



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

PARENTAL INVOLVEMENT IN THEIR CHILDREN'S EDUCATION AND SCHOOL
AFFAIRS IN PRIMARY SCHOOL, IN JIMMA ZONE

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LETTER OF APPROVAL

This is to certify that the thesis prepared by Shifara Moti entitled “Parental involvement in their children’s education and school affairs in primary school, Jimma zone and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in School Leadership complies with the regulation of the University and meets the accepted standards with respect to originality and quality.

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DECLARATION

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

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ABSTRACT

The purpose of the study was to examine parental involvement in their children education and school affairs in primary school, in Jimma zone. The study focused mainly on parents involvement in their children's education; parent and PTA participation in school activities and their effort to support school management as well as factors that hinder parent participation were assessed here. The research method employed in this study was descriptive survey, and the data gathering instruments used in this study was questionnaires and interview. The samples taken for this investigation were PTA members, principals, parents, teachers and students of the schools. The sample of the study: 126 students, 31 parents, 36 teachers, 27 PTAs and 6 Principals were included. The sampling techniques used in this research were simple random sampling technique of lottery method were employed. The data obtained were analyzed by descriptive statistics using frequency, percentage, mean and one way ANOVA test. The findings the study showed that parent involvement in their children education and school affair was low. There were rarely participating in parent-teacher meetings (weighted mean =2.762) participating in decision-making (Weighted mean=2.284), visit their children at school (Weighted mean=2.554), communicates with school teachers or school administrators (Weighted mean = 2.722). Parents involvement in guiding, helping with basic and supplementary learning materials, reducing work load and regular follow up of their children education at home and at school level were varied based on their rating scale. The extent in which parents' involvement in their children education to enhance their children success in education is moderate. Moreover, parents were rarely supporting their students by regularly checking their children's notebooks, assignments and homework, and providing rewards to motivate and encourage them. The main factors that hindered parents' involvement in schools were lack of parents' commitment, shortage of time and distance from the schools, low economic resources, and low levels of literacy parents, lack of knowledge and skills needed to help their children with school work. To conclude, parent's participation was mostly affected by economic and social factors. So to raise parents and PTAs interest and capacity toward their duties and responsibilities: giving training to strength their roles on how to help their children in education at home and at school is the most important tasks to be accomplished.

Key words: *Education, parental involvement, school affairs and primary school*

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ABBREVIATION

ANOVA	Analysis of variance
ESDP:	Education Sector Development
GEQIP:	General Education Quality Improvement Project
MOE:	Minster of Education
NGO:	Non-governmental organization
PTA:	Parent-teachers association
SPSS:	Statistical package of social science

CHAPTER ONE

INTRODUCTION

This chapter deals with background of the study, statement of problem, research objectives that include general and specific objectives and research questions of the study. In addition to this, it presents significance of the study, delimitation of the study, limitation the study and operational definition of key terms.

1.1. Back ground of the study

Parental involvement in schooling is one of the utmost important for the escalating students' academic achievement. Parental involvement, according to Vandergrift and Green (1992), has two independent components: one being parents as supporters, the other component being parents as active partners. Parents' active involvement in their children's schooling can be through the mere use of a services, contribution, attendance consultation, delivery of services, and implementer of delegated power and in decision making at every stage.

The involvement of parents means that parents participate in school activities, such as parent-teacher meetings, volunteering at school, stimulating their child with homework, encouraging the child to upgrade achievement. The involvement of parents in each stage of child education is necessary and the parents leave imperishable imprints on the lives of their children (Singh, 1995). Parental involvements are particularly effective and which aspects of the development of children are specifically affected remains unclear. Research on the differential effects of parental involvement on pupil-related outcomes is scarce (Jordan et al., 2001).

Hong and HO (2005) in their investigation show parental involvement are multidimensional and multifaceted. Some of the dimensions included parental background factors, aspirations, practices, home learning activities and parent-school contacts. According to Fuller, (1998) successful parent involvement can be defined as the active, ongoing participation of a parents or primary caregivers in their children educational achievement. The most basic involvement of parents in their children schooling is the provision of basic needs. Parental involvement helps to reinforce the importance of education and provides the students with the attention in class rooms and at home for their school related activities.

Studies of family process indicate that students perform better in school when they are raised in homes characterized by supportive and demanding parents who are involved in schooling and encourage as well as expect educational achievement as a result enhance students promotion and increased retention rates in school (Charles.,2003). As students spend a considerable amount of time at home and in the greater community, parent can still greatly influence in their children's education.

Moreover, some parents have major roles in establishing effective management programs in the class rooms. Based on the circumstances of the world, the Transitional Government of Ethiopia launched the aggregation of committees as indicated in education and training policy, (MoE, 1994) such as supportive committee like Parent Teachers Association (PTA) committee from family and community members involved in school activities, participations in parent advisory committee according to the ability of parent to assist within school setting as necessitated. Therefore, supporting the children's schooling activities could be practiced by helping their school work through providing encouragement, parent school communication which includes parent teacher discussion, phone conversations with school staff to share information, participation in work of the school and the school governance to share school burden activities.

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

Findings of different studies have shown that parental involvement in children's education has a significant positive correlation with academic affairs and achievement. The higher the parents' involvement in children's education, the higher the academic achievement obtained. Similarly, other studies have also shown that parents' interest in homework has a positive correlation with children's academic achievement (Zahyahet *al.*, 2002). Parental involvement includes a wide variety of actions that parents take for the benefit of their children's academic success at school as cited in Anathe, (2015). These include parenting style, parental expectations and aspirations, home rules and parental supervision, parents' attitudes towards children's activities, helping with homework, visiting the school to talk to teachers, and beliefs regarding their child's education.

Thus, this study will design to examine contribution and role of parental involvement in their children's educations and school affairs in primary schools of Jimma Zone.

1.2. Statement of the Problem

The role of parental involvement in children's education has become a central issue in educational policy. 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.

To achieve one of the educational goals, the participation of parents and community is at large found to be paramount in the guideline prepared by minister of education (MOE, 2002) which indicates the extent of authorities and responsibilities of parents and communities. Accordingly they are actual to play crucial roles in school activities which include participation in annual planning, school financing, constructing and maintaining infrastructure looking into disciplinary problems, students learning and other related school activities. A study by Fan and Williams (2010) found that when parent-school contact is distinguished as student-school problems and school issues, the outcomes are different and interesting.

Current research states that the majority of the research that has previously been conducted on parental involvement and student success often stems from the elementary school environment (Anthony &Ogg, 2019). It has been found that parental involvement is higher in the elementary school environment.

The researcher will be examined the problem and interested to investigate research in the study area, because there is a gap between schools, parents and community. School not creates an enriching environment for parents to actively involve in their children's education and directly in school activities. Consequently, the school students, teachers, principals, and parents of the students or communities are directly or indirectly the beneficiaries of the study; which means while students are the directly beneficiaries, teachers, principals, parents or communities are the indirectly beneficiaries of the study.

To be investigated to know the extent to which the major obstacles that hinder the parents from playing their role in school matters. However, many parents feel uninformed about current educational practices and how they can be more involved with their child's learning. Therefore, currently our education lacks and need cooperation of all stakeholders especially parents involvement in education to fill the gap the investigator set of the study in Jimma zone primary schools. The study will guided by the following research questions:

1. What are the practices of parents at school contribution in Jimma zone primary schools?
2. To what extent parents have been involved in their children's education in Jimma zone primary schools?
3. In what way do parents play their role to contribute to children success in their education?
4. What are the main factors that hinder parent participation in primary school activities in the Jimma zone?

1.3. Objective of the study

The study was conducted to achieve the following objectives;

1.3.1. General Objective

The General objective of the study was to examine parental involvement in their children education and school affairs in primary school, in Jimma zone.

1.3.2 Specific Objectives

The specific objectives of this study was

- ✓ To identify parent involvement in their children education in the primary school of Jimma zone.
- ✓ To investigate the extent of parents involvement in their children education of primary school.
- ✓ To identify the way in which do parents play their role to contribute to children success in their education.
- ✓ To list down the main factors that hinder parent participation in primary school activities in the Jimma zone.

1.4. Significance of the study

The findings of this study will expected to have practical implementation in the teaching and learning process in the primary schools of Jimma zone. In addition, the findings of the study may be expected to create awareness among teachers, parents and the community at large on parental involvement in their children's education and school affairs in primary 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' success. The study may also give information to community and other organizations that are working on parental involvement on their children learning. Again, it may create awareness on parents about their role on their children's education. Finally, the study also can serve as a spring-board who wants to make further study on the related problems.

1.5. Delimitation of the Study

The study focuses on parental involvement in their children's education and school affairs in Jimma zone primary schools. Because of time and resource constraints are difficult to include all schools in the zone in this study. For this reason the study was delimited to in three Woredas which constitute 15% Woredas of zone. Also to make the study manageable six primary schools were selected out of 130 primary schools in the study area which are thought to be fairly representing the population.

