

ROLES OF PARENTAL INVOLVEMENT IN GOVERNMENT
SECONDARY SCHOOLS: THE CASE OF DAWRO ZONE TARCHA CITY
ADMINISTRATION

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**ROLE OF PARENTAL INVOLVEMENT IN TWO GOVERNMENT SECONDARY
SCHOOLS: THE CASE OF DAWRO ZONE TARCHA CITY ADMINISTRATION**

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The researcher hereby declares that the thesis on the title, “Roles of Parental involvement in selected two Government Secondary Schools of SNNPRS Dawro Zone Tarcha City Administration” is his original work and all sources that has been referred to and quoted by indicated and acknowledged with complete references.

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Abstract

The major objective of this study was to investigate the role of parental involvement in two government secondary schools of Dawuro Zone Tarcha City Administration. The study employed descriptive survey design that would be appropriate for this study to get new information, to generate clearer questions and to maximize reliability. The researcher used mixed method that it helps a researcher use more quantitative and few qualitative data. That means the data collection and analysis of quantitative followed by a collection and analysis of qualitative data. For this study, 110 teachers, 236 parents, 236 students 6 principals and 10 PSTA members were selected for the study. Totally, 598 respondents were participated in this study. A simple random sampling technique used for teachers, students, parents and principals and PTAS members were totally selected by purposively. The data were analyzed using descriptive statistics including; percentage, mean, standard deviation and used Statistical Package for Social Science (SPSS) version 20. The major results of the analysis revealed that the descriptive survey results found in this study that parental involvements' were significantly predicted students' academic achievements' were included: parental support and expectations, parent-school relationships, self-concept of students, parents-school communication, school related factors positively predicted students' academic achievements. Most of the 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. Especially, the majority of the respondents were agree on parents' low expectation about their children 'academic achievement, Parents did not go to school to request their children behavior, Parents did not ask teachers their children academic result, Parents did not often visit school to shape the misbehavior of their children, and poor parental-school interaction were the major findings of the study. The following recommendations are forwarded: Schools, teachers and other relevant stakeholders need to promote psychological constructs of parents in general mothers and fathers in particular to involve in their children's education by giving counseling service both at school and home by providing adequate training, ultimately to improve students' learning outcomes and the school principals' better actions to be taken to increase parental involvement in their children's learning consequently, the school better work cooperatively with Tarcha City Administration education office to promote parental involvement. It is recommended that further study with wider geographical area and including other variables should be undertaken so as to have a reliable result on the role of parental involvement on student's academic achievements.

List of Abbreviations and Acronyms

FDRE: Federal Democratic Republic of Ethiopia

MoE: Ministry of Education

PTSA: Parent-Teachers and Students' Association

UNESCO: United Nations Educational, Scientific and Cultural Organization

E.C: Ethiopian Calendar

ESDP: Education Sector Development Program

GEQIP: General Education Quality Improvement Program

NGO: Non -Governmental Organization

SIP: School Improvement program

MGIP: Middle Grade Improving Project

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

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 (Abdulkadir, 2018).

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 & 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 and 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) 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, at nearly all levels, are concerned about their children's for quality education and success and offer advice and help from schools on ways of helping their children for proper educational development (Symeou, 2003).

Parents' involvement in children's education can be seen as the act of engaging parents in instructional matters, predominantly in the home and also in the school. Abdulkadir (2018) as cited in Rockwell, Andre and Hawley (2008) opined that parental involvement is the practice of any activity that empowers parents and family to participate in the educational process at home, at school and/or in any other program settings. Generally, parent involvement in children's education includes several forms of participation in education and with the schools. Parents can support their children's schooling by attending school functions and responding to school obligations such as Parent– Teacher Association/Conferences. They can become more involved in helping their children improve their schoolwork by providing encouragement, arranging for appropriate study time and space, modeling desired behavior

(such as reading for pleasure), monitoring homework and actively tutoring their children at home (Fajoku, Aluede, & Ojugo, 2016).

Schools are institutions that are responsible for the formal education of children and youth. However, schools that early out this responsibility most effectively understand themselves and their students as part of a larger social system that includes families and communities. Research conducted for over a decade indicates that when schools, families, and communities work together as partners, students benefit. Partnerships between schools, families, and communities can create safer school environments, strengthen parenting skills, encourage community service, improve academic skills, and achieve other desired goals that benefit students at all ages and grade levels (Epstein, 1992; Rutherford, Anderson & Billig, 1997; Henderson & Berla, 1994).

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 (Claassen, 1995).

In a study conducted by Van Wyk in 1994 in a South African City ship (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, 1996). Mkwanzazi (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.

Education in Ethiopia has also the equivalent schema to sustaining Ethiopian development and it is through education that the country will be transformed into a knowledge-based society embracing new technology and using it to solve the problems of today and tomorrow (MoE, 2009).

Transitional government of Ethiopia prepared the education and training policy to improve the provision of education and improve the problems encountered in the system (MoE, 1994). The policy include involving the community in planning, decision making, financial and implementation, monitoring the work of the staff, and evaluating the work of school in the

decentralization policy. To promote community participation in the governance of schools, the ministry of education encourages all schools to have parent teacher association (PTAs) and school education board at all levels. According to MoE (2002) access to education can be improved by enhanced community participation in basic education.

In addition to these the Ethiopian government has started to implement the “General Education Quality Assurance Package” from 2006 onwards. The program includes “Active Parent and Community Participation” as the main element of the quality assurance and considers parents and community as the stakeholders of education system. Because of this, schools are showing interest to work with parents and community, and need active participation of them to increase students’ academic achievement and behavioral change Ministry of Education and Federal Democratic Republic of Ethiopia (FDRE, 2016). The program realized that parents are the children’s first and most important teachers. If children are to be successful in school, parents must participate actively in their children’s academic performance and behavioral lives. A lack of parental involvement impacts negatively on children’s behavior and academic performance. Parent’s participation in their children's schooling frequently enhances children's self-esteem, improves children's academic achievement, improves parent-child relationships, and helps parents develop positive attitudes towards school and a better understanding of the schooling process (MoE & FDRE, 2016).

Policy documents in Ethiopian context indicate that the education system is facing critical problems related to quality of education due to poor infrastructure and low participation level of parents as well as the broader community (MOE, 2008 & MoE, 2007). Experiences also shows that schools need proper parental support to make the students in the schools achieve to the maximum of their potential. In most public schools participation of parents seems be below the expected level and it is limited to sending of their children to school (MOE, 2007).

Therefore the problems were similar in Dawro Zone. Dawuro Zone is one of the Zones in SNNPRS. It has ten woredas and two city administrations. There were several problems confronting the socio-economic and cultural development of Dawuro Zone. From those several problems the role of parental involvement on students’ academic achievement in government secondary school is one and the focus of this study was to investigate the role of parental involvement in government secondary schools on their children’s academic achievement.

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 (Epstein, 1995). 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 secondary school indicates that Parents play a crucial role in both the home and school environments (Epstein, 1995). 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 secondary school students (Marjoribanks, 2005).

Moreover, El Nokali, Bachman and Vortruba-Drazl (2010) 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 varies 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).

The local researchers like, Tefferi Bellew (2007), Sinkinesh Befikadu (2013), Wakjira Girma (2017) and Zemene Fiseha (2018) have conducted a research on parents related factors affecting quality of education and their findings are stated below.

Tefferi (2007) on his research work, he mostly focused on the community participation in improving quality of education in Bole sub-city Addis Ababa and his findings indicate that, lack of the new forms of community participation which is an integral part of the education reform program such as community participation in school improvement program, low community participation in curriculum design, in supervision and monitoring of students attendance, and in the form of offering less motivation to teachers to improve their performance. Due to these, level of students' achievement is decreasing. He recommended that it is absolutely necessary to enhance school based management in which the local communities directly participate in the management of the school, so the most important action that must be taken to encourage community participation in the sub-city is to well come it. But he did not touch the parental roles on students' academic achievement both at home environment and at school.

Sinkinesh (2013) conducted a research on, an assessment of family related factors affecting educational performance in Addis Ababa. The major findings of her study are economic and family related factors and lack of continuous and coordinated adequate interventions in the city. The study indicated that more intervention is needed by the actors in education sector to improve the public school achievements in Addis Ababa. Therefore, her study recommends that to decrease the dropout rate the local and non-local actors should put their efforts together and start working in the public schools in the city. Her study focused only family related factors that affect students performance but this study will touch the parental roles on students' academic achievement both at home environment and at school level.

Wakjira (2017) on his research he focused on the experiences of parents 'involvement in the management of primary schools in Oromiya National Regional State. Mainly his findings focused that parents experience in school management in primary school. He recommends that to enhance quality education in primary school the government enable families to practically participate in their children's schooling in primary school management for quality education, is implemented, but this study will focus on both at home environment and school related parental factors that affect students' academic achievement.

Zemene (2018) he conducted research on parents' role in facilitating students learning in government secondary schools of Arada Sub-City Addis Ababa. In his research he mainly focused on the home environment factors of parents that is parental support of academic activities (encouraging, kindness, showing an interest in education, giving enough study time) do affect student academic achievement, but this study focuses on both at home environment and school related parental factors that affect students' academic achievement.

In spite of these, there was not properly studied and identified problems were found that to address the role of parents on students' academic achievement in the study area of Dawro Zone Tarcha City Administration government secondary schools.

In addition, when the researcher have seen government secondary schools, in Tarcha City Administration they are highly exposed to different factors specially lack of parents' involvement that affect the teaching learning process and students' academic achievement. These effects were not properly studied and identified by the concerned stakeholders in Tarcha City administration in government secondary Schools. In Tarcha City Administration, when the researcher was working being a school principal the last five years and participated at regional, zonal and city administration level in community mobilization program, document of students result analysis reporting, seminars and workshops repeatedly indicated that student academic issues and their success in examinations, including classroom tests and national examination is not as much as expected.

These circumstances initiated the researcher to conduct study on the issue. Therefore, the purpose of this study is to investigate parents' role on students' academic achievement in government secondary schools grade (9th-12th) in Tarcha City Administration

1.3. Basic Research Questions

The purpose of this study was to examine the roles parents' involvement on students' academic achievement in government secondary school of Tarcha City Administration. Then, study tried to answer the following basic questions:

1. To what extent parents play their roles to improve students' academic achievement at government secondary schools in Tarcha City Administration?
2. To what extent parents involve at home and in school to improve their children's academic achievement in government secondary schools of Tarcha City Administration?
3. What are the factors affecting students' academic achievement in government secondary schools in the study area?
4. What are the barriers to parents' involvement in selected government secondary schools?

1.4. Objectives of the Study

1.4.1 General Objective of the Study

The main objective of this study was to investigate the roles parental involvement on students' academic achievement in government secondary school of Tarcha City Administration.

1.4.2 Specific objectives

1. To identify the roles of parents on students' academic achievement in government secondary schools of Tarcha City Administration
2. To point out the extent of parental involvement at home and in school to improve their children's academic achievement in government secondary schools of Tarcha City Administration.
3. To describe the factors affecting students' academic achievement in government secondary schools in the study area.
4. To find out the barriers to parents' participation in government secondary schools in Tarcha City Administration.

1.5. Significance of the Study

The findings of this study would be expected to create awareness among teachers, parents and the community at large on the parental involvement and students' academic achievement in secondary schools in the study area. It may also help the administrative staff to have recognition about the positive effect of parental involvement on the students' academic achievement. Again, it would create awareness on parents about their role on their children academic success. On other hand the researcher would give the findings of this study hard copy for two selected government secondary schools, Tarcha City Administration Mayor Office, Tarcha City Education Office and to more addresses it would be presented for stockholders, students and parents in the school annual meeting or parents 'day. 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 was focused on investigating parental role on students' academic achievement in government secondary schools of Tarcha City Administration. There are 49 secondary schools in Dawro Zone those were located in 10 different Woreds and two city administrations. From these two city administration Tarcha is one and the capital city of Dawro zone. The researcher see government secondary schools, in Tarcha City Administration they are highly exposed to different factors specially lack of parents' involvement that affect the teaching learning process and students' academic achievement. These effects were not properly studied and identified by the concerned stakeholders in Tarcha City administration in government secondary Schools.

In addition to make the study manageable and easy as well as to reach the required goals and to the reason that the limited time given this study would be confined only in Tarcha City Administration in two selected governmental secondary schools.

Nowadays, there are 4 secondary schools in Tarcha City Administration. From those, 2 are government secondary schools, whereas the remaining 2 are private secondary schools. According to the above stated problems especially this study was conduct only 2 government secondary schools. The study would be conducted to these schools the detailed investigation of issues under consideration regarding the role of parental involvement on students' academic achievement in the study area.

1.7. Limitations of the study

The first limitation concerns the generalizability of the findings. Another limitation was very difficult on times to get the principals to interview them. Several activities held in the school during this period as well as finding suitable rooms to conduct the interviews and further added to the delay in the conduct of the interviews. Finally, the major limitation was providing the clear understanding of parents and very delay to returned questionnaire in time horizon. Despite all these challenges, the researchers have tried to critically analyze the available data to answer the questions raised in the study.

1.8. Operational definition of terms

Government secondary School: is an educational institution that teaches grade 9th-12th and the government owns learning service.

Education: is a method of teaching and learning in school or school like environments.

Academic Achievement: Represents the end results of students' performance.

Parent: In addition to the natural parent, a parent is the legal guardian or other person, such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child (United States Department of Education, 2004).

Role: is the usual or expected function of parents that plays on students' academic achievement at home environment like encouraging, kindness, showing an interest in education, giving enough study time and School-based parental involvement includes volunteering at school, participating in school events and school organizations, and communicating with teachers and school staff.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Concept of Parental Involvement

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

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, 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 and 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 and Sandler (1995) emphasizing on different but interrelated aspects (Chen and 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 and Gregory, 2009).

2.2. The 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).

2.3. 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 (Claassen, 1995).

In a study conducted by Van Wyk in 1994 in a South African City ship (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, 1996). Mkwanzazi (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.

2.4. Ethiopian Educational History and Community Participation

Ethiopian educational history indicates that the issue of school management and decision-making at school level is a recent phenomenon. 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, 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, 2012).

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). The focus of the decentralization program 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).

