

**Jimma University**  
**College of Education and Behavioral Sciences**  
**Department of Educational Planning and Management**



The role of parent in student's academic achievement in Haro Wato Catholic primary school of Uraga woreda of Guji zone

Senior Essay Submitted to Department of Education Planning and Management in Partial Fulfillment for the Requirements of The Bachelor of Arts Degree in educational Planning and Management

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**August JIMMA, 2016**

**Ethiopia**

**JIMMA UNIVERSITY**

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## **ACKNOWLEDGEMENT**

First and for most, I would like to address my praise to almighty, God for helping me to finish this paper. Secondly, I would like to owe my gratitude to my advisor, to Dr.Aemero Asmamaw for his professional supervision and providing me his valuable advice, criticism and suggestions which improved this study. Finally, my deepest gratitude goes to my wife w/ro Rade Tulu who supported me financially as well as morally to go through all my education from the beginning to the end. In relation to this, the contribution of my relatives and friends indeed valuable.

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## **Acronym/Abbreviation/**

PTA = Parent teacher association

e.g.: Example

CRC: Cluster Resource Center

MOE = Ministry of education

NDT= Newly Deployed Teacher



## ***Abstract***

*This research was aimed at the role of parent in student's academic achievement in Haro wato catholic primary school of uraga woreda of guji zone. The research study used both primary and secondary source of data but more emphasis is highly given to primary data using open and closed ended questionnaires for selected individuals who are capable of reading and writing. Moreover, interview questions are also provided for illiterate respondents in particular. The second data tried to emphasize different documents data related books, internet and other related sources.*

*The collected data was analyzed and summarized using descriptive method of analysis through percentages of frequency tables. The researcher of this study interviewed PTA members, school administrator and parents in area of the student's academic achievement is to know factors that affect student's academic achievement and how to overcome the problem and improve parent involvement in school. Almost all of the students, teachers, PTA members and school administrator said that parent and school collaboration is necessary for successful parent involvement in school activities. But sufficient communication is basic for initiating parent's involvement in the student's academic achievement. Active involvement of parents should be encouraged therefore concerned authorities beginning from the low to the top of the school level need to understand the Importance of parent involvement in students' academic achievement.*

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1 Back Ground of the Study

Naturally, children's and teen ager students of primary school give attention to plays, games and different funs which make them forget their target and deteriorate their academic performance. If such situation is strongly build and once inculcated in teenager primary school students mind, it is difficult for parents to weep out and record their wishes according to the needs. As a result, a continuous follow up of parents have a great contribution in shaping the teen ager students' mind in the way that they could be good achievers. But here in our school parents don't have a role to increase student's academic achievement; So that, this research is designed to have found the role of parent in student's academic achievement. Background of studies enhancement development and improving the living standard of citizens can be realized through education. For each condition to happen, citizens need to knowledgeable, skillful and develop consciousness on the areas of general and special concerns (Aronson (1996).

Eradicating gender inequality and education and ensuring all children in all countries are able to complete primary education are among the millennium development goals that are targeted to be achieved by 2016. The aim of the global campaigns reducing property and enhancing development therefore, the poorest countries should play significant role to achieve the targeted goals In order to enhance development and improve the living standards of citizens. The country need an educated work force both in quality and quantity .from this we can understand that educations is a key to country development. There for to release this Ethiopian government has devised policies and strategies that it believes will help the improvement of quality of education to produce competent, skilled and responsible citizens (Rosenthal &Sever 1990). The government of Ethiopia has given much attention to improve the quality of education. It has expanded the educational opportunities of citizens at the primary, secondary, and tertiary levels of education. The number of students in rolled at the different levels, including at the college or university level is continuing to increase, (Thompson.1993:53).

Improving the quality of basic education cannot just mean that there will be increase in contents, methods, text book and other knowledge depends mainly on the way the knowledge is obtained and how the individual become every much enthusiastic in the process learning those who learn sensing what they learn with almost their capacities can acquaint themselves With knowledge which is deep rooted and develop on vocation of skills the employee's urban areas of Ethiopia. Parental involvement towards the academic achievements of students more or less significant than in the remote rural area of the country, in urban areas, children's are performing better in their education. Because they are assisted at home by their parents consequently, the high level of parental educational inputs.

It also means that all children and adults alike should be offered are not programmed based on selection process. But an education aimed at promoting the success and accomplishment of everybody (MOE Teachers Training Manu, 2000:32).The possibility of cultivation dependable involvement in school affairs in urban places resulted in higher achievement rate, higher attendance rates, lower dropout rates and increased highs cool completion and college, university admission rates[Teaching learning process needs the joint effort of all concerned bodies, i.e. the government, school admission, PTA, students, teachers, family, and students academic cannot be possible without the activities of participation of the family and the community in educational affairs. Because children are dependent under the umbrella of their parents and they need helps and continuous support primary form parents .so that parental styles the way and levels of improvement parents adversely affects that academic achievement of students. (Aronson 1996:23)

Finally, the improvement the student's academic achievements or others all educational programs, policies, and strategies should focus on the grassroots level to create community based teaching learning environment. Thus, the issue of parental involvement in assisting students learning is the major area of investigation in this study.

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

Education is the development of countries, however, play it is a development role with the quality of education improved. The primary task to realize the quality of education is the provision of educational opportunities to all citizens. In order to the goal to get educational improvement program the current government of Ethiopia has devised policies and strategies towards the fair distribution educational service to all citizens of the country. Now a day, a number of higher educational institutions are emerged & the number of student enrolment showing substantial increase and the number of primary and secondary schools are established and paved the way to provide educational opportunities, modern technological educational inputs like plasma transmission, computer skills training organized. standardized text books are established in addition to improve teacher's professional development capacities building program CPD, organized to enhance their professional skills and to increase the role of teachers in over all educational activities (Epstien1997:30).

All governmental structural units, beginning from MOE up to woreda level all educational agents are also playing a pre- dominant role in the study Uruga woreda to achieve the improvement of the quality of education. The provision of educational services in this woreda showing a significant change; But major problems that need to be overcome are clearly seen towards academic achievement of students and parental involvement in educational affairs in the study area. Various researches are conducted to identify and overcome educational problems in the study area. But, most of them are mainly focused on the role and problems of the students, teachers, the school etc.... while ignoring the role of parents of and the community at large.

These researches make a unique and important than the previous investigations; because, the studies aimed at identifying and alleviating student's academic achievement problem in its grass-root level. The lower communities follow up continuous help and support of parents towards educational affairs of students resulted in lower school's achievement rates, lower attendance rates, higher delinquency rates, and the lower level of high school completion and college and universities admission rate of students in the study area. For effective implementation of educational policies adopted to improve the quality of education academic achievement of students & educational problems in woreda. The role parental involvement is focused to be an

extremely useful. Therefore, the writer of this paper motivated to investigate the role of parents on academic achievement of students. The specific situation like family type varied backgrounds & socio-economic status of parental have different involvement level. In other words, family for example, does have varied impact based on difference in relations to the presence of both parent's .one of them and their absence in the family. Because, the nature of children's learning gets affected differently for them exists variations with respect to provision of care and support. Accordingly, parents of different natures as mentioned get involved differently in modeling of educational characteristics'. Realistic and positive expectation of parents about their children academic achievement affects what their children actually achieve in their schooling. There also difference with regard to the type and amount of help provided by parents to their children both at home and school. Based on the above stated ideas, the following basic questions are raised.