1.6. Limitation of the study

The study in parental involvement in their children's education and school affairs requires a deep investigation and intensive follow up to get the deep-rooted, actual problems and hinders. However, so many researchers have been conducted in the field of education and still large number of researcher were conducting their researcher too in the area and use the school community specially teachers and principals as a source of information to gather data. As a result teachers and school managers become tired and bored of filling the questionnaires. Because of this, most of them were unwilling and reluctant to respond to the questionnaire and failed to return it. This was the major challenges that the researchers faced while conducting the study. The researcher undertook creating awareness for the respondent principals, PTAs, teachers and the selected students and discussion made on the purpose and benefit that might be obtained from the study. However, with frequent appeals and patience some of the problems solved.

1.7. Operational definition of key terms

For the purpose of this study the following terms and definition will be used

Parent: Parent is the person or persons who has or have care custody and control over and concerned for their children.(Mother, Father or Legal guardian) of the students.

Involvement: Participate; take part in educational activities at schools and at home. Has necessary part tries to help children's and the school activities.

Parental: Relating to, belong to or provided by parents. Or of a parent; having something do with a parent or parents

Parental involvement: is the involvement of parents in their children's education by participating in various activities at home and at school.

Education: System of formal teaching and learning as conducted in the primary schools.

Schools affairs: which are concerned school tasks parents to contact or interaction in education.

Parent Teacher Associations: School Organization of Parents and Teachers; a school body run by teachers and parents to organize fund raising and social events and encourage cooperation.

Primary school: in the study implies that the first formal schools where the children and school stakeholders participated in education

1.8. Organization of the study

This study consists of five chapters. The first chapter deals with the introductory part: that includes background of the study, statement of the problem, objectives, significance of the study, delimitation of the study, limitation of the study and definition of key terms. Chapter two is committed to the review of the related literature to lay down the theoretical foundation of the study. The research design and methodology under which the method, data sources, sampling techniques; the type of instrument and data analysis techniques used are discussed in chapter three. Chapter four treats the analysis and interpretations the gathered data. The summary of major findings, conclusions drawn up on the findings and possible recommendation will be presented in chapter five. Finally, lists of reference materials used in the study, questionnaires and interview guides was attach to the paper.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with review literature of the study. It included the concept and definition of parental involvement, history of parental involvement, beginning of parental involvement in formal education in old societies, parental involvement in formal modern societies, parental involvement in Africa, history of parental involvement and community participation in education in Ethiopia context, benefits of parental involvement, sociological significance of parental involvement, factors influencing parental involvement in education, parents participation in school activities, area of parent involvement, importance of parent involvement, reason for lack of parental involvement, the participation of parents and communities, the role of parents, types of parental involvement and factors affecting parent participation.

2.1. Concept and definition of parental involvement

Parent involvement is the means of communication with their children's schools at any given time to promote education purposes to fosters their goals. Parent 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 families during the first ten years of life than in any other social context (Patrikakou, *et.al*, .2005). Various authors commonly conceptualized parental as having multiple dimensions with distinct influences on students' academic achievement (You and Nguyen, 2011; Fan, Williams and Walter, 2012; Wilder, 2013). While researchers tend to draw on different combinations of dimensions in their studies, the field of parental involvement has been shaped by two leading theories developed by Epstein (1995) and Hoover-Dempsey & Sandler (1995) emphasizing on different but interrelated aspects (Chen & Gergory; 2009). Parental involvement is the involvement of parents in their Children's education by participating in various activities at home and at school (Jesse, 1996), "parental involvement is reading to pre-school children. It is volunteering at school. It is serving on collaborative decision-making committees, and it is lobbying legislatures to advocate for children" (Jesse, 1996).

Parental involvement is also seen as one component of learning institution. According to different scholars stated that parent involvement in education is allocation of resources or it is sometimes investment in the education of their children's (Assefa A., et al 2019). The term

parents' involvement also refers to all the objects, forces and conditions in the dwelling house, which attracts the child physically, intellectually and emotionally. Baker (2003) points out that different home environments vary in many aspects such as the parents' degree of education, economic status, occupational status, spiritual background, attitudes, values, interests, parents' future expectation for their children, and family size among others.

The definition of parental involvement, according to the Department of Education in the United States (2004) is the participation of parents in regular, two ways and meaningful communication involving student academic learning and other school activities ,including ensuring that parents play an integral role in assisting their child's learning ; that parents are encouraged to be actively involved in their child's education at school ; that parent are full partners in the child's education and are included ,as appropriate , in decision making and on advisory committees to assist in the education of their children . The common understanding is that parental involvement and strong schools are always together so they are supplemented. Certainly, research point to a strong relationship between parental involvements (Hester, 1989).

Parents' involvement differs from one family to another, and it affects children's academic performance differently. Where things like gifts, prizes and their favorite/desirable places provided make positive reinforcement in children and generate higher performance.

2.2. History of parental Involvement

Three decades of research have demonstrated that parent involvement significantly contributes, in a variety ways, to improve student outcomes related learning and school success. These findings have remained fairly consist despite the fact that families have undergone significant changes during that time, and school "operation in very different times 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 activity" (Drake,2000) much remains to be done . Our society has simply become too complex for support entities to continue to function individual (Buttery &Anderson, 1999).

Schools, communities and parents must cooperate and work collaboratively to improve the learning experience of all children. Schools that recognize the “interdependent nature of the relationship” between families and school and value parent as “essential partners” in the education process will realize the full value of this collaboration. Such an approach recognizes the “significance of families and “contribution of schools” as a “necessary framework” for working together in “complementary efforts towards common goals” to maximize success for students as learners (Christenson & Sheridan, 2001). Parental involvement in education has been a topic of interest for many years among those who are concerned with improving academic achievement for children (Hoover-Dempsey & Sandler, 1997). After reviewing the literature, Henderson & Mapp (2002) indicate that student achievement is most commonly defined by report cards and grades, grade point average, enrolment in advanced classes, attendance and staying in school, being promoted to the next grade, and improved behavior.

2.3 Beginning of Involvement in Formal Education in Old Societies

Formal education was established and taught in formal institutions outside the home. The schools developed 1580 to 1387 B.C. According to Braun and Edwards (1972) in Berger (1983) say there was a need in need in old societies to preserve communities of humankind and to maintain a stable societies and viable not distance themselves from schools and they cooperated with teachers in education of the child .Berger (1983) asserts that in Greece there were regulations that governed people to teach their children how to read, write and swim. Roman parents were actively involved in the education of their children in the formal situation. Modern educationist like Rousseau, Pestalozzi, John Locke and Froebel studied extensively on the importance of parent involvement in the education of the child by postulating theories and concepts.

2.4. Parental Involvement in Formal Modern Societies

It was indicated in the above section that parent involvement was not a new concept in formal education in 2002. The concept had been in operation all over the world, for example, in the United States of America, United Kingdom and Australia since the 1960s. Jowett & Bangi Sky et al (1991) discuss parent involvement as undoubtedly one of the most important issues in the educational debate in Britain. In 1967 the Plowden Report (1967) come into effect in British education cycles and it was acknowledged by researchers, educators and government agencies in order to study parental involvement in a broader perspective. Furthermore in British

education, the Warnock Report (1978) and the Taylor Report (1977) contributed greatly in parent involvement studies Kogan in Culling ford (1985) discusses the 1984 Green paper that was issued by British Government. The British Education Acts of 1980, 1981, 1986 and more significantly 1988 emphasized the role of parents in the education of their children.

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

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

2.5 Parental Involvement in Africa

In Africa parental involvement is unique and different from the rest of the world due to historical, political, social and economic factors. The South Africa experience may be looked at in terms of the South African education eras, that is the democratic era (since 1994, Claseen, 1995).

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

2.6 History of Parental involvement and community participation in Education in Ethiopia context

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

The rise of different governments to power in Ethiopia was accompanied by educational reforms and policy changes. From 1941-1974, the imperial education system functioned on the basis of the emperors conviction that education held a key position in the countries development. However, each of the two post imperial era governments had well- defined reform policies of their own. For instance, the socialist regime issued five-volume publication entitled general direction of Ethiopian education in 1980. Its aim was to cultivate a Marxist ideology, develop the wedge in science and technology and integrate education with production (TeshomeNekatibeb, 2012). Similarly, the federal democratic republic of Ethiopia issued two policy documents entitled {educational and training policy} and {education center strategy} in 1994. Initially, policy focused on improving education access and equity.

The government then started to emphasize the importance of school governance. For example, the education sector development program (ESDP I (MOE 1998) defined the roles and responsibilities of school governance at the federal, regional and woreda level. When ESDP II was designed in 2002, the government realized the significance of management and decision-making at the woreda and school levels. This was further strengthened with ESDP III (2005). When the government decided to decentralize critical decision making from regions and zones to the woredas and municipalities, and further to the school level, with the objective of having education become more responsive tom school situations (MOE 2005, 23).