2.5. Secondary Education in Ethiopia

According to Zemene (2018) stated that one of the two main goals identified under ESDP- IV was to sustain equitable access to quality secondary education services as the basis and bridge to the demand of the economy for middle- and higher-level human resources. Also according to the ESDP-V, one of the missions of our educational strategy is to remove fundamental obstacles that stand in the way of quality and relevant education. In order to do so, Ethiopian government strategy has focused on three components: Change of curriculum; sufficient provision of educational materials and equipment; and the improvement of teachers training in quality and quantity (MoE, 2015).

According to MoE(2002) report, secondary education is an important sub-sector of the entire educational system. On the one hand, it provides the middle level work force for the economy and on the other hand, it acts as a feeder for the higher levels of education. Higher education, which is expected to produce quality professionals in different fields on the quality of secondary education (Zemene, 2018).

In general, secondary level of education needs to be structured in such a way that it prepares young men and women for the pursuit of higher education as well as prepares them to adjust to their practical lives meaningfully and productively. Therefore, provides an excellent opportunity for the educationists to consider and create programs that initiate the learners into proper forms of behavior and attitudes. The basic perceptions and modes of behavior start taking shape and problems of adjustment with the new roles in life assume critical significance (Zemene, 2018).

2.6. 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 Program (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).

2. 7. Types of Parental Involvement

Parents, schools, and society partake in a mutual awareness and commitment in instructing students (Epstein & Sheldon, 2016). Epstein (1995) school-family-partnership theory demonstrates and suggests that the stakeholders work cooperatively to influence the improvement and education of children. Epstein et al. (2009) described a framework to include six types of involvement:

2.7.1. Parenting

By giving information and material that increases parent's awareness and strengthen their skills to influence their child's development and advancement, institutions can help families in attaining their responsibilities as parents/guardians of students at each age level (Epstein, 2013).

2.7.2 .Communicating

It refers to parent and school contact with respect to school curricula and student progress. Epstein, Galindo, and Sheldon (2011) characterized it as the capacity to plan compelling kinds of school-to-home and home-to-school collaborations about school and student progress. As parents speak with the school, they commonly turn out to be more agreeable and happy with the school and the educators (Epstein,*et.al.*, 2011).

2.7.3 Volunteering

It is comprised of supporting the mission and vision of the school and supporting the learning process in any capacity. Some of the sample practices include allowing parents to serve in school programs (Epstein, 2010b).

2.7.4 Learning at Home

Families give reassurance to their children, and there is likelihood for the children to be more actively involved in setting goals for educational success, and in planning postsecondary educational experiences (Epstein, 2010a).

2.7.5 Decision Making

Schools are charged now to include parental representation in school governance so that parents have a voice in the decision-making process for school affairs (Epstein, 2010b).

2.7.6 Community Collaboration

This refers the identification and combination of resources for assisting the school and families, as well as the community (Hall & Quinn, 2014). Hill & Tyson (2009) positive home-school interaction could play good contribution for the enhancement of affirmative student behavior in the school and thereby would foster student academic performance.

2.8. Level of Parental Involvement

According to Jones (1989) labeled parent involvement in school in four levels. Jones does not think through his levels as hierarchical; (1) Traditional level (parent-teacher association meetings and volunteer fund-raising), 2.Receive information level (news letter or other means of communication with parents about budget, curriculum, instruction, and other school classroom activities), 3.Involving at school level (paid volunteers for variety of school activities, such as tutoring, hall monitors, cafeteria helper, chaperoning, and advisory group membership), and 4.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.

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.

2. 9. Benefits of Parental Involvement

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 and Whitney, 2009).

According to (Bryk and 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.

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 and Schneider (in Sanders and 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 and Sheldon, 2009; Henderson and 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.

2. 10. Parental Involvement and Academic Outcomes

Epstein & Richardson (2009) stated that 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 Centre for Comprehensive School Reform and Improvement (Obeidat and 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.

2.11 Impact of Parental Involvement

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).

2.12 Reasons for Lack of Parental Involvement

According to Walker, Wilkins, Dallaire, Sandler, Kathleen and Hoover - Dempsey (2005) 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. 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, 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).

2.13. 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).

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. The study 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).According to the above definition the followings are some barriers to parental involvement on students' academic achievement;

2.13.1. 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 inhabit parental involvement.

2.13.2. Teacher's Perception towards Parental Involvement

Teachers have great responsibility and they play crucial role on students' academic performance in teaching learning process. According to Burn (1993) if the teacher did not take their responsibility there are barriers happen in teaching learning process. The major barriers include: constraints on parent's availability, disparities between home and school cultures, feelings of inadequacies, and parent and teacher attitudes.

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.

2.13.3. Parents' Perception towards Their Involvement

Research provides us with evidence that parents associate some of the barriers to themselves. 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).

2.13.4. Students' Self Academic Perception

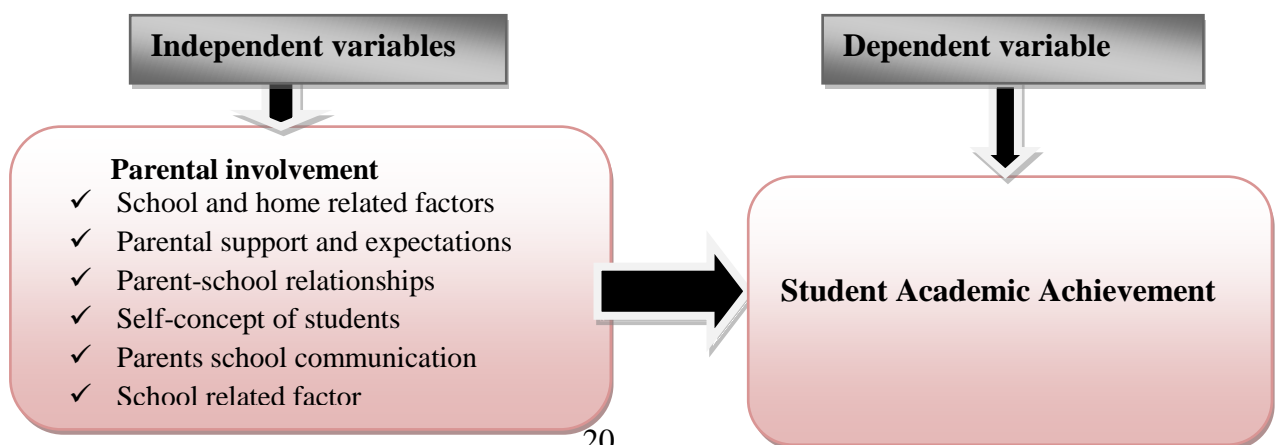
Perceived cognitive competence is defined as the extent to which children believe that they possess the necessary cognitive skills to be successful when completing academic tasks, such as reading, writing, and arithmetic. Previous research found evidence that higher parent involvement contributes to an increase in a child's perceived level of competence (Gonzalez, 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).

2.14. Theoretical Framework of 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). 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 and school related factor) .In addition to, the study conducted by Moore (2009) indicated that when parents are involved in their children’s academic endeavors, their children are more likely to succeed in school.

Figure1: Theoretical Framework

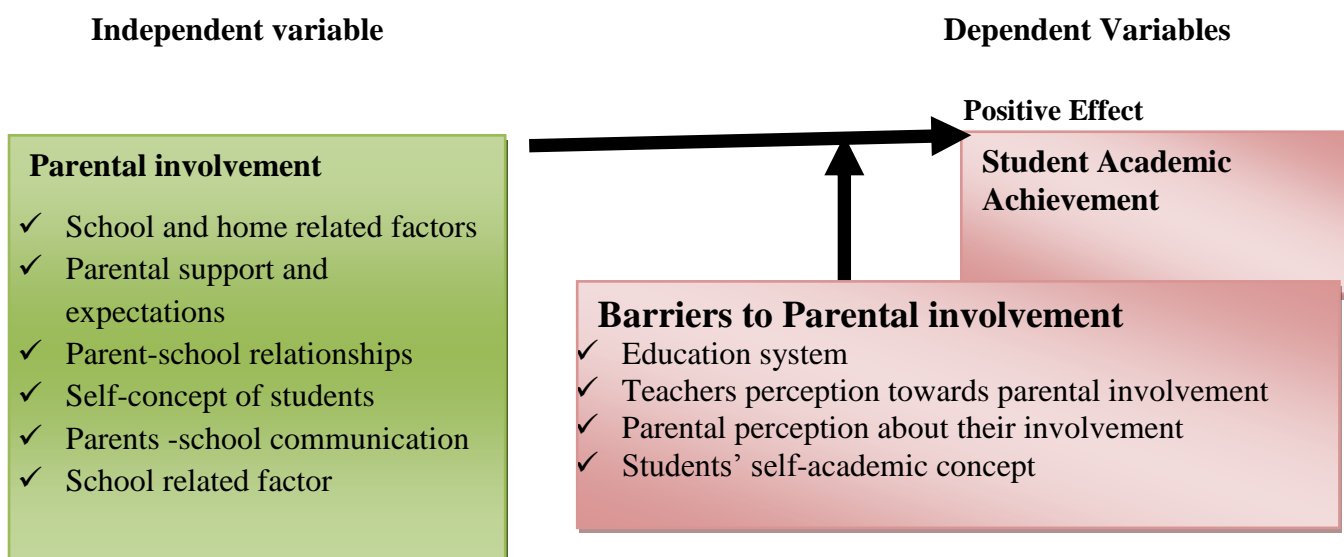


Source: Moore (2009)

The above theoretical framework shows us that parental involvement plays an important role in our students' lives. It can help determine how successful a student would be in school depending on the type of parental involvement that they are receiving at school and at home. Home-based involvement typically leads to higher levels of academic achievement as parents contribute to their child's education through venues outside of school. Additionally, school-based parental involvement typically leads to higher levels of academic achievement because students see their parents as being actively involved in the school.

2.15. Conceptual Framework of Parental Involvement and academic achievement

The conceptual framework shows the relationship between parental involvement and students' academic achievements. Based on the overall review of related literatures and the theoretical frame work, the following conceptual frame work in which this specific study governed is developed. Therefore, in this study, students' academic achievement was taken as dependent variable, whereas parental involvement is independent variable. Moreover, barriers of parental involvement are taken as intervening variable.



Source: Own model developed by the researcher

Figure 2: Conceptual Framework

The above conceptual framework shows the parental involvement on their children learning mainly focusing on school and home related factors, parental support and expectation, parent-

school relationships, self-concept of students, parent school communication and school related factors might have effect on students' academic achievement. On the other hand, barriers to parental involvement, including education system, teachers' perception towards parental involvement, parental perception about their involvement and students' self academic concept would have negative effect on students' academic achievement.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

Leedy and Ormrod (2010) agree with Babbie and Mouton (2008) that research methodology refers to the researcher's general approach in carrying out the research project. Mouton (2001) views research methodology as focusing on the research process and the kind of tools and procedures to be used.

According to Lather (1986) a research paradigm constitutes the abstract beliefs and principles that shape how a researcher sees the world, and how s/he interprets and acts within that world. It is the lens through which a researcher looks at the world. It is the conceptual lens through which the researcher examines the methodological aspects of their research project to determine the research methods and how the data can be analyzed.

According to Kothari (2004) the research design constitutes the blueprint for the collection, measurement and analysis of data. In other words, it is a master plan specifying the methods and procedures for collecting and analyzing the needed information. It ensures that the study would be relevant to the problem and that it uses economical procedures in collection and analysis of data.

According to the above definition this study was adopted descriptive survey design. It attempts to describe possible factors such as behavior, attitudes, values and characteristics (Mugenda and Mugenda, 2003). Survey design is conducted to collect data on the existing phenomenon over a given geographical area or location with an intention of drawing possible conclusions from the facts discovered.

Descriptive survey research design would be appropriate for this study for it is expected to yield new information and to generate clearer questions to maximize reliability. It takes enough protection against bias and maximizes reliability (Kothari, 2004). This is simple and widely used research design in education. It enables one to gather information on opinions, attitudes and beliefs of the sampled population. It also enables one to employ research instruments such as questionnaires and interview schedule for effective data collection and analysis.

Descriptive research design as a systematic, empirical inquiry into which the researcher does not have a direct control of independent variable as their manifestation has already occurred.

Descriptive studies are concerned with the what, where and how of a phenomenon hence more placed to build a profile on that phenomenon (Mugenda, 2003).

The goal of descriptive research is to describe a phenomenon and its characteristics. Therefore, observation and survey tools are often used to gather data (Gall, 2007). In such research, the data would be collected qualitatively, but it is often analyzed quantitatively, using frequencies, percentages, averages, or other statistical analyses to determine relationships.

Through descriptive survey, the researcher would be able to determine the nature and the extent of parents' role and barriers on students' academic achievement in selected two government secondary schools in Tarcha City Administration.

3.2 Research Method

Research method is the instrument or tool that researcher employs whilst to administer any form of inquiry or investigation (Walliman, 2011 and Bailey, 1994). In addition, research method is a variety of techniques that the researcher uses when studying a given phenomenon.

The researcher used the data Triangulation method because it is the most common and well-known approach to mixed research. According to (Creswell and Plano et al., 2003) the purpose of this design was to obtain different but complementary data on the same topic and to best understand the research problem.

To this end the researcher used to find relevant data for the study, both quantitative and qualitative research or mixed method. This method would enable the researcher to collect the data quantitatively which eventually helps to draw valid generalization. The quantitative method would also use to describe the prevailing conditions in terms of measures or numbers. On the other hand, the interview and some open-ended questions allowed the respondents to express their opinions without any restriction that would be gathered by qualitatively.

3.3 Source of Data

The primary source of data was used in this study. To mean that from primary sources, the researcher collected information from selected two government secondary school teachers, principals, parents, PTAs and students through interview and questionnaire. Therefore, the

participants in this study were: two selected government secondary school teachers, the school principals, students, PTAs and sampled students' parents.

3.4 Target population

The target population is all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg, 1996).

The target population for this study consisted only Tarcha City administration from ten Woreda and two City administration of Dawuro Zone. From those, 4 secondary schools in Tarcha city Administration, including 2 government secondary and 2 private secondary schools. The study focused only public secondary schools of Tarcha and Maremiya, 2 school principals, 4 vice principals, 132 teachers, 1688 students, 10 PTSA, 1324 parents in selected government secondary schools from Dawro Zone Tarcha City Administration.