1. What are the areas of involvement of parents in relation to their children's academic learning process?
2. What is the role of parents in the academic achievement in the children in school?
3. What is the contribution of parents for their children's academic achievements in catholic primary school of Uraga woreda?

It is hoped that answers from these questions may help parents, teachers, school principals, CRC coordinator to gain insights in learners and their parents, who are key supporters in their children's academic achievement.

### **1.3. The Objective of the Study**

#### **1.3.1. The general objectives of this study:**

The general objectives of this study will be to find out the role of parents in academic achievement of the students in catholic primary schools of Uruga woreda of Guji Zone.

#### **1.3.2. Specific Objective**

To find out the role of parents in academic achievement of the students in catholic primary schools of Uruga woreda. To identified the area of involvement of parents in relation to their children's academic learning process.

To assess the factors affecting the contribution of parents for their children's academic achievement of catholic primary schools of Uruga woreda.

To investigate the role of PTA and school administrator to improve the environment of parents in academic affairs all their children's.

To forward major suggestions to improve the role of parents in the academic achievement of their children;

#### **1.4. Significance of the study**

The outcome of the study may be important to indicate the role of parents play on the academic achievement of the student. Used for searching solution for parents to have voluble contribution on students' academic achievement. The study may be helpful to create better and clear picture of parent's involvement in their children learning. Promotes a better understanding of how parental following help and support affects student's academic success.

#### **1.5. Delimitations of the study**

The importance of parent's participation in students' academic achievement is critical issues at all levels of the school system and all over the country. To find out to what extent parents play significant role in student's academic achievement takes lot of time, needs, man power and financial support; Because it is so vast and difficult to manage and to make a better solution for each problem. Therefore, the study attempts to survey the active role parents play in student's academic achievement and the researcher presumes the problem confined only to the selected primary school of Uraga woreda of Guji Zone. This is because it is help full to make the study more manageable, since time, financial and facility would be constrained. In line with this, to make the study more manageable, it will be decided to delimit only the parents' involvement in students' academic achievement, activities of educational leaders, teachers, and councils of students and Parent teacher association heads in students' academic achievement.

#### **1.6. Limitation of the study**

Most probably, communication barrier may be the main limitation of the study will be carried out in this research. As English is not the native language of the community and due to in accessibility of necessary facility, the study may not assess the whole life span of the problem drop out HaroWato catholic primary school. Some respondents were not be willing to fit out the questioner as expected luck of time and financial problem to conduct the study, may be the expected limitation of study.

## 1.7. Definition of the terms

**Drop out** refers to students who enrolled in government ( public) primary school for some times or abundant or stop their education for some Rison before completing their school academic year between them, but do not register in any other school.

**Educational wastage** refers to human, financial and material resources spent or wasted on pupils who dropped out of school before completing the cycle.

**Family back ground** refers to the socio economic states of student's family.

**Home room teacher** a teacher who is assigned to a particular class or section and responsible for the following up of the class in the primary school under the study.

**Primary school** in these studies it refers to the government school of tiring basic and generally education for grades 5-8.

**School system** all the school operated by central education administrative authority.

## 1.8. Organization of the Study.

The research is organized in five (5) chapters. The first chapter is introduction part which consists of backgrounds of the study, statement of the problem, objective of the study, significance of the study, delimitation and Organization of the study. The second chapter is the survey of different literature review which is related with the study under consideration. The third chapter includes the research design and methodology and Method of Data Analysis, the fourth chapter is presentation, Interpretation Analysis Data, Back ground of the respondents, Analysis of Students and Teachers response and Analysis of PTA and School Administration, and Interview and fifth chapter is about major finding, Conclusion and recommendation and summary of the major finding and reference related to review of related literature.



# **CHAPTER TWO**

## **2. Review Related Literature.**

### **2.1 Introduction**

The purpose of this chapter is to have the better and clear picture of the nature of involvement of parent in their children learning i.e. what involvement is all about, how theories or models explained it and how findings approve it having exhaustively discussed case stated, there is also a need to get informed about importance of parent's involvement in their children's learning.

### **2.2. Nature of parent Involvement**

There is sizable body of research literature supporting the involvement of parents in educational settings and activities. Because the existing literature base on parent involvement is large and growing, the Researcher has chosen to present only a summary of selected relevant literature in order to establish a framework underpinning the legitimacy of our parent involvement investigation. Epstein (1995) for example sets the stage by defining parent involvement as families and communities who take an active role in creating educational environment. She further asserts that parents who are involved with their children's education are those who consistently demonstrate good parenting skills, communicate with the school staff, volunteer their time in the school, and help their children learnt at home.

Take an active role in school –related decision making .and that regularly collaborates with the school community. Christensen and clerkly (1990) suggests the parents' active involvement results in greater recognition of teacher's skills, better teacher evaluations from their principals, enhanced parental understanding of the inner working of the school, and higher school rating in effectiveness and program success. Additionally, in school where student achievement was reported, Louks(found that parent involvement was a significant factor in both accelerated and sustained student academic performance.

Epstein (1997), therefore, states that children learn and grow through three overlapping spheres of influence family, school and community. As two way of measuring involvement is concerned, counting the number of parents that volunteer coming to meetings or coming to parents –teacher conference is the technique as suggested by Baker and Soddan (1997). To make the method of measurement more compensable, the use of the counting method to gather close-ended questions was suggested by Golwering and Shapiro 1993 and Griffith (1996), Baker and Soddan (1997), however, opposed the idea of using close-ended questions countering method of for measuring parents involvement in their children's learning their no rich picture of parents involvement for new ideas are identified;

Despite the controversies with method of measuring parents involvement, quite a great deal of research result indicated that family involvements improve children's educational relatively (Brooks, Bruno and Burns, 1997, Sheldon and Epstein, 2001.) According to findings of Henderson (1987) for example, children are found reforming better in their education when they are assisted at home by their parents. Children also become better disciplined at school when parents get involved in the school affairs. Walberg cited in San Diego country office of education, 1997 concluded that the average effect of curriculum of home is twice as large as the impact family socio-economic status, similarly seen in the same source studied that parent's involvement factors such as reading to children, having books available, taking trips, guiding TV, watching and providing stimulating experiences contributed to school achievement. Steinberg cited in San Diego country office of education 1997 are revealed that when parents come to school regularly, it reinforced the view in the child's mind that school and home are connected and the school is an integral part of the whole families life parent also contributed their knowledge and skill to the school as supporters their by enriching the curriculum and providing extra services and support to the students;

The contribution of parents as the advocates is also actualized when they help children negotiate the system more responsive to families. The case of being decision maker is another important issue that parents serve on advisor councils, curriculum communities, Management teams and participating in joint problem solving at every level.

