mobility, (6) apathy of long time teachers and their lack of responsiveness to parents, (7) absence of activities to draw parents in and (8) teachers’ resentment or suspicion of parents who are involved. The major barriers include: constraints on parent’s availability, disparities between home and school cultures, feelings of inadequacies, and parent and teacher attitudes (Burns, 1993).

Administrators, perception of barriers to parental involvement“ research reveals that although administrators support the general idea of parental involvement, they consider parental involvement worthwhile only it relates to their own children rather than to the broader issue relates to the school at large. They do not support parental involvement in school policy decisions such as the hiring and firing of teachers and principals or in the determination of priorities for the school budget. They perceive a lack of training on the part of parents to make decision as one of the barriers in involving parents in shared decision – making activities.

2.12.3. Parents’ Perception towards Parental Involvement

Research provides us with evidence that parents associate some of the barriers to themselves. For example, these may be attributed to health problems, economic differences between parents and teachers, and work responsibilities. This includes parents having feeling of inadequacy, failures, and poor self-worth, as well as negative experiences with schools as barriers. Leitch further suggests that parents with certain cultural backgrounds as well as many low-income parents consider schools as institutionalized authority, hence leaving the responsibility solely to the teachers to educate their children. Also, the differences in cultural capital may reduce the ability of parents to obtain information and parental skills (social capital) which can better equip their child in regards to school related activities, regardless if the parents are active or not active in the school (Hill & Taylor, 2004).

2.12.4. Students’ Self Academic perception

Perceived cognitive competence is defined as the extent to which children believe that they possess the necessary cognitive skills to be successful when completing academic tasks, such as reading, writing, and arithmetic. Previous research found evidence that higher parent involvement contributes

to an increase in a child's perceived level of competence (Gonzalez-DeHass, Willems & Holbein, 2005). There are theoretical pathways through which children's perceptions and expectations of their cognitive competence are influenced by others: (a) performance accomplishments/performance mastery, (b) vicarious reinforcement, (c) verbal persuasion, and (d) emotion regulation (Bandura, 1977). Student's perception of parents' involvement and expectations for the student's education had a significant impact on actual student achievement.

2.13. Some Suggestions for Overcoming Barriers to Parental Involvement

Although researchers seem to be unanimous with regard to the critical role parents can play in education, they have been floundering with regard to the structure that can support parental involvement as effective resource for school improvement. Such a structure is conceivable without removing the barriers that surround parental involvement. Literature reveals that researchers have identified various ways where the barriers to parental involvement could possibly be removed and a better home-school relationship could be established. Some of these means are:

2.13.1. Empowerment of Parents

The mandatory involvement of parents in education will empower them to be equal parents in decision-making. At the same time, such empowerment will require them to be equipped with the kind of knowledge and skills necessary for dealing with educational issues in broader terms. Davies, (1987) suggests that to overcome the organizational resistance, new legal mandates concerning parental involvement are necessary.

2.13.2. Administrators' Support

Some literatures point out that administrators can help determine the type of school-family work most appropriate in each community and school. They can take the lead in developing and distributing effective home-school handbooks, newsletters, news briefs, and community public relations efforts in the languages most familiar to the parents.

2.13.3. Home-school Relationship

The most promising opportunity for student achievement occurs when families, schools, and community organizations work together. Home-school relationships focusing on involvement of at-risk families identify various ways of parental involvement. In his opinion, at-risk programs should ground in the understanding that school and families are jointly responsible and mutually dependent. Successful programs also empower parents by asking them what

they would interest. These working with their agendas first and training themselves to be part of their school's decision making groups would enhance their participation.

2.13.4. Need for structure

Need for structure focuses on the best way to enhance parental involvement is to develop a structure for partnership. In his view, one hindrance to effective partnership has been the lack of such organized structure of a model from which to operate.

2.14. History of Parent Involvement and Community Participation in Education in Ethiopian Context

Ethiopian educational history indicates that the issue of school management and decision-making at school level is a recent development. The modern school system was introduced into the country by missionaries during the nineteenth century. The first modern government school was built by Emperor Menilik in 1908; further schools were built by Emperor Haile Selassie and the subsequent regimes (Teshome Nekatibeb 2012).

The rise of different governments to power in Ethiopia was accompanied by educational reforms and policy changes. From 1941–74, the imperial education system functioned on the basis of the emperor's conviction that education held a key position in the country's development. However, each of the two post-imperial-era governments had well-defined reform policies of their own. For instance, the socialist regime issued a five-volume publication entitled General Directions of Ethiopian Education in 1980. Its aim was to cultivate a Marxist ideology, develop knowledge in science and technology and integrate education with production (Teshome Nekatibeb 2012).

Similarly, the Federal Democratic Republic of Ethiopia issued two policy documents entitled 'Education and Training Policy' and 'Education Sector Strategy' in 1994. Initially, policy focused on improving education access and equity. The Government then started to emphasize the importance of school governance. For example, the Education Sector Development Programme (ESDP) I (MOE 1998) defined the roles and responsibilities of school governance at the federal, regional and woreda level. When ESDP II was designed in 2002, the Government realised the significance of management and decision-making at the woreda and school levels. This was further strengthened with ESDP III (2005) when the Government decided to decentralise critical decision-making from regions and zones to the woredas and municipalities, and further to the school level, with the objective of having education become more responsive to school situations (MOE 2005, 23).

The devolution of decision-making authority to the woreda level was expected to Strengthen woreda level educational institutions, to offer better local governance, to promote accountability and to

improve community participation (MOE 2005, 23). The focus of the decentralization programme at this time was to strengthen the capacity of Woreda Education Community members and parents are members of the Parent–Teacher Associations (PTAs), which were expected to participate in preparing annual action plans (MOE 2005, 24).

2.15. The participation of parents and communities

Efforts to involve parents and communities in school decision-making are a recent development in Ethiopia. Therefore it requires considerable effort from all the bodies concerned (the Government, schools, NGOs) to make parents and communities aware of the importance of strengthening school management and administration for improving the quality of education for their children. Though the awareness of communities and parents has increased over time, more efforts are still needed to ensure their full participation in school affairs. As already highlighted, communities and parents play pivotal roles in financial contributions and the provision of school materials. They also recruit contract teachers from the community. In rural areas, they have recruited guards and part-time teachers. In the schools we studied, parents were involved in the building of new classrooms and other buildings. It is true that the policy encourages the full participation of communities and parents in school management and decision-making. However, in practice, parents' and communities' participation is achieved only through the PTAs. Moreover, communities and parents, mainly in rural areas, are not aware of the importance of their involvement in school management for improving the way schools are run and therefore the education of their children. Despite these challenges, head teachers and teachers have played vital roles in promoting the roles of parents, community members and students in school-based decision-making (MOE 1998).

Alongside ESDPs and GEQIP, the Government has designed and implemented the School Improvement Programme (SIP). One of the main focuses of this was strengthening school management and parent and community partnership in order to improve decision-making at school level (MOE 2005, 56). The document outlined the main components of school management and administration as: head teacher and assistant head teacher; school management committees at various levels (comprising teachers, students, parents and representatives of the local community); and educational experts and supervisors working at various levels outside the school. In principle, the Government wants schools to become a place of learning and research in order to bring real change in the lives of those who are involved in teaching and learning (parents, teachers and students) (MOE 2007).

The first indicator of good-quality schooling is the proficiency of the management and the headmaster of the school. The second indicator is the presence of well-motivated, committed and well-trained

teachers. The third one is the full participation of the communities, parents and students. Additionally, the role of local government and NGOs is important to ensure better quality of education.

2.16. Concept of Parent, Teacher and Student Association (PTSA)

PTSA is a voluntary association of parent, teachers and students in a particular school established for its development. These concept internal grouping arrangements tend to facilitate good school community relationship. In this perspective, obeying the principles of school- community relationship parents are opportune to understand what exist in school their wards attend and the constraints school experienced in course of carrying out the administrative and instructional functions. In this circumstance, Igwe (1999) citing Anderson & Vandyke, (1963) highlighted some functions of PTSA as applicable to public school.(a) Promoting better acquaintances and healthy working relations between teachers and parents.(b) serves as effective channel of communication between the school and community (c) advice the school staff, the board of governs or the school committee on pressing education needs of community as perceived by parents amongst others.

2.17. Parental Involvement in Ethiopian Context

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

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

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

2.17.1. Purpose and Roles of PTSA in Ethiopian Schools

The concept of Parent, Teacher and Student Association (PTSA) is a voluntary association of parent, teachers and students in a particular school established for its development. PTSA was incorporated in

2002/3 in Ethiopian schools. The 2002 „Blue Book“ defines the duties and responsibilities of each level. Accordingly, PTSA has established in all schools of Ethiopia since 2002 in order to play more roles in teaching learning process through participatory and strong leadership. The PTSA is accountable to the general assembly of parents and teachers as well as students in the given school. Its primary role is also to promote teaching- learning process effectively through involving parents more in education of their children. Therefore, PTSA has the following role and responsibilities in order to fulfill the above role in a number of ways (BEA-E, 2006; MoE, 2002).

The roles of PTSA are: Ensure that students are developing good ethics; Advise teachers and principals who do not accomplish properly their duties; Make sure that principals and teachers are discharging their duties properly; Present issues related to both students and teachers discipline and plan; To work with KETB on this issue, Ensure that teachers and students respect each other’s right; Provide and advise for misbehaved students and following the Improvement; Work for effective income generation through collaboration with the school administration and KETB; Evaluate occasional teaching learning process; Motivate model teachers through providing incentives either in certificate, kind or cash; Call parents meeting in order to seek solutions for major problems; Plan the future growth of the school together with the school community and following its implementation; Work with parents to reduce students’ dropout and repetition rate; Raise the awareness of parents to increase girls’ participation in education; Create conducive school environment especially for girls and risk-students; Supervise any type of constructions in the school. In order to realize the above roles and responsibilities as well as good governances in schools, school principals need to establish strong and positive relationship with PTSA members (Tony1994, 148).

Moreover, for effective achievement of education goals, it is, therefore, crucial to participate properly the larger community in the management and leadership. In general, the PTSA mission is to support the school in number of ways such as encouraging parent involvement in leadership, raising money, solving problems, and giving voice to parent opinion in the school and in the community.