3.5. Sample size and Sampling Technique

Mugenda & Mugenda (2003) commenting on sample size observed that there are certain non-definite practices among social research workers that the beginner can adopt. One such practice suggest that if the population is a few hundreds, a 40 percent or more sample would do, if above one thousand, a 30 percent, if a few thousands a 10 percent, and if several thousand a 5 percent or less sample would be used.

To conduct this study Tarcha City Administration was chosen using purposive sampling method. The totals of 2 government secondary schools were selected by purposive sampling method. Thus, the totals of 1688 students from two governments secondary, 236 were included using simple random sampling technique.

The samples of teachers were consists of grade 9th-12th teachers. Totally 132 teachers teaching grade 9th-12th in two government secondary schools and 110 teachers were selected using lottery method of simple random sampling technique. From 6 school principals and vice Principals 2 principals, and 4 vice principals would be included. From 10 PTSA members, 10 were selected by purposive sampling method from two secondary schools. From 1324 parents 236 were selected by snowball sampling method. In order to select representative sample size, the study was used this formula (Palmer Carlmoring, 1967) can be used.

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

Total the sample size were included 598 respondents.

To clarify the above sample size the researcher used 50% City Administration, 50% of secondary schools, 100% of principals, 100% of PTSA, 17.8% of parents, 83% of teachers and 14% of students were included in this study.

Table 1: Sample size and Sampling Techniques

No	Secondary Schools	Participants	Total population			Sample population		Sampling Technique
			M	F	T	N	%	
1	Tarcha	Students	754	529	1283	180	14%	Simple random
		Teachers	73	12	85	71	83%	Simple random
		Parents	1020	14	1034	184	17.8%	Snowball
2	Maremiya	Students	211	194	405	56	14%	Simple random
		Teachers	40	7	47	39	83%	Simple random
		Parents	279	11	290	52	17.8%	Snowball
Total		Students	965	723	1688	236	14%	Simple random
		Teachers	115	17	132	110	83%	Simple random
		Parents	211	25	1324	236	17.8%	Snowball

3.6. Data Gathering Instruments

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

3.6.1. Questionnaire

The questionnaire was developed based on review of the literature that includes the barriers of parents' role at school and home environment, benefits of parental involvement, reasons for lack of parental involvement and impact of parental involvement on students' academic achievement.

Additionally, the questionnaire was constructed in English for teachers, parents and students. Then after, no translation were made for teachers' questionnaire since they can understand

what was written in English language, but students the questionnaires were translated in to Amharic and for parents in to their vernacular language (Dawuringa) to reduce language ambiguity. The questionnaire consists of most close-ended items and some open-ended. Close-ended questions were appear in the form of Likert-scale (strongly disagree, disagree, undecided, agree, and strongly agree) would be used because they are suitable for large scale survey as they are quick for respondents to answer, easy to analyze using statistical techniques, open-ended questions items were also included. Open ended items were suited to allow a free response.

2.6.2. Interview

An interview tends to be the most favored by the researchers as it allows respondents to express themselves to provide information as much as possible. Thus, it enabled 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 ready obtained. To this end, the researcher was used semi-structured interview for school principals, vice-principals and FTA members. Because, it was believed to provide sufficient information for the study. The school principals and vice-principals were interviewed in their office at free time and FTA members were interviewed in the school by their appointments. This would help the researcher to get in-depth responses and more significant information about thesis use under the investigation.

3.7. The Data Gathering Procedures

The data for this study were gathered according to the purpose of the study and the specific as well as general directions in the questionnaires were explained for the respondents by the researcher; the prepared questionnaires were administered for students, teachers, PTAs' parents of sample schools; interview were conducted with school principals and finally the collected data was properly analyzed by the researcher.

3.8. Instrument Validity and Reliability Checks

3.8.1. Validity of the Study Instrument

According to Pedhazur & Schmelkin (1991) ,validity is the primary concern of all researchers who gather educational data. Validity is the most important quality of a measured dependent variable. This is because validity refers to the extent to which an empirical measure accurately reflects the concept it is intended to measure, yielding scores that reflect the true

variables being measured. This enables the researcher to develop instruments that yield content valid information.

3.8.2. Reliability of the Study Instrument

Pilot test of the instruments was done before launching in to the actual investigation. The purpose of the pilot test was, to check whether the responses fulfilled the objectives of the investigation; to determine the extent to which the questionnaire promoted an appropriate relationship with respondents; and to check whether or not the respondents understood the instruments (Yalew,2004 E.C:175). Accordingly, from 8 teachers, 10 students and 10 parents in Akeka Secondary school (one of secondary schools of Tarcha City administration) which was not included in the main study and was used for this Pilot test. The instruments was done before launching in to the actual investigation.

A pilot study was conducted prior to the final administration of the questionnaires with all respondents. The pilot test was conducted to secure the reliability of the instruments with the objective of checking whether or not the items enclosed in the instruments could enable the researcher to gather relevant information. Besides, the purpose of pilot testing was to make the necessary amendments so as to correct confusing and ambiguous questions.

In order to check the reliability of the researcher was done on 8 teachers, 10 students and 10 parents of Akeka Secondary School in Tarcha City Administration. Then the prepared questionnaires were distributed and the result of the pilot testing was statistically computed by the SPSS computer program. The internal consistency reliability estimate was calculated using Cronbach's Coefficient of Alpha for the questionnaires. The researcher found the Coefficient of Alpha (α) to be 0.85, which is regarded as strong correlation Coefficient by (Daniel M, 2004, and Jackson, 2009). Supporting this, George and Mallery (2003) and Cohen, L, et al. (2007) also suggest that, the Cronbach's Alpha result >0.9 excellent, >0.8 good, >0.7 acceptable, $\alpha < 0.6$ questionable, and <0.5 poor. Hence, the analysis was made by using the data gathered from 8 teachers, 10 parents and 10 students. The obtained pilot test results of 0.89, 0.90 and 0.85 respectively of teachers, parents and students. After that, the pilot test report was submitted for the advisor for approval. Thus, necessary improvement on issues was made in accordance with the advisor's comment 6 items were modified.

Table 1: The Reliability Test Result of Teachers, parents and students

N	Pilot Groups	Number	Items	Cronbach Alpha
1	Teachers	8	23	0.89
2	Parents	10	19	0.90
3	Students	10	27	0.85

3.9. Method of Data Analysis

After the data collected from the field, arrangements were organized according to their characteristics and items. Accordingly, analysis of quantitative data was carried out first and the qualitative data followed. The collected data would be analyzed both quantitatively and qualitatively. The analysis of the data would base on the responses that were collected through questionnaires and interviews.

The data collected from students, teachers and parents through questionnaire, as well as the interview data collected from school principals and PTSA. The majority of the questions in the questionnaire were likert scale like measuring a scale from “strongly agree (5)” to “strongly disagree (1)”. The response groups on scales having five levels (5 to 1) were convert it in to below average (less than 2.5), average (2.5 -3.5) and above average (greater than 3.5) which made the analysis and interpretation easier, increase the confidence level of the analyst and avoid unnecessary difficulty. The quantitative one would be processed and analyzed using Statistical Package for Social Science (SPSS) version 20 likes tools percentage, mean, and standard deviation used to analyze the data. The outputs of the data were presented appropriately depending on the respondents’ response. The end result would be presented in written form and in the form of table. This was made possible owing to descriptive statistics that would appropriately uses for the understanding of the main characteristics of the research problems. Percentage would compute to analyze the background information of the respondents.

According to in its priority step by step teacher’s questionnaire, students’ questionnaire, parents’ questionnaire, principals and PTSA interview we reanalyzed and interpreted sequentially. The analysis and interpretation would be depend up on the research basic questions and its objectives mainly focused on the following contents and its sub contents (parental support and involvement, parent-school relationships, the areas the school involve

parents, children's self –concept toward their education, student academic achievement, school related factors, home related factors, parents' role, the school responsibility, parental involvement).

On the other hand, the data were obtained from open items and interview would be analyzed qualitatively by transcribing respondent ideas and views through narrations, descriptions and discussions. Thus, analysis of data was easier through transcribing or coding data. Finally the data presentation, analysis, interpretation, conclusions and recommendations were drawn to analyze the data outcome.

3.10. Ethical Considerations

The researcher first of all was took a letter of support from the university that informs his purpose and 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 used appropriately acknowledged.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS 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

questionnaire and interview. For this study, a total of four hundred seventy-two (472) questionnaires were distributed to student and their 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, interview was held with 6 school principals and 10 PTSA members. As a result, depending on 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 respondents in this study were sample teachers, students and parents. The teachers' background was included to see the distribution in terms of sex, age, educational status, workexperienceand service year. Under this topic, background information of the subjects was presented in table 2below.

Table3: Background Information of Teachers

<i>No</i>	<i>Variables</i>	<i>Respondents</i>	<i>No</i>	<i>%</i>
1	Sex	Male	70	63.6
		Female	40	36.4
		Total	110	100
2	Age	18-23 years	13	11.8
		24-30 years	47	42.7
		31-40 years	28	25.5
		Above 40 years	22	20.0
		Total	110	100
3	Education background	Diploma	24	21.8
		Degree	68	61.8
		Masters	18	16.4
		Total	110	100
4	Service years	0-5 years	3	2.7
		6-10 years	11	10.0
		16-20 years	31	28.2
		>Above 20 years	65	59.1
		Total	110	100

As shown in Table 3, 63.6 % (n=70) of teachers were males, but the other, 36.4 % (n=40) were female participants. This shows disproportionate of sex in secondary schools of Tarcha City Administration.

Concerning the age of respondents, most of the respondents were within the age range between 24-30 years that consisted of 42.7% (n=47) of teachers. On the other hand, 25.5% (n=28) and 20% (n=22) of teachers were within the age range between 31-40 years and less than above 40 years respectively. Besides, the remaining group of respondents, 11.8% (n=13) of teachers were within the age range between 18-23 years. This indicates most of the teachers were matured to contribute their constructive opinion for the improvement of students' academic result.

In similar Table of item 3, concerning educational status of teachers, the largest proportion of respondents that is 61.8% (n=68) of the respondents were degree holders, while the other, 21.8% (n=24) of the respondents were Diploma holders as well. The other group of respondents, 16.4 % (n=18) were Masters Graduates. This approves that most of teachers were graduates of degree program in which they had adequate educational qualification even though some were unqualified for the position.

As indicated in item 3, most of the respondents, 59.1% (n=65) and 28.2% (n=31) of teachers served above 20 years and 16-20 years respectively, but the others, 10% (n=11) and 2.7% (n=3) of teachers worked 6-10 years and 0-5 years respectively.

Table 4: Background information of Students by their sex and grade level

No	variables	Respondents	No	%
1	Sex	Male	146	61.9
		Female	90	38.1
		Total	236	100
2	Grade Level	9 th	37	15.7
		10 th	37	15.7
		11 th	70	29.7
		12 th	63	26.7
		Total	236	100

According to the personal details obtained from the total 236 student respondents, 61.9 % (n=146) were males and the remaining group of respondents, 38.1% (n=90) were female participants. This indicates that there were a few female students as compared to their male counter parts in secondary schools in Tarcha City Administration.

Moreover, with regard to the grade level of respondents, majority of them that accounts, 29.7 % (n=70) and 26.7% (n=63) were within age grade 11 and 12 attendants respectively, whereas others, 15.7% (n=37) were grade 10 and 9 attendants as well. This implies that majority of the student participants in this study were included from grade 11 and 12.

Table 5: Background information of parents concerning their sex, age, marital status, educational level and occupation

No	Variables	Alternatives	Response	%
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	Father's educational level	Not educate	-	0
		primary education	16	6.8
		Secondary education	34	14.4
		certificate (10 ⁺¹ or 12 ⁺¹)	26	11
		Diploma (10 ⁺³ or 12 ⁺³)	91	38.5
		Degree and above	69	29.2
		Total	236	100
5	Mother's Educational level	Not educate	5	2.1
		primary education	13	5.5
		Secondary education	66	28
		certificate (10 ⁺¹ or 12 ⁺¹)	22	9.3
		Diploma (10 ⁺³ or 12 ⁺³)	96	40.7
		Degree and above	34	14.4
		Total	236	100
6	Parent's occupation	Farmer	-	0
		White-collar (office worker)	136	57.6
		Merchant	50	21.2
		Blue-collar (daily laborer)	30	12.7
		Pink-collar (low-paid workers)	20	8.5
		Total	236	100

As indicated in Table 5, most of parents were males that accounts, 68.2 % (n=161), but the remaining, 31.8% (n=75) were females. This indicates that there are a few female parents when compared to their male counter parts.

Furthermore, most parents were under the age range of 35-40 years that is 46.6% (n=110), whereas the others, 23.3% (n=55) of the respondents were within the age range of 41-45 years. Still the remaining least percentage of respondents, 19.9% (n=47) and 10.2% (n=24) were below 35 years and above 45 years respectively. This asserts that most of the parents were matured and know-how to involve in school issues to improve their students' academic achievement at secondary level of education in Tarcha City Administration.

In the Table 5 of item 3, the largest proportion of parents, 78% (n=184) were married, but the remaining few parents accounting, 12.3 % (n=29) and 9.7 % (n=23) were divorced and widowed respectively. This reveals that majority of parents were married and divorced in which separation of parents might contribute low academic achievement of students.

As indicated in Table 5, most fathers were degree holders that accounts, 38.5 % (n=91) and 29.2% (n=69) were diploma and degree and above graduates, but the others 14.4 % (n=34) and 11% (n=26) attended secondary education and certificate holders respectively. The remaining least percentage attended primary education. This indicates that majority of fathers were diploma and degree holders in which education is not a considerable factor hindering the parental involvement on school affairs to improve their academic achievement at secondary level of education in the study area.

On the other hand, most mothers were diploma holders and secondary school attendants accounting 40.7% (n=96) and 28% (n=66) of the respondents respectively. Still the remaining least percentage of respondents, 14.4 % (n=34) and 9.3 % (n=22) from the total respondents were degree and above holders and diploma holders. This asserts that mothers' education did not have much influence on their involvement in school affairs to improve their children academic achievement in secondary schools of Tarcha City Administration.