## **2.3. Areas of parent involvement.**

Although most parents do not know how to help their children with their education, with guidance and support, they may become increasingly involved in home learning activities and find themselves with opportunities to touch, to be models for and to guide their children. When school encourage children to practice reading at home with parents, the children make significant gains in reading achievement compared to those who only practice at school. Parents, who read to their children, have books available, take trips, guide TV watching, and provide stimulating experience s contribute to student achievement. Families whose children are doing well in school exhibits the following characteristics. (LoucasP.13-14):

- 1. Monitor of school activities:** -Examples: setting limits on TV watching, checking up on children when parents are not home, arranging for after-school activities and supervised care.
- 2. Establish daily family routine.** Example: provide time and a quite place to study, assigning responsibility for house hold chores, being firm about bedtime and having dinner together.
- 3. Encourage reading, writing, and discussions among family members.** Example: Reading listening to children read and talking about what is being read.
- 4. Model the value of learning self-discipline and hard work.** Example: communicating through questioning and conversation, demonstrating that achievement comes from working hard.
- 5. Encourage children's development /progress in school.** Example: maintaining warm and supportive home showing interest in children progress at school, helping with homework, discussing the value of a good education and possible career options, staning in touch with teachers and school staff.
- 6. Express high but realistic expectation for achievement.** Example: setting goals and standards that are appropriate for children's age and maturity, recognition and encouraging special talents, informing friends and family about success.

## **2.4. Importance of Parent Involvement**

In a situation where parents and homes are structure and yet flexibly, and rare adults shows positive attitude and behavior toward school and learning and there are great deal of benefits that are meet by children among the benefits, higher schools achievement rates, higher attendance rates, lower delinquency and dropout rates and increased high school completion college, University, admission rates are worth mentioning. Supporting this study by Michigan Department of education 2001, reviled that 86 % of general public believes that help from parents and most important way to improve the school and lack of involvement appears problem.

### **2.4.1. Pertinent out come for the parent involvement program**

Without a structured parent involvement program that addressed areas of parent and teachers concerns. Parents would likely continue their rather minimal involvement in school Related activities. Why shouldn't they? Most parents do not get seriously involved, yet their children, seemingly, "make it through the system." We were not satisfied with this status quo condition, thus, to important out comes become increasingly essential:

(1) To increase the number of parents who would be come directly involved with their children's education, and

(2) Determine the general significance and academic impact of such involvement. With these two out comes at the top of our list, we also sought to measure several others:

- ❖ Achievement and in-school participation would rise.
- ❖ An attendance patterns would improve.
- ❖ Self-esteem would be greater and more in evidence.
- ❖ Discipline referrals would decline.
- ❖ Parents would be more supportive of teachers and of learning.
- ❖ Community "togetherness "would be enhanced. The program would gain in popularity and in salience, (Loucks,H.(1992):19-23).

## **2.5. Roles of PTA Committee**

In today`s world education there has been a more important time to place leaders in to the school district system. School administrators make the school system function properly through putting the right people in charge of each and every job from the principal they pick to lead each school within the district, down to the jointers in the hallways. MoE Education (1994:27-28) Amharic version forwards the following points as the role of parents:

Plan, organize, and create conducive environment for teachers and learner`s parents so as the teachers can use their full time and accumulated experience, knowledge to maximize the students` academic achievement. Keep linkage with school directors, teachers, and community in that the school can be denoted by materials, moral and finance from parents. Provide continuous support for NDTs and reward the best achievers. They provide supportive guidance to initiate and mobilize parents/ community to play the significant role in order to ensure the quality of students` academic achievement. They set annual targets for teachers, students, NGOs at school level in accordance with the identified problems and the priorities of students` academic achievement.

# **CHAPTER THREE**

## **RESEARCH METHODOLOGY AND DESIGN**

### **3. Research Design and Methodology**

#### **Research method**

This chapter deals with the research design, sources of data, sample and sampling techniques, instruments of data collection and methods of data analysis.

#### **3.1 Research Design and Method**

The study uses descriptive survey research method. It is designed to use the quantitative method with the objective of measuring variables and producing figures, which will allow judgments about the status of the variable in question based on the data collected through structured interview. The purpose of the descriptive research design is for description of the state of affair as it exists at present (Kothari, 2003:89). The purpose of this study will be to examine the extent to which parents play active role in students' academic achievement. In support of the above idea, Best and Kahn (2002:107), state that descriptive survey method is used to collect data from a relatively large sample for the purpose of describing the nature of existing conditions or determining the relationship that exist between specific events. Thus, the use of descriptive method is found appropriate.

#### **3.2. Sources of Data**

In conducting this research, data will be obtained from primary sources the primary sources of data for this study will be collected from human subjects such as parents, students, educational leaders, teachers and school principals and through interview with parent Teachers association heads, cluster resource center and Supervisors.

### **3.3 Population and sampling technique**

The target population of this research will be comprised of the primary schools, students, parents, teachers, Educational leaders, council of students. CRC supervisors and parent teachers' association heads from UragaWoreda, of Guji zone. To achieve the objectives of the study and fair representation, the researcher will select samples by using simple random sampling techniques. In order to have a fair representation of the various stakeholders and to minimize bias among parents, teachers, students, school directors. The researcher will select based on simple random sampling techniques. Since the number of primary schools are relatively large for the study one primary school Catholic Tabe HaroWato will be selected by using sample random sampling techniques.

After selecting sample schools, educational leaders, parents, PTA committees', students, teachers and council of students will be identified. Accordingly; these one selected school are staffed by 8 teaching staff and 7 Parents teacher association member. Out of 8 teachers will be selected by using purposive sampling techniques. The 1 school principal, 1 cluster resource center supervisors, 1 council of students, 1 Parent teacher association head of the sample school will be included in the study using purposive sampling with the assumptions that relevant information will be obtained from them, and selects 7<sup>th</sup> and 8<sup>th</sup> grade by using purposeful sampling technique from each school. Questionnaire will be administering to random sample of 45 students in population define and 7<sup>th</sup> and 8<sup>th</sup> grades in school. Population will included a total of 7<sup>th</sup> grade and 8<sup>th</sup> grade in two class rooms within an average of 10 students in each class room. According to Kothar (2003:90), purposive sampling is applied where the researcher intends to pick subjects that satisfy a given criterion. In simple random sampling each unit of the population has an equal chance of being chance.

### **3.4. Instruments and procedure of data collection.**

Gathering necessary data for the study will be done by using questions, and interview methods.

#### **3.4.1. Questionnaire**

Questionnaire is widely used in education research to obtain information about a certain conditions and practices and inquire in to opinions and attitudes of individuals or group (Best, 2004). Questionnaire is used commonly to gather data for descriptive survey (James et al, 1997). The major instrument of the data collection in the study. Equal number and the same type of questionnaires will be presented to parents, students, PTA, educational leaders, teaching staff and Council of students, which will be prepared in English and translated to Afan Oromo to make it easily understandable for all the respondents. The questionnaires will be prepared close ended items and open ended questions items to get additional information from respondents.