2.17.2. PTSA’s Major Role in Schools as Leadership Team Members

The participation in planning, participation in decision-making, participation in resource management, role in monitoring and evaluation, participation in managing disciplinary issues. Parents and school can play a significant role cooperatively in establishing behavior expectations through provision of important information about their values and commitment (Bellon & Black, M 1992). This implies that parents, teachers, the community at large as well as the environment have their own roles to play in overall development of the students In order to develop a successful plan PTSA and school board need to consult about their needs on the behalf of the larger community (UNESCO, 1985). Hereafter, teachers, students, parents, community, KETB, and PTSA should know and discuss

on what goals that the school is trying to achieve. The provision of these essential facilities should adhere to establish policies and regulations such as building regulations and by laws, minimum health standards and levels of expenditure among other things through PTSA roles (Adow, et. al, 2005).

In general, parents and school can play a significant role cooperatively in establishing behavior expectations through provision of important information about their values and commitment (Bellon & Black, M 1992, 128). This implies that parents, teachers, the community at large as well as the environment have their own roles to play in overall development of the students.

2.18. Theoretical Framework Parental Involvement

The literature has also highlighted a number of theories pertinent to this phenomenon of parental involvement. One of the most popular theories of parental involvement is one developed by Joyce Epstein, which involves “six types of involvement to improve school climate and student success”. Epstein and her associates (2009) describes these types as *parenting* which involves how schools work to increase families’ understanding of child and adolescent development; *communicating* which involves ways to increase two-way connection about school programs and students’ progress; *volunteering* which involves mobilizing parents and others who can share their time and talents to support the school, teachers and student activities at the school or in other locations; *learning at home* activities to provide families with information about the academic work that their children do in class, how to help their children with homework, and other curriculum-related activities and decisions; *decision making* activities so as to enable families to participate in decisions about school programs that affect their own and other children; and *collaborating with the community* which involve activities to encourage the cooperation of schools, families, community groups, organizations, agencies, and individuals,(Epstein & Associates, 2009, 58-59). They suggested that these six types of involvement can “help students reach academic and behavioral goals’ (socio-economic related factors, parental support and expectations, parent school relationships, self-concept of students, parents-school communication & school related factor) (60). In addition to, Research indicated that “when parents are involved in their children’s academic endeavors, their children are more likely to succeed in school” (Moore, 2009).

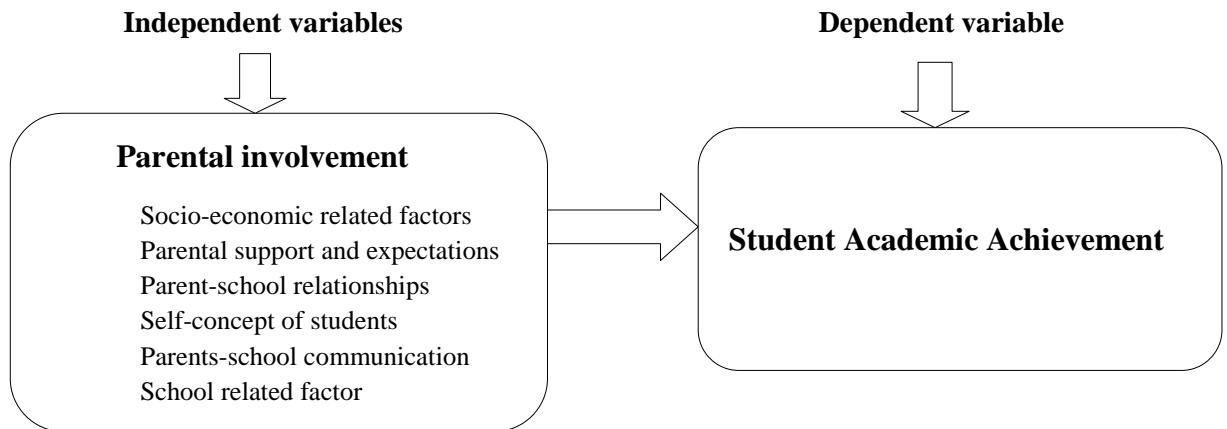


Fig.1. Theoretical framework

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

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

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

3.1. Research Design

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

3.2. Research Method

The study was employed mixed research method. In order to obtain relevant data for the study, both quantitative and qualitative research method was used. An assumption that it helps the researcher to use more quantitative and few qualitative approaches. The collection of quantitative data followed by collection of qualitative data concurrently. This method enables the researcher to collect the data quantitatively which eventually helps to draw valid generalization and qualitative data was embedding or supporting quantitative data.

3.3. Area of the Study

Dawuro Zone is one of the Zones in SNNPRS. It has five districts and one town administration exhibiting considerable climatic variation from high land to low land. The area shares boundaries with Wolaita Zone in the east, Konta Special Woreda to the west, Kambata Tambaro to the north, Gamo Gofa Zone to south and Jimma to the north west. The Zone has a total area of 4,695.01 Sq km, which is rugged and mountainous, and extends down to vast plains by the Omo and Gojeb Rivers. The people of Dawuro belong to Ometic group in ethnic who call themselves "Omete". Dawuro people by and large are the followers of the Ethiopian Orthodox and Protestant Churches and some are Catholic followers, though the traditional religion is still practiced by few groups who use in their daily life. The people's life hood

depends on subsistence agriculture largely based on Enset cultivation and farming of other crops, such as maize, wheat, barley, cassava, teff, peas, beans and coffee production (Dawuro Zone Agricultural & Rural Development Department, 2008 E.C).

3.4. Target Population, Sample Size and Sampling Techniques

The sample size of the study include Mareka woreda that was selected by Purposive sampling technique method from 5 woredas and 1 town administration of Dawro zone. Here in Dawro zone education office the investigator was conducted by discussing with persons that have direct contact with the research problem in the study area. the study include 110 teachers, 236 parents and 236 students and 10 schools principals from target population of 158, 1688, 1688 & 18 (teachers, students, parents & schools principals), respectively were selected. The study was used two types of sampling techniques. Accordingly, simple random sampling technique was used for schools, teachers and students followed by lottery method. Purposive sampling technique was also used for parents and principals of second cycle of primary schools. In order to select representative sample size, the study was used this formula (Palmer Carlmoring, 1967) and listed here under:

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

Where, n= sample size

N=Target Population, which is known (1688for both students&, parents) and 158 teachers

Se= Acceptable sampling error at 5% (0.01)

Z= 2.58

P=0.5

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

$$n = \frac{NZ + (Se)^2 X(1 - P)}{NSe + (Z)^2 x p(1 - p)} = \frac{1688 \times 2.58 + (0.01)^2 X(1 - 0.5)}{1688 \times 0.01 + (2.58)^2 \times 0.5(1 - 0.5)} = \frac{4355.04 + 0.00005}{16.88 + 1.6641} = \frac{4355.05}{18.5441} = 236$$

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

$$n = \frac{NZ + (Se)^2 X(1 - P)}{NSe + (Z)^2 x p(1 - p)} = \frac{0158 \times 2.58 + (0.01)^2 X(1 - 0.5)}{158 \times 0.01 + (2.58)^2 \times 0.5(1 - 0.5)} = \frac{407.64 + 0.0002}{2.06 + 1.665} = \frac{407.6402}{3.7241} = 110$$

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

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

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

n= Sample size

N=Total population

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

Table 1. Population, Sample Size and Sampling Techniques

Sample schools	Students		Teachers		Parents		Principals		Total	
	Total	Sample	Total	sample	Total	Sample	Total	Sample	N	Sample
1. Semu	217	30	18	13	217	30	2	1	267	74
2. Mari	120	17	15	10	120	17	2	1	154	45
3. Nekiri	160	22	16	11	160	22	2	1	200	56
4. Mari	210	30	17	12	210	30	2	1	259	73
5. Womba	134	19	15	11	134	19	2	1	170	50
6. Bamush	231	32	19	13	231	32	2	1	284	78
7. Eyesus	112	16	11	8	112	16	1	1	140	41
8. Waka	145	20	13	9	145	20	1	1	179	50
9. Balla	158	22	15	10	158	22	2	1	197	55
10. Gendo	201	28	19	13	201	28	2	1	250	70
	1688	236	158	110	1688	236	18	10	2100	592
%		14%		70%		14%		55%		28.2%
Sampling Techniques	Simple random sampling						Purposive			

3.5. Source of Data

Both primary and secondary source of data were used in this study. With respect to primary sources, the researcher collected information from second cycle primary school teachers, principals, parents and students through questionnaire and interview. On the other hand, the secondary source of data were generated from reports and documents of five consecutive years (2004-2008 E.C) regional standardized examination results of students' data from both Woreda Education Office and sampled schools.

3.6. Data Gathering Tools

The instruments were developed and used in this study were: questionnaires, semi-structured interview and document analysis.

3.6.1. The Data Gathering Procedures

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

1. The purpose of the study and the specific as well as general directions in the questionnaire was explained for the respondents by the researcher;
2. The prepared questionnaire was administered for sampled teachers, students and sampled students' parents of sampled schools;
3. Interview was conducted with schools principals
4. Five consecutive years (2004-2008 E.C) regional standardized examination results of students' data was gathered from the Mareka Woreda Education Office or sample schools;
5. The collected data was properly analyzed.

3.6.2. Questionnaire

The questionnaire was developed based on review of the literature. The questionnaire was constructed in English for teachers, parents and students. Then after, no translation was made for teachers' questionnaire since they can understand what was written in English language, but students' questionnaires were translated into Amharic and parents were translated into vernacular language (Dawurogna) by language teachers and experts to reduce language ambiguity. The questionnaire consists of most close-ended items and some open-ended items were included in students' questionnaires. Close-ended questions were appeared in the form of Likert scale (strongly disagree, disagree, undecided, agree, and strongly agree) and Yes or No response was used because they are suitable for large scale survey as they are quick for respondents to answer, easy to analyze using statistical techniques, and they enable comparison to be made across group open-ended questions items were also included in students questionnaires. Open ended items were suited to allow a free response.

3.6.3. Interview

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

3.6.4. Document Analysis

The researcher used the document analysis of five consecutive years (2004-2008 E.C) regional standardized examination results of students' data from both Woreda Education Office and sampled schools were properly analyzed.