As further indicated in item 6, large number of female respondents, which accounts, 57.6% (n=136) were white-collar (Office Workers), while the other group of respondents, 21.2% (n=50) said they were merchants. Still, the remaining group of respondents, 12.7% (n=30) reported they were blue-collar (daily laborer), but the others, 8.5 % (n=20) were pink-collars (low-paid workers) parents. This indicates that most students were from office workers and merchants. As it is unarguable that parents with better occupational status can able to fulfil the necessary educational materials for their sons and daughters and the students from these

families have more probability to achieve better than those from families of low occupational status. Therefore, most of the students were from relatively better occupational status might have less impact on students' academic achievement.

The above finding contrasts with the study conducted by Tesfaye (2001) stated that literate parents tend to realize the value of education than do illiterate ones and one more possible explanation for students' low academic achievement and high drop-out. Thus, even though most studies assure the great contribution of parental education, especially mothers' education for girls' education, a large number of parents lack or low educational level might have contributed to students' low level of academic achievement.

4.2. Contributions of Parents on their Children Education

Table 6: Teachers' response concerning the contribution of parents to their children

No	Items	Alternatives	Frequency	%
1	Do most parents in your locality encourage their children's schooling?	Yes	49	44.5
		No	61	55.5
		Total	110	100
2	Do students miss classes frequently?	Yes	81	73.6
		No	29	26.4
		Total	110	100
3	If your response for question 2 is " Yes" which one is possible reason for their absenteeism from classes?	Work burden at home	40	36.4
		Distance from home to school	7	6.4
		Trading	34	30.9
		Sexual harassment	-	-
		Total	110	100
4	Do you think the education of parents have contribution for children's education?	Yes	93	84.5
		No	17	15.5
		Total	110	100
5	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

As shown in Table 6 of item 1, the respondents were asked to point out whether parents in their locality encourage their children's schooling in secondary schools of Tarcha City Administration. As a result, most of the respondents, 55.5% (n=61) reported that their parents did not encourage their children schooling, while the remaining group of respondents, 44.5%

(n=49) indicated that parents encourage their children schooling. This implies that relatively larger group of parents failed to encourage their children schooling in the study area.

In similar fashion, the respondents were inquired to reply if students miss classes frequently in secondary schools of Tarcha City Administration. Accordingly, the vast majority of the respondents, 73.6% (n=81) affirmed that students frequently miss classes, whereas the rest least percentages, 26.4% (n=29) of the respondents assured that students never miss classes frequently. Thus, one can deduce from the above information that students frequently miss classes frequently which might have negative impact on their academic achievement in secondary schools of Tarcha City Administration.

In similar manner, in item 3, the respondents were further inquired to indicate the possible reason for their absenteeism from classes in secondary schools of Tarcha City Administration. Consequently, most of the respondents, 36.4% (n=40) and 30.9% (n=34) confirmed work burden at home work and trading respectively, but the rest least percentages, 6.4% (n=7) of the respondents indicated the distance from home to school. Thus, the above information further ascertains that work burden at home work and trading was highly contributing low students' academic achievement in the study area.

In the same way, in item 4, the respondents asserted that education of parents have contribution for children's education. To see specifically, 84.5% (n=93) revealed the contribution of parental education for their children education, but the others, 15.5% (n=17) reported parental education did not have contribution for the education of their children in the study area.

As indicated in item 5, majority of the respondents revealed that parents rarely visit school to see their students' academic achievement in different subjects in the study area. In particular, 56.4% (n=62) and 33.6% (n=37) reported never and rarely respectively. On the other hand, the remaining group of respondents, 10% (n=11) indicated that they always visit school to see their students' academic achievement. This shows that most parents did not visit their children's academic achievement that might contribute for their low academic achievements in different subjects.

In support of quantifiable data, the interview held with secondary school principals and PSTA members indicated that the school should not work cooperatively with city education office to promote parental involvement. To reduce this, the schools should have predetermined plan for

parental involvement, the school principal take part in social organizations within community (egIdir, Ikub) 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 interests.

In addition, the respondents replied to open-ended question about the roles of parents on students' academic achievements, such as encouraging their students, reducing work burden at home, giving enough time for their children to study at home, motivating children to do home works and assignments on time, fulfilling educational materials and actively involving and communicating with secondary schools about their children's academic achievement as well as their behaviors.

In line with the above findings the study conducted by Moore (2009) revealed that when parents are involved in their child's academic endeavors, their children are more likely to succeed in school.

4.3. Parental Involvement on Students' Achievement

Table 7: Teachers' response regarding parental involvement on students' achievement

No	Items	N	Mean	SD
1	Parents receive regular information about their child's progress	110	1.71	0.69
2	School schedules conferences for parental involvement	110	1.71	0.69
3	Parents are welcomed when they visit school without pre scheduling an appointment	110	1.29	0.46
4	Parents feel comfortable to their children's teachers	110	1.29	0.46
	Overall average	110	1.49	0.56

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.

In item 1, the respondents were also questioned to express their opinion if parents receive regular information about their child's progress in secondary schools of Tarcha City Administration. As a result, the mean value (M=1.71, SD=0.69) indicates the disagreement of

respondents to the item. This shows parents infrequently receive information about their child's progress which negatively influences their children's academic achievements at secondary level in the study area.

In item 2, the participants assured that school occasionally schedules conferences for parental involvement in the study area. More specifically, the mean value ($M= 1.71$, $SD=0.69$) assures the disagreement of respondents to the item. Thus, one can infer from the above data that the infrequent scheduling of conferences for parental involvement at secondary level might have negative influence on academic achievement of students in the study area.

In item 3, the respondents further indicated that parents are infrequently welcomed when they visit school without pre scheduling an appointment in the study area. In particular, the mean value ($M= 1.29$, $SD=0.46$) assures the disagreement of respondents to the item. This implies that the failure of most secondary schools to welcome parents when they visit school without rescheduling an appointment might have unconstructive effect on students' academic achievement in secondary schools of Tarcha City Administration.

In item 4, most parents feel uncomfortable to their children's teachers in academic achievement in secondary schools of Tarcha City Administration. Accordingly, the mean value ($M=1.29$, $SD=0.46$) illustrates the disagreement of respondents to the statement. This demonstrates the parents' uncomfortable feeling towards the teachers might results in loose relationship between teachers and parents that finally leads to low academic achievement of students in the study area.

In line with the above finding the interview conducted with secondary school principals reported that their schools seldom implement educational policy concerning parent and community involvement, such as mobilizing community and parents to assist the schools, parent school conference which held at least twice in a year, making decision on disciplinary issues Jointly with PSTA and shaping the behavior of students in order to improve the students' academic achievement.

Furthermore, the respondents reported to open-ended questions concerning the possibilities parents are expected to do in order to improve the academic achievement of their children. Accordingly, they mentioned parents' assistance of their children by supplying reference books and other necessary learning materials like clothe, shoes, exercise books, pen and pencil. Moreover, psychological treatment, including appreciation and recognition along with

creating good school- parent relationship are very important to improve their academic achievement.

4.4. Parental Support and Expectation on Students' Academic Achievement

Table 8: Students' response concerning parental support and expectation of Students' academic achievement

No	Items	N	Mean	SD
1	Parents' encourage students to attend school regularly	236	2.35	0.69
2	Parents follow-up the academic activities of their students	236	2.40	0.53
3	Parents' low expectation about their children 'academic achievement	236	4.14	0.54
4	Parents force children to work at home	236	2.32	0.58
5	Parents fulfill educational materials for their children	236	2.15	0.61
6	Parents ask teachers their children examination results	236	2.39	0.67
	Overall average	236	2.63	0.60

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.

In Table 8, the respondents were inquired to rate the item if parents' encourage students to attend school regularly in the study area. In this regard, the mean value (M=2.35, SD=0.69) reveals the disagreement of respondents to the statement. Thus, one can deduce from the above data that the parents' low encouragement of students to attend school regularly might have negative effect students' academic achievement in secondary schools of Tarcha City Administration.

In item 2, the respondents were also inquired to express their opinion if parents follow-up the academic activities of their students in the study area. As a result, the mean value (M=2.40, SD=0.53) indicates the disagreement of respondents to the item. Thus, it is possible to conclude that most parents did not follow-up the academic activities of their students that might have negative effect on students' academic achievement in secondary schools of Tarcha City Administration.

In item 3, parents' low expectation about their children academic achievement was frequently mentioned by the respondents. Particularly, the mean value (M= 4.14, SD=0.54) shows the disagreement of the respondents to the issue. Thus, it is possible to deduce from the above information that parents' low expectation about their children's academic achievement highly contributed for low students 'academic achievement in the study area.

As stated in item 4 of the same table, respondents were also inquired to express their opinion if parents force children to work at home. Particularly, the mean value (M= 2.32, SD=0.58) shows the disagreement of the respondents to the issue. This implies that parents did not force children to work at home that did not any influence on students 'academic achievement in the study area.

In item 5, most parents did not fulfill educational materials for their children in secondary schools of Dawuro Zone. Above all, the mean value (M= 2.15, SD=0.61) illustrates the disagreement of the respondents to the issue. This implies that the failure of parents to fulfill necessary educational materials for their children considered among the hindering factors students 'academic achievement in the study area.

The last but not the least variable treated under Table 8, the respondents further indicated that relatively larger group of parents did not ask teachers their children examination results in the study area. In particular, the mean value (M= 2.39, SD=0.67) shows the disagreement of respondent to the item. This reveals that the unsuccessfulness of parents of asking teachers about their children examination results might have negative influence on academic achievements of students in the study area.

4.5. Parent-School Relationships on Students' Achievement

Table 9: Students' response concerning parent-school relationships on students' achievement

No	Items	N	Mean	SD
1	Parents go to school to request their children behavior	236	2.40	0.52
2	Parents give priority for their work than attending school meetings	236	2.31	0.58
3	Parents can actively participate on school affairs	236	2.20	0.59
4	There is poor parent-school interaction	236	4.33	0.86
5	Parents often visit school to shape the behaviors of their children	236	2.46	0.64
<i>Overall average</i>		236	2.74	0.64

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 revealed in item 1 of Table 9, the respondents were asked if parents go to school to request their children behavior in the study area. In this regard, the mean value (M=2.40, SD=0.52) shows the disagreement of respondents to the item. This approves that parents occasionally go to school to request their children behavior which in turn have negative influence on academic achievement of students in the study area.

As shown in item 2, most parents did not give priority for their work than attending school meetings. In specific manner, the mean value (M=2.31, SD=0.58) indicates the disagreement of respondents to the issue. This reveals that parents' failure to give priority for their work than attending school meetings might result in low academic achievement of students in the study area.

In item 3, the participants assured that most parents were unsuccessful in participating actively on school affairs in the study area. Consequently, the mean value (M=2.20, SD=0.59) reveals the disagreement of respondents to the item. Thus, it is possible to conclude that parents' unsuccessfulness in participating actively on school affairs might affect the academic achievement of students negatively in the study area.

In item 4, the participants were requested to indicate their opinion if there is poor parent-school interaction in the study area. In view of that, the mean value (M=4.33, SD=0.86) manifests the agreement of respondents to the item. This indicates that the existence of poor parent-school interaction might result in low students' academic achievement in the study area.

Last of all, the respondents were asked to ensure if parents often visit school to shape the behaviors of their children. Accordingly, the mean value (M=2.46, SD=0.64) ascertains the disagreement of the respondents about parents visiting school to shape the behaviors of their children. This implies that parents seldom visit secondary schools to shape the behaviors of their children that might influence the academic achievement of students negatively in the study area.

In addition, during the interview held with secondary school principals and PSTA members assured that there is increasing trend of executing parent and community involvement. The

schools have been participating parents and the community 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 results.

Furthermore, the respondents replied to open-ended question that is intended to identify the reasons for parental unsuccessfulness to go secondary schools to know their children academic achievement focused on work burden, shortage of time and lack of awareness for parents in solving school problems and their children behavior at school as some of the problems.

4.6. Self-Concept of Students toward Their Academic Achievement

Table 10: Students' Response concerning their self-concept toward their academic achievement

<u>No</u>	<i>Items</i>	<i>N</i>	Mean	SD
1	I am confident that I can achieve high scores in my school work	236	2.42	0.49
2	I don't feel that I would pass to the next grade level	236	4.44	0.49
3	I always think that I am the best student from my class	236	2.29	0.57
4	I often do myself that I can get a pass mark	236	2.46	0.64
	<i>Overall average</i>	236	2.90	0.55

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 indicated in item 1 of Table 10, students were required to rate the extent of their confidence that about their achievement in their school work at secondary schools in the study area. Accordingly, the mean value ($M=2.42$, $SD=0.49$) ensures the disagreement of respondents to the item. This affirms that students have low confidence that they can achieve high scores in their school work might resulted in low academic achievements in the study area.

Similarly in item 2, the students were asked to rate if they don't feel that they would pass to the next grade level in the study area. Accordingly, the mean value ($M=4.44$, $SD=0.49$)

indicates the disagreement of respondents to the statement. This shows that low feeling that the students would pass to the next grade level might have academic achievement of students in the study area.

In item 3, the respondents were further asked to indicate if student thinks that he/she is the best student from his/her class in the study area. Consequently, the mean value ($M=2.29$, $SD=0.57$) illustrates the disagreement to the item. This shows that most students did not think they are the best student from their class that might have influence on their academic achievement in the study area.

In item 4, the respondents were inquired to indicate if students often do themselves to get pass mark in secondary schools of Tarcha City Administration. In particular, the mean value ($M=2.46$, $SD=0.64$) approves the disagreement of respondents to the item. This implies that most students did not feel that they can get a pass mark that might have unconstructive impact on their academic achievement in the study area.

4.7. School Relationship with Parents

Table 11: Students' response concerning the parents-school communication

No	Items	N	M	SD
1	The school calls parents to discuss about their child academic issues	236	4.11	0.46
2	The principal informs for the parents about their children behavior	236	2.50	0.50
3	The school calls the parents to discuss about the school problems	236	2.61	0.49
4	The school works closely with the parents to shape the behaviors of children	236	2.72	0.45
5	The school facilitates teacher-parent relationship	236	2.44	0.49
6	Timely and joint decision-making on student misbehaviors	236	2.44	0.49

	<i>Overall average</i>	236	2.80	0.48
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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 treated in Table 11 of item 1, the respondents were asked to express their opinion if the school calls parents to discuss about their child academic issues in secondary schools of Tarcha City Administration. Consequently, the mean value (M=4.11, SD=0.46) demonstrates the disagreement of respondents to the statement. This confirms that secondary schools call parents to discuss about their child academic issues that did not have much effect on academic achievement of students in the study area.