#### **3.4.2. Interview**

The interview permits greater depth of response which is not possible through any other means (James et al, 1997). Thus, the purpose of the interview is to collect more supplementary opinion, so as to stabilize the questionnaire response. The interview will be conducted with, Parent teacher association heads and Cluster resource center supervisor' coordinator. Semi- structured items will be prepared to collect information from the interviewee opinion about the status of parent's role in students' academic achievement. The reason behind the semi-structured interview items are the advantages of flexibility in which new questions can be forwarded during the interview based on the responses of the interviewee (James et al, 1997). The process of interview will be conducted in Afan Oromo language and then transcribed in to English language. The parent teacher association head and cluster resource center supervisor coordinators will be selected for interview because, they are small in number and their position is important to mobilize parents in students' academic achievement.



### **3.5. Method of data analysis**

The researcher used both quantitative and qualitative approach of data analysis and presentation. Accordingly, the data gathering through structured questionnaire were processed (edited, stored, classified and arranged.) by using tabulation form. Then the extracted information presented by using percentage and interpreted in statements of words. The data obtained through scheduled interview will be present in themes and described qualitatively. The researcher employed these methods believing that they are very simple and most understandable statistical methods of data analysis and presentation

## CHAPTER FOUR

### **4. Presentation, Interpretation and Analysis**

This chapter deals with the interpretation and analysis of data obtained through questionnaire and interview. The major finding obtained through the mentioned tools were analyzed and interpreted.

#### **4.1 Back ground of the respondents**

The respondents were teachers, students, PTA'S, principal and vice principal of the schools. The school which was selected to conduct the research was those which were found in Guji Zone Uraga woreda wato Catholic primary schools. There were 8 teachers selected from the schools. There were 45 students selected from the schools. There were 7 PTA selected from school. The one school principal, one cluster resource centres Supervisors, one council of students. Totally from populations 63 respondents were selected to respond. For teachers and student questionnaires were distributed and all respondents were responded .For PTA and principal's interviews were prepared. All of them respond as it was planed. Finally document analysis was analyzed to know (identify) the problems. The profile of sample respondents, including their age and sex, respective area of the residence that is, urban and rural as follows:

**Table 1: Distribution of sex, student grade level, teachers' level of education and teachers current position in the school**

No	Item	Respondents				
			Students	%	Teachers	%
1)	Sex	M	30	67	6	75
		F	15	33	2	25
	Total		45	100%	8	100
2)	Students Grade Level	Grade 7 <sup>th</sup>	25	56	-	-
		Grade 8 <sup>th</sup>	20	44	-	-
	Total		45	100%	-	-
3)	Teachers level of Education	Certificate			1	13
		Diploma			7	87
		Degree			-	-
		Master			-	-
		Other			-	-
	Total				8	100%
4)	Current Position of Teachers	Director			1	12.5
		Unit leader			1	12.5
		Department head			-	-
		Only teacher			6	75
	Total				8	100%

As we can see from the above table regarding sex the majority of the students are male, 30(67%) and the rest, 15((33%) are Female students. From this we can understand that the numbers of female students are lower in this school. On the other hand, 6(75%) of the teachers are men and the rest, 2 (25%) are females. This clearly indicates that there is low participation of female's teacher's participation in the school. Regarding grade level of students, 56% of the Students are

grade 7<sup>th</sup> students and the rest 44% are grade 8<sup>th</sup> students. This implies that as students become higher in grades number of students becomes lower.

Item 3 of the above table1, presented as supportive function to confirm teacher’s educational background of, in this regard, (13%) of the teacher are certificate, (87%) of the teachers are Diploma holders. This clearly indicated that many of the teacher’s educational back ground are Diploma. Item 4 of the above table, also presented as supportive function to confirm teachers position in the school, in this regard, (12.5%) of the teachers are director (12.5%) are unit leader and the rest of (75%) are only teachers.

**Table 2: Student’s Family Related**

No	Items	Alternatives	Respondents	Percentage (%)
5)	With whom do you live at home?	Both parents	45	100%
		One of the parents	-	
		Close relatives	-	
		Other	-	
		Total	45	
6)	Parents Educational status	Illiterate	30	67%
		Literate	15	33%
		Diploma	-	
		Degree	-	
		Other	-	
		Total	45	100%

As it can observe from table above item3, 100% of respondents have said that they are living with their father and mother. It is clear that the student does not have any problem arise from family separation. Item 5 of the above table2, presented as supportive function to confirm family educational background of the respondents. In this regard, 67% of the student’s parent is illiterate, & the rest of (33%) are literate. We can understand that most of the parents are illiterate. This clearly indicates that many of the student’s families have no educational background which in turn highly affects their participation in school related issues & student’s academic achievement.

## 4.2 Analysis of the Students & Teachers' Response

**Table 3: The factors affecting parent participation in student's academic achievement**

No	Item	Alternative	Respondents			
			Teachers	Percentage	Students	Percentage
7)	Do you think that there are factors that affect parent participation in student's academic achievement?	a. Yes	6	75%	35	78%
		b. No	2	25%	10	22%
		Total	8	100%	45	100%

As it can be observed from the above table 3, 75% of the teachers said that there are factors that affect the parent participation in student's academic achievement, & the rest (25%) of respondents said that there are no factors that affect the parent participation in student's academic achievement. For the question asked they reason out the factors that affect the parent participation in the student's academic achievement the teachers elaborated that it is due to parent lack of the awareness.

As it can be observed from table above, almost all of the students (78%) of the students said that there are factors that affect their parent participation in their academic achievement and the rest (22%) of respondents said that there are no factors that affect their parent participation their academic achievement. For the same question asked them they reason out that there are factors such as not having full information about education, want their children to devote their full time on agricultural activities and misconception about unemployment of those other student who complete their education and become jobless.

**Table 4: Shows the extent to which the listed factors affect student’s academic achievement**

No	Item	Alternatives	Respondents			
			Teachers	Percentage	Students	Percentage
8)	1. Family level of income	Highly	-	-	-	-
		Partially	1	12	-	-
		Some what	2	25	10	22
		Does not affect	5	63	35	78
		Total	8	100	45	100
	2. Family level of education	Highly	6	75	35	78
		Partially	2	25	10	22
		Some what	-	-	-	-
		Does not affect	-	-	-	-
		Total	8	100	45	100
	3. Family level of participation in school activities	Highly	5	63	28	62
		Partially	3	37	10	22
		Some what	-	-	5	11
Does not affect		-	-	2	5	
Total		8	100	45	100	
4. Family level of communication between family and school	Highly	1	12.5	8	18	
	Partially	1	12.5	7	15.5	
	Some what	2	25	7	15.5	
	Does not affect	4	50	23	51	
	Total	8	100	45	100	

As we can observe from table 4, (63%), of teachers are responded that family level of income does not affect the students’ academic achievement. (25%), said that family level of income

somehow affects the students' academic achievement and rest (12%) partially affect family level of income the students' academic achievement. With the same table the students ((78%), teachers responded that family level of education highly affects the students' academic achievement while (22%), it partially affects their academic achievement.