3.7 Method of Data Analysis

Depending on the nature of the data collected and the type of questions asked, the following statistical tools were used. The quantitative data was analyzed using SPSS version 20. The data were analyzed by using both descriptive statistics and inferential statistics. The researcher used descriptive statistics: percent, mean, standard deviation) and Pearson Correlation and inferential statistics used for this study was include: one way ANOVA and leaner regression and the qualitative data were analyzed by explaining and interpretation of their ideas.

3.8. Validity and reliability checks

The validity and reliability of this research was checked in pilot upper primary schools. However, before conducting the main study, the draft questionnaires were first administered to 10 teachers, 28 students' and 20 parents. Totally 58 respondents participated in pilot study of upper primary schools in Dawro zone. Gozo Shasho Primary School of Mareka Woreda which were not part of the study sample. It was done to achieve the relevance of the questionnaires and to improve the questions based on the feedback. Based on the pilot test, the reliability coefficient of the instrument was found to be 0.70 to 0.93 for all items. Then as the results indicated it was good indication of the internal consistency of item. That is the instrument was found to reliable as statistical literature recommend a test result of 0.70 and above as reliable (Howitt & Cramer, 2008). Additionally, the researcher used and checked parametric test because of use parametric data. Therefore, as Creswell, (2012, p.166) stated that the popular Lickert scale (strongly agree to strongly disagree) is treated as both ordinal and interval (quasi-interval) data in educational research. Interval scales is continuous scales. So, parametric test result found in this study was normal distribution as observed in table 3. generally, the results were precisely summarized in table 2& 3.

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

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

Table 3. Data normality checks

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

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

3.9. Ethical Consideration

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

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

This part of the study deals with presentation, analysis and interpretation of data collected from sampled population (teachers, students, parents and school principals) through document analysis, questionnaire and interview. For this study, a total of four hundred seventy-two (472) questionnaires were distributed student and parents. Two hundred thirty-six (236) questionnaires were distributed to each group of respondents. Then, all the distributed questionnaires were filled and returned back properly without any wastage. Moreover, one hundred ten (110) questionnaires were distributed for teachers. Besides this, interview was held with ten (10) school principals. As a result, depending on the data collected from both document analysis and administration of instruments, the data analysis and interpretation was made and presented in the following section.

4.1. Characteristics of the Respondents

As stated earlier in chapter 3, the types of this study were sample students, teachers and parents. The teachers' background was included to see the distribution in terms of sex, age, educational status, work and service year. Under this topic, background information of the subjects was presented in table 4 below.

Table 4. Background of Teachers

Variables	Respondents	N	%
Sex	Male	70	63.6
	Female	40	36.4
	Total	110	100.0
Age	18-23yrs.	13	11.8
	24-30 yrs.	47	42.7
	31-40yrs.	28	25.5
	> 40 yrs.	22	20.0
	Total	110	100.0
Education back ground	Diplom	78	70.9
	Degree	32	29.1
	Total	110	100.0
Service years	0-5 yrs.	3	2.7
	6-10 yrs.	11	10.0
	16-20 yrs.	31	28.2
	> 20 yrs.	65	59.1
Total		110	100.0

According to the personal details obtained from the total 110 teachers, 63.6 % (70) were males whereas the remaining 36.4% (40) were females. This indicates that there were few female teachers in sampled primary schools of Mareka Woreda when compared to their male counter parts. Regarding, age wise, most teachers in primary schools of Mareka Woreda were under the age range of 24-30 years of 42.7% (47) from the total respondents. The next, 25.5% (28) were between the age range of 31-40 years and 20 % (22) were within the age range of Above 40 years. The left 11.8% (13) were between the age ranges 18-23 yrs. Concerning experience, 59.1 % (65) of teachers had served above 20years' experience of teaching and 28.2% (31) of teachers had 16-20 years, whereas, 12.7% (13) have served 0-10 years.

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

Background variables	Alternatives	Response	
		N	%
Sex	Male	146	61.9
	Female	90	38.1
	Total	236	100.0
Age	< 11 yrs.	24	10.2
	11-13 yrs.	132	55.9
	14-17 yrs.	55	23.3
	> 17 yrs.	25	10.6
	Total	236	100.0
Grade	5	37	15.7
	6	66	28.0
	7	70	29.7
	8	63	26.7
	Total	236	100.0

As shown in table 5, 146(61.9%) were male and 90(38.1%) were female students. Regarding their age wise, 24 (10.2%) & 132 (55.9) were ranged <11 yrs. and 13-15 yrs. and the next 55 (23.3%) & > were ranged 14-17 yrs. and 25 (10.6%) above 17 yrs. Old. Regarding their grade level 37 (15.7%) from grade 5, 66 (28%) from grade 6, 70 (29.7%) grade 7 & 63 (26.7%) from grade 8. In this case the above result indicated that the opportunity given for sex and grade level was appropriate to give chances for all students and helped to get appropriate responses from the students.

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

No.	Items	Alternatives	Response	
			No.	%
1	Father's Educational level	Not educated	81	34.3
		primary education	69	29.2
		Secondary education	34	14.4
		certificate (10 ⁺¹ or12 ⁺¹)	26	11
		Diploma (10 ⁺³ or12 ⁺³)	16	6.8
		Degree and above	10	4.2
		Total	236	100
2	Mother's Educational level	Not educated	96	40.7
		primary education	66	28
		Secondary education	34	14.4
		certificate (10 ⁺¹ or12 ⁺¹)	22	9.3
		Diploma (10 ⁺³ or12 ⁺³)	13	5.5
		Degree and above	5	2.1
		Total	236	100
3	What about your parent's occupation?	Farmer	96	40.7
		White-collar (office worker)	40	16.9
		Merchant	50	21.2
		Blue-collar (daily laborer)	30	12.7
		Pink-collar (low-paid workers)	20	8.5
		Total	236	100

As revealed in Table 6, in terms of educational status, fathers do have better status than mothers. 86 (36.4%) of fathers do have above and secondary level of education while it was similar 74 (31.4%) for mothers. 96 (40.7%) of mothers and 80 (34.3%) of fathers did not have any formal education. Employment opportunities for their parents 40 (16.9%), 50 (21.2%) were salaried employed and merchants respectively, who were focused on their jobs did not have more attention to their children academic achievement.

Table 7. Background of parents

No.	Variables	Alternatives	Response	
			No.	%
1	Sex	Male	161	68.2
		Female	75	31.8
		Total	236	100
2	Age	Below 35	47	19.9
		35-40 years	110	46.6
		41-45 years	55	23.3
		Above 45 year	24	10.2
		Total	236	100
3	Marital Status	Married	184	78.0
		Single	-	-
		Widowed	23	9.7
		Divorced	29	12.3
		Total	236	100
4	Educational level	Uneducated	57	24.2
		Primary education	83	35.2
		Secondary education	58	24.6
		Certificate (10 ⁺¹ or 12 ⁺¹)	19	8.1
		Diploma(10 ⁺³ or 12 ⁺³)	10	4.1
		Degree and above	9	3.8
		Total	236	100

As shown in table 7, 161 (68.2%) were male and 75 (31.8%) were female parents. Regarding their age wise, 47 (19.9%) & 165 (69.9) were ranged <35 yrs. and 35-45 yrs. Respectively. and the left 24 (10.2%) were >45 yrs. On the other hand, concerning the marital status of the parents, as indicated in the table 6, the majorities, 78.0% (184) were married or live together whereas 12.3% (29) were Divorced and 9.7% (23) were Widowed respectively. This response showed that many of students have opportunity to help by their parents but some have problem of divorced and widowed parents have problems of unable to contribute their children's education, which was not comfortable for students schooling and academic activities. The parents' educational backgrounds are likely to shape children's attitude towards their education. Since educated parents are likely to reward education, it may be expected that children coming from educated parental background persist and perform well at school. Students who come from economically stable families perform better than those who come from humble background, because the parents are able to provide relevant learning material such as text books and clothing as well.

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

Items	Alternatives	Response	
		N	%
Do most parents in your locality encourage their children's schooling?	Yes	49	44.5
	No	61	55.5
	Total	110	100
Do students miss classes frequently?	Yes	81	73.6
	No	29	26.4
	Total	110	100
If your response for question 7 is " Yes" which one is possible reason for their absenteeism from classes?	House work	40	36.4
	Distance from home to school	23	20.9
	Trading	47	42.7
	Sexual harassment	-	-
	Total	110	100
To what extent do you think parents helping at home interrupt students' study time?	Usually	7	6.4
	Sometimes	39	35.5
	Rarely	59	53.6
	Not at all	5	4.5
	Total	110	100
Do you think the education of parents have contribution for children's education?	Yes	93	84.5
	No	17	15.5
	Total	110	100
How often do the parents in your locality visit school to see their students' in different subject	Always	11	10.0
	Rarely	37	33.6
	Not at all	62	56.4
	Total	110	100
Do you think majority of your students are eager to do different self-activities?	Yes	27	24.5
	No	83	75.5
	Total	110	100
Do you think students who perform well in class always score good result in regional exam?	Yes	51	46.4
	No	59	53.6
	Total	110	100
Is there guidance and counseling service for students in your school to their personal and academic problems?	Yes	84	76.4
	No	26	23.6
	Total	110	100
If your answer is "Yes" for the above item, how often they have got the service?	Always	13	11.8
	Sometimes	23	20.9
	Rarely	40	36.4
	Not at all	8	7.3
	Total	110	100

As indicated in table 8, regarding the extent of contribution of parents' and students' in education, item 1 through 11 low practice have identified: parents in locality low encouraged their children's schooling or 65% parents did not encouraged their children's schooling, 73% (81) teachers indicated students did miss classes frequently, majority of teachers 93 (84.5%) were confirmed on the education of parents have contribution for children's education, and

finally, 84 (76.4%) teachers did provide guidance and counseling service for students in their schools to their personal and academic problems.