The devolution of decision making authority to the woreda level was expected to strengthen woreda level educational institutions, to offer better local governance, to promote accountability and to improve community participation (MOE 2005, 23)

The focus of the decentralization programs at this time was to strength the capacity of woreda. Education community members and parents are members of the parent- teacher association (PTA) which were expected to participate in preparing annual action plans (MOE 2005, 24).

Community support for school infrastructure and operation cost studies conduct in Ethiopia inform that parents are after required make in cash and kind contributions for school operations. Infrastructure and maintenance as well as to supplement salary of teachers and other personal (Beyan et al., nd: Dom. 2004: Nassise, 2001: Swift Morgan, 2006).

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

2.7. Benefits of Parental Involvement

Researchers stated parent- teacher collaboration makes tremendous impact on children's education and parents become comfortable when the education system requires their involvement in school activities. The strong collaboration of parents with school authorities can lead to increased improvement in both physical and academic performance of the school. Hence, school administrators have to encourage parents to get involved and make contribution towards helping the school achieve its missions and goals cited as Able Ntekane,(2018). Seeing parents involved in the education of their children is a good thing because it improves academic performance. When parents are involved actively and ready to involve in their students they take responsibility becomes a part of the nature of such children as they plan ahead and are able to do their work according to their schedule, which is the quality of being organized.

If parents are serious about helping their children do well in school, improving their relationship with teachers and involvement in school activities are worthy goals. Both teacher and parents have the interest of the child in mind; however, the idea of how to help the child with regard to school. They may be unsure their role or what the school or teacher expects of them, which may keep them from becoming involved in the school or may lead to a perception that they are not involved. It is beneficial for the students to have schools, teachers, parents and the community

working together as a unity with the focus on students (Glasgow& Whitney, 2009). According to (Bryk& Schneider, in Muscott, et al., 2008), this trusting relationship occurs when teachers and parents respect one another and believe in the ability of 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 students' success rate increases.

There are many reasons for developing school, family and community partnership. They can improve school program 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 partnership is to help youngsters succeed in school and in later life (Epstein, 1995).

Moreover, Epstein (2009) alleges that there are many reasons for development and establishing a partnership between school , family and community .The main reason for such a partnership is to aid students in succeed at school . Other reasons are, for example, to improve school climate and school programs to advance parental skills and leadership, to assist families to connect with others in the school and the community, as well as to assist teachers with their work. All these reasons emphasize the importance for parent to play an active role in their children's education and to keep a strong and positive relationship with schools.

The goal of family involvement in their children education is to strength learning and the development of children. Sheldon (2009) concurs with this, and claims that parental involvement and 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 increase.

According to Bryke& Schneider (in Sanders & Sheldon , 2009) maintain that schools become successful when 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 (Sander & Sheldon, 2009; Henderson &Berla , 1994) .The benefit for student of strong relationship between school and home is based on the development of trust between parents and teacher.

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

2.8. Sociological Significance of Parental Involvement

Parental involvement in education of their children has been significantly linked with the quality of education and academic achievement of children. It may further contribute in mitigating the mass level failure of students in examination that may indirectly cause wastage of parents' own resources as well as the public expenditure for importing formal education in school. For example, fifty percent students fail in secondary level education examination means loss of half of the public budget spent on educating the students and parent expenditures for purchasing books and other allied expenses for educating their children. Besides bearing the financial expenses of educating children, parental involvement in academic achieve activities of their children may not only save personal and public spending but also it would be contributive in

2.9.Factors Influencing Parental involvement in Education

Parent participation in education and other fields of development are impacted up on by a number of factors. The factors that influence participation may vary from place to places but overall, according to Paulos (1996); Fosu-Siaw et.al (2004) the following are some of the general factors. These factors are: Weak democratic tradition. Undeveloped political and policy environment, Socio- cultural barriers, Language barriers, Lack of exposure and experience on public affairs, Lack of confidence and trust due to previous negative experience, Lack of awareness on the value of parent participation, parent attitude that education and other development matters are only the responsibility of the government and other organizations, Elitist attitude that the parent does not know about modern development and education, High

level of poverty and illiteracy, Long and discouraging bureaucratic procedure, Insufficient opportunities and forums for enhancing parent participation and particularly for marginalized social groups. Decker et al.,(2007) suggested that, when parents only receive negative feedback from the school with regard to their children they feel intimidated to come to school because their parenting style is being questioned. Therefore, the educators may seem to have an understanding of what they expect from the parents but often this message is not communicated to the parents.

2.10.Parents Participation in school Activities

It is widely recognized that if pupils are to maximize their potential from schooling they will need the full support of their parents. As stated by MoE (1994), attempts to enhance parent involvement in education occupy governments, administrators, educators and other volunteer parents in all surrounding. It is anticipated that parents should play a role not only in the promotion of their own children but more broadly in school improvement and democratization of school governance. Accordingly the degree of parent participation is a significant indicator of the quality of student's success in school (MOE, 1994A.A).

On the other hand, regardless of government policies some parents have always been actively in enhancing their children development and educational progress. This spontaneous activity has taken a number of forms including good parenting in the home which provides a good foundation of skills , value, attitudes and self-concept, visits to school to gather relevant information, providing supplementary materials, help by fixing play and TV watching time home support teacher(tutorial teacher), and establish good relationships , discussions with teachers to keep child's progress and to discuss emergent problems, and assisting more broadly in the practical activities and governance of the school.

So, continuous activities of many parents has been seen as a valuable contribution to children's educational progress and attempts to enhance the involvement of all parents now wide spread with government bodies specially educational concerned. (Charles, 2003), research reports No 433 indicates the impact of parental involvement, parental support and family education. Studies of family processes indicate that students perform better in school when they are raised in home characterized by supportive and demanding parents who are involved in schooling and encourage and expect students or their children school success.

A Variety of techniques exist for involving parents in their children's education. These range from parent school contacts like parent teacher conferences, notes home to parent training for involvement in school policy (Epstein, 1992). They found that teacher's techniques for involving parents in children schooling are: reading activates, learning through discussion, suggestions for home activities. That is supervision and review of homework etc. Also, Epstein(1995) suggests that a comprehensive program of parent participation include: techniques to help parents create home environment conducive to learning, frequent and clear communication from teachers to parents about pupil progress, the use of parents as resource in school (that is volunteers), assistance with educational activities in the home, and involvement in school governance as PTA.

As many researchers suggest that in their findings as evidence close supervision and high support for educational activities are important factors in school success. For instance school can maximize the learning conditions for all the students when; establishing a school climate affirming the worth and diversity of all students and having staff and students both take responsibilities for successful learning out comes. Parents provide school supplies, supervision of activities and home environment (Bauch,1994 and Epstein,1995).

Another way of involvement includes the school ability to establish a two way channel of communication about the child they share. A bond of ownership is formed between the parent and the school, and parents can become comfortable communicating with the school. When parents are comfortable with the schools expectations they are willing to communicate their child's teacher (Fuller and Olsen 1998). Communication between school and home is the parent involvement and parents should be aware of their role in the communication partnership, communicating needs of their child in a clear manner (Epstein, 1995).

Parents can also participate in committees, parent teacher organizations, and other groups involved in decision making for the school. Parents feel a sense of ownership at school when they know they were involved in creating a policy, providing an activity for students, or changing a policy. They also, develop knowledge of laws that govern the education of their child (Epstein, et al, 1997). Parent and community members are important contributors to the education of children (parson, 1998). Students whose parents are involved in their education gain many benefits. These include higher academic achievement and fewer problems like case of

repetition and drop-out rates in school, (Fuller and Olsen, 1998). There is a belief that parent involvement is a stronger indicator in student education than socio economic status, parent education, or any other indicator (Fuller & Olsen, 1998). Academically students have higher test scores, higher graduation (completion) or minimum drop-out rates, more homework (school activities completion) when parents are involved (Fuller & Olsen, 1998). In general, when parents are participated in their children education, students show the effects. It means that, parents make a difference. This indicates parents are important contributors to the education of children (Parson,1998).

The mutual interest the schools and parents have in each child is that; teachers want parents to be involved; parents want to be involved, as they want their parents and teachers to work together (Epstein, 1995). Also, teachers should use parent involve mental practices to create more understanding of the school environment (Epstein, 1995). Parents and students can both benefit when there is collaboration between home and school. Parents are required to attend meetings & collaboration in earnings. This vision of collaboration is seen as critical to a child's success in school (Hiatt-Michael, 2004). Families of all cultural back-ground education and income levels encourage their children, talk them about school & keep them focused on learning and school activities (Henderson and Mapp, 2002). The continuity of family involvement at home appears to have positive influence on children as they progress to high school education. This suggests that the more families support their children's learning and educational progress, the more their children tend to do well in school and continue their education (Henderson and Mapp, 2002). Also the most consistent predictors of parent involvement at school and at home are the specific school programs and teacher practices that encourage parent involvement and guide them in how to help their children at home(Epstein,1992)

In trends of strategic and school development planning in Ethiopia, over many years the student's enrollment increased continuously and significantly. On this basis the main objectives of any educational system is to cultivate the individuals capacity for problem solving adaptability to the environment by developing the necessary knowledge, ability, skill and attitude. (MoE, 1994) similarly, in school Improvement program formulated by MoE to bring educational success on students in school one of the core domains of the program was the school partnership with parents/community.