For the question about the family level of participation in school activities they responded that it is partially affect (37%), and highly affect (63%), affect the academic achievement of students and for the last question about communication between family and school they said that (50%),the communication between family and school does not affect the students' academic achievement,(12.5%),responded that it partially affect ,While (15.5%), said that it highly affects and (25%) of teachers said that some how it affects.

Regarding to student's response, (78 %), of students responded that family level of income does not affect the students' academic achievement and the rest (22 %), said that family level of income somehow affects the students' academic achievement. with the same table the students (78 %), responded that family level of education affects their academic achievement. while (22%), it partially affects their academic achievement ,for the question about family level of participation in school activities they responded that it does not affect (5 %),highly affects (62 %), partially affects ( 22%),and somewhat affect(11%),their academic achievement and for the last question about communication between family and they said that(51 %), the communication between family level of between family and school does not affect their academic achievement (15.5%) responded that it partially affects, while (18%) said that it highly affects and (15.5%) of students said it somehow affect.

**Table 5: Shows Whether the Parent Involvement in Their Students Academic Achievement is good or not?**

No	Item	Alternatives	Respondents			
			Teachers	Percentage	Students	%
9)	How do you evaluate your parent involvement in your academic achievement?	V. poor	4	50	-	-
		Poor Good	2	25	12	27
		V. good	2	25	25	56
		-	-	8	17	
		<b>Total</b>	<b>8</b>	<b>100</b>	<b>45</b>	<b>100</b>



**Table 6: Showing ways of parent’s participation in their children academic achievement**

No	Item	Alternative	Respondents			
			Teachers	Percentage	Students	Percentage
	1. Provide, support & encouraging in student’s reading habits	Strongly agree	2	25	8	17
		Agree	4	50	25	56
		Some how	2	25	12	27
		Disagree	-	-	-	-
		Not at all	-	-	-	-
		Total	8	100	45	100
	2. They are making books available to them	Strongly agree	3	37.5	24	53
		Agree	1	12.5	6	13
		Somehow Disagree	3	37.5	5	1
		Not at all	-	-	7	16
			1	12.5	3	7
		Total	8	100	45	100
	3. They take them trips & other areas for performance	Strongly agree	2	25	7	16
		Agree	3	37.5	24	53
		Some how	1	12.5	3	7
		Disagree	2	25	6	13
		Not at all	-	-	5	11
		Total	8	100	45	100
	4. They watch & provide stimulating experience to their academic achievement	Strongly agree	1	12.5	24	53
		Agree	2	25	6	13
		Some how	3	37.5	3	7
		Disagree	2	25	7	16
		Not at all	-	-	5	11
		Total	8	100	45	100

As we can observe from table 6 item 1, (50%) of the teachers agree that family encouragement in student reading habits affect the students' academic achievement, (25%) strongly agree, (25%), somewhat affect family encouragement in the student reading habits affect the students' academic achievement. Within the same table, (37.5%), of teachers responded that their family somehow makes books for them. (12.5%), responded agree and, (37.5%), respondents strongly agree as they make books for them and the rest (12.5%), said they do not make at all.

With regarded to students provide stimulating experience to their academic achievement (12.5%),of teachers responded strongly agree,(25%),responded agree and (37.5%), disagree and the rest (25%),said not at all .with regarded to students provide support and encouraging students reading habits (17%),of students said that strongly agree,(56%),agree and (27%),somehow agree (53%),of students said that make available book strongly agree (13%),agree,(11%),somehow agree (16%),said disagree and (7%)<not at all. With regarded to mined refreshment (25%), strongly agree that the family take them trips &refreshment area. (37.5%), of respondents agree that they take trips and refreshment areas, and the rest (12.5%), they take them somehow. and for the last question about sharing experience (12.5%), of teachers responded strongly agree and (25%), of teachers responded disagree that the family share experience & (37.5%), somehow agree and (25%), agree.

Regarding to student's response (56%), of students agree that family encouragement in the student reading habits affect the students' academic achievement. (17%), strongly agree family encouragement in the students reading habits affect the students' academic achievements and the rest (27%), said it somehow affects the students' academic achievements. Within the same table, (53), strongly agree (13%), of students responded that their family make books for them, the same number of students or (16%), responded as agree and disagree with this idea, (7) not at all and the rest (11%), responded as somehow they make too for them.

With regarded to students refresh mined (16%), respondents said that strongly agree that their family take them trips and refreshment area the same number of respondents agree (53%) strongly agree, (13), disagree (11), said they do not take at all and (7%)somehow take them trips

and refreshment areas & the last question about sharing experience (53%), of the students said that strongly agree. (13), agree (7) somehow (16) disagree and (11) not at all.

**Table 7: Showing ways of parents' activities in their children academic achievement.**

No	Item	Alternatives	Respondents			
			Teachers	%	Students	%
10)	1. Monitor out of school activities	Always	2	25	8	17
		Some times	2	25	25	56
		There is not at all	4	50	12	27
		Total	8	100	45	100
	2. Encourage child development/ progress on school	Always	3	37.5	15	33
		Some times	3	37.5	24	53
		There is not at all	2	25	6	14
		Total	8	100	45	100
	3. Express high but reality expectation for achievement	Always	-	-	15	33
		Some times	4	50	24	53
		There is not at all	4	50	6	14
		Total	8	100	45	100
	4. Model the value of learning, self discipline and hard work	Always	4	50	14	31
		Some times	2	25	25	56
		There is not at all	2	25	6	13
		Total	8	100	45	100
	5. Provide time and quite place to study	Always	4	50	26	58
		Some times	3	37.5	11	24
		There is not at all	1	12.5	8	18
		Total	8	100%	45	100%
	6. Encourage reading, writing, and discussion among family members	Always	1	12.5	8	18
		Some times	4	50	26	58
		There is not at all	3	37.5	11	24
		Total	8	100%	45	100%

As we can see from table 7 item11, (50%), of the teachers responded that their family does not monitor outdoor activities of their children, (25%), of them said that the family sometimes monitors their children's outdoor activities and rest (25%) said the family always monitors their outdoor activities. Within the same table, (37.5%) of teachers responded that the family sometimes encourage the progress the children in school, (37.5%), of responded as they always encourage their progress in school and the rest (25%), responded as they do not encourage them in their school progress.

With regard to family expectation from student's academic achievement, (50%), of the respondents sometimes they express their expectation and the rest (50%) said they do not express their feeling at all. For the question asked about children self discipline and hard work, (50%), of the respondents said that parents always make them learn self discipline and habit of hard work, while (25%) of the respondents sometimes make them learn and the rest (25%) said that they do not let them at all. On the other hand, (50%) of the respondents said that family always provide the time to study for the students, (12.5%) of the teachers said that the family do not provide the time, while the rest (37.5%) said they some provide them time and for the last question about encouraging of children to read, writing and discussion among members of families (50%) of the teachers responded that the family sometimes encourages them to do, (12.5%) of the respondents said that the family always encourage them and again the (37.5) said they do not encourage them at all.