In item 2, the respondents were asked to express their opinion if secondary school principals inform for the parents about their children behaviors in secondary schools of Tarcha City Administration. Subsequently, the mean value (M=2.50, SD=0.50) demonstrates the disagreement of respondents to the item. Thus, it is possible to deduce that secondary school principals' failure to inform for the parents about their children behavior had much effect on academic achievement of students in the study area.

As indicated in item 3, most secondary schools failed to call the parents to discuss about the school problems in secondary schools of Tarcha City Administration. Then, the mean value (M=2.61, SD=0.49) exhibits the disagreement of respondents to the item. This shows that the failure of secondary schools to call the parents to discuss about the school problems might have unconstructive influence on academic achievement of students in the study area.

In item 4, respondents were asked to express their opinion if secondary schools work closely with the parents to shape the behaviors of children in Tarcha City Administration. Accordingly, the mean value (M=2.72, SD=0.45) indicates the disagreement of respondents to the item. It is possible to deduce from the above information that secondary schools did not work closely with the parents to shape the behaviors of children that might have negative influence on academic achievement of students in the study area.

In item 5, respondents were asked to express their opinion if secondary schools facilitate teacher-parent relationship in Tarcha City Administration. In this regard, the mean value (M=2.44, SD=0.49) describes the disagreement of respondents to the item.

This reveals the unsuccessfulness of secondary schools in facilitating teacher-parent relationship that might have negative influence on academic achievement of students in the study area.

Last of all, the respondents confirmed that decision-making on student misbehaviors were not made timely and jointly in secondary schools of Tarcha City Administration. Accordingly, the mean value ($M=2.44$, $SD=0.49$) ascertains the disagreement of respondents to the item. Therefore, one can deduce from the above information that secondary schools' unsuccessfulness in making timely and joint decision-making on student misbehaviors might have negative influence on academic achievement of students in the study area.

Besides, the interviewees frequently mentioned the existence of practice to improve parental involvement. As they mentioned some of them were: the positive and democratic approach of the school leadership, creating open school system open for the entire community, providing reward and incentives like certificate for active participants of parents and community members at the end of academic year and creating awareness about the value of community involvement on students' academic achievement.

4.8. School Related Factors towards Students' Achievements

Table 12: Students' response on the school practices towards students' achievements

<i>No</i>	<i>Items</i>	<i>N</i>	<i>M</i>	<i>SD</i>
1	The leadership is not able to protect children from attack and harassment	236	4.58	0.74
2	My school is a best place to stay there	236	2.30	0.57
3	The school administration take care to ensures the safety and security of children	236	2.35	0.65
4	The school makes the parents to sense the school as man-making factory	236	2.16	0.70
5	Lack of guidance and counseling service in school	236	4.08	0.46
6	I feel very uncomfortable while I am in school	236	4.71	0.59

Overall average	236	3.36	0.62
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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 presented in Table 12 of item 1, the respondents were asked to rate if secondary school leadership is not able to protect children from attack and harassment in Tarcha City Administration. Consequently, the mean value (M=4.58, SD=0.74) indicates the respondents agreement to the statement. This illustrates that secondary school leadership provided little attention to protect children from attack and harassment which might have negative influence on students' academic achievement in the study area.

In item 2, the respondents frequently mentioned that their schools were not the best places to stay there in Tarcha City Administration. As a result, the mean value (M=2.30, SD=0.57) describes the respondents disagreement to the statement which further illustrates that most secondary schools were unfavorable for students to stay at school that might be resulted in low students' academic achievement in the study area.

In item 3, the respondents replied that secondary school administration failed to ensure the safety and security of children. Accordingly, the mean result (M=2.35, SD=0.65) illustrates disagreement of respondents to the item. This confirms that the failure of secondary school administration to ensure the safety and security of children might have contribution for low students' academic achievement in the study area.

In the same Table of item 4, the respondents further asserted that the secondary schools did not make the parents to sense the school as man-making factories. Most of all, the mean value (M=2.16, SD=0.70) indicates the disagreement of respondents to the issue. Thus, it is possible to infer from the above information that secondary schools failed to aware the parents to sense the schools as man-making factories that might influence the parental involvement and negatively affected students' academic achievement in the study area.

In item 5, the respondents frequently mentioned that lack of guidance and counseling service in school was one of the factor contributed for low academic achievement of students at secondary level in the study area. In specific manner, the mean value (M=4.08, SD=0.46)

indicates the agreement of respondents to the issue. This shows that lack of guidance and counseling service in secondary schools might have negative influence on students' academic achievement in the study area.

Finally, students reported that they feel very uncomfortable while they are at schools in Tarcha City Administration. Hence, the mean value ($M=4.71$, $SD=0.59$) shows the respondents' disagreement to the statement. This affirms that the uncomfortable feeling of students while they were at secondary schools might influence their academic achievement negatively in the study area.

Furthermore, the responses of respondents to open-ended question concerning of challenges of students at school focused on teachers' academic problem, lack of library and reference books, shortage of text books for some subjects, principals' skill gap in controlling all teaching-learning activities.

4.9. Students' Academic Achievement

Table 13: Students' response concerning the student related towards their academic achievement

<u>No</u>	<i>Items</i>	<i>N</i>	<i>M</i>	<i>SD</i>
1	High student promotion	236	2.30	0.54
2	Low level of educational wastage	236	2.37	0.60
3	High student participation in the classroom	236	2.24	0.67
4	High student success on national examination	236	1.89	0.55
5	Competitive children in the school	236	2.03	0.62
	<i>Overall average</i>	236	2.17	0.59

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 can be read from the Table 13, the respondents were inquired to rate the item if high student promotion was seen in secondary schools of Tarcha City Administration. In this regard, the mean value ($M=2.30$, $SD=0.54$) assures the respondents' disagreement to the item. This demonstrates low promotion of students in the study area.

Likewise, in item 2, the respondents were also questioned to express their opinion if low level of educational wastage was existent in secondary schools of Tarcha City Administration. As a result, the mean value ($M=2.37$, $SD=0.60$) assures the disagreement to the point. This indicates that the high rate of educational wastage secondary schools in the study area.

From Table 13 item 3, the key informants assured low student participation in the classroom in the study area. More specifically, the mean value ($M= 2.24$, $SD=0.67$) illustrates disagreement of respondents to the item. This shows that low students participation contributed for low students' academic achievements in the study area.

In item 4, respondents ascertained low student success on national examination in their schools. Accordingly, the mean value ($M=1.89$, $SD=0.55$) describes the respondents' disagreement to the statement. Thus, it is possible deduce from the above information that low students' success on national examination confirms their low academic achievement at secondary level.

Last of all, the respondents were asked to point out their opinion students were competitive at secondary level in Tarcha City Administration. Consequently, the mean value ($M=2.03$, $SD=0.62$) ascertains the respondents disagreement to the item which revealed that most students were not competitive which in turn shows their low academic success in the study area.

4.10. Parental support and children activities at home

Table 14: Parents' response regarding parental support and children activities at home

<i>No</i>	<i>Items</i>	<i>N</i>	<i>M</i>	<i>SD</i>
1	I support my children's education at home	236	1.97	0.80
2	I fulfill necessary educational materials for their children	236	1.50	0.62
3	I enable my children to use their time properly to read at home	236	1.72	0.45
4	My children miss classes frequently without any	236	1.73	0.44

	personal problem			
5	I enhance my children to do learning tasks	236	1.74	0.44
6	I give guidance and counseling service for my children	236	1.54	0.49
7	There is work burden for my children at home	236	1.78	0.55
8	I allow my children to study at home properly	236	1.36	0.49
Overall average		236	1.67	0.54

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 indicated in Table 14, the respondents were requested to rate the extent of parental support of their children's education at home in secondary schools of Tarcha City Administration. Consequently, the mean value (M=2.20, SD=0.40) manifests the respondents' disagreement to the item. This indicates that little support of parents for their education at home might contribute for low academic achievement of students.

In the same way, in item 2, the respondents were further asked to indicate if parents fulfill necessary educational materials for their children in the study area. Accordingly, the mean value (M= 1.50, SD=0.62) describes the disagreement of respondents to the item. Thus, it is possible to figure out that parents seldom fulfill necessary educational materials for their children that might have negative influence on academic achievement of students in the study area.

Table 14 of item 3, indicates that parents infrequently enable their children to use their time properly to read at home. Accordingly, the mean value (M=1.72, SD=0.45) informs the respondents' disagreement to the statement. This implies that most parents' failure to enable their children to use their time properly to read at home might result in low students' academic achievement in secondary schools of Tarcha City Administration.

In item 4, the respondents were inquired to rate the extent of their opinion if children miss classes frequently without any personal problem in the study area. Subsequently, the mean value (M=1.73, SD=0.44) shows the respondents' disagreement to the statement. This illustrates that the frequent missing of children without any personal problem that might have negative influence students' academic achievement in the study area.

In item 5, parents were inquired to indicate if they enhance their children to do learning tasks in the study area. Above all, the mean value ($M=1.74$, $SD=0.44$) approves the respondents' disagreement to the item. This asserts that the unsuccessfulness of most parents to enhance their children to do learning tasks in secondary schools of Tarcha City Administration.

As shown in item 6, parents give little guidance and counseling service for their children in the study area. Then, the mean value ($M=1.54$, $SD=0.49$) depicts the respondents' disagreement to the statement. This reassures that most parents did not provide guidance and counseling service for their children that negatively influence students' academic achievement in the study area.

In item 7, parents were inquired to indicate if there is work burden for their children at home. In that case, the mean value ($M=1.78$, $SD=0.55$) describes the respondents' disagreement to the statement. This confirms that work burden for children at home negatively influenced their academic achievement in the study area.

The last variable treated under Table 14 intended to ensure if parents allow their children to study at home properly. Accordingly, the mean value ($M=1.36$, $SD=0.49$) shows the respondents' disagreement to the statement which in turn indicates the failure of most parents to allow children to study at home properly might have negative influence on students' academic achievement.

4.11. Parental involvement in school issues

Table 15: Parents response regarding their involvement on school issues in secondary schools

No	Items	N	M	SD
1	I follow-up my children's learning at school	236	1.39	0.51
2	I work collaboratively with the school to reduce my children drop-out from schooling	236	1.58	0.49
3	I actively participate in school meetings	236	1.51	0.50
4	I participate in school decision making programs and to solve student's discipline problems with school	236	1.62	0.49
5	I frequently visit school to ask my children academic achievement	236	1.93	0.65
Overall average		236	1.61	

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 described in Table 15 of item 1, parents were inquired to rate the item if they follow-up their children's learning at secondary schools in Tarcha City Administration. In this regard, the mean value (M=1.39, SD=0.51) indicates the respondents' disagreement to the item. This assures that parents' failure to follow-up their children's learning at secondary schools might have negative influence on academic achievement in the study area.

In item 2, the parents were inquired to express their opinion if they work collaboratively with the school to reduce their children drop-out from schooling in the study area. Consequently, the mean value (M=1.58, SD=0.49) states the respondents' disagreement to the point. Thus, one can deduce from the above information that most parents did not work collaboratively with the school to reduce their children drop-out from schooling that might have negative influence on students' academic achievement in Tarcha City Administration.

In Table 15 of item 3, parents assured that they did not actively participate in school meetings in secondary schools of Tarcha City Administration. More specifically, the mean value (M= 1.51, SD=0.50) reassures the respondents' disagreement to the statement. Thus, it is possible to conclude that parents' unsuccessfulness in participating actively in school meetings negatively influences students' academic achievement in study area.

In item 4, the parents confirmed that they seldom participate in school decision making programs and to solve student's discipline problems with schools in Tarcha City Administration. Consequently, the mean value (M=1.62, SD=0.49) validates the respondents' disagreement to the statement. This indicates the little participation of parents in school decision making programs and to solve student's discipline problems with school might have great influence on students' academic achievement of students in the study area.

Last of all, parents were asked to point out their opinion if they frequently visit school to ask their children academic achievement in secondary schools of TarchaCity Administration. In this regard, the mean value (M=1.93, SD=0.65) ascertains the respondents' disagreement to the item. This illustrates that parents seldom visitation school to ask their children academic achievement might have negative impact on their academic achievement in the study area.

4.12. Barriers of parental involvement to improve their children academic achievement

Table 16: Parents response regarding the barriers of parental involvement to improve their children academic achievement

<i>No</i>	<i>Items</i>	<i>N</i>	<i>M</i>	<i>SD</i>
1	The belief of the parents that education is only the responsibility of the government	236	3.98	0.73
2	Lack of interest to participate in school affairs	236	3.99	0.95
3	Lack of experience in discussing the problems of their children with school	236	4.11	0.69
4	Shortage of time for parents	236	4.19	0.74
5	Lack of commitment parents to involve on school issues	236	4.44	0.79
6	Non-participatory leadership style of school principals	236	4.21	0.72
<i>Overall average</i>		<i>236</i>	<i>4.15</i>	<i>0.77</i>

As revealed in Table 16 of item 1, the respondents assured that parents believed that education is only the responsibility of the government in the study area. In this regard, the mean value (M=3.98, SD=0.73) shows the respondents' agreement to the item. This demonstrates that the parents wrong belief that education is only the responsibility of the government that hindered their involvement which in turn negatively influences students' academic achievements in the study area.

In item 2, the respondents were inquired to express their opinion if lack of interest for students to participate in school affairs affected their academic achievement in Tarcha City Administration. As a result, the mean value (M=3.99, SD=0.95) indicates the respondents' agreement to the issue. This reveals that lack of interest for students to participate in school affairs might have great influence on their academic achievement in the study area.

In addition, in item 3, the participants assured that lack of experience in discussing the problems of their children with school might have influence on students' academic achievement in Tarcha City Administration. As a result, the mean value (M=4.11, SD=0.69) indicates agreement of respondents to the statement. Thus, it is possible to conclude that lack of experience in discussing the problems of their children with schools might have negative influence on academic achievement of students in Tarcha City Administration.

In item 4, the respondents were requested to indicate their opinion if shortage of time for parents have influence on their involvement in the study area. In view of that, the mean value (M=4.19, SD=0.74) manifests the respondents' disagreement to the statement. This indicates shortage of time for parents might have negative impact on students' academic achievement in secondary schools of Tarcha City Administration.