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

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

<i>Items</i>	N	M	SD
Offer workshops and/or provided with resourceful information to help families understand how children learn.	110	2.69	1.268
the school Train parents on developing home routines, conditions and environments that support their child's learning	110	2.55	1.317
The discusses with parents about students' academic achievement	110	3.51	1.047
The encourages partnerships between school and home for children	110	2.77	1.029
They assist families in guiding students to set academic goals, monitor and discuss schoolwork at home.	110	2.60	1.441
The school provide information to parents on how to assist their children to improve their skill /achievement /	110	2.64	1.047
<i>Overall average</i>	110	2.79	1.191

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

As depicted in Table 9, concerning the school responsibility on students' achievements' in all items except item 3 of item 1 through item 7, the majority of the respondents were disagree on this issues with mean and standard deviation were ranged 2.55 (1.317) to 2.69 (1.268) respectively. However teachers were agreed on discussion with parents about students' academic achievement with mean and standard deviation 3.51 (1.047). Also, the school principals interviewed to comment about the actions to be taken to increase parental involvement in their children's learning consequently, as they replied that the school should work cooperatively with woreda education office to promote parental involvement. To do this, the school want to have fixed plan for parental involvement, the school principal take part in social organizations within community (eg Idir, Ikub, wastage removal etc) to make intimate relationship with community, make close relation with parents, accept local culture, Design open communication with parent about their students behavior and academic achievement, make the school leadership participatory and listen attentively to the community interest. For question what they want from schools to be successful in academic achievement as students responded that schools provide appreciation and recognition, by helping and creating good school teacher and parent relationship.

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

<i>Items</i>	<i>N</i>	<i>M</i>	<i>SD</i>
The school believes that parental involvement is related to student achievement	110	3.72	1.174
Parents receive regular information about their child's progress	110	2.54	1.029
School schedules conferences for parental involvement	110	2.66	1.206
Parents are welcomed when they visit school without pre-scheduling an appointment	110	2.87	1.093
Parents feel comfortable to their children's teachers	110	2.91	1.185
Overall average	110	2.94	1.137

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

As shown in table 10, concerning parental involvement on students' achievements' respondents' were disagree or low activities taken by parents and with mean and standard deviation 2.54 (1.029), 2.66 (1.206), 2.87 (1.093) & 2.91 (1.185) respectively. However, the

majority of respondents were agreed on the school believes that parental involvement is related to student achievement with mean and standard deviation 3.72 (1.174). Furthermore, the school principals were asked to indicate whether there was correlation between parent involvement and students' academic achievement accordingly majority of the participants responded that there is positive relationship between students' academic achievement since parents who actively take part in school issues and frequently request their children's academic result as well as their behavior can shape their children's behavior at early stage and guide their children to improve their academic result through improving the impeding factors for their success. Also he/she can make comment on their children work and on school activities for further improvement.

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

<i>Items</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Place of parents residence hinders their contribution	236	3.58	1.109
Family structure (size) influences their help	236	3.77	1.009
Parents encourage students to attend school regularly	236	2.50	1.575
Shortage of Family income	236	3.72	1.001
<i>Overall average</i>	<i>236</i>	<i>3.39</i>	<i>1.173</i>

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

As depicted in Table 11, concerning the impact of socio-economic related factors on students' academic achievement the majority students were agreed on items of socio-economic related factors on students' academic achievement: place of parents or residence hinders their contribution, mean that for many parents geographical location from school to home was not comport for family, family structure (size) influences their help, which indicate great number of family at home was problem for many parents to help their children's learning, shortage of family income were some major factors influence on student academic achievement indicated by respondents with mean and standard deviation 3.58 (1.109), 3.77(1.009). However, the majority of respondents disagreed on item Parents encourage students to attend school regularly i.e. Many of Parents did not encourage their children to attend school regularly. Students who come from economically stable families perform better

than those who come from humble background, because the parents are able to provide relevant learning material such as text books and clothing as well. Robinson (1993) and Engin-Demir (2009) argued that sizable research has consistently shown that students' academic achievement has influenced by background of family characteristics such as socio-economic status of parent's, level of education, occupation and income. From these factors parental level of education and income has been the most significant source of disparities in students' performance.

Table 12. Students' response concerning parental support and on expectation Students'

<i>Items</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Parents motivate students to attend school regularly	236	2.08	0.952
Parents fulfill necessary materials for their children	236	2.26	1.144
Parents' low expectation about their children 'academic achievement	236	3.77	0.907
Parents give moral support to students	236	1.90	0.804
Parents follow-up the academic activities of their students	236	2.27	1.194
Parents force children to work at home	236	3.81	0.828
<i>Overall average</i>	<i>236</i>	<i>2.68</i>	<i>0.971</i>

academic achievement

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

As shown, in table 12, concerning parental support and expectation on students' academic achievement, students were strongly disagreed and disagree on parental support and expectation on their' academic achievement of parents motivate students to attend school regularly, parents fulfill necessary materials for their children, parents give moral support to students with mean and standard deviation were ranged 1.90 (0.804) to 2.27 (1.194) respectively. Especially, the majority the respondents were agree on parents' low expectation about their children 'academic achievement with mean and standard deviation 3.77 (0.907). Besides this, the participants were asked to respond whether there were any school practice that could increase parental involvement and to inform some of them. As a result, they assured the existence of practice to improve parental involvement. As they mentioned some

of them were? The positive and democratic approach of the school leadership, building open system for the entire community, providing reward and certificate for active participants of community members at the end of academic year and creating awareness about the value of community involvement on school improvement. In addition, as students responded Challenges at home: work burden from parents, distance from home to school, family economic problem, illiteracy of parents were major problems not to be successful in learning outcome.

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

Note: N=Frequency, M=Mean, SD=Standard Deviation. Mean value (M) $\geq 1.00-2.50$ = strongly

<i>Items</i>	<i>N</i>	<i>M</i>	<i>SD</i>
I am confident that I can achieve high scores in my school work	236	2.51	1.127
I don't feel that I would pass to the next grade level	236	3.60	0.971
I always think that I am the best student from my class	236	2.13	0.912
I often do myself that I can get a pass mark	236	3.34	1.165
<i>Overall average</i>	<i>236</i>	<i>2.89</i>	<i>0.043</i>

disagree, 2.51-2.99 = disagree, 3.00-3.50 = neutral, 3.51-3.99 = agree, ≥ 4.00 = strongly agree. Strongly disagree and disagree considered as disagree level of agreement whereas agree, and strongly agree considered as agree / high/ on results revealed

As shown, in table13, concerning self-concept of students toward their academic achievement, respondents were disagreed on self-concept of students toward their Academic achievement: they confident that they can achieve high scores in their school work, they always think that the best student of class with mean and standard deviation 2.13 (0.912), & 2.51(1.127) respectively. Especially, the majority of students were agreed on they didn't feel that they would pass to the next grade level but they often did themselves that they can get a pass mark rather than achieve good mark with mean and standard deviation 3.34 (1.165) & 3.60 (0.971) respectively. However students' self motivation, relations with their teachers and parents, lack of students self confidence, lack of adequate effort and carelessness are believed as the major factors affecting academic performance.

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

<i>Items</i>	<i>N</i>	<i>M</i>	<i>SD</i>
Parents go to school to request their children behavior	236	2.24	1.136
Parents ask their children academic result	236	2.38	1.043
Poor parental-school interaction	236	3.60	1.020
Parents did not give priority for their work than attending school meeting	236	3.66	0.978
Parent often visit school to shape the misbehavior of their children	236	2.69	1.205
Parents attend school conference	236	2.03	0.871
Parents do not take responsibility about their children learning	236	3.74	0.969
<i>Overall average</i>	<i>236</i>	<i>2.91</i>	<i>1.032</i>

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

As shown in table14, concerning parent-school relationships on students' achievement, respondents rated strongly disagree and disagree on items: Parents go to school to request their children behavior, Parents ask their children academic result, parent often visit school to shape the misbehavior of their children, parents attend school conference with mean and standard deviation; 2.24 (1.136), 2.38 (1.043), 2.69 (1.205), 2.03 (0.871) respectively.

However, the respondent replied at agree level on items poor parental-school interaction, parents did not give priority for their work than attending school meeting, and parents did not take responsibility about their children learning; with mean and standard deviation; 3.60 (1.020), 3.66(0.978), 3.74 (0.969) respectively were identified by respondents. Lack of parental involvement, encouragement and support of parents in education was very low which will hide their potential to achieve academically better. In addition poor parent-child relation also attributes to poor performance of students. For question why parents fail to participate in school issues as students responded that Work burden problems and shortage of time and residence from school for parents to fail for participation in school programs.

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

<i>Items</i>	<i>N</i>	<i>M</i>	<i>SD</i>
The school calls parents to discuss their child academic issues	236	2.37	1.113
The principal informs for the parents their children behavior	236	2.31	0.974
The school calls the parents to discuss about the school problems	236	2.57	1.267
The school works closely with the parents to shape the behaviors of children	236	2.13	0.903
The school facilitates teacher-parent relationship	236	2.22	0.956
Timely and joint decision-making on student misbehaviors	236	2.27	1.041
<i>Overall average</i>	236	2.31	1.042

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

As shown in table15, almost all respondents were rated strongly disagree and disagree on the parents-school communication with average mean and standard deviation 2.31 (1.042)and the items include, the school calls parents to discuss about their child academic issues, the principal informs for the parents about their children behavior, the school calls the parents to discuss about the school problems, the school works closely with the parents to shape the behaviors of children, the school, facilitates teacher-parent relationship and timely and joint decision-making on student misbehaviors with mean scored ranged 2.22 (0.956) to 2.57 (1.267). The teacher-students and parents positive relationships at school plays a key role in their academic performance. Parents' positive attitude towards children's education and their involvement will play significant role in students' academic achievement. As principals interviewed, the participants were asked to respond whether there were any school practice that could increase parental involvement and to inform some of them. As a result, they assured the existence of practice to improve parental involvement. As they asked to mention some of them were? The positive and democratic approach of the school leadership, building open system for the entire community, providing reward and certificate for active participants of community members at the end of academic year and creating awareness about the value of community involvement on school improvement.