As it can be observed, (56%) of students responded that their family sometimes monitor their outdoor activities. (27%) of students said that their family do not monitor their outdoor activities at all and the rest (17%) said their family always monitor their outdoor activities. Within the same table,(33% )of students responded that their family encourage their progress in school, the same number of students (53%)responded as they sometimes encourage their progress in school and the rest (14%)responded as they do not encourage them in their school progress; with regard to family expectations from students academic achievement,(53%) of the respondents sometimes they express their expectation,(33%)of them said that they always express their expectations and the rest (14%)do not express their feeling at all.

For the questions asked about children self discipline and hard work. (56%) of the respondents said that their parents sometimes make them learn self discipline and habit of hard work, while

(31%) of the respondents always make them learn and the rest (13%) said that they do not let them at all. On the other hand, (58%) of the respondents said that their family always provide the time to study, (24%) of the students said that their family sometimes provide the time while the rest (18%) said they do not provide them time at all. And for the last question about encouraging of children to reading, writing the discussion among members of families (58%) of the students responded that their family sometimes encourages them to do (18%) of the students said that their family always encourages them and again (24%) said they do not encourage them at all.

**Table 8: -Showing the school PTA and administrator role in student academic achievement**

No	Item	Alternatives	Respondents			
			Teachers	Percentage	Students	Percentage (%)
1	Encouraging and supporting communication between families, teachers another staff	Always	2	25	12	27
		Sometimes	1	12.5	25	56
		There is no at all	5	62.5	8	17
	Total		8	100%	45	100%
2	Foster the relation between parents, Teacher and school	Always	5	62.5	24	53
		Sometimes	2	25	15	33
		There is no at all	1	12.5	6	14
	Total		8	100%	45	100
3	Building sense of community at our school newsletters, and school events raising funds.	Always	3	37.5	24	53
		Sometimes	4	50	15	33
		There is no at all	1	12.5	6	14
	Total		8	100%	45	100%
4	Raising funds through school events and promotions to supplement those received from donation and MOE	Always	6	75	25	56
		Sometimes	2	25	20	44
		There is no at all	-	-	-	-
	Total		8	100%	45	100%
5	Encourage all aspects of parent involvement	Always	6	75	23	51
		Sometimes	2	25	22	49
		There is no at all	-	-	-	-
	Total		8	100%	45	100%
6	Provide an ear to the school community	Always	3	37.5	10	23
		Sometimes	4	50	23	51
		There is no at all	1	12.5	12	26
	Total		8	100%	45	100%

As it can be observed from table 8 item 1(62.5%) of the teachers responded that the PTA do not encourage the communication between family and school management teacher and other staff, (25%) of teachers said that the PTA always encourage and the rest (12.5%) said they sometimes encourages it. For the other question asked from table 8 item 2 (62.5%) of teachers responded that the PTA encourage the relationship between family and school,(25%) of the respondents as they sometimes encourage and the rest 12.5% responded as they do not encourage at all, item 3 with regard to building a sense of community at school, news letter and school events raising funds,(50%)of the respondents said that the PTA sometimes build a sense of community,(37.5%)of them said that they always do it and the rest (12.5%) said that they do not at all.

Item 4 for the question asked about PTA raising funds, 75% of the respondents said that they always raise funds and 25% of the respondents said they sometimes raise the fund through school events. Item 5 On the other hand,75% of the respondents said that the PTA always encourage all aspects of parent involvement, while the rest 25% said they sometimes encourage all aspects of parent involvement. Item 6 at the end students were asked about PTA attention to school community, accordingly, 50% of the respondents said that they sometimes give ear to community, while 37.5% the students said they always give attention and again 12.5% of teachers said they do not give ear at all.

Again in the above table 56% of the students responded that the PTA sometimes encourage the communication between family and school management teacher and other staff, (27%)of the students said that the PTA always encourage and the rest (17%) said they do not encourage. For the next question asked,(53%)of students responded that the PTA encourage the relationship between family and school.(33%)of the respondents as they sometimes encourage and the rest (14%)responded as they do not responded at all, with regard to building a sense of community at the school, news letter and school events raising funds,(53%)of the respondents said that the PTA sometimes build a sense of community,(27%)of them said that they always do it and the rest (14%)said that they do not at all for the questions asked about PTA raising funds, (56%) of the students said that they always raise fund and (14%) of the respondents said they sometimes raise the fund through school events.

On the other hand, (51%) of the respondents said they always encourage all aspects of parent involvement, (49%) of the respondents said they sometimes encourage all aspects of parent involvement. At the end students were asked about PTA attention to school community, accordingly, 51% of the respondents said that they sometimes give ear to community, while (26%) the students said they always give attention and again (23%) said they do not give “ear” at all.

### **4.3. Analysis of PTA and School Administrator interview**

The researcher of this study interviewed PTA members, school administrator and parents in area of the student’s academic achievement is to know factors that affect student’s academic achievement and how to overcome the problem and improve parent involvement in school. The interviews were presented to identify the role of parent involvement in the student’s academic achievement. The PTA was asked to explain their feeling about the role of parent involvement in their children academic achievement. They express their idea openly through interview and responses are summarized briefly as follows:

Regarding factors affecting the parent involvement in the student’s academic achievement, they give their response that most of the parents do not have awareness about the importance of their involvement in the student’s academic activities. Concerning the question about the evaluation of the parent involvement in the students’ academic achievement they explained that most of the parents do not follow their children academic activities, they frankly said that they do not want to participate even when they are called up on schools meeting and events. However, as they elaborated parents can involved in the academic achievement of their children in many ways. For example, through attending school meeting, coming school for special ceremonies, building additional classes, facilitating school environment for students and the like.

In addition to this PTA member explained that they can play great role in bringing good parent involvement in the school activity to assure the students’ academic achievement accordingly the PTA members said that they monthly prepare meeting which involves parents in the school activities. A few of PTA members added that some parents desperate with their student’s education that by observing some students who are in the area without job after completing their



education. In addition to the PTA members the researcher to provide the same question for the school principals, to assure the relevance of data obtained from different respondents.

Regard to the question about the factors affecting the parent participation in student's academic achievement the same response is obtained. The school director responded that many of the parents do not have awareness regarding their participation in their student's academic achievement. However, the school principal also indicated that parents can involves in both school activities in students learning process by influencing the school to full fill teaching aids and creating conductive environment for their students. As the word of director the parents can build additional class with collaboration with school, purchasing additional books, tables and other teaching aids.