In item 5, parents were requested to indicate their opinion if lack of commitment parents to involve on school issues in the study area. As a result, the mean value (M=4.44, SD=0.79) shows the respondents' disagreement to the item. This asserts that lack of commitment parents to involve on school issues might have negative impact on students' academic achievement in secondary schools of Tarcha City Administration.

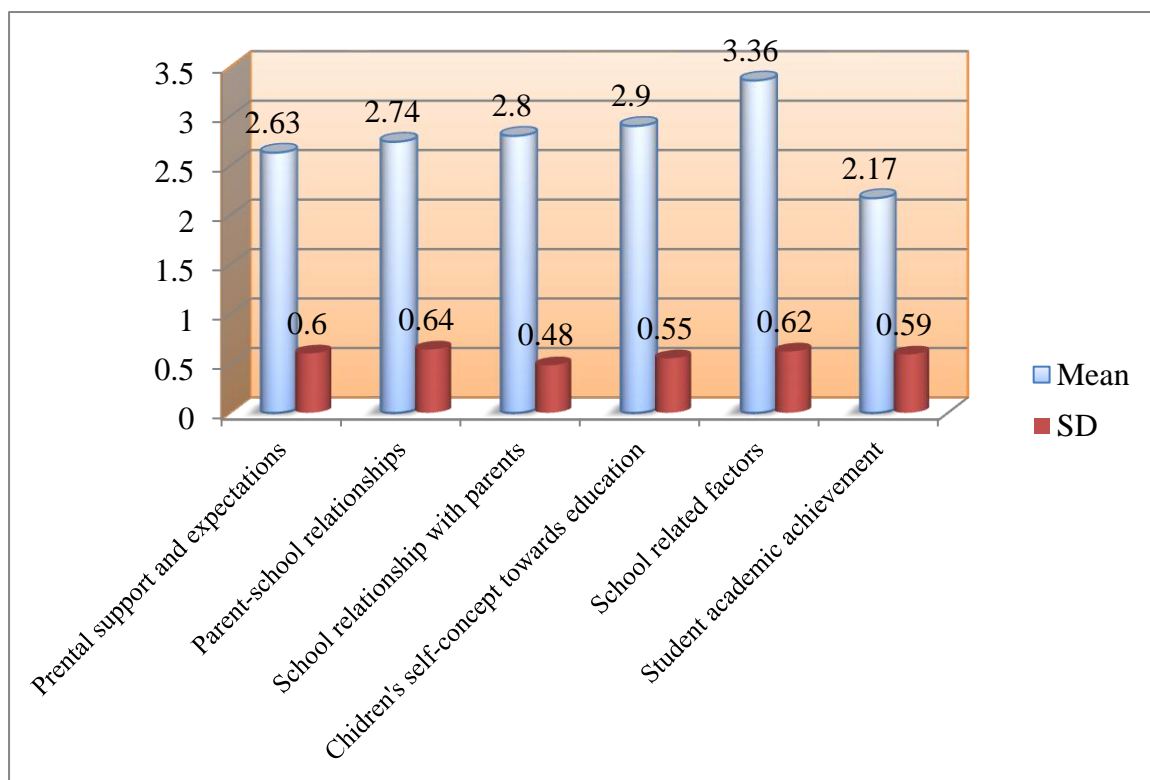
Lastly, the parents were asked to express their opinion if non-participatory leadership style of school principals in secondary schools of Tarcha City Administration. Accordingly, the mean value (M=4.21, SD=0.72) ascertains the respondents' disagreement to the issue. This implies that non-participatory leadership style of school principals might have negative impact on students' academic achievement in secondary schools of Tarcha City Administration.

Corresponding to the above findings, the heads of PTSA members were interviewed to point out the reasons for low commitment of parents to participate on school issues. In this regard, they said that low parents' commitment was due to lack of payment as compared to professional workers and non-participatory school leadership. Furthermore, school principals reported that their schools did not give priority to parents' involvement on school issues.

Additionally, the respondents reacted to open-ended question concerning of challenges of students at home frequently mentioned work burden from parents, family economic problem and lack of awareness and willingness of parents to encourage their children's education were some of the challenges they face at home.

4.13. Over all mean of parental involvement towards students' achievements

Figure 3: students 'response to parental involvement towards their children academic achievement



Source: Computed from own field survey (2021)

Note: 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 figure 3 indicates the parental involvement towards their children academic achievement. The aggregate mean value (M=2.63, SD=0.60) shows little parental support and expectation on their children academic achievement, mean value (M=2.74, SD=0.64) confirms low level of parent-school relationship.

Similarly, the aggregate mean value (M=2.90, SD=0.55) and (M=2.80, SD=0.48) indicates little children self-concept towards education and school relationship with parents respectively.

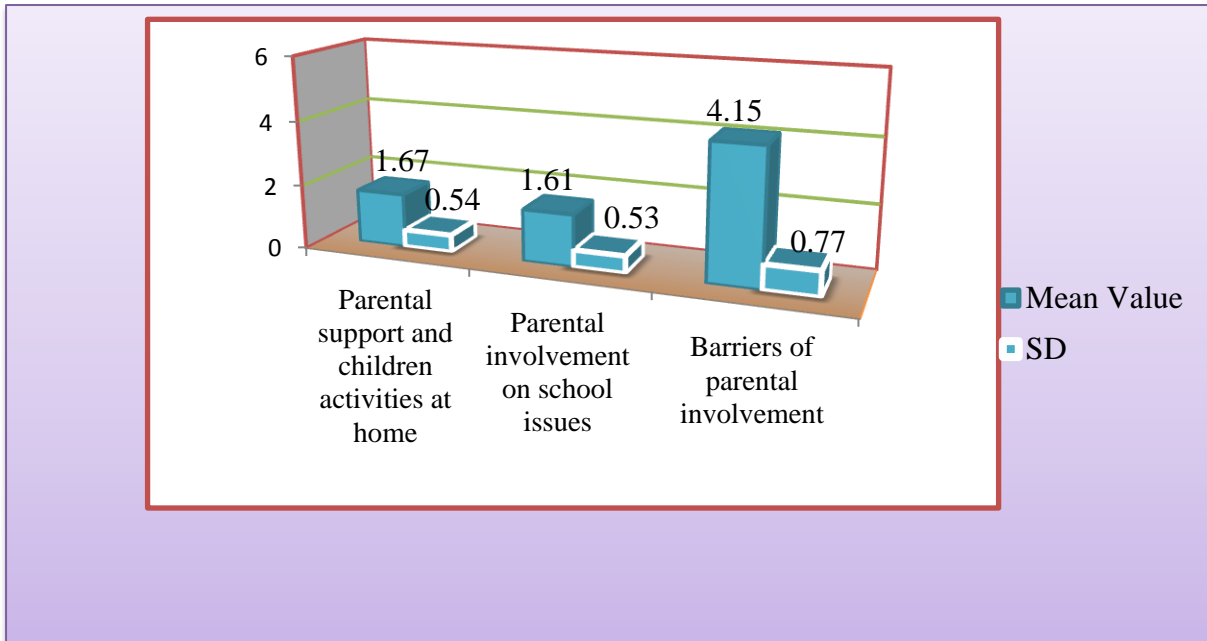
Furthermore, the aggregate mean value (M=3.36, SD=0.62) describes neutrality of respondents opinion to school related factors, but aggregate mean value (M=2.17, SD=0.59) indicates low academic achievement of students at secondary level of education in Tarcha City Administration.

To sum up, the combined effect of little parental support and expectation, low parent-school relationship, children low self-concept towards education and high influence of school related

factors resulted in low students' academic achievement in secondary schools of Tarcha City Administration.

Additionally, during the interview held with school principals and PSTA replied 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, the comments on their children work and on school activities for pave the way for further improvement.

Figure 4: parents 'response to parental involvement towards their children academic achievement



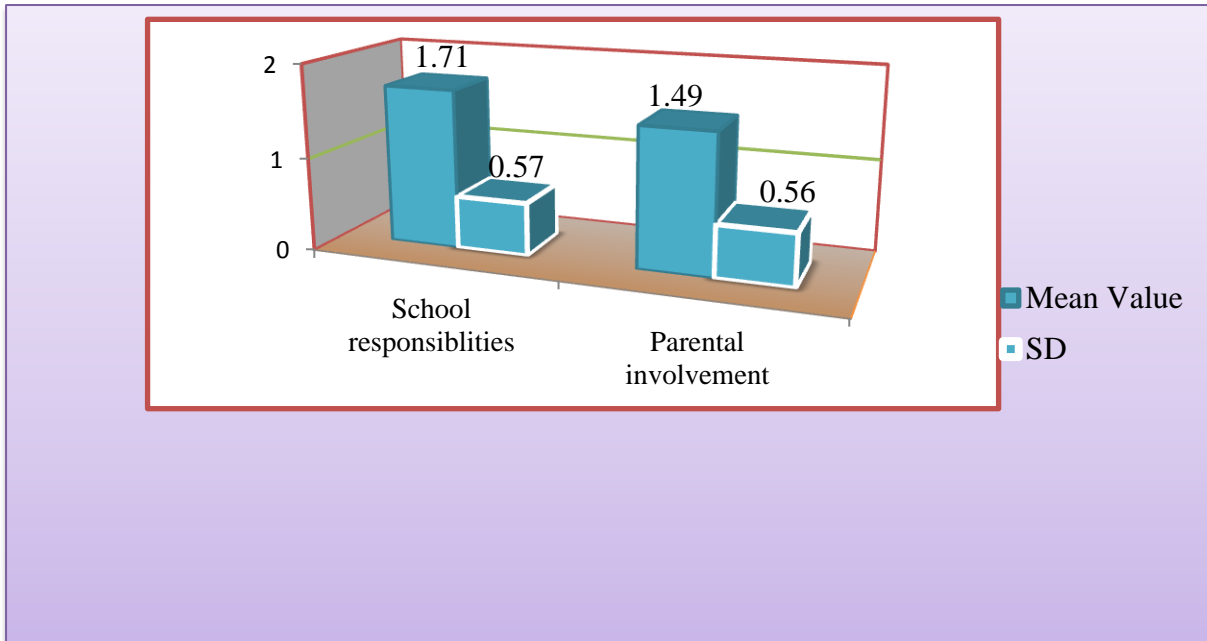
Source: Computed from own field survey (2021).

Figure 4, indicates the parental involvement towards their children academic achievement. The aggregate mean value ($M=1.64$, $SD=0.54$) describes low parental support and high work burden for children at home and aggregate mean value ($M=1.61$, $SD=0.54$) confirms extremely low level of parental involvement on school issue.

Similarly, the aggregate mean value ($M=4.15$, $SD=0.77$) indicates the great impact of barriers of parental involvement on academic achievement of students at secondary level of education in Tarcha City Administration.

In general, low parental support and involvement on school issue together with work burden for children at home as well as barriers of parental involvement highly contributed for low academic achievement of students at secondary level of education in Tarcha City Administration.

Figure 5: Teachers ‘response to parental involvement towards their children academic achievement



Source: SPSS analysis of own data (July2021)

Note: 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 figure 5 pertaining to school responsibilities and level of parental involvement were treated. The aggregate mean value (M=1.71, SD=0.57) indicates the disagreement of respondents to school responsibilities. Moreover, aggregate mean value (M=1.49, SD=0.56) depicts the disagreement of respondents variables of parental involvement in the study area.

4.14. Discussions

The findings of the revealed that parents failed to encourage their children schooling, students missing of classes, work burden for students, students' frequent help of parents, failure of parents to visit their children's academic achievement, few students

have eagerness to do different self-activities and failure of students to get the guidance and counseling service, those highly contributed for low students' academic achievement in secondary schools of Tarcha City Administration. The finding 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).

Moreover, secondary schools have responsibilities, but less practical in Tarcha City Administration as the study identified less responsible in offering workshops or resourceful information, training parents to support their child's learning, discussing with parents about students' academic achievement, failure to encourage partnerships between school and home for children, and failure to assist parents to guide their children to discuss school work at home.

The study looked at parental involvement on students' achievement and identified parents infrequently receive information about their child's progress, infrequent scheduling of conferences for parental involvement and failure of secondary schools to welcome parents, parents' uncomfortable feeling towards the teachers.

The study reported parental little support and expectation on academic achievement of their children, including parents' low encouragement of students to attend school regularly, failure to follow-up the academic activities, low expectation about their children's academic achievement, failure to fulfill necessary educational materials and unsuccessfulness in asking teachers about their children examination results. This is consistent with a body of research outcome indicating that parental involvement is a significant predictor of students' academic outcome (Williams &Wolters, 2012).

The findings of the study revealed that parents occasionally go to school to request their children behaviors, they did not give priority for their work than attending school meetings, they were unsuccessful in participating actively on school affairs, they have poor parent-school interaction and they seldom visit secondary schools to shape the behaviors of their children that greatly influenced the academic achievement of students. In this regard, Wilder (2013) noted 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.

The study confirmed low self-concept of students towards their academic achievement since they have low confidence that they can achieve high scores in their school work, they have low feelings that the students would pass to the next grade level, they did not think they are the best student from their class and they did not feel that they can get a pass mark.

The frequently mentioned factors hindering students' academic achievement stressed on little attention of secondary school leadership to protect children from attack and harassment, unfavorable school setting for students to stay, failure of secondary school administration to ensure the safety and security of children, failure secondary schools to aware the parents to sense the schools as man-making factories and uncomfortable feeling of students while they were at secondary schools contributed for students' low academic achievement.

The finding of the study indicated little support of parents for their education at home, they seldom fulfill necessary educational materials for their children, and they did not enable their children to use their time properly to read at home, frequent missing of children without any personal problem, unsuccessfulness of most parents to enhance their children to do learning tasks, parents did not provide guidance and counseling services for their children, work burden for children at home and parents' failure to allow children to study at home negatively influenced students' academic achievement. In line with the above findings the study conducted by Fan (2012) reported that 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 multidimensional construct and has varied effects on students' academic achievement

The study identified the major barriers of parental involvement, including parents' wrong belief that education is only the responsibility of the government, lack of interest for students to participate in school affairs, lack of experience in discussing the problems of their children with schools, shortage of time for parents, lack of commitment parents to involve on school issues, non-participatory leadership style of school principals, and work burden for parents.