As many evidence supports that parent involvement programs have a positive impact on children's education (Henderson, 1994) so, it is important when teachers and educational administrators are committed to drawing parents to their children's education, the outcome for children can be very positive. Okagaki (2001) suggests that parent involvement influences student success through both direct and indirect ways. The direct path ways involve engagement in intellectually stimulating activities, expectation for high achievement, provide effective instrumental help, time management, creating an academic climate at home has been shown to successfully help students' success.

Also, direct involvement in such activities as reading books, advising, reinforcing, showing techniques of study ways found to have positive effect on educational success of students (Keith and Remers, 1987). Both the characteristics of the school and the family as well as community have been shown to play an important role in predicting, student education success. How to parents influence the development of attitudes and beliefs that are helpful in dealing with instruction in school. Most research evidence show that parent attitude expectances, and beliefs about schooling and learning have a causal influence on the children's development of achievement attitudes and behaviors towards educational success (Ames and Archer 1987).

On the other hand in study conducted on what research says about parent involvement in children's education in 2001 shows that the most consistent predictors of children education success are parent expectations of the child's academic attainment and satisfaction at school. So, successful parent involvement can be defined as the active ongoing participation of a parent or primary caregiver in the education of his or her child. The most basic involvement of parents child schooling is provision of basic needs. Because a parent provides school supplies, provision of activities and home environment (Bauch, 1994 and Epstein 1995).

2.11. Areas of parent involvement.

Although most parents do not know how to help their children with their education, with guidance and support, they may become increasingly involved in home learning activities and find themselves with opportunities to touch, to be models for and to guide their children. When school encourage children to practice reading at home with parents, the children make significant gains in reading achievement compared to those who only practice at school. Parents, who read

to their children, have books available, take trips, guide TV watching, and provide stimulating experiences contribute to student achievement.

Families whose children are doing well in school exhibits the following characteristics. (LoucasP.13-14):

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

2.12. Importance of Parent Involvement

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

2.13. Reason for Lack of Parental Involvement

Life context such as time and energy, skills and knowledge that parents bring to possibilities of involvement influences their choices and activities related to their children's education (Walker et al., 2005). Research has shown repeatedly that parent involvement is a key factor in students' success. Hickman (1995) even goes so far as to say it is the most important factor in determining a student's success in school and in their future. Another societal factor to consider is the divorce rate, at roughly fifty percent of all marriages predicated 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 school. Lastly, parents may not be involved simply because they have not been asked, by the school or 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 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 partly by parents' time and energy (Antonopou, Koutrouba & Babalisset, 2011). Parents' participation of demands on their time and energy, particularly as related to job and other family responsibilities, are often related to their thinking about involvement in their children's education (Hoover-Dempsey, et al., 2005). This implies the role constriction and life context have direct effect on parental involvement, and indirect effect on students' academic achievement. If father's job is time and energy demanding, he might not volunteer at school and less in helping with homework. In such conditions, mother might get involved.

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

Most parents in the world play very small role in the education of their children due to variety of reasons such as parents with little education, cultural diversity, lack of knowledge and skills, teachers' attitude, natural fear of school, psychological problems discouraging their

parents from visiting the schools , communication break down between the home and school and stress . Some parents experience educational failure themselves and did not trust that teachers had their children best interests at heart (Raffaele&knoff ,1999) perceived their education to be different from their children’s formal education. Still other may have felt disempowered by their traditional bureaucracy operating in most school systems. Some felt uncomfortable, embarrassed and even guilty when they walked into school. Others did not feel valued by the school . Some parents had fears and they were too shy to come to the school environment. Some parents had the perception that their cultural values were not accepted or affirmed by the school personal. Raffaele&knoff (1999) who says that disadvantaged parents and school personal may lack knowledge and skills for interacting each other.

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

Teachers’ fears concerns are not the only obstacles to parent involvement. Many parents are encouraged to stay home by their children. Having ones’ parents’ at school is potentially embarrassing after all, how much independence does one feel with mom or dad at school? How many parents have the time to be at school? Some may not care and the majority trust school to meet the need of their sons and daughter (Fisher, 1995). Whirly (no date) offers the following as barriers to parent involvement: time uncertainty about what to do and their own importance cultural barriers and lack of a supportive environment.

2.14 The Participation of Parents and Communities

Efforts to involve parents and communities in school decision making are 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. Through the awareness of communities and parents has increased over time, more efforts are still needed to insure their full participation 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 school we studied, parents were involved in the building of new class rooms 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, lead teachers and teachers have played vital roles in promoting the roles of parents, communities' members and students in school-based decision-making (MDE 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 2005,56). The document outlined the main components of school management and administration as: lead teacher and assistant lead teachers, school management committees at various levels (comprising teachers, students, parents, and representatives of the local community) and educational experts and supervisors working at outside school. In principle, the government wants school to become a place of learning and research in order to bring real change in the levels of those who are involved in teaching and learning (parents, teachers, and students) (MDE 2007).

The first indicator of good quality schooling is the proficiency of the management and the lead master of the school. The second indicator is the presence of well-motivated, committed and well trained teachers. The third one is the full participation of the communities, parents and students. Additionally, the role of local government and NGOs is important to insure better quality of education.

2.15 The Role of Parents

The role of parents in managing children's educational experiences at home and at school has long been considered critical for children's success in school. However, it is only recently that researchers have begun systematic and extensive investigations of parental involvement beyond

the early years of schooling. Recent research has investigated parent's involvement in student's education. Research indicates and educators know that high performing schools are complex institutions. At their focus on achievement and unwavering expectations that all children can succeed in their education and by extension help in minimizing drop out and repetition rates that brings educational wastage in the process. Surrounding this center the confidence and respect of parents and another allocation of material recourses are supports the school mission. In high performing schools all members of the school community both individually and collectively hold themselves accountable for student's success (MoE, 2004) According to Epstein and Saffron (1996), the role of parents in their children education has long been recognized as significant factors in educational success and school improvement. They showed in their findings that certain educational organizations and international conferences concentrate entirely on the issues of partnership between schools and parents. (Example; parents in Education network, Education is partnership conference, Copenhagen, Nov.1996).

Concerning parents path ways to achievement (MoE, 2004), stated that when school work for families to support learning children are more likely to success in the school. Furthermore, student's success in school is the extent to which family encourages and support learning at home, expresses expectation for achievement in school. That is, the role providing students appropriate learning in fulfilling learning materials, keeping the cleanness of their children, following up the regular school time, visiting their children at school and at home for their success(Research on school improvement program in Chicago city) Also, as the document of the new policy emphasizes on the benefit of the society proclamation 260 of 1996/97 laid the legal base for the community to involve in the school affairs that practiced through the established school committee. Now a day school are running their function following this new structures counter problem of parents participation in order to bring the intended change or students success in their education. As Millers (1981), view of positive school climate factors influence contributions of parent participation enhanced by opportunities to participate in decision, deep environmental activities and high level of communication.

As (Keith and McGrew, 2008), a perspective on child development suggests that parents play a significant role in mediating the relationship between student's intellectual ability and educational success. However, recent studies found that parental factors influenced student's

intellectual ability in predicting their success depending on the context of the school phillipson, (2009).

In general as mentioned in the trend parents participation influence student's education success positively in various ways. Because studies conducted by; (MatebeTafere,2006; Getachew. 2001, and TamiruTekalegn,2009) examine contributions of parents participation in their children education by exploring different indicators. However, from experiences in our country and by far in the surrounding still parent participation is not as required to address their children success. Although as stated by (MoE, 2002), it is impossible to bring educational success beyond the fulfillment of the core four domains identified in bringing change in students learning in which one is family participating in school through PTAs and KETBs. According the guidelines, the involvement of PTAs is expressed in different forms that include: monitoring teachers and students attendance, when a child is absent from class PTAs discuss with parents the cause of absenteeism and bring the child back to the school. This shows that parent play role in student's enrollment in school. Also, creating conducive school environment to make school children friendly, and supervising any types of construction in the school (MoE, 2002) and same times adjusting the schooling time to needs of students labor for harvesting that intended it minimize students dropouts.

2.16. Types of Parental Involvement

Epstein, (1992) in her findings of school and family partnerships establish frame work of types of parent's participation as; parenting: help families establish home environments to support children as students. With parent education and training, family support programs, and home visits. Communication: it should be two ways and meaningful. That is school-home and home-to school programs and children progress. Conferences with parent, language translators to assist families as need, and regular schedule of useful notices, memos, phone calls, newsletters and other means of communications. Volunteering: parents are welcome in school, and their support and assistance is important. School and classroom volunteer program to help teachers, students and others. Learning at home: parents played an integral role in assisting students learning at home. Information for families on skills required, homework policies and how to monitor and discuss school work at home. School decision making and advocacy: parents are partners in the

decisions that affect children and families in which its intent is to give parents voice in decisions that affect their children's education.