Table 16: Students' response regarding the school practices

<i>Items</i>	<i>N</i>	<i>M</i>	<i>SD</i>
The school makes the parents to sense the school as man-making factory	236	2.66	1.238
My school is a best place to stay there	236	2.42	1.223
Lack of guidance and counseling service in school	236	3.55	1.048
I feel very uncomfortable while I am in school	236	2.24	1.004
The school compound is conducive to spend a whole day on studying	236	2.27	1.022
The school administration controls and ensures the safety and security of children	236	3.64	1.006
The leadership is able to protect children from attack and harassment	236	2.38	1.284
<i>Overall average</i>	<i>236</i>	<i>2.73</i>	<i>1.117</i>

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

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

Table 17. Students' response their academic achievement

<i>Items</i>	<i>N</i>	<i>M</i>	<i>SD</i>
High student promotion	236	2.37	1.130
Low level of educational wastage	236	3.31	1.283
High student participation in the classroom	236	2.20	1.073
High student success on regional examination	236	2.42	1.216
Competitive children in the school	236	2.36	1.081
<i>Overall average</i>	236	2.53	1.157

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

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

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

	Alternatives	N	%
Do you support your children's education at home?	Yes	25	10.6
	No	211	89.4
	Total	236	100
Do you fulfill necessary educational materials for your children?	Yes	27	11.4
	No	209	88.6
	Total	236	100

As shown in table 18, the majority of parents 236 (89.4%) did not support their children's education at home and similarly 209 (88.6%) of respondents did not fulfill necessary educational materials for your children. Students who come from economically stable families perform better than those who come from humble background, because the parents

are able to provide relevant learning material such as text books and clothing as well. To be effective in their academic achievement as students responded for question what they want from parents, If parents help them with reference books. Supporting learning materials such as cloth, shoes, exercise books, pen, pencil and whatever they want to support their teaching learning activities.

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

No	Items	Alternatives	Response	
			No.	%
1	Do you participate in school decision making programs and participate to solve student’s discipline	Yes	60	25.4
		No	176	74.6
		Total	236	100
2	Do you give guidance and counseling service for your children?	Yes	72	30.5
		No	164	69.5
		Total	236	100
3	Do you frequently visit school to ask your children academic achievement?	Yes	73	30.9
		No	163	69.1
		Total	236	100
4	Do you participate in school meetings?	Yes	99	41.9
		No	137	58.1
		Total	236	100

As presented in table19, the majority of respondents 176 (74.6%) were did not participate in school decision making programs and participate to solve student’s discipline and 164 (69.5%) of students’ parents did not give guidance and counseling service for your children and only, 72 (30.5%) gave guidance and counseling service for your children, similarly, only 30.9% students; parents did visit the school to ask your children academic achievement the left were not at all. Lastly, above half parents137 (58.1%) did not participate in school meetings.

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

No	Items	Alternatives	Response	
			No.	%
1	Do you encourage your children use their time properly to read at home?	Yes	86	36.4
		No	150	63.6
		Total	236	100
2	Do you allow your children to study at home properly?	Yes	98	41.5
		No	138	58.5
		Total	236	100
3	Do you follow-up your children's learning at school?	Yes	77	32.6
		No	159	67.4
		Total	236	100
4	Do you enhance your children to do learning tasks (e.g. Homework)?	Yes	79	33.5
		No	157	66.5
		Total	236	100

As indicated in table 20, only 36.4% parents did encourage their children use their time properly to read at home and the left were not at all. Next above half of parents 138 (58.5%) were allow their children to study at home properly. Similarly, the majority of respondents 159 (67.4%) did not follow-up their children's learning at school and similarly, 66.5% did not enhance their children to do learning tasks especially homework.

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

N	Items	Alternatives	Response	
			N	%
1	Do your children drop-out from schooling?	Yes	145	61.4
		No	91	38.6
		Total	236	100
2	Is there work burden for your children at home?	Yes	167	70.8
		No	69	29.2
		Total	236	100
3	Do your children miss classes frequently without any personal problem?	Yes	161	68.2
		No	75	31.8
		Total	236	100

As shown in table 21, respondents 145 (61.4%) rated at agreed level of the presences of children drop-out from schooling and. The majority 167 (70.8%) agreed the burden for your

children at home. Lastly 161 (68.2%) were agreed children miss classes frequently without any personal problem. As stated by most of the respondents, there is high need for extensive usage of Child's labor, i. e. the high need for children to work at home and it affects all school age children have heavy work burden. lack of understanding the subject matter and commitment to school activities. The effect is academic underperformance for the children. Besides principals interviewee stated that principals were requested to point out the presence of educational policy implementation with regard to parents and community involvement accordingly, majority of the interviewee replied that their schools implement educational policy concerning parent and community involvement, such as mobilizing community and parents to assist the school, but there were educational wastages in schools due to low parental contribution in their children's education

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

	Descriptive Statistics		
	N	M	SD
Parents contribution and responsibility'	582	3.39	0.631
Socio-economic factors	582	2.46	0.461
Parental support and expectation	582	3.45	0.447
Parent-school relationships and communication	582	2.92	0.558
School related factors	582	2.36	0.398
Parents encourage and follow-up	582	2.75	0.521
Overall mean	582	2.84	0.472

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

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

were ranged 2.92 (0.558) to 2.46 (0.461) respectively were related towards students achievement

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

<i>Items</i>		<i>N</i>	<i>M</i>	<i>SD</i>
Place of parents residence hinders their contribution	Students	236	3.58	1.109
	Parents	236	1.61	0.487
	Teachers	110	1.13	0.344
	Total	582	2.32	1.315
Family structure (size) influences their help	Students	236	3.77	1.009
	Parents	236	1.68	0.466
	Teachers	110	2.31	0.728
	Total	582	2.64	1.229
Parents encourage students to attend school regularly	Students	236	2.50	1.575
	Parents	236	1.64	0.479
	Teachers	110	2.10	0.758
	Total	582	2.08	1.164
Shortage of Family income	Students	236	3.72	1.001
	Parents	236	1.58	0.494
	Teachers	110	1.79	0.408
	Total	582	2.48	1.256
Parents motivate students to attend school regularly	Students	236	2.08	0.952
	Parents	236	1.69	0.461
	Teachers	110	1.57	0.496
	Total	582	1.83	0.739
Parents fulfill necessary materials for their children	Students	236	2.26	1.144
	Parents	236	1.38	0.487
	Teachers	110	1.23	0.426
	Total	582	1.71	0.932
Parents' low expectation about their children 'academic achievement	Students	236	3.77	0.907
	Parents	236	1.29	0.457
	Teachers	110	2.43	0.840
	Total	582	2.51	1.340
Parents give moral support to students	Students	236	1.90	0.804
	Parents	236	1.54	0.499
	Teachers	110	2.74	1.273
	Total	582	1.91	0.924
Parents follow-up the academic activities of their students	Students	236	2.27	1.194
	Parents	236	1.65	0.477
	Teachers	110	2.61	1.347
	Total	582	2.08	1.074
Parents force children to work at home	Students	236	3.81	0.828
	Parents	236	1.32	0.469
	Teachers	110	3.56	1.062
	Total	582	2.75	1.410
Overall average		582	2.22	0.859

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

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

Table24. General results ANOVA results among the groups

		ANOVA				
		Sum of Squares	Df	Mean Square	F	Sig.
Parents contribution and responsibility'	Between Groups	646.580	2	323.290	522.373	.000
	Within Groups	358.336	579	.619		
	Total	1004.91	581			
Socio-economic factors	Between Groups	529.822	2	264.911	439.906	.000
	Within Groups	348.673	579	.602		
	Total	878.495	581			
Parental support and expectation	Between Groups	88.266	2	44.133	36.516	.000
	Within Groups	699.776	579	1.209		
	Total	788.041	581			
Parent-school relationships and communication	Between Groups	606.212	2	303.106	563.934	.000
	Within Groups	311.204	579	.537		
	Total	917.416	581			
School related factors	Between Groups	27.415	2	13.707	27.360	.000
	Within Groups	290.083	579	.501		
	Total	317.498	581			
Parents encourage their children's and follow-up	Between Groups	121.603	2	60.802	91.802	.000
	Within Groups	383.477	579	.662		
	Total	505.081	581			

As shown in table 24, the ANOVA results indicated that all items were a statistically significant with ($F(2,579) = 522.37$ to 91.8 , $p < 0.001$) respectively.

Table 25. The correlation results between parent involvements and students' academic achievement

<i>Variables</i>	<i>Pearson Correlation</i>						
	1	2	3	4	5	6	7
	1						
Socio-economic factors	.571**	1					
Parental support and expectation	.425**	.059	1				
Parent-school relationships and communication	.401**	.066	.235**	1			
School related factors	.276**	-.008	-.001	-.126	1		
Parents encourage their children	.307**	.129*	.066	-.031	-.143*	1	
Parents contribution and responsibility	.512**	.202**	.042	.283**	-.135*	.046	1

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

*. Correlation is significant at the 0.05 level (1-tailed).

As shown in table 25, the correlation results were ranged ($r = 0.571$, $p < 0.01$ to $r=0.276$, $p<0.01$) respectively between parent involvement and students' academic achievement were presented in this table. Then as findings indicated that a significantly moderate positive correlation variables were found to exist between parent involvement and students' academic achievement, Parent-school relationships and communication, parental support and expectations, Parents contribution and responsibility & socio-economic related factors,) were ranged $r=0.401$, 0.425 , 0.512 & 0.571 with $p < 0.01$ respectively and the left two variables are School related factors and Parents encourage their children's schooling, (0.276 , $p<0.01$ & $r= 0.307$, $p<0.01$) respectively were significantly positive correlation was found to exist between parent involvement and students' academic achievement. All variables had significant correlation with students' academic achievement.

Table 26. The correlation results between parents' education, marital status occupation and students' academic achievements

<i>Variables</i>		1	2	3	4	5
Spearman'	Students achievement	1.				
s rho	marital status of parents	-.073**	1			
	Education of father	.053**	-.051	1		
	education of mother	.040**	-.005	.811**	1	
	Parental occupation	.013**	.087	-.036	-.015	1

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

As findings indicated in table 26, poor positive correlation variables were found to exist between parents' education, marital status occupation and students' academic achievement ($r = -0.073, p < 0.01$ to $r = -0.053, p < 0.01$) respectively. Marital status of parents between students' academic achievement the poorest and negative relation were found ($0.073, p < 0.01$). Generally one can conclude from this result as parent involvement increase the students' academic achievement also increases.