They can also hire additional teachers if the school calls for them in the time of teacher's shortage in schools. On the other hand, the researcher takes the previous scores that lower achievers registered for a test and quiz from both classes Grade 7 and 8 sections "A" respectively to see the factual concept the dates analyzed on the above. When the researcher does this, he considers that the data help him as a base line where they were before and to see what differences are come after the action will be taken:

**Table: 9. the score of test and quiz Students of Grade 7 sections “A” lower Achievers registered in the school.**

No	Subject	The student's roll no	The scores registered for a test given on Oct. 8/2008 out of 10%	The scores registered for a quiz given on Oct.23/2008 Out of 5%
1	Mathematics	13	3	1
		18	0	2
		19	1	0
		21	4	0
		25	0	1.5
		26	2	1
		29	2	2
		32	3	2
		37	3	0
		44	3	1.5
		49	4	2
		50	1	1
		51	1	1
		52	4	2
		55	2	2
58	3	0		

**Table: 10 the score of lower achiever students of grade 8 section “A”**

**Previously registered for a test and quiz in the school.**

No	Subject	The student's roll no	The scores registered for a test given on Oct. 8/2008 out of 10%	The scores registered for a quiz given on Oct.23/2008 Out of 5%
1	Mathematics	2	2	1
		7	44	1
		8	3	2
		10	1	1
		14	0	1
		16	3	0
		23	2	2
		25	3	2
		28	1	2
		30	4	1

The above tables 1 and 2 contains the data that lower achievers of Grade 7 section “A” and Grade 8 section “A” scored for the test and quiz before the researcher inform the concerned body about the advantage and effect that parent’s follow up has on the students’ result. The researchers purposely do this to have a baseline and to see what will come after informing the concerned body about the aspect mentioned. Here after, what the researcher exactly thinks of in his first step is about the things to be applied that can bring the needed changes.

In his first step he decides logically to apply the action on grade 8 section A and grade 7 section A be controlled. This is because students of grade 8 have no chance of reputation if they once lost their passing mark in their ministry examination. So that, if this fact clearly be told to parents, they seriously and sensitively follow up their students. Secondly, he informs the advantage and effect follow up has on students’ result for all the concerned body: parents, teachers, directors, Supervisor and school committee and begin to see the changes will come day

after day. Lastly, the researcher takes the test and quiz results registered after 2 months and compare the former results with later.

**Table: 11 the score of lower achiever students of grade 7 section “A”**

**Registered after two months**

No	Subject	The student's roll no	The scores registered for a test given on Oct. 8/2008 out of 10%	The scores registered for a quiz given on Oct.23/2008 Out of 5%
1	Mathematics	13	4	2
		18	4	2.5
		19	5	1
		21	3	2
		25	4	1
		26	3	2
		29	3	1
		32	4	2
		37	5	2.5
		44	6	2
		49	4	3
		50	5	2
		51	3	3
		52	4	3
		55	3	2
58	5	1		

**Table: 12 the score of lower achiever students of grade 8 section “A” Registered after two months**

No	Subject	The student's roll no	The scores registered for a test given on Oct. 8/2008 out of 10%	The scores registered for a quiz given on Oct.23/2008 Out of 5%
1	Mathematics	2	7	5
		7	6	4
		8	6	4
		10	8	3
		14	7	4
		16	7	3
		23	6	3
		25	8	4
		28	9	3
		30	8	4

As to be seen the scores registered in the later tables of 1 and 2, the score of each lower achievers of grade 8 section “A” has a positive change when compared with the former result of its own and the former and later score of grade 7 section “A”. This is exactly telling us that if all the concerned body give attention and make a continuous follow up for students in different aspects, a valuable mental and psychological makeup can be built besides enhancing their result.

# **CHAPTER FIVE**

## **5. CONCLUSIONS AND RECOMANDATIONS**

In this study, the main objective the researcher is to assess the role of parent's involvement in the academic involvement of their children. The researcher tried to collect all relevant data to answer the basic question such as "Do you think that there are factors that affect parent participation in student's academic achievement "and the like that address the area of parent involvement in school learning and teaching process. To gather all necessary data, the researcher employed appropriate method and data gathering tools such as questionnaires and interview. Out of the questionnaires distributed to teachers only two teachers did not return back almost all students returned on time. To overcome this omission, the writer of this paper tried to cross –check the questions with the interview made with PTA members and school administrators. Finally, the researcher made analysis of data by using both quantitative and qualitative means and presented in the way it is more understandable. Then the conclusion and recommendation is drawn from the study.

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

The researcher tried to drawn major finding based the data gathered and analyzed in this study. The following are the findings:- Many parents of the students do not have full information about education and want their children to devote their full time on agricultural activities; The interview would conducted with, Parent teacher association heads and Cluster resource center supervisor' coordinator. Regarding role of the parent involvement in the student's academic achievement, they give their response that most of the parents do not have awareness about the importance of their involvement in the student's academic activities.

Concerning the question about the evaluation of the parent involvement in the students' academic achievement they explained that most of the parents do not follow their children academic activities, they frankly said that they do not want to participate even when they are called up on schools meeting and events. Semi- structured items would prepared to collect information from the interviewee opinion about the status of parent's role in students' academic achievement. According to student's response the parent of students' participation in school

activities is evaluated as it is very low. In the study, it is revealed that family level of education highly affects their participation in school activities; some parents do not give attention for students. Both teachers and students gave their response that family reading habits affect the student's academic achievement. Based on the interview made with school administrator, it is revealed that parent do not have any awareness about their participation in school activities.

## **5.2. Conclusions**

The researcher tried to draw the following conclusion based on the data processed and analyzed. Majority of the teachers and students said that basic account for the parent involvement student's academic achievement are categorized as institutional monitoring outdoor activities of their children, providing them necessary materials, give them sufficient student time, encourage reading, writing, and discussion among family members and involves in all aspects of the school. Majority of the teachers said that lack of awareness on the side of parent is the biggest problem why the parents do not involve in student's academic achievement.

Almost all of the students, teachers, PTA members and school administrator said that parent and school collaboration is necessary for successful parent involvement in school activities. But sufficient communication is basic for initiating parent's involvement in the student's academic achievement. Most of the students and teachers said that bringing attitudinal changes on parents, teachers, and school community and school stake holders play a great role to improve the involvement of parents in student's academic achievement.

## **5.3. Recommendations**

In order to facilitate parent's involvement in the student's academic achievement the following recommendations could be worthy of consideration. It is important that the school principals as well as other school communities should create favorable condition for parent involvement in school by arranging effective channel of communication, conference with parent at least once a year parent education and other courses of training, family support program and others. Active involvement of parents should be encouraged therefore concerned authorities beginning from the low to the top of the school level need to understand the Importance of parent involvement in

students' academic achievement. The forms of involvement could be materials, moral and financial.

In order to create awareness about parent involvement parent educational trainings, seminars and family support programs should be arranged and given to parents

1. Different mechanisms should be employed by school administrator, PTA and other school communities to parent involvement in school.
2. In some circumstance teachers may experience to communicate
3. With students' families. So, they may be over burdened by teaching and routine works. Therefore, some mechanism should be devised to support teachers in communicating to student's parent.
4. Attention should be given by PTA members to strength the relationship between parent, teacher and other school communities.
5. Parents should increase their participation through attending school meeting, coming school for special ceremonies, building additional classes, facilitating school environment and the like.
6. Parent should also influence the school to fulfill teaching aids and creating conducive environment for students.
7. If it is necessary parent also have to purchase additional books, tables and other teaching aids.
- 8 They should also hire additional teachers if school calls for them in the time of teacher's Shortage in the school.



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**APPENDIX -A**  
**JIMMAA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT (EDPM)**

**Questionnaire to be filled by Teachers**

**Dear Respondents,**

This questionnaire is prepared to assess the “The Role of parent in academic Achievement of Students”. You are kindly requested to response to the following questions honestly. All information you provide will be kept with strict confidence and will not be used for other purpose except for this research work. Please do not write your name.