Collaboration with the community: community used as resources to strengthen schools, family and students learning. Families whose children are doing well in school exhibit the following characteristics; establish a daily family routine, monitor out-of-school activities, model the value of learning, self-discipline, and hard work, express high but realistic expectations for achievement, encourage children development/ progress in school, and encourage reading, writing and discussions among family members.

2.17. Factors Affecting Parent Participation

One of the challenges that affects the effective parental involvement in local community and as well as the societies are means of income or resource allocation influences education of the students. According to the scholars literature stated that low income and educational background can causes a burden to the teachers because they are expected to produce good results yet they are no receiving any support from parents and the others reason for parents not to be involved is the fact that schools sometimes fail to create strong links between homes and schools or an environment where parents do not feel welcomed in schools more especially low income earners. This situation is made worse by the fact that some parents are unable to read and write and they can only communicate in their mother tongue, which makes it difficult for them to assist their children with their homework (Lemmer, 2007).

One of the salient features of school parent relationship is its complex nature. The complexity of interaction among administrators, teachers, parents, PTA and students makes school-parent relationship different from others. It has repeatedly explained that close school-parent relationship is the vital instrument to bring about effective and productive teaching and learning process should be needs closest cooperation and the most perfect understanding between the schools and the home if both are to give their best to the development of the education of the student. However, close school parent relationship is not something which can be easily realized without obstacles. School parent relations are complex for they are composed of different types of procedures, activities and levels of performance. Similarly school parent relationships affect the sum total of organization effort and practices.

Factors which negatively disrupt health school-parent relations can be seen from the degree of openness and closeness of the boundary and its communication ability of the school. The boundary of a school whether it is close or open has its own impact on strengthening or weakening the relations. If the school system is closed and non-competitive, this is expected as to find citizens less participative, but expect them to be noted that the absence of parent participation in school affairs has generated a massive public loss of support for school that is potentially devastating. On the other hand, weak communication strategies of school aggravate or worsen the relation. Emphasizing this point Dean (1981:142), comments: every organization of any site has problems of communication from time to time and needs of work constantly to maintain communication if problems are not to multiply.

As a result, continuous flow of information must be maintained. Another obstacle is associated with poor concepts and lack of understanding between the school and school administrators. The barriers of close school-parent relations are diversified in nature and mainly in number. The serious constraints are absolute lack of resources in some communities, the burden of poverty, and illiteracy of many communities, the resistant nature of the community and institutions, organizational and administrative obstacles, lack of skill in collaborations of all the potential parents and the difficulty of sustaining participatory processes (Dean,1981).

As Getachew (2001), and Tamiru (2009), indicated in their studies, majority of the parents really want their children to do well and succeed in school. But only a minority of them does what they ought to do. As a result there is gap between parents' intentions and their actions. The reasons for the gap are many and completed. Steinberg et al, (1996), summarized the main reasons for the gap between parents' intentions and their actions in to three categories; they are lack of knowledge, lack of skill and lack of opportunity.

2.17.1. Lack of knowledge

According to Steinberg, (1996), one main reason for the failure of parents to translate their best intentions in to right behavior is a lack of knowledge. Many parents have the right goals for their children, but they do not know what works and what does not, or they have incorrect or misinformed ideas about what works or they do not understand that there are effective and non-effective ways of participation according a particular goal in raising children. That means there

was lack of awareness of parents in what and how to support children at home and at school. Because parents expected that, when they send their child to school the responsibility to bring their success was left for school or teachers. So, teachers who view parents as deficient or reluctant in their children education rather than supporters of education progress of child damaged parent involvement (Eccles and Harold, 1996). So, teachers should be careful about parents contributions for their children to become succeed in their learning.

2.17.2. Lack of Skill

A second reason for the gap between parent's intentions and their action is lack of skill. There are many parents who have the proper intentions and the correct knowledge, but who are not quite able to put this knowledge into practice. These parents may understand general principles of effective parenting, but they may not know the concrete steps one must take to implement them. These problems are solved if there is good school –parent partnership in which teachers or other professional orient or guide the parents how to assist or encourage their children at home.

2.17.3. Lack of opportunity

A third reason for the gap between parents' intention and their action is limited time or energy because of work commitments, martial stress, and psychological problems. Therefore, parents know what to do and how to do not or cannot practice effective parenting due to limited time or energy factors (Steinberg, 1996).

Finally by arguing mentioned idea the researcher experiences in study area as there was lack of interest and expectation of parents for their children education success. That is, instead of support and encourages children for their education; appreciate to daily home related activities like marketing; since the area is cash crop area and to overcome problem of basic needs. Regarding this, as suggested by (Bandura,1997) the greater the persistent they are. So, the researcher tries to minimize the problems encountered and suggest solutions through investigated findings for future betterments.

2.18. Summary

To sum up the above literature review, parental involvement in their children's education and school affairs is explained by various scholars in different ways. For instance, the reviewed related literatures begin with the definition of parental involvement and go through its parent

participation in their children's education school affairs. Parental involvement in their children's learning and achievement can be taken place in two ways. These are parent home involvement and parent school involvement. Firstly, parents participate (involve) in their children's learning at home. Home parental involvement includes checking on homework, requiring a child to do homework, homework help, going to library, encouragement of reading, and talking to students about current events, facilitating home for reading, arranging time for reading and doing activities given them and reduce work over load. These show us the mechanisms of parental support at home. Secondly, parents can involve in their children's achievement at school. Parental involvement in school-based activities has been positively linked to children's academic achievement, school behavior, social competency, communication with homeroom teachers, attending school meeting and facilitate the school infrastructure.

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

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

This chapter deal with; research design and research method, source of data, sample size and sample techniques, instrument for data collection procedures of data collections and data analysis.

3.1. Research Design

The main purpose of the study is to examine parental involvement in children's education and school affairs in primary schools of Jimma zone. Thus, to achieve this purpose a descriptive survey method was designed. Because, a descriptive survey gathers data at a particular point in time with the intention of describing the nature of existing condition (Abiy *et al.*, 2009, P. 30).

3.2. Research Method

The research design employed in this study was investigate the extent to which parents involve in their children's education and school affairs in primary school, in Jimma zone. Parents-school view constructing both quantitative and qualitative approaches. The former was employed in the interest of representative of views be expressed, and later for the purpose of probing and verification of qualitative data. For multi methods in this study to secure optional understanding of the phenomenon in question involving the research dimensions of both breadth and depth (Cresswell, 1994).The quantitative approach involves a questionnaire survey.

Furthermore, the descriptive survey method also assumed to enable the researcher to find the solution for existing problems parental involvement in their children's education and school affairs in primary school. To describe quantitative data that was collected through questionnaires to answer the basic question, descriptive survey was found to be relevant and appropriate.

3.3. Source of Data

Both primary and secondary sources of data were used. Primary data was collected from parents, school principals, teachers, PTA and students of primary schools. Secondary data was collected from school documents such as the school annual reports.

3.4. Sample Size and Sampling Techniques

The study was conducted in Jimma zone primary schools. There are 20 woredas in Jimma zone and 1257 primary schools. To make the study manageable from 20 woredas by purposive sampling, three woredas was selected out of 20 woredas which constitutes 12% of the total woreds in the zone. From selected woredas there are 26 clusters resource centers which contain 130 primary schools. Out of these 26 clusters three clusters was taken by random sampling technique and each cluster contain five (5) primary schools and total of 15 primary schools. And then to manageable size of sample size six primary schools out of 15 primary schools was selected by random sampling technique.

Concerning to determine the number of respondents, 126 students out of 3151, 31 parents from 787 averages of families, 36 teachers out of 92, 27 PTA out of 66, and 6 principals was selected respectively.

The sample size determined to be used by using Yamane (1973). The formula sample size of this study will be calculated as follows.

$$n = \frac{N}{1+N(e)^2} \text{ For } e = 0.05$$

Where n= sample size required

N = number of people in the population

e = allowable error (%)

Table 3.1. Type and Size of Sample Respondents

No	Woredas	Noof primary schools	Randomly selected primary schools (%)	Randomly Selected primary schools	Targeted Respondents of the population					
					Parents	Students	Teachers	Principal	PTA	Total
1	Limukosa	48	4	2	11	42	12	2	9	76
2	LimuSeka	42	4	2	10	42	12	2	9	75
3	NonoBenja	40	4	2	10	42	12	2	9	75
	Total	130	12	6	31	126	36	6	27	226

3.5. Data Gathering Instrument

Relevant quantitative and qualitative data from parents, teachers, principals, parent-Teachers Association was collected using questionnaire, through interview and document analysis. Data gathering through questionnaire was two parts: the first part is related to factual information that is related to basic research questions.