Parents played little roles in improving the children academic achievements due to a combination of factors that resulted in low students' academic achievement because of low promotion of students, high rate of educational wastage secondary schools, low students participation, low students' success on national examination and producing uncompetitive

students. The study by Phillipson & Phillipson (2010) indicated that students whose parents were involved actively in their education perform much better in their schooling than do peers whose parents were not involved.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of the Findings

This study was investigating the role of parents' involvement on students' academic achievement in government secondary schools of Tarcha City Administration. The study was

carried out in two selected government secondary schools. The participants of the study were 110 teachers, 236 students' parents, 236 students and 6 principals of the schools and 10 PTA members. Data were obtained through questionnaires from the teachers, students' and parents. The school principals and PTA members were participated 'through interview in the study. This study was answered the following basic questions.

- 1) To what extent parental support and expectation on Students' academic achievements' at government secondary schools in Tarcha City Administration?
- 2) To what extent parents play their responsibility at home and in school to improve their children's academic achievement in government secondary schools of Tarcha City Administration?
- 3) What are the factors affecting students' academic achievement in government secondary schools in the study area?
- 4) What are the barriers to parents' involvement in selected government secondary schools?

➤ **Regarding the extent of parents' contribution and responsibility' in their children's learning**

Parents low encouraged their children's in locality schooling , 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' achievements', the majority of the respondents were disagreeing on practices of implementation.

➤ **Concerning, parental involvement on students' academic achievement**

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

➤ **Regarding, home school related factors on students' academic achievement**

concerning home, school related factors on students' academic achievement the majority of respondents were agreed factors that affect students' academic achievements' were: work burden from parents, lack of awareness and willingness to encourage their children, shortage of school facilities like; library and reference books, teachers academic problem, principals leadership gap and shortage of family income were some major factors that influence on student academic achievement which were 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; instead parents want their children to work on different jobs at home.

➤ **Concerning parental support and expectation on students' academic Achievement**

concerning parental support and expectation on students' academic achievement, students were strongly disagree and disagree on parental support and expectation on their' academic achievement; As the response indicated that parents did not motivate students to attend school regularly, parents did not fulfill necessary materials for their children, parents did not give moral support to students. Especially, majority of the respondents were agreed on parents' low expectation about their children 'academic achievement.

➤ **Concerning parent-school relationship on students' achievement**

Concerning parent-school relationships on students' achievement: 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 their work than attending school meeting, and Parents did not take responsibility about their children learning.

➤ **Concerning the parents-school communication**

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.

➤ **The school practices towards students' achievement**

Concerning the school practices towards students' achievement the respondents were identified poor schools activities on their academic achievement: schools did not make the parents to sense the school as man-making factory, school was not a best place to stay there, Lack of guidance and counseling service in school, However the school administration controls and ensures the safety and security of children, the schools were well done on issue of the school leadership was able to controls and ensure the safety and security of children

➤ **Regarding parents encourage their children's and follow-up their activities**

As results indicated, that the majority of parents did not encourage their children use their time properly to read at home the parents didn't allow their children to study at home properly. Similarly, the majority of respondents said that parents did not follow-up their children's learning at school and similarly, majority of parents were agreed that parents didn't enhance their children to do learning tasks especially homework.

Finally, The correlation results found in this study that parental involvement was significantly and positively predicted students' academic achievement; parental support and expectations, parent-school relationships, self-concept of students, parents-school communication and school and home related factors significantly and positively predicted students' academic achievements'.

5.2. Conclusions

Based on the above major findings of the study, the following conclusions were drawn. This study was examined that the role of parents' involvement on students' academic achievement in two selected government secondary schools of Dawro Zone Tarcha City Administration. The results in this study found that the role of parents' involvement was significantly and

positively predicted students' academic achievement; parental support and expectations, parent-school relationships, self-concept of students, parents-school communication and school and home related factors were significantly and positively predicted students' academic achievement. The school should work cooperatively with Tarcha City Administration education office to promote parental involvement. To do this, the school should have predetermined plan for parental involvement, the school principal take part in social organizations within community (egIdir, Ikub, wastage removal etc) to make intimate relationship with community, make close relationships with parents, accept local culture, design openly communication with parent about their students behavior and academic achievement, make the school leadership participatory and listen attentively to the community interest.

Moreover concerning parent-school relationships on students' academic achievement were include ; parents did not go to school to request their children behaviors, parents' did not ask teachers their children's' academic results of different subjects, parent did not often visit school to shape the misbehavior of their children, and parent did not regularly attend school conference in their schools. Similarly, poor parental-school interaction, parents did not give priority for their works than attending school meeting and parents did not take responsibility about their children learning.

Finally, the school practices towards students' academic achievement as result indicated; poor activities on their academic achievement include, school did not make the sense the school as man-making factory, school was not a best place to stay there, lack of guidance and counseling services in school, the very uncomfortable in school, the school administration controls and ensures the safety and security of students was low.

5.3. Recommendations

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

- ❖ It is better if secondary schools , teachers and other relevant stakeholders need to promote psychological constructs 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.

- ❖ It is advisable that secondary schools should take better actions to increase parental involvement in their children's learning consequently, the school better work cooperatively with city administration education office to promote parental involvement. To do this, the secondary schools should have predetermined plan for parental involvement, the school principal take part in social organizations within community (egIdir and community meetings) to make intimate relationship with community, and make close relation with parents.
- ❖ School principals' would design openly communication with parent about their students' behavior and academic achievement, make the school leadership participatory and to give timely feedbacks recommended to listen attentively to the community interest.
- ❖ It is recommended that parents devote their time and their effort on their children's schooling as well as follow their children's school attendance for better academic achievement.
- ❖ It is suggested that school management and leadership should create awareness and give short-term training for parents to improve parental involvement on their children's schooling.
- ❖ It is advisable that parents should give attention to their children's school note books, assignment, homework, and provide them rewards to motivate and encourage them.
- ❖ It is suggested that parents spend more time with their children especially in communicating with them about school activities and expectations of academic achievement.
- ❖ It is recommended that further study with wider geographical area and including other variables should be undertaken so as to have a reliable result relationships on the roles of parents' involvement in their student's academic achievement.

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Appendices 1
JIMMA UNIVERSITY
COLEGE OF EDUCATION AND BEHAVIOURAL SCIENCES
DEPARTMENT OF TEACHERS' EDUCATION AND CURRICULUM STUDIES
Students Questionnaire

Dear Respondents!

The purpose of this questionnaire is to gather information on the role of parents on students' academic achievement in Dawro Zone Tarcha City Administration selected two government secondary schools. Thus, you are kindly requested to be considerate in answering the questions. Your cooperation in answering questionnaire is highly appreciated.

Instructions:

-Put (√) 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

Part One: Background Information

Name of the school-----

1/Sex: 1/ Male 2/Female

2/ Grade: 1/9th 2/10th 3/11th 4/12th

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

4/ 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

5/ 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)

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

5.2/Education of mother: 1/ Illiterate 2/primary education Secondary education 4/
 Certificate (10⁺or 12⁺) /Diploma (10⁺or12⁺3) 6/Degree and above

6/ what about your parent's occupation? 1/Farmer 2/ Office worker
 3/merchant 4/ daily-labourer

Part Two: parental support and involvement

Instructions: Some of the factors related to parental involvement and students' academic achievement in government secondary schools in the study area are indicated below. So, please rate the items by putting (√) mark on the space provided for your choice.

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

No	Items	Scale				
		5	4	3	2	1
A	Parental support and expectation					
1	Parents' encourage students to attend school regularly					
2	Parents follow-up the academic activities of their students					
3	Parents' low expectation about their children 'academic achievement					
4	Parents force children to work at home					
5	Parents fulfil educational materials for their children					
6	Parents ask teachers their children examination results					
B	Parent-school Relationships					
1	Parents go to school to request their children behaviour					
2	Parents give priority for their work than attending school meetings					
3	Parents can actively participate on school affairs					
4	There is poor parent-school interaction					
5	Parents often visit school to shape the behaviours of their children					

C	School Relationship with parents					
1	The school calls parents to discuss about their child academic issues					
2	The principal informs for the parents about their children behaviour					
3	The school calls the parents to discuss about the school problems					
4	The school works closely with the parents to shape the behaviours of children					
5	The school facilitates teacher-parent relationship					
6	Timely and joint decision-making on student misbehaviours					
D	Children's self –concept toward their education					
1	I often do myself that I can get a pass mark					
2	I am confident that I can achieve high scores in my school work					
3	I don't feel that I would pass to the next grade level					
4	I always think that I am the best student from my class					
E	Student Academic Achievement					
1	High student promotion					
2	Low level of educational wastage					
3	High student participation in the classroom					
4	High student success on national examination					
5	Competitive children in the school					
F	School related factors (school facilities, services and leadership)					
1	The leadership is not able to protect children from attack and harassment					
2	My school is a best place to stay there					
3	The school administration take care to ensures the safety and security of children					
4	The school makes the parents to sense the school as man-making factory					
5	Lack of guidance and counselling service in school					
6	I feel very uncomfortable while I am in school					

Part Three: Open-ended questions

Direction: Write the possible responses to the following questions clearly and legibly.

1. 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 relationships with your school?

3. What do you think the factors for most of your parents fail to involve in school issues?

4. Mention some of the benefits of parental involvement in your academic achievement.

5. Please mention some of your parent roles on your academic achievement.

Appendices 2
JIMMA UNIVERSITY

COLEGE OF EDUCATION AND BEHAVIOURAL SCIENCES

DEPARTMENT OF TEACHERS' EDUCATION AND CURRICULUM STUDIES

Teachers' Questionnaire

Dear respondents:

The intention of this research study is to assess the role of parents on students' academic achievement in Dawro Zone Tarcha City Administration the selected two government secondary schools. The result of this study is expected to show the role of parents on students' academic achievement and the problems that influence parental involvement in secondary schools. As result, your marvellous 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: please rate the items by putting (√) mark on the space provided 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

Part one: Background Information

Name of the school-----

1. Sex: 1/ Male 2/Female

2/Age in year: 1/ 18 - 23 2/ 24-30 3/31-40 4/Above 40

3/Educational Level: 1/ Diploma 2/ Degree Masters

4/Service year: 1/Less than 5 year 2/6-10 year 3/11-15 4/Greater than 15 years

Part Two: Variable Related to Basic Research Questions (parental Role)

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

1/Yes 2/No

10/ 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

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

1/ Always 2/ Rarely 3/ Not at all

Instruction: The following items are designed to measure how you and your school are reaching out to involve parents, community members and students. Please put (√) mark for the rating that most closely matches your school's current practice.

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

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 /					
B	Parental Involvement					
1	The school believes that parental involvement is related to students' achievement					
2	Parents receive regular information about their child's progress					
3	School schedules conferences for parental involvement					
4	Parents are welcomed when they visit school without pre scheduling an appointment					
5	Parents feel comfortable to their children's teachers					

Part Three: Open-ended questions

Direction: Write the possible responses to the following questions clearly and legibly.

1. What challenges that students face their education at home and at school

Challenges at home.-----

Challenges at school-----

2. Mention the possibilities that parents should do to improve their relationships in to school-----

3. What do you think are the factors for most of parents fail to involve in school issues?

4. Mention some of the benefits of parental involvement in their children's academic achievement.

5. Please mention some of parental roles on their children's academic achievement.

Appendices 3
JIMMA UNIVERSITY
COLEGE OF EDUCATION AND BEHAVIOURAL SCIENCES
DEPARTMENT OF TEACHERS' EDUCATION AND CURRICULUM STUDIES

Interview Guide for School Principals, vice-principals and FTA members

1. What strategies have you used to encourage parental involvement in your school?
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" mentions some of them.
4. What are the implementations of educational policy in your area with regard to parent and community involvement?

5. Do you believe that there is a relationship between parental involvements on their children's academic achievement? If so, explain from your experience.
6. What goals have you established for improving yourschools parental involvement practices? Describe one of the major strategies in improving the parent partnership in your school over the next few years?
7. Please share any comments that you think should be carried out to increase parental role in their children's learning.
8. Please mention some of the benefits of parental involvement in their children's education.

Appendices 4

JIMMA UNIVERSITY

COLEGE OF EDUCATION AND BEHAVIOURAL SCIENCES

DEPARTMENT OF TEACHERS' EDUCATION AND CURRICULUM STUDIES

Questionnaire for Parents

Dear respondents:

This questionnaire is intended to study the role of parents on students' academic achievement in Dawro Zone Tarcha City Administration the selected two government secondary schools. So, your suggestions and answering questions carefully and legibly are valuable for the study. I appreciate you for your co-operation, frankness and honesty in giving response.

Instructions:

-Put (√) 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

Part one: Background Information

Name of the school-----

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. Illiterate 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
5. Your monthly income? A. Up to 1500 B. 1501-3000
- C. 3001-4000 D. 4001-5000 E. Above 5000

Part Two: Items Related to Basic Research Questions (parents' contribution)

Instruction: The following items are designed to measure the role of parents on their children's academic achievement. Please put (√) mark for the rating that most closely matches your response.

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

No	Items	scale				
		5	4	3	2	1
A	Parental support and children activities at home					
1	I support my children's education at home					
2	I fulfil necessary educational materials for their children					
3	I enable my children to use their time properly to read at home					
4	My children miss classes frequently without any personal problem					
5	I enhance my children to do learning tasks					

6	I give guidance and counselling service for my children					
7	There is work burden for my children at home					
8	I allow my children to study at home properly					
B	Parental involvement in school issues					
1	I follow-up my children's learning at school					
2	I work collaboratively with the school to reduce my children drop-out from schooling					
3	I actively participate in school meetings					
4	I participate in school decision making programs and to solve student's discipline problems with school					
5	I frequently visit school to ask my children academic achievement					
C	Barriers of parental involvement to improve their children academic achievement					
1	The belief of the parents that education is only the responsibility of the government					
2	Lack of interest to participate in school affairs					
3	Lack of experience in discussing the problems of their children with school					
4	Shortage of time for parents					
5	Lack of commitment parents to involve on school issues					
6	Non-participatory leadership style of school principals					

Part Three: Open-ended questions

Direction: Write the possible responses to the following questions clearly and legibly.