Table 27. The Prediction of independents variables towards students' achievement

Model 1	Un standardized Coefficients		Standardized Coefficients	Sig.
	B1	Std. Error	Beta 2	
(Constant)	-2.695E-015	.000		1.000
Socio-economic related factors	.143	.000	.268	.000
Parental support and expectations	.143	.000	.285	.000
Parent-school relationships	.143	.000	.365	.000
Self-concept of students	.143	.000	.260	.000
Parents-school communication	.143	.000	.359	.000
School related factor	.143	.000	.388	.000

In the above table **Independent variables:** parental involvement=Socio-economic related factors, Parental support and expectations, Parent-school relationships, Self concept of students, Parents-school communication and School related factor
Dependent Variable: students' academic achievement

As shown in table 27, provides details of the model parameters (the beta values) and the significance of these values. So, the value of B1 represents the gradient of the regression line. It was (0.143). Although this value is the slope of the regression line, it is more useful to think of this value as representing the change in the outcome associated with a unit change in the predictor.) Therefore, the betas are different from 0 then the independent variables make a significant contribution ($p < 0.001$) to predicting students' academic achievement and all of the variables statically significance levels ($p < 0.001$).

Finally, the standardized beta (β) results shown the largest influence on the students' academic achievement is school related factor toward students' academic achievement (0.38) and the next is Parent-school relationships (0.36). On the other hand self-concept of students

of the beta value (0.26) is the poorest predictor of students' academic achievement when it is compared with the other explanatory variables under this study.

4.2. Discussions

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

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

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

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

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

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

4.3. Results from document analysis

Results of academic achievement on regional examination results from document analysis and on the top of interview and questionnaire, secondary data regarding students' academic achievement and parental involvement in the years under consideration (2004-2008 E.C) was gathered from primary schools of Mareka Woreda. The data obtained was presented in the following table.

Table 28: The students' academic achievement on regional examination (2004 E.C-2008 E.C)

No	Academic year	Prompted or Detained	Response	Sample primary schools									
				Semu	Womba	Mari	Bamush	Gendo	Eyesus	Mari Guta	Nekiri	Balla	Waka
1	2004 E.C	Promoted	N	-	-	35	61	104	-	-	43	23	16
			%	-	-	28.5	45.9	54.7	-	-	37.4	30.3	15.2
		Detained	N	-	-	88	72	86	-	-	72	53	89
			%	-	-	71.5	54.1	45.3	-	-	62.6	69.7	84.8
		Total	-	-	123	133	190	-	-	115	76	105	
2	2005 E.C	Promoted	N	12	17	42	62	106	-	-	57	56	61
			%	37.5	44.7	41.7	48.8	76.8	-	-	41.9	62.2	53.9
		Detained	N	20	21	60	65	32	-	-	79	34	52
			%	62.5	55.3	58.3	51.2	23.2	-	-	58.1	37.8	46.1
		Total	32	38	103	127	138	-	-	136	90	113	
3	2006 E.C	Promoted	N	19	20	77	91	73	-	45	79	27	61
			%	45.2	48.8	51.3	88.3	73.0	-	60.8	54.5	41.5	64.1
		Detained	N	23	21	73	12	27	-	29	66	38	34
			%	54.8	51.2	48.7	11.7	27.0	-	39.2	45.5	58.5	35.9
		Total	42	41	150	103	100	-	74	145	65	95	
4	2007 E.C	Promoted	N	45	28	51	47	64	25	33	39	28	47
			%	91.8	62.2	39.5	40.9	50.4	59.5	80.5	47.6	43.7	73.4
		Detained	N	4	17	78	68	58	17	8	43	36	17
			%	8.2	37.8	60.5	59.1	49.6	40.5	19.5	52.4	56.3	26.6
		Total	49	45	129	115	115	42	41	82	64	64	
5	2008 E.C	Promoted	N	27	39	58	48	51	15	16	38	28	27
			%	64.3	58.2	57.4	51.1	47.7	37.5	29.1	73.1	45.2	64.3
		Detained	N	15	28	43	46	56	25	39	12	34	15
			%	35.7	41.8	42.6	48.9	52.3	62.5	70.9	26.9	54.8	35.7
		Total	42	67	101	94	107	40	55	50	62	42	

As shown in table 28, regarding, students' academic achievement on regional examination of year 2004 E.C from six schools only Gendo students' were scored slightly half average (54.7%) and the reaming schools were score below average (28.5 45.9, 37.4, 30.3 & 15.2)

In 2005 E.C of the same table, only three schools (Gendo, Balla & Waka), respectively were scored above average(76.8%, 62.2% & 53.9%) and the reaming schools students scored below average (37.5, 44.7, 41.7, 48.8 &41.9).

Moreover, in this table in 2007 E.C & 2008 E.C. Accordingly, from ten schools the majority of the schools scored above average (91.8, 62.2,,50.4, 59.5, 80.5, 47.6, &73.4) in 2007 E.C and the reaming school students were scored below average (39.5, 40. 9 & 43.7), whereas in year of 2008 students were scored below expected results (64.3, 58.2, 57.4, 51.1, 47.7, 37.5, 29.1, 73.1, 45.2 & 64.3), respectively. Generally one can conclude from this document analysis is that the results of academic achievement on regional examination (2004 E.C-2008 E.C) was very low

Table 29.students' Promotion Rate

yrs.	Regional examination results (2004 E.C-2008 E.C) By %										Total	AVE
2004	0	0	28.5	45.9	54.7	0	0	37.4	30.3	15.2	212	21.2
2005	37.5	44.7	41.7	48.8	76.8	0	0	41.9	62.2	53.9	407.5	40.75
2006	45.2	48.8	51.3	88.3	73	0	60.8	54.5	41.5	64.1	619.5	52.75
2007	91.8	62.2	39.5	40.9	50.4	59.5	80.5	47.6	43.7	73.4	589.5	58.95
2008	64.3	58.2	57.4	51.1	47.7	37.5	29.1	73.1	45.2	64.3	527.9	52.79
Overall average												45.29

As indicated in table 29, regarding students' promotion rate shown that there is increase promotion year to year except 2008. In 2008 students had less achievement of year of 2007. Generally speaking the academic achievement of students were very poor with average mean (45.29%). This result indicated that parental involvement in these schools was very low. Educational policy implementation with regard to parents and community involvement was low.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of the Major Findings

This study was investigating an assessment of relationship between parental involvement and students' academic achievement in upper primary schools of Mareka woreda in Dawuro Zone, SNNPRS. The study was carried out in eleven second cycle primary schools. The participants of the study were 110 teachers, 236 students' parent, 236 students and 10 principals of the schools. Data were obtained through questionnaires from the teachers, students' parent, and students. The school principals were participated 'through interview in the study.

A. Regarding the practices of parental involvement in second cycle primary schools of Mareka Woreda?

Parents did not encouraged their children's schooling, teachers did not provide guidance and counseling service for students in their schools to their personal and academic problems. Concerning the school responsibility on students' achievement, the majority of the respondents were disagree on practices of implementation.

B. Concerning, parents support affect in their children's academic achievement in second cycle primary schools of Mareka Woreda

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

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

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

regularly i.e. Parents did not encourage students to attend school regularly. Students were strongly disagreeing and disagree on parental support and expectation on their' academic achievements were: parents did not motivate students to attend school regularly, parents did not fulfill necessary materials for their children, and parents did not give moral support to students. Schools did not make the parents to sense the school as man-making factory, Lack of guidance and counseling service in school, the very uncomfortable in school. Parents did not go to school to request their children behavior, Parents did not ask teachers their children academic result, Parent did not often visit school to shape the misbehavior of their children, and Parents did not regularly attend school conference. Similarly, poor parental-school interaction, Parents did not give priority for attending school meeting rather than their work and Parents did not take responsibility about their children learning.

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

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

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

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

As results indicated, only 36.4% parents did encourage their children use their time properly to read at home the parents did not allow their children to study at home properly. Similarly,

the majority of respondents (67.4%) did not follow-up their children's learning at school and similarly, 66.5% did not enhance their children to do learning tasks especially homework.

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

Finally, The correlation results found in this study that parental involvements' were significantly and positively predicted students' academic achievements'; socio-economic related factors, parental support and expectations, parent-school relationships, self-concept of students, parents-school communication and school related factor significantly and positively predicted students' academic achievement. The standardized beta (β) results shown the largest influence on the students' academic achievement is school related factor toward students' academic achievement (0.38) and the next is Parent-school relationships (0.36). On the other hand self-concept of students of the beta value 0.26 is the poorest predictor of students' academic achievement when it is compared with the other explanatory variables under this study

5.2. Conclusions

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

This study examined an assessment of the relationship between parental involvement and students' academic achievement in second cycle of primary schools of Mareka Woreda. The study found that the correlation results indicated that parental involvements' were significantly and positively predicted students' academic achievement; socio-economic related factors, parental support and expectations, parent-school relationships, self-concept of students, parents-school communication and school related factor significantly and positively predicted students' academic achievement. Specific invitations for parent involvement by students and teachers are important motivating factors for parents to get involved in their children's education at home and at school.

These results were reliable with earlier research which displayed the need to count on parents in the learning vision of their children, and their participation takes positive sound effects on their children's learning. The schools have to seek the support from the community members to grow excellence programs for parents, school, and community. So that volunteer parents and representatives on school decision- making groups have to be increased, and the school

should encourage these activities to get more benefits on students' attainment. On the other hand the participants' responds showed that the school current program for "parents-school interaction" has many defects which need to be reformed to bring more attention to parents' involvement topic and to be able to attract them for more involvement. School principal take part in community local organizations (eg Idir, Ikub, wastage removal etc) to make intimate relationship with community, make close relationships with parents, accept local culture, design openly communication with parents about their students behavior and academic achievement, make the school leadership participatory and listen attentively to the community interest.

According to the finding students' self motivation, relations with their teachers and parents, inability to become well planned and organized communication schools with parents, students lack of self confidence, lack of adequate effort and carelessness are believed as the major factors affecting academic performance. The teacher-students and parents positive relationships at school plays a key role in their academic performance. Parents' positive attitude towards children's education and their involvement will play significant role in students' academic achievement. Parents' positive attitude towards children's education and their involvement will play significant role in students' academic achievement. However, lack of parental involvement, encouragement and support of parents in education was very low which will hide their potential to achieve academically better. In addition poor parent-child relation also attributes to poor performance of students.

Robinson (1993) and Engin-Demir (2009) argued that sizable research has consistently shown that students' academic achievement has influenced by background of family characteristics such as socio-economic status of parent's, level of education, occupation and income. From these factors parental level of education and income has been the most significant source of disparities in students' performance. The parents' educational backgrounds are likely to shape children's attitude towards their education. Since educated parents are likely to reward education, it may be expected that children coming from educated parental background persist and perform well at school. Students who come from economically stable families perform better than those who come from humble background, because the parents are able to provide relevant learning material such as text books and clothing as well. As stated by most of the respondents, there is high need for extensive usage of Child' s labor, i. e. the high need for children to work at home and it affects all school age

children have heavy work burden. Lack of understanding the subject matter and commitment to school activities, the effect is academic underperformance for the children.