Thank you in advance for your cooperation!

**Part I: General Information and Personal Data**

1. Indicate your response either by using a tick mark (✓) in the box provided or by giving short answers on the space provided.  
➤ Sex: Male  Female
2. Current position of teachers: Director  Unit leader   
Department head  Only Teacher
3. Level of Education: Certificate(TTI) Diploma  
First Degree Second Degree  
Other Specify\_\_\_\_\_

**Part II: Questions on the Involvement.**

4. Do you think that there are factors that affect parent participation in student’s academic achievement? Yes No

If your answer is “Yes” for the question number ‘4’ please, write down those factors

That affects parent participation in student’s academic achievement

5. To what extent the following factors affect students' academic achievement?

Please, mark them with the (✓) related with your perception.

No	Item	Highly affects	Partially affects	Somewhat affects	Does not affects
1	Family level of income				
2	Family level of education				
3	Family level of participation school activities				
4	Communication between family and school				

7. How do you evaluate your parent involvement in your academic achievement?

A. V... poor      B. Poor      C. Good      D. V. good

8. If your answer for question number '7', poor what is the reason in your opinion.

9. Put the (✓) in the column related the rating scale regarded to the extent what the following parent support affect student academic achievement.

No	Items	Highly affects	Partially affects	Somewhat affects	Does not affects
1	Being model, and providing support in their reading habits				
2	Making books available to them (students)				
3	Take them trips and recreational areas				
4	Watching and providing simulating experiences to their academic achievement				

10. How do you think parent can involve in student academic activities? Please put the (X) in the column related with the rating scale based on your perception.

4= highly agree    3=agree    2= disagree    1=highly disagree.

No	Item	1	2	3	4
1	Monitor out of school activities				
2	Encourage child development/progress in school				
3	Express high but realistic expectation for achievement				
4	Model the value of learning self discipline and hard work				
5	Provide time and quiet place to study				
6	Encourage reading writing and discussion among family members				

**11.put in (X)mark in the column related with the rating scale based on your school PTA and school administrator role in the students' academic achievement.**

3=always      2= somehow      1= there no

No	Item	1	2	3
1	Encourage and supporting communication between families, teachers, management another staff			
2	Foster the relationship between parents, teachers, and school			
3	Building sense of community at our school, newsletters and school events raising funds			
4	Rising funds through school events and promotion to supplement those received from donation and MEO			
5	Encourage all aspects of involvement			
6	Provide an 'ear ' to the school community			

12. please write some mechanisms to increase the involvement of parents to increase studentsacademicachievement. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## APPENDEX B

### JIMMA UNIVERSITY

#### COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE

#### DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT (EDPM)

#### Questionnaire to be filled by students

#### Dear students.

This questionnaire is prepared to assess the ‘’ role of parent in academic achievement of students ‘’you are kindly requested to response to the following question honestly. All information you provide will be kept with strict confidence and will not be used for other purpose except for this research work. Please do not write your name. Thank you in advance for your cooperation!

#### Part I: General Information and personal Data.

1. Indicate your response either by using tick mark (✓ ) in the box provided or by giving short answers on the space provided.

1. Sex: Male  Female

2. Students grade level:

3. With whom do you live at home? Both parents  one of parents  close relatives   
others

4. Parent educational status: Illiterate  Literate  Diploma  Degree  others

#### Part II: Question on parent involvement.

5. Do you think that there are factors that affect parent participation in student’s academic achievements? Yes  No

6. If your answer is ‘yes’ for question number 5’ Please, write down those factors affect parent participation in students academic achievement,

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7. To what extent the following factors affect student's academic achievement?

Please, mark them with the ( ✓ ) related with your perception.

No	Item	Highly affect	Partially affect	Some what affect	Does not affect
1	Family level of income				
2	Family level of education				
3	Family level of participation in school activities				
4	Communication between family and school				

**8. How do you evaluate your parent involvement in your academic achievement?**

**A Very poor**  **B. Poor**  **C. Good**  **D. Very good**

**9. If you answer for question number '7' is poor, what is the reason in your opinion?**

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**10. Put the ( ✓ ) in the column related the rating scale regard to the extent what the following**

Parent support affects student's academic achievement.

No	Item	Highly affect	Partially affect	Somewhat affect	Does not affect
1	Being model, and providing support in their reading habits				
2	Making books available to them (students)				
3	Take them trips and recreational areas				
4	Watching and providing simulation experience to their academic achievement.				

11. How do you think parent can involve in student academic achievement? Please put their (X) in the column related with the rating scale based on your perception.

4=highly agree 3= agree 2= disagree 1= highly disagree

No	Item	1	2	3	4
1.	monitor out of school activities				
2	Encourage child development /progress in school				
3	Express high but realistic expectation for achievement				
4	Mode the value of learning, self discipline and hard work				
5	Provide time and quite place to study				
6	Encourage reading, writing, and discussion among family members				

12. Put an (X) mark in the column related with the rating scale based on your school PTA and school administrators' role in students' academic achievement.

3= always 2= some times 1= there is no

No	Item	1	2	3
1.	Encourage and supporting communication between families, management and another staff			
2	Foster the relationship between parents, teachers and school			
3	Building a sense of community at our school, news latter and school events raising funds			
4	Raising funds, through school events and promotions to supplement those received from donation and MOE			
5	Encourage all aspects of parent involvement			
6	Proved an 'ear' to the school community			

13. Please write some mechanisms to increase the involvement of parents in students' academic achievement. \_\_\_\_\_

\_\_\_\_\_

## **APPENDEX C**

**JIMMA UNIVERSITY**

**COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT (EDPM)**

### **Interview for PTA committee Members**

This interview prepared to assess the ‘role of parent involvement in academic achievement of students’’. You are kindly requested to response to the following questions honestly. All information you provide will be kept with strict confidence and will not be used for other purpose except for this research work.

1. Do you think that there are factors that affect parent participation in students’ academic achievement?
2. How can you evaluate parent involvement in student’s academic achievement in your school?
3. In which areas do you think parent can involve the student’s academic achievement?
4. What do you think the role of PTA and school administrators bringing parent involvement in student’s academic achievement?
5. Please tell me some mechanisms that you think to increase the involvement of parents in student’s academic achievements?



## **APPENDEX D**

### **JIMMA UNIVERSITY**

#### **COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCE**

##### **DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT (EDPM)**

#### **Interview for school administrators**

This interview is prepared to assess “the role of parent involvement in academic achievement of students “. You are kindly requested to response to the following questions honestly. All information you provide will be kept with strict confidence and will not be used for other purpose except for the research work.

1. Do you think that there are factors that affect parent participation in students’ academic achievements?
2. How can you evaluate parent involvement in student’s academic achievement in your school?
3. In which areas do you think parent involvement in student’s academic achievement?
4. What do you think the role PTA and school administrators bringing parent involvement in student’s academic achievement?
5. Please tell me some mechanism that you think to increase the involvement of parents in student’s academic performance?