1. What challenges that your children's face their education at home and at school

Challenges at home.-----

Challenges at school-----

2. Mention the possibilities that you should do to improve your relationships with in your school-----

3. What do you think the factors that you to fail to involve in school issues?

4. Mention some of the benefits of your involvement in your children's academic achievement.

5. Please mention some of your roles on your children's academic achievement.

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የትምህርትናስነ-በሕሪይኮሌጅ

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ለድህረ-ምረቃየትምህርት-ሥልጠናእናምርምርተቋም

በ ሁለተኛ ደረጃትምህርት ቤት በሚገኙት ማሪያዎች የሚሞላ የጽሑፍ መጠይቅ

ውድተማሪዎች ፤

የዚህ መጠይቅ ዋና አላማው በታርጫ ከተማ አስተዳደር ወጪ ስጥበት መረጡ 2 የመንግስት 2ኛ ደረጃ

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እንዲሁም ተማሪዎች በትምህርታቸው ውጤታማ እንዳይሆኑ የሚያደርጋቸው ዋና ዋና ግኖችን ለማትጥናት ነው።

በመሆኑም የዚህ ጥናት ውጤት የወላጆች ተሳትፎን የሚቀንሱና ተማሪዎች ውጤታማ እንዳይሆኑ የሚያደርጋቸውን ግኖችን ያሳያል ተብሎ በመታሰብ ነው።

ስለዚህ እናንተ የምትሰጡት ትክክለኛ መልሶች እና እስተያየቶች ለጥናቱ አወንታዊ አስተዋጽኦ ስለሚኖራቸው ለጥቁቃዎቹ ትክክለኛ ምላሾች ሳትደብቁ በመስጠት ትብብር እንድታደርጉ ጥያቄ ይደረጋል።

ማሳሰቢያ

ስም መጻፍ አያስፈልግም

(√) ምልክት በትክክለኛ ምርጫችሁ በሳጥን ውስጥ ተጠቀሙ መልሶቻችሁን በመጠይቆቹ ቅደም ተከተል እንድትሞሉ አሳስባለሁ

ለጥያቄዎቹ ምላሽ በመስጠት ስለምትተባበሩ በቅድሚያ ስጋና ይንክቅርባለሁ

ከተሰጡት ምርጫዎች ውስጥ ለመምረጥ ያሰባችሁት ከሌለ ምላሻችሁን “ሌላ ካለ ግለጹ”

በሚለው ክፍት ቦታ ላይ ጻፍ።

የትምህርት ቤቱ ስም -----

ክፍል አንድ :- ምርጫ መጠይቅ

1. ያታ: 1/ ወንድ 2/ ሴት
2. የክፍል ደረጃ 1. 9ኛ 2/10ኛ 11ኛ 4/ 12ኛ
3. የወላጆች ጋብቻ ሁኔታ: 1/ አብሮ የሚኖሩ 2/ የተፋቱ 3/ በሞት የተለዩ
4. የምትኖራቸው ከማንኛው? ከእናት እና ከአባት ጋር 2/ ከአባት ጋር ብቻ
- 3/ ከእናት ጋር ብቻ 4/ ከባል (ሚስት) ጋር 5/ ጦድ ጋር
5. የወላጆች ወይም የአሳዳጊ ቤተሰቦች የትምህርት ደረጃ
? ከአንድ በላይ ትምህርት ተቋም የተመረቁ ከሆነ ከፍተኛውን ግለጹ/ግለጪ

6.1 የአባት-የትምህርት-ደረጃ 1/ ያልተማ
 2/መጀመሪያደረጃትምህርት-የተማረ(1-8)3/የ2ኛደረጃትምህርት-የተማረ(9-12)
 4/ከመምህራንማሰልጠኛ-ተቋም-የተመረቀ5/ ሎማያለው
 ድግሪናከዚያበላያለው

6.2 የእናት-የትምህርት-ደረጃ 1/ያልተማረች
 2/መጀመሪያደረጃትምህርት-የተማረች(1-8) 3/የ2ኛደረጃትምህርት-የተማረች(9-
 12)4/ከመምህራንማሰልጠኛ-ተቋም-የተመረቀ5/ ሎማያላት
 6/ዲግሪናከዚያበላይ

1. የወላጆችህ/ሽ/ ሥራ-ምንድንነው1/ ግብርና2/ ጊ.ሮሰራተኛ3/ ንግድ4/
 በጉልት-ሥራ-የሚተዳደር 5/ በዝቅተኛ-ክፍያ-የሚሰራ

ክፍልሁለት-የመስማማት-ደረጃን-በመለየት-የሚመለስ-መጠይቅ

ለሚቀጥለው-አረፍተኛ-ጥያቄ-ምን-ይህል-እንደምት-ስማማ/ሚ/ የ“√” ምልክት-በማድረግ-ግለጽ/ጩ

1. በጣም-አልስማማም 2. አልስማማም 3. ለመወሰን-አልችልም 4. እስማማለሁ
 5. በጣም-እስማማለሁ

	ሀ. የወላጆች-ድጋፍ-ና-ያላቸው-ግንዛቤ	ደረጃ				
		5	4	3	2	1
1	ወላጆች-መደበኛ-የትምህርት-ጊዜ-ያችን-እንድንጠቀም-ያበረታቱናል					
2	ወላጆች-የትምህርት-መሣሪያዎቻችንን-ያሟሉ-ልናል					
3	ወላጆች-የትምህርት-መሣሪያዎቻችንን-ያሟሉ-ልናል					

4	ወላጆች በትምህርት ውጤታችን ላይ ያላቸው ግንዛቤ ደካማነው					
5	ወላጆች እቤት ሥራቸውን እንደ ንፈጽ ምይገፋ ፋናል					
ለ. ወላጆች ከት/ቤት ጋር ያለው ቁርኝት						
1	ወላጆች የልጆቻቸውን ባህሪ ለማሳወቅ ወደ ት/ቤት ይሄዳሉ					
2	ወላጆች የልጆቻቸውን ትምህርት ውጤት ከመምህራን ጠይቀው ያውቃሉ					
3	የወላጆች ናት/ቤት መካከል ያለው ግንኙነት ደካማነው					
4	ወላጆች ለት/ቤት ስብሰባ ጥሪ ከመሄድ ለሥራቸው ቅድሚያ ትኩረት ይሰጣሉ					
ሐ. ለተማሪዎች በትምህርታቸው ላይ ያለው ግላዊ ግንዛቤ						
1	እኔ ጎበዝ እንደ መሆኔ መጠን በትምህርቱ ከፍተኛ ውጤት ማምጣት እችላለሁ					
2	ከከፍተኛ ወደ ቀጣዩ ክፍል ማለፊያ ስለሆኑ ጥንቃቄ ያደረግሁ					
3	አብዛኛውን ጊዜ ራሴን ችግሩ ስለሆነ ሰራማ ለፊያ ውጤት አገኛለሁ					
መ. 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 ሳይሉ መስጠት ወላጆችን ይጠራል					
3	ወላጆች አዘውትረው በት/ቤቱ መገኘት የተማሪዎችን ባህሪ ችግሮችን ያስተካክላሉ					
4	ት/ቤቱ መምህራን ከወላጆች ጋር እንዲገናኙ ሁኔታዎችን ያመቻቻል					
5	ት/ቤቱ የተማሪዎችን ባህሪ ይችግር ለማስተካከል ከወላጆች ጋር አብሮ ይሰራል					
6	ት/ቤቱ ወላጆች ት/ቤትን የተማሩና እውቀት ያላቸው ሰዎችን እንደሚመርት ያስገነዝባል					
ሠ. ት/ቤቱን የሚመለከቱ ጉዳዮች / ምቹ የት/ቤት አካባቢ፣ አገልግሎትና አመራር/						
1	የት/ቤታችን ምቹነት እዚያ ውውዬ እንዳድር ያሰኘኛል					
2	የት/ቤት አስተዳደር የተማሪዎችን ሰላምና ደህንነት ያስጠብቃል					
3	የት/ቤቱ አመራር የተማሪዎችን ሰላምና ፀጥታ የማስጠበቅ አቅም የለውም					
ረ. በት/ቤቱ የተማሪዎች የትምህርት ውጤታማነት						
1	የተማሪዎች የማለፍ ምጣኔ በት/ቤቱ ከፍተኛ ነው					
2	በት/ቤቱ የትምህርት ብክነት ሁኔታ / መጠን ማቋረጥና መድገም / ዝቅተኛ ነው					
3	በክፍል ውስጥ የተማሪዎች ተሳትፎ ከፍተኛ ናቸው ተነቃቃይነት					

4	በተማሪዎች ዘንድ ሀገራዊ ፈተናው ጤት ከፍተኛ ናልኬታማነው					
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ክፍል ሶስት፣ ግለጽ ጥያቄ

1. በትምህርት ወጤታማና ስኬታማ እንዳትሆኑ እቤታችሁና በት/ቤት ያሉ ችግሮች ምን ምን ድናቸው? በጽሑፍ ግለጹ

1.1 እቤት ያለወ -----

1.2 ት/ቤት ያለወ ችግር -----

2 .የትምህርት ወጤታችሁ እንዲሻሻል ወላጆቻችሁ ሊረዳችሁ የሚችሉ ሌሎች ጥቂት ነገሮች ንዘርዝሩ-----

3 . ወላጆችህ/ሽ/
የትምህርት ወጤታችሁን መሻሻል ለማወቅ ወደ ት/ቤት ሄዳለሁ? የማሄዱ ከሆነ ችግሮቹን ጸፍ/ፊ/-----

4 .የወላጆች ተሳትፎ ለተማሪዎች ወጤት መሻሻል ካለ ትጠቀሙታዎት ጥቅቶቹን ግለጽ/ጭ

5. የወላጆችህምና በትምህርት ወጤት መሻሻል ላይ ያለወ አስተዋጽኦ ግለጽ/ጭ

JIMMA YUNIVERSSITYA

TIMIRTTIYA NNE EESHA S' AYNISIYA KOLLOJJIYA

TAMAARATU SOO ASATUN KUMIYA OOSHATUWA

Bonchchetteedda Haooshaa Zaariyawantto

Ha ooshay zaaruhintteppekoyettawe Tarcc''a katama

la''antsodetsatimirttekeetsatunde'iyatamaaratutimirttiyamurutaynneyelaasamaaduwaeranaesa

.

He gishowhinttepi mettiyazaarunnek' ofayha s'imaatiyas

daromaaddiyagishawakeekanikuntsana mala

hinttenabonchchuwank'otissaaddekoyruwanhinttezaaruwasdarogalatashishshay.

Geluwa

“√” Ha malaata hintte imaya q’ofaappe sintsanna de’ia saas’natun wotsite.

Hinttesunsaaxaafoppite

UbbaooshatuwazaaruwaAnttumaaranwotsite

Hintteewdooruwand’aydak’ofaakayssanxaafidzaarite.

Timirttegollesunsay-----

Koyrokaaraan: Hinttede’uwahanotaaoochchiyak’ofaa

1. Matuma: A/ atumaawa B/ mac’c’awa
2. Yelettalaytsaa: A/ 35 ppegerssalaytsa B/35-40 C/41-45 D/ 45 ppebolla
3. Akaangelohanotaa: A/ketowa B/akettibenawa C/bilettowa D/ hayk’uwanshakettowa
4. Ne

timirttiyadetsaydummadummatimirttiyaek’otappeanjettawagiddopped’k’k’adetsawadoor

a: A/ Tamaaribeennawa B/ Koyrodetsatinirttiywurssowa C/

Na’ntsadetsatimirttiyawurssowa D/ Serttefikkettiya ($10^{+1}, 12^{+1}$) E/ Dippiloomma ($10^{+3}, 12^{+3}$) F. Digriyannebolla

5. Ne agenaademishay (agenaandemmiyashaluwakeenay): A/ 600 biraagakanaawde’iyawa B/ 601ppe-1000 biraa C/ 1001ppe-1500 D/1501ppe-2000 E/ 2000ppe bolla

Naa’antsokaara: Waannapilggetsahuupheooshatuwannagakettiyaoshatuwa.

Hawappekaliyaoshatuwaimettedadoruwamaradankunsa.

5.Loytsamayetay 4. Mayetay 3.Shakabeyke 2.Mayetike 1. Mule mayetike

	Oshatuwa	Detsaa				
		5	4	3	2	1
A	Yelaasaamaduwaneenannakitaagoleegarssan					
1	Ne naanatimirttiyasoyanwoygollenmaada					
2	Ne naanawtimirttiyamiishskatuwakuntsaimma					

3	Timirtekeetsaymetatuwabillanawakkiyamurawgiigissoprogramiyan ne babeetta era					
4	Ne naawtimirttiyabaggannamak'k'uwannezoriyaimma					
5	Ubbawodetimirttekeetsabaade ne naanaatimirttiyamurutaoochchaeraa					
6	Ne naanaytimirttewwodiyasoyanloytsid go''ettiiee					
7	Ne naanaysoyanloytsinabbabana mala uda					
8	Nenaanaatimirttekeetsantamaaruwahanotakaallaades'eella era					
B	Yelaasaatimirttekets'aashiq'uwa					
1	Ne naaanaytimirttiyappek'ans's'iee					
2	Ne naanawsoyanoosuudariidimetee					
3	Neenitimirttekeethashiik'uwas'eessanubaawodebeetta					
4	Nenaanatimirttiyaosuwanleemisuwasa soya oosotuwamalanmaadda era					
5	Ne naanay ay gaasuu /metuu/baynnantimirttekeetsappeattiee					
C	Yelaassatutimirttekets'anbettenadandigiyaametatuwaa					
1	Timirtiubaawodekakawuwaalaliyagaq'oppay nee					
2	Nee timirtekets'anbetanaw new koshaybawaa					
3	New timirtekets'ametuwaitippebiliyaeshay with school					
4	Newutimirttekets'anbetenadawodilappa					
5	Nee timirtekets'anbetenadaguncc'uubawa					
6	Timirtekets'aaysuunenashishisiyawagidena					

HezzantsoKaraa

Kalliyaoshatuwa nee qoppanzaraa

1. Nee naanaytimirriyanminenamalaagoleninnetimirtteketsande`iyameetuwaodaa.

1.1 GoleMettatuwa-----

1.2. Timirteketsametatuwa-----

2. Ne timirteketsana de``iyagaketetsaminisanawkoshiyabatuwas`aafa

3. Nenitirteketsabenadandigiyametatuwas'aafa

4. Nee timirteketsashiquusaynetamariyamurutabolanimiyaago'atuwas'aafa

5. Ne nannatimiritiyamurutadichanwunefekoshiyawanta sure s'aafa