3.5.1. Questionnaire

A structured questionnaire was carried out to gather the require information about the school - parents contribution, the way parents' involve or support their children education, PTA members involvement in school administration activities, the factors that hinder them from giving support and the solutions they suppose for creating conducive environment involving parents in children's education. The questionnaire was prepared in English language and translates to Afan Oromo and for PTAs respondents. Regard to have data which clearly interpretable meaning in some sort of quantitative sense, the closed ended questionnaire item was constructed. In the form of liker scale and level of agreement indicated on five points rating scale ranging from high to low and strongly disagree. An open ended item was designed in the way that enables respondents to freely express their ideas.

3.5.2. Interview

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

3.5.3. Document Analysis

Information and data was collected from previously community involvement report, and feedbacks of the parents, teachers principals and PTA was observed and needed to gather information in addition to questionnaire and interview. These documents were bothanalyzed quantitatively and qualitatively.

3.6. Procedure of Data collection

During the process of data collection both closed and open ended questionnaire and interview item was prepared in order to collect information from respondent. Finally, after adjustment was made questionnaire was distributed to 126 students, 31 parents, 36 teachers, 27 PTAs and 6 Principals, respectively. The topics included in the instrument are characteristics of respondent purpose of parental involvement in their children education and school affairs on current issue they have skills and knowledge on the relation between parent schools and intervention to the problems of parental involvement in their children educations.

3.7. Method of Data Analysis

Depending on the nature of the data collected and the type of questions asked, the following statistical tool was used. The quantitative data analyze by using SPSS version 22. The quantitative data was analyzed by using descriptive statistics such as mean, and standard deviation and inferential statistics such as ANOVA. The qualitative data was analyzed by explaining and interpretation of their idea. Finally, the data was presented by using percent, and table.

3.8 Ethical consideration

In order to collect data successfully, the researcher had voluntary consent of the participants. In addition, showing respect for research participants and explaining the purpose of the study, the reason why they were selected, the amount of time that they are involved and their responsibilities. Furthermore, the researcher created a healthy rapport with respondents expressing that their responses are decisive for the successful accomplishment of the study. On top of that, the researcher also underlined that their responses would not be used for any other purposes except for academic purpose and remains confidential.

3.9 Reliability and validity of the instruments

Checking the reliability and validity of data collection instruments before the actual study is the core to assure the quality of the data. The reliability and validity of the instruments were checked before the administration of data collection.

3.9.1 Validity

To ensure the validity of the instruments, the advisor guides the development of the instruments and provided constructive comments on the instruments and graduates of the department whom the researcher knows in person were also checked and their comments were considered. Classmates of the researcher were also commented on the instruments and have given feedbacks. Based on the reflections from the advisor and colleagues, and by conducting reliability test, the instruments were improved before they were distributed to participants. As a result of the comments, the formats, the language, lack of clarities of some questions were corrected. Information was collected using qualitative and quantitative methods to increase its validity. After the necessary improvements were made, the instruments were duplicated and used to collect data using quantitative and qualitative methods.

3.9.2 Reliability

A pilot study was conducted in the Jimma special zone of one primary school Ginjo primary school for 20 teachers and students who are not included in the sample school to check the reliability of items before the final administration of the questionnaires to all respondents. Pilot study was carried out to check the reliability and validity of the instruments and the participants of the pilot study were not part of the final study. The pilot testing was found important to determine the clarity and relevance of the instruments. The questionnaires were distributed and filled by twenty (20) participants to check the reliability. Cronbach's Alpha was used to test reliability as the questions were presented in a Likert-scale model. SPSS version 26 was employed for the analysis and the result of the measurement of all the instruments was Cronbach's alpha (α) above 0.859. According to Tavakol and Dennick (2011), Cronbach's alpha is the measure of internal consistency of tests or scale and is expressed as a number between 0 and 1. The Cronbach's alpha ranging from 0.7 to 1 is reported as acceptable value. Hence, the instrument used in this research for each specific objective was within the acceptable range, and found to be reliable with strong internal consistency, stability and repeatability (Table 3.2).

Table 3.2: Reliability Statistics

SN	Variables	No. Items	Cronbach's Alpha
1	What are the practices of parents at school contribution in Jimma zone primary schools?	4	.876
2	To what extent parents have been involved in their children's education in Jimma zone primary schools?	5	.861
3	In what way do parents play their role to contribute to children success in their education?	6	.858
4	What are the main factors that hinder parent participation in primary school activities in the Jimma zone	6	.869
	Total Reliability Coefficient	21	.871

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

The analysis and interpretation of this study was based on the data collected from parents, teachers, students, principals and PTA in Primary School, in Jimma Zone. The data was collected through survey questionnaire. The survey questionnaires and interview were distributed to a randomly selected 226 parents, teachers, students, principals and PTA. Six respondents could not be returned and a total of returned three responses were excluded from the analysis due to irrelevant information and not correctly filling the questionnaires. Thus, the study analysed the data on only 217 responses of parents, teachers, students, principals and PTA, which resulted a sufficient percentage (96.2%) response rate. Hence, the data gathered were organized and analysed in a manner that enables to answer the basic research questions raised at the beginning of the study by using SPSS version 26. Accordingly, the overall results of the issue investigated as well as respondents' personal background or profiles were clearly presented below.

4.2: Background information of the respondents

The demographic characteristic consists of sex, age, educational background, and work experience of the respondents. This aspect of the analysis deals with the personal data which was briefly described through tables found below.

Table 4.1: Socio-demographic characteristics of the respondents

Variable	Categories	Parents	Students	Teachers	Principals	PTA	Total
Sex	Male	23(82.1)	99(79.8)	30(88.2)	6(100)	18(72)	176(81.1)
	Female	5(17.9)	25(20.2)	4(11.8)	0	7(28)	41(18.9)
	Total	28(100.0)	124(100)	34(100)	6(100)	25(100)	217(100)
Age group	Below 20 years		112(90.3)				
	20-30 years	4(14.3)	12(9.7)	9(26.5)	1(16.7)	0	27(12.4)
	31-40	11(39.3)	0	21(61.8)	4(66.7)	14(56.0)	48(22.1)
	Above 40	13(46.4)	0	4(11.8)	1(16.7)	11(44.0)	28(12.9)
	Total	28(100.0)	124(100)	34(100.0)	6(100.0)	25(100)	217(100)
Educational	Illiterate	7(25.0)			3(12.0)	3(12.0)	10(10.8)
	Read and write	15(53.6)			8(32.0)	8(32.0)	23(24.7)
	Primary school	4(14.3)	124(100)		9(36.0)	9(36.0)	13(14.0)
	Secondary school	2(7.1)				5(20.0)	7(7.5)
	Diploma			13(38.2)			13(14.0)
	1st Degree			21(61.8)	4(66.7)		25(26.9)
	2nd Degree			0	2(33.3)		2(2.2)
	Total	28(100.0)		34(100.0)	6(100.0)	25(100)	93(100.0)
Service	0-10			7(20.6)	0		7(17.5)
	11-20			13(38.2)	2(33.3)		15(37.5)
	21-30			13(38.2)	3(50.0)		16(40.0)
	Above 30			1(2.9)	1(16.7)		2(5.0)
	Total			34(100.0)	6(100.0)		40(100.0)

As presented on the above Table, item 1, 23(82.1%) and 5(17.9%) of parents were males and females respectively. Among 124 students, 99(79.8%) of them were males and 25(20.2%) of them were females. 30(88.2%) of male teachers and 4(11.8%) female teachers were also the respondents. Six principals were participated in this study unfortunately all are males. Regarding to PTA table 4.1 shows that 18(72%) of them were male and the remaining 7(28%) of them were females. From this, one can realize that the number of females in the teaching profession, learning and the position as principals is much lower than males in the sampled schools. All the interviewee 6(100%) school principals were a male.

As item 2 of the above Table shows, 4(14.3%) parent respondents were found to be in the age ranges of 20 to 30 years, 11(39.3 %) and 13(46.4 %) of the parents' ages were 31-to-34 and above 40 years respectively. Whereas, 112(90.3%) of student respondents were ages 20 and below and

12(14.3%) of the students age found in the age range of 20 to 30 years. Regarding the ages of teachers, 9(26.5 %) of them were in the ranges of 20 to 30 years, 21(61.8%) of them were found in the ranges between 31 and 40 years, as well as 4(11.8%) of them fall into the ranges of above 40 years. Majority of the PTA age was found in the age range of 31 to 40 and the remaining 11(44.0%) above 40 years, respectively. From the age distribution of interviewed school principals participants, 4(66.7) and 5(50%) were found to be in the ranges of 31 to 34 years respectively.