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

5.3. Recommendations

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

- ❖ Woreda education office better to work collaboratively with schools, teachers and the community to promote skills and trends of parents in general and fathers in particular to involve in their children's education both at school and home by providing adequate training, ultimately to improve students' learning outcomes.
- ❖ All parents have more responsibility in their children's learning out comes, in this case mothers were more responsible and involved in their children's education than fathers though the life context of fathers was strong predictor for more involvement than that of mothers.
- ❖ The schools, teachers, parents and even students come together to take better actions to increase parental involvement in their children's academic achievement.
- ❖ The school should have fixed or predetermined plan for parental involvement and work cooperatively with woreda education office to promote parental involvement. The school principal take part in community local organizations (e.g. Idir) to make close or intimate relationship with community, make close relation with parents
- ❖ School principals' make the school leadership participatory, design openly regular communication programs with parent to understand their students behavior and academic achievement, train parents and PTSA to make close relationship with parents by accepting local culture and listening attentively to the community interests.

- ❖ Leaders of social organizations within locality such as Idir needed to create awareness for the community and parents and sustainable communication with schools about their children learning issues of academic achievement.
- ❖ Parent-teacher-students association (PTSA) with schools better to have clearly addressed plan for parental involvement to promote parents participation on school activities and issues of students' learning outcomes.
- ❖ Parents better to talk about their children's understanding of subjects' knowledge and skills development with teachers; pay attention to their children read at home and school, guide them to do their activity by their own on all subjects'; Parents do as a large amount as they can in realistic ways, their children to benefit enormously from their support and interest.
- ❖ It is recommended that further study with wider geographical area and including more variables to have a reliable result on the relation of student's academic achievements in the Ethiopian context.

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Appendices

APPENDIX-A

JIMMA UNIVERSITY

COLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE

EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be responded by students (Grade 5-8)

Dear Respondents!

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

Instructions:

-Put "x" in the box for your choice

-Please answer all questions sequentially

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

Thank you for your utmost co-operation

Name of the school-----

1/Sex: 1/ Male 2/Female

2/Age: 1/ Below 11 2/ 12 3/ 13 4/ 14 5/15 and above

3/ Grade: 1/5 2/6 3/7 4/8

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

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

3/ with mother only 4/ with husband 5/ with other relatives

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

6.1/Education of father: 1/ uneducated 2/primary education 3/Secondary education 4/ Certificate (10⁺¹or12⁺¹) 5/Diploma (10⁺³or12⁺³) 6/Degree and above

6.2/Education of mother: 1/ uneducated 2/primary education 3/Secondary education 4/ Certificate (10⁺¹or12⁺¹) 5/Diploma (10⁺³or12⁺³) 6/Degree and above

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

Part Two: Items related to Basic Research Questions

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

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

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

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

F	School related factors (school facilities, services and leadership)					
1	My school is a best place to stay there					
2	The school administration controls and ensures the safety and security of children					

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

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

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

Challenges at home: -----

Challenges at school: -----

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

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

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

APPENDIX-B
JIMMA UNIVERSITY
COLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE
EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be responded by Teachers

Dear respondents:

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

Instructions:

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

Thank you for your utmost cooperation

Name of the school-----

Part one: Background Information

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

Part Two: Variable Related to Basic Research Questions

5/Do most parents in your locality encourage their children's schooling? 1/Yes 2/No

6/If your answer is "No" for item 5, what do you think are the reasons?

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

2/Parents' urgent need of children at home

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

4/Economic problem of the family 5/ fear of teenage pregnancy

6/ If others please specify-----

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

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

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

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

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

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

1/Yes 2/No

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

12/How do you see students' participation in asking and answering questions?

1/ Always 2/ Rarely 3/ Not at all

13/Do you think majority of your students are eager to do different self activities?

1/Yes 2/No

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

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

16/If your answer is "Yes" for the above item, how often they have got the service?

1/Always 2/ Sometimes 3/ Rarely 3/Not at all

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

No	Items	Scale				
		5	4	3	2	1
A	The school Responsibility					
1	The school offer workshops or provide with resourceful information					
2	The school train parents to support their child’s learning					
3	The school discusses with parents about students’ academic achievement					
4	The school encourages partnerships between school and home for children					
5	The school assists parents in guiding their children to discuss schoolwork at home					
6	The school provide information to parents on how to assist their children to improve their skill /achievement /					
7	The school believes that parental involvement is related to student achievement					
B	Parental Involvement					
1	Parents receive regular information about theirchild’s progress					
2	School schedules conferences for parental involvement					
3	Parents are welcomed when they visit school without pre-scheduling an appointment					
4	Parents feel comfortable to their children’s teachers					

APPENDIX - C
JIMMA UNIVERSITY
COLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE
EDUCATIONAL PLANNING AND MANAGEMENT

Questionnaire to be filled by **Parents**

Dear respondents:

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

Instructions:

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

Thank you for your co-operation and co-ordination

Name of the school-----

Part one: Background Information

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

Part Two: Items Related to Basic Research Questions

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

APPENDIX-D
JIMMA UNIVERSITY
COLEGE OF EDUCATION AND BEHAVIOURAL SCIENCE
EDUCATIONAL PLANNING AND MANAGEMENT
Interview Questions for School Principals

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

APPENDIX-A

በጅም የኒቨርሲቲ

የትምህርትና ስነ-በሕሪይ ኮሌጅ

በትምህርት ዕቅድና ሥራአመራር-ትምህርት ክፍል

በትምህርት ሥራአመራር ለድህረ-ምረቃ የትምህርት ሥልጠና እና ምርምር ተቋም

በአደናደረጃሁ-ለተኛ ሳይክልትምህርት ቤት በሚገኙ ተማሪዎች የሚሞላ የጽሑፍ መጠይቅ

ውድ ተማሪዎች፤

የዚህ መጠይቅ ዋና አላማው በአንደኛ ደረጃ ት/ቤቶች በተማሪዎች ትምህርት ውጤትና ወላጆች ተሳትፎ መካከል ያለውን ግንኙነት ለማወቅና የነበሩ ልምዶችንና ተሞክሮዎችን በመገንዘብ የወላጆችን ተሳትፎ በማሳደግ የተማሪዎችን ውጤት ለማሻሻል ነው። እንዲሁም ተማሪዎች በትምህርታቸው ውጤታማ እንዳይሆኑ የሚያደርጋቸው ዋና ዋና ችግሮችን ለማትናት ነው። በመሆኑም የዚህ ትናት ውጤት የወላጆች ተሳትፎን የሚቀንሱና ተማሪዎች ውጤታማ እንዳይሆኑ የሚያደርጋቸውን ችግሮችን ያሳያል ተብሎ በመታሰብ ነው። ስለዚህ እናንተ የምትሰጡት ትክክለኛ መልሶች እና አስተያየቶች ለጥናቱ አወንታዊ አስተዋጽኦ ስለሚኖራቸው ለጥቅምቶቹ ትክክለኛ ምላሾች ሳትደብቁ በመስጠት ትብብር እንድታደርጉ ጥያቄዬን አቀርባለሁ።

ማሳሰቢያ

ስም መጻፍ አያስፈልግም
"X" ምልክት በትክክለኛ ምርጫችሁ በሳጥን ውስጥ ተጠቀሙ
መልሶቻችሁን በመጠይቆቹ ቅደም ተከተል እንድትሞሉ አሳስባለሁ
ለጥያቄዎቹ ምላሽ በመስጠት ስለምትተባበሩ በቅድሚያ ምስጋናዬን አቀርባለሁ

ከተሰጡት ምርጫዎች ውስጥ ለመምረጥ ያስባችሁት ከሌለ ምላሻችሁን "ሌላ ካለ ግለጹ" በሚለው ክፍት ቦታ ላይ ጻፍ።

የትምህርት ቤቱ ስም-----

ክፍል አንድ:- ምርጫ መጠይቅ

1. ስታ: 1/ ወንድ 2/ ሴት
2. ዕድሜ: 1/ ከ11 ዓመት በታች 2/ ከ12 3/ ከ13 4/ ከ14 5/ 15ና በላይ
3. የክፍል ደረጃ 1. 5ኛ 2/ 6ኛ 3./ 7ኛ 4/ 8ኛ
4. የወላጆች ጋብቻ ሁኔታ: 1/ አብሮ የሚኖሩ 2/ የተፋቱ 3/ በሞት የተለዩ
5. የምትኖረው ከማንኛው? 1/ ከእናት እና ከአባት ጋር 2/ ከአባት ጋር ብቻ
3/ ከእናት ጋር ብቻ 4/ ከባል (ሚስት) ጋር 5/ ከዘመድ ጋር
6. የወላጆች ወይም የአሳዳጊ ቤተሰቦች የትምህርት ደረጃ ? ከአንድ በላይ ትምህርት ተቋም የተመረቁ ከሆነ ከፍተኛውን ግለጸ/ግለጪ
6.1 የአባት የትምህርት ደረጃ 1/ ያልተማ 2/ መጀመሪያ ደረጃ ትምህርት የተማረ (1-8)
3/ የ2ኛ ደረጃ ትምህርት የተማረ (9-12) 4/ ከመምህራን ማሰልጠኛ ተቋም የተመረቀ
5/ ዲፕሎማ ያለው 6/ ድግሪና ከዚያ በላ ያለው

- 6.2 የእናት የትምህርት ደረጃ 1/ያልተማረች 2/መጀመሪያ ደረጃ ትምህርት የተማረች (1-8)
 3/የ2ኛ ደረጃ ትምህርት የተማረች (9-12) 4/ከመምህራን ማሰልጠኛ ተቋም የተመረቀ
 5/ዲፕሎማ ያላት 6/ዲግሪና ከዚያ በላይ
 7. የወላጆችህ/ሽ/ሥራምንድንነው ? 1/ ግብርና የቢሮሰራተኛ ጎዳና
 4/ በጉልት ሥራ የሚተዳደር በዝቅተኛ ክፍያ የሚሰራ
 ክፍል ሁለት የመስማማት ደረጃን በመለየት የሚመለስ መጠይቅ