Concerning the educational level of parents respondents, only 7(25%) of parents were illiterate, 15(53.6%) of them were read and write, 4(14.3%) of the parents were primary school and 2(7.1%) were secondary educators. Whereas, 13(38.2%) & 21(61.8%) of teachers had a diploma & 1st degree holders, respectively. All students 124(100%) of the students were primary school students, among this 59(47.6%) of them were grade 5 and 6, whereas 65(52.4%) were grade 7 and grade 8. Regarding educational status of PTA 3(12%) were illiterate, 8(32%) were read and write and the remaining 9(36%) were primary school educators. Regarding the educational level of the interviewers 4(66.7%) school principal have 1st degree and the remaining 2(33.3%) of the interviewers have second degree holders.

As illustrated in the above Table 4.1 of item #4, teachers' experience (service year) were as follows: 7(20.6%) of teachers were between the service year range of 10 and below service years, 13(38.2%) of them were between the experience range of 11 to 20 and 13(38.2%) of them were between the experience ranges of 21 to 30 years. As well as, the remaining respondents, 1(2.9%) of teacher respondents were between the range of 30 and above years of experience. With respect to experience level of the interviewees, most of the principals, 2(33.3%) and 3(50.0%) principals have below 10 years and 11 to 20 years of experience respectively whereas the rest 1(16.7%) of them have more than 30 years of experience. This shows most of the respondents had a good experience.

4.3 Parent involvement in their children education in the primary school

This section deals with analysis of the result which is gathered through questionnaire, and interview. Parents, students, teachers, and PTA were participated in the questionnaire and school principals were participated on interview questions. The closed-ended questionnaires were responded to and resulting answers interpreted in terms of the mean scores and standard

deviation. One Way-ANOVA was also computed to test the significant difference between the responses of the four groups of respondents (i.e. Parents, students, teachers, and PTA).

Table 4.2 indicated descriptive data (Mean and Standard Deviations) for 4 items of questions with 5 point-Liker-scales of Not at all (N), Rarely (R), Sometimes (S), Mostly (M) and Always (A). The weighted mean achieved from data analysis were interpreted as (<1.49) = Not at all, (1.5-2.49) = rarely (2.5-3.49) = sometimes (3.5-4.49) = Mostly, and (4.5-5) =Always. Thus, the mean value, standard deviation, and One-way ANOVA for each items was calculated and interpreted. In computing of the results, higher weighted mean score showed the more parental involvement on in their children education in the primary school while low weighted mean score implies frequently less parental involvement in their children education in the primary school in Jimma zone. P-value for One-way ANOVA is less than 0.05 shows there is a statistical significance difference on the response of study population regarding parent involvement in their children education in the primary school.

Table 4.2: Parent involvement in their children education in the primary school

No.	Items	Respondents	N	Mean	Std.	Weighted mean	F	P-value
1	How often do parents participate in parent-teacher meetings at the school?	Parents	28	3.25	1.481	2.762	1.882	.115
		Students	124	2.95	1.363			
		Teachers	34	3.15	1.373			
		PTA	25	2.80	1.384			
2	How much parents are actively participating in decision-making in the school	Parents	28	2.32	1.362	2.284	.215	.930
		Students	124	2.28	1.246			
		Teachers	34	2.38	.985			
		PTA	25	2.44	1.260			
3	How often do parents visit their children at school?	Parents	28	2.39	1.286	2.554	2.818	.056
		Students	124	2.13	1.312			
		Teachers	34	2.62	1.255			
		PTA	25	2.96	1.135			
4	How frequently do students' parents communicate with school teachers or school administrators?	Parents	28	2.43	1.399	2.722	2.000	.096
		Students	124	2.51	1.303			
		Teachers	34	2.56	1.259			
		PTA	25	3.28	1.242			

As it was indicated in Table 4.2 item #1, the weighted mean (2.762) of the respondents showed that parents were rarely participating in parent-teacher meetings at the school. The p-value =0.115 showed that there is no statistical significant difference on the response of parents, students, teachers, and PTA. In general, based on this result parents were participating in parent-teacher meetings at the school rarely in primary school, the weighted mean (2.762)

Similarly, one of the interviewed principal argued:

Parents of the children in the school show carelessness, and they are not committed though they were aware of what they can do to the education of their children. They are not-volunteer to take part in the school affairs in parent-teacher meetings at the school. They simply consider that teachers and principals are responsible to make their children successful.

One of the interviewers also argued that:

Parents do not attend the school meeting and are not involved in checking their school progress. The parents do not take initiative in the children's school work.

Table 4.2 item # 2 also indicate that parents were rarely participating in decision-making in the school with weighted mean of 2.284. The p-value =0.930 showed that there is no statistical significant difference on the response of parents, students, teachers and PTA. In general, based on this result parents were not actively participating in decision-making in primary school of Jimma zone.

Similarly, one of the interviewers argued:

Parents simply count what is done and not done activities in the school, but they do actively participating in decision-making in primary school. There are a lot of limitations related to involvement of parents in school affaires.

As it was indicated in Table 4.2 item #3, the weighted mean (2.554) of the respondents showed that parents were rarely visit their children at school. The p-value =0.056 showed that there is no statistical significant difference on the response of parents, students, teachers, and PTA. In general, based on this result parents were not visit their children at school regularly.

Similarly, Table 4.2 item # 4 also indicates that the frequency of students' parents communicates with school teachers or school administrators is low in the school with weighted mean of 2.722. The p-value =0.96 showed that there is no statistical significant difference on the response of parents, students, teachers, and PTA. In general, based on this result there is a rare students' parents communicate with school teachers or school administrators in primary school of Jimma zone. Overall the level of parent involvement in their children education in the primary school of Jimma zone was low.

Similarly, one of the interviewed principal argued:

In the school parents are not actively participating in different matters. There is lack of support to students, and parents are not showing willingness to follow-up their children. There is also lack of commitment among parents as well as the community about what they can do to the education of their children. There is also inefficient performance by PTA members in the school.

In addition the other interviewer agreed that:

Children whose parents are involved in their education are more motivated to learn, and motivated students tend to be more active in class, more worried about homework, and more successful academically.

4.4. The extent of parents' involvement in their children education of primary school

This section deals with analysis of the result which is gathered through questionnaire, and interview regarding the extent of parents' involvement in their children education of primary school. The closed-ended questionnaires were responded to and resulting answers interpreted in terms of the mean scores and standard deviation. One Way-ANOVA was also computed to test the significant difference between the responses of the four groups of respondents (i.e. Parents, students, teachers, and PTA).

Table 4.3 indicated descriptive data (Mean and Standard Deviations) for 5 items of questions with 5 point-Liker-scales of Not at all (N), Rarely (R), Sometimes (S), Mostly (M) and Always (A). The weighted mean achieved from data analysis were interpreted as (<1.49) = Not at all, (1.5-2.49) = rarely (2.5-3.49) = sometimes (3.5-4.49) = Mostly, and (4.5-5) =Always. Thus, the mean value, standard deviation, and One-way ANOVA for each items was calculated and

interpreted. In computing of the results, higher weighted mean score showed the more parental involvement on in their children education in the primary school while low weighted mean score implies frequently less parental involvement in their children education in the primary school in Jimma zone. P-value for One-way ANOVA is less than 0.05 shows there is a statistical significance difference on the response of study population regarding parent involvement in their children education in the primary school.

Table 4.3: The extent of parents' involvement in their children education of primary school

No.	Items	Respondents	N	Mean	Std.	Overall Mean	F	P-value
1	Advising and assisting with homework, assignments, and project work	Parents	28	2.10	1.19	2.63	3.646	.007
		Students	124	2.28	1.10			
		Teachers	34	2.44	1.15			
		PTA	25	3.00	1.08			
2	By supplying basic and supplemental learning materials	Parents	28	2.10	1.39	2.862	5.959	.000
		Students	124	2.43	1.09			
		Teachers	34	3.08	1.06			
		PTA	25	3.20	1.19			
3	To what extent do parents follow up with their children, whether they really go or what they do at school?	Parents	28	1.75	1.17	2.662	6.354	.000
		Students	124	2.33	1.16			
		Teachers	34	2.94	1.137			
		PTA	25	3.33	1.26			
4	Providing time for studying at home	Parents	28	2.60	1.06	2.654	.579	.678
		Students	124	2.54	1.107			
		Teachers	34	2.44	1.133			
		PTA	25	2.52	1.08			
5	Providing rewards to motivates and encourages my students	Parents	28	2.46	.693	2.534	.387	.818
		Students	124	2.48	.770			
		Teachers	34	2.50	.788			
		PTA	25	2.40	.763			

As it was shown in Table 4.3 item #1, the weighted mean of the overall response of the respondents (2.63) indicate that parents were rarely advising and assisting with homework, assignments, and project work for their child. The p-value =0.007 showed that there is statistical significant difference on the response of PTA with other respondents with the mean score of 3.00. Even though there is a difference on the response of the respondents, based on the overall

weighted mean could generalize that parents were not advising and assisting their children homework, assignments, and project work regularly.

Some of interviewed principals' reacted that parents do not check the children's homework and sometimes report cards. The parents need to help their children with their homework. This encourages them to perform better.