ለሚቀትለው አረፍተ ነገሮች ምን ያህል እንደምትስማማ/ሚ/የ“x” ምልክት በማድረግ ግለጽ/ጨ/ 1. በጣም አልስማማም
 2. አልስማማም 3. ለመወሰን አልችልም 4. እስማማለሁ 5. በጣም እስማማለሁ

ተ.ቁ	ሀ. ከማህበራዊና ከኢኮኖሚያዊ ጉዳዮች ጋር የተያያዙ ጉዳዮች	ደረጃ				
		5	4	3	2	1
1	የወላጆች የሥራ ዓይነት በድጋፋቸው ላይ ተጽእኖ አሳድሯል					
2	የወላጆች የመኖሪያ ቦታ በድጋፋቸው ላይ ተጽእኖ አሳድሯል					
3	የወላጆች የቤተሰብ ብዛት በድጋፋቸው ላይ ተጽእኖ አሳድሯል					
4	የወላጆች የገቢ ማግኘት በድጋፋቸው ላይ ተጽእኖ አሳድሯል					
	ለ. የወላጆች ድጋፍ ያላቸው ግንዛቤ					
1	ወላጆች መደበኛ የትምህርት ጊዜያትን እንድንጠቀም ያበረታቱናል					
2	ወላጆች የትምህርት መሣሪያዎቻችንን ያሟሉልናል					
3	የወላጆች በትምህርት ውጤታችን ላይ ያላቸው ግንዛቤ ደካማ ነው					
4	ወላጆች የትምህርት እንቅስቃሴያችንን በደምብ ይከታተላሉ ::					
5	ወላጆች እቤት ሥራቸውን እንድንፈጽም ይገፋፋናል					
	ሐ. የወላጆችና ከት/ቤት ጋር ያለው ቁርኝት					
1	ወላጆች የልጆቻቸውን ባህሪ ለማሳወቅ ወደ ት/ቤት ይሄዳሉ					
2	ወላጆች የልጆቻቸውን ትምህርት ውጤት ከመምህራን ጠይቀው ያውቃሉ					
3	የወላጆችና ት/ቤት መካከል ያለው ግንኙነት ደካማ ነው					
4	ወላጆች ለት/ቤት ስብሰባ ጥሪ ከመሄድ ለሥራቸው ቅድሚያ ትኩረት ይሰጣሉ					
	መ. ለተማሪዎች በትምህርታቸው ላይ ያለው ግላዊ ግንዛቤ					
1	እኔ ጎበዝ እንደመሆኔ መጠን በትምህርቴ ከፍተኛ ውጤት ማምጣት እችላለሁ					
2	ከክፍል ወደ ቀጣዩ ክፍል ማለፊ እየታየኝ አይደለም					
3	አብዛኛውን ጊዜ ራሴን ችቤ ስለምሰራ ማለፊያ ወጤት አገኛለሁ					
	ሠ. ት/ቤቱ ወላጆችን የሚያሳትፋቸው ጉዳዮች					
1	ት/ቤቱ በተማሪዎች ውጤት ጉዳይ ላይ ለመወያየት ወላጆችን ይጠራል					
2	ት/ቤቱ ከወላጆች ጋር በት/ቤት ችግሮች ዙሪያ ተወያይተው ውሳኔ ለመስጠት ወላጆችን ይጠራል					
3	ወላጆች አዘውትረው በት/ቤቱ በመገኘት የተማሪዎችን ባህሪ ችግሮችን ያስተካክላሉ					
4	ት/ቤቱ መምህራን ከወላጆች ጋር እንዲገናኙ ሁኔታዎችን ያመቻቻል					
5	ት/ቤቱ የተማሪዎችን ባህሪያዎች ችግር ለማስተካከል ከወላጆች ጋር አብሮ ይሰራል					
6	ት/ቤቱ ወላጆች ት/ቤትን የተማሩና እውቀት ያላቸው ሰዎችን እንደሚያመርት ያስገነዝባል					
	ረ. ት/ቤቱን የሚመለከቱ ጉዳዮች /ምቹ የት/ቤት አካባቢ፣ አገልግሎትና አመራር/					
1	የት/ቤታችን ምቹነት እዚያው ውቅ እንዳድር ያስኘኛል					
2	የት/ቤት አስተዳደር የተማሪዎችን ሰላምና ደህንነት ያስጠብቃል					
3	የት/ቤቱ አመራር የተማሪዎችን ሰላምና ፀጥታ የማስጠበቅ አቅም የለውም					
	ሰ. በት/ቤቱ የተማሪዎች የትምህርት ውጤታማነት					
1	የተማሪዎች የማለፍ ምጣኔ በት/ቤቱ ከፍተኛ ነው					
2	በት/ቤቱ የትምህርት ብክነት ሁኔታ /መጠነ ማቋረጥና መድገም/ ዝቅተኛ ነው					
3	በክፍል ውስጥ የተማሪዎች ተሳትፎ ከፍተኛና የተነቃቃ ነው					
4	በተማሪዎች ዘንድ ክልላዊ ፈተና ውጤት ከፍተኛና ስኬታማ ነው					

ክፍል ሦስት፡ግለጽ ጥያቄ

1. በትምህርት ውጤታማና ስኬታማ እንዳትሆኑ እቤታችሁና በት/ቤት ያሉ ችግሮች ምን ምን ድርጅት ስር ወይንም በጽሑፍ ግለጹ

1.1 እቤት ያሉ ችግሮች-----

1.2 በት/ቤት ያሉ ችግሮች-----

2. የትምህርት ውጤታችሁ እንዲሻሻል ወላጆቻችሁ ሊረዳችሁ የሚችሏቸውን ጥቂት ነገሮችን ዘርዝሩ

3. ወላጆችህ/ሽ/ የትምህርት ውጤታችሁን መሻሻል ለማወቅ ወደ ት/ቤት ሄዳሉ? የማሄዱ ከሆነ ችግሮቹን ጻፍ/ፊ/

4. አብዛኛውን ጊዜ ወላጆችህ/ሽ/ በት/ቤት ጉዳዮች ላይ እንዳይሳተፉ የሚያደርጉ ችግሮች ምንድናቸው?

APPENDIKSSIYA – C
JIMMA YUNIVERSSITYA
TIMIRTTIYA NNE EESHA SAYNISIYA KOLLOJJIYA
TAMAARATU SOO ASATUN KUMIYA OOSHATUWA

Bonchchettedda Ha ooshaa Zaariyawantto

Ha ooshay zaaru hintteppe koyettawe Marak' worada koyro detsa timirtte keetsatun de'ia tamaaratu timirttiya murutaynne yelaasa maaduu gaketiyawa nne ha laa''tuwa gidдон deiya gaketetsa eranaesa.

He gishow hinttepp imettiya zaaruu nne k'ofay ha s'imaatiyas daro maaddiya gishaw akeekani kuntsana mala hinttena bonchchuwan k'otissaadde koyruwan hintte zaaruwas daro galata shishshay.

Geluwa

“X” Ha malaata hintte imaya q'ofaappe sintsanna de'ia saas'natun wotsite.

Hintte suntsaa xaafoppite

Ubba ooshatuwa zaaruwa Anttu maaran wotsite

Hintte dooruwan d'ayda k'ofaa kayssan xaafid zaarite.

Timirtte golle suntsay-----

Koyro kaaraan: Hintte de'uwa hanotaa oochchiya k'ofaa

1. Matuma: A/ atumaawa B/ mac'c'awa
2. Yeletta laytsaa: A/ 35 ppe gerssa laytsa B/35-40 /41-45 / 45 ppebolla
3. Akaanne gelo hanotaa: A/ketowa B/akettibenawa C/bilettowa
D/ hayk'uwan shakettowa
4. Ne timirttiya detsay duma duma timirttiya ek'otappe anjettawa gidoppe d'k'k'a detsawa doora: A/ Tamaaribeennawa B/ Koyro detsa tinirttiy wurssowa
C/ Na''ntsa detsa timirttiya wurssowa D/ Serttefikketiya ($10^{+1}, 12^{+1}$)
E/ Dippiloomma ($10^{+3}, 12^{+3}$) F. Digriya nne bolla

Naa''antso kaara: Waanna pilggetsaa huupheooshatuwanna gaketiya oshatuwa.

5. Ne agena demishay (agenaan demmiya shaluwa keenay):
A/ 600 biraa gakanaaw de'iyawa B/ 601ppe-1000 biraa
C/ 1001ppe-1500 D/1501ppe-2000 E/ 2000ppe bolla
6. Ne naana timirttiya soyan woy gollen maaday? A/ Ee B/ Maaddikki
7. Ne zaaroy ooshaa '6'ssi Ee gidoppe ayan maaday?
A/ Gollen kaaletsa bessay B/ timirttiya miishshaa kuntsay
C/ Asttamaaratugujaatimrttiyaimmanamaladentsetsay

D .harak'ofayde'ooppe_____

8. Ne naanaw timirrtiya miishskatuwa kuntsa immay? A/ Ee B/ kuntsikke
9. Timirte keetsay metatuwa billanaw akkiya muraw giigisso programiyan ne ba beetta eray?
A/ Ee B/ Beetta erikke
10. Ne naaw timirrtiya bagganna mak'k'uwa nne zoriya immay? A/ Ee Immikke
11. Ubba wode timirte keetsa baade ne naanaa timirrtiya muruta oochcha erey?
A/ Ee B/ Oochchikke
12. Ne naanay timirtew wodiya soyan loytsid go''ettii? A/ Ee B/ Go''etenna
13. Ne naanay soyan loytsi nabbabana mala uday? A/ Ee B/ Udikki
14. Ne naanaa timirte keetsan tamaruwa hanota kaallaade s'eella eray?
A. Ee B/ erikki
15. Ne naaanay timirttiyappe k'ans's'i erii? A/ Ee B/ K'ans's'I erenna
16. Ne naanaw soyan oosuu dariidi metii? A/ Ee B/ Drierenna
17. Neeni timirte keetha shiik'uwa s'eessan beettay? A/ Ee B/ Beetta erikki
18. Ne naana timirte oosuwun leemisuwas soyaa oosotuwa malaban maadda eray?
A/ Ee B/ Maadda erikki
19. Ne naanay ay gaasuu /metuu/baynnan timirte keetsappe atti erii?
A/ Ee B/ atti erenna