Similarly, one of the interviewed principal argued:

Parents can help their children in many ways among these important activities are assisting children with their reading, home works and monitoring their progress regularly in primary schools, but currently the involvement of parent in these activities were very low.

As it was indicated in Table 4.3 item #2, the weighted mean (2.862) of the respondents showed that parents were rarely supplying basic and supplemental learning materials. The p-value =0.000 showed that there is a statistical significant difference on the response of parents, students, teachers, and PTA. This statistical difference was occurred due to the response of the PTA with the mean score of 3.20. Even though there is a difference on the response of the respondents, based on the overall weighted mean we can generalize that parents were not supplying basic and supplemental learning materials regularly.

One of the interviewed principal agreed that:

Parents were usually providing money or facilitating means of transport if it is necessary; like preparing food after and before schooling, and providing all necessary school materials. But majority of the students' parents do not follow their children, where they really go or what they do at school.

Table 4.3 item # 3 also indicate that parents have rare follow up with their children, whether they really go or what they do at school with weighted mean of 2.662. The p-value =0.000 showed that there is a statistical significant difference on the response of PTA with other respondents with the mean score of 3.33. Even though there is a difference on the response of the respondents, based on the overall weighted mean could generalize that parents follow up with their children was weak.

Similarly, one of the interviewed principal agreed that:

Most parents show resistance to our call for participation in their children's education. They miss regular meetings called by the school and some others are not willing to communicate with teachers regarding education of their children.

Similarly, Table 4.3 item # 4 also indicates that time provided for studying students at home is low with weighted mean of 2.654. The p-value =0.678 showed that there is no statistical significant difference on the response of parents, students, teachers, and PTA. In general, based on this result there is a limited time given for studying at home.

Likewise, Table 4.3 item # 5 indicates that parents' rewards were not given to motivate and encourages my students with weighted mean of 2.534. The p-value =0.818 showed that there is no statistical significant difference on the response of parents, students, teachers, and PTA. In general, based on this result parents were given rewards to motivate and encourages his/her children rarely.

When parents were given rewards to motivate their children, students are more motivated and will be success in education. The other reviewer also replied that rewarding to their children's students motivation, well-being, social skills and even school attendance was increasing.

4.5 Parents' role to contribute to children success in their education

This sub-section deals with analysis of the results which is gathered through questionnaire, and interviews regarding the parents' role to contribute the success of their children in education in primary school of Jimma zone. The closed-ended questionnaires were responded to and resulting answers interpreted in terms of the mean scores and standard deviation. One Way-ANOVA was also computed to test the significant difference between the responses of the five groups of respondents (i.e. Parents, students, teachers, and PTA).

Table 4.4 indicate that mean and standard deviations for #6 items of questions with 5 point-Likert-scales of very low (VL), Low (L), Medium (M), High (H) and Very high (VH). The weighted mean achieved from data analysis were interpreted as (<1.49) = very low, (1.5-2.49) = low (2.5-3.49) = medium (3.5-4.49) = high, and (4.5-5) =very high. Thus, the mean value,

standard deviation, and One-way ANOVA for each items was calculated and interpreted. In computing of the results, higher weighted mean score showed parents' have a great role to contribute the success of their children in education in the primary school while low weighted mean score implies that parents' have a smaller role to contribute the success of their children in education in the primary school in Jimma zone. P-value for One-way ANOVA is less than 0.05 shows there is a statistical significance difference on the response of study population regarding parents' role to contribute children success in their education.

Table 4.4: Parents' role to contribute the success their children in education

No.	Items		N	Mean	Std.	Overall Mean	F	P-value
1	Annual planning and activities of the school and its implementation	Parents	28	2.00	1.054	2.14	2.813	.056
		Students	124	1.90	.896			
		Teachers	34	1.91	.900			
		PTA	25	2.56	1.044			
2	Monitoring the teaching and learning process and controlling the proper implementation of the school program	Parents	28	2.32	.904	2.688	.872	.482
		Students	124	2.61	1.180			
		Teachers	34	2.79	1.066			
		PTA	25	2.72	1.242			
3	Identifying and solving school-related problems	Parents	28	2.53	1.104	2.44	1.017	.399
		Students	124	2.62	1.193			
		Teachers	34	2.23	.889			
		PTA	25	2.32	.852			
4	Solving disciplinary problems that may be caused by students and other members of the school community	Parents	28	1.92	.716	1.988	2.313	.059
		Students	124	2.330	1.145			
		Teachers	34	2.06	.814			
		PTA	25	1.80	.763			
5	Examining and approving the school budget	Parents	28	2.35	1.223	2.344	1.568	.184
		Students	124	2.58	1.275			
		Teachers	34	2.05	.951			
		PTA	25	2.24	1.051			
6	Monitoring the effective and efficient distribution of funds for different purposes	Parents	28	2.35	1.129	2.448	.926	.450
		Students	124	2.52	1.100			
		Teachers	34	2.18	.968			
		PTA	25	2.36	1.150			

As it was shown in Table 4.4 item #1, the weighted mean of the overall response of the respondents (2.14) indicate that parents role on annual planning and activities of the school and its implementation was low. The p-value =0.056 showed that there is no statistical significant difference on the response of the respondents. In general based on the overall weighted mean could generalize that parents were very low on the annual planning and activities of the school.

As it was indicated in Table 4.4 item # 2, the weighted mean (2.688) of the respondents showed that parents were moderately participate on monitoring the teaching and learning process and controlling the proper implementation of the school program. The p-value =0.482 showed that there is no statistical significant difference on the response of parents, students, teachers, and PTA. Then based on the overall weighted mean could generalize that parent's role on monitoring the teaching and learning process and controlling the proper implementation of the school program was moderate in primary school.

Through the interview, majority of the principals complained that the parents do not attend the meeting to monitor the teaching and learning process and controlling the proper implementation of the school program.

Table 4.4 item # 3 also indicate that parents have a small contribution to identify and solving school-related problems with weighted mean of 2.44. The p-value =0.399 showed that there is no statistical significant difference on the response of the respondents. Based on the overall weighted mean could generalize that parents were a smaller role for identifying and solving school-related problems in the school.

Similarly, Table 4.4 item # 4 also indicates that parents have a small contribution for solving disciplinary problems that may be caused by students and other members of the school community with weighted mean of 1.988. The p-value =0.059 showed that there is no statistical significant difference on the response of parents, students, teachers and PTA. In general, based on this result parent's role on solving disciplinary problems the school community was low.

Likewise, Table 4.4 item # 5 indicates that parents' have not a great contribution for examining and approving the school budget with weighted mean of 2.344. The p-value =0.184 showed that there is no statistical significant difference on the response of parents, students, teachers and

PTA. In general, based on this result parent's contribution on examining and approving the school budget was low in primary school.

As it was indicated in Table 4.4 item # 6, the weighted mean (2.448) of the respondents showed that parents' contribution on monitoring the effective and efficient distribution of funds for different purposes was low. The p-value =0.450 showed that there is no statistical significant difference on the response of the respondents. Based on the overall weighted mean could generalize that parents' contribution on monitoring the effective and efficient distribution of funds for different purposes was low in the school.

4.6 The main factors that hinder parent participation in primary school activities

This sub-section deals with the main factors that hinder parent participation in primary school activities. The closed-ended questionnaires were responded to and resulting answers interpreted in terms of the mean scores and standard deviation. One Way-ANOVA was also computed to test the significant difference between the responses of the four groups of respondents (i.e. Parents, students, teachers, and PTA).

Table 4.5 indicated the Mean and Standard Deviations for 5 items of questions with 6 point-Liker-scales of very low (VL), Low (L), Medium (M), High (H) and Very high (VH). The weighted mean achieved from data analysis were interpreted as (<1.49) = very low, (1.5-2.49) = low (2.5-3.49) = medium (3.5-4.49) = high, and (4.5-5) =very high. Thus, the mean value, standard deviation, and One-way ANOVA for each items was calculated and interpreted. In computing of the results, higher weighted mean score showed there were factors that hinder parent participation in primary school activities while low weighted mean score implies that there were no factors that hinder parent participation in primary school activities. P-value for One-way ANOVA is less than 0.05 shows there is a statistical significance difference on the response of study population regarding factors that hinder parent participation in primary school activities.

Table 4.5: The main factors that hinder parent participation in primary school activities

No.	Items		N	Mean	Std.	Overall mean	F	P-value
1	Parents' awareness of their students	Parents	28	2.14	.803	2.212	1.522	.197
		Students	124	2.47	.966			
		Teachers	34	2.29	.718			
		PTA	25	2.16	.850			
2	Economic status of the family	Parents	28	2.39	.994	2.225	1.284	.277
		Students	124	2.42	1.155			
		Teachers	34	2.24	.889			
		PTA	25	1.92	.812			
3	Lack of interest in participating in school issues	Parents	28	3.64	.911	3.856	.887	.472
		Students	124	3.74	.986			
		Teachers	34	3.82	.903			
		PTA	25	4.08	1.037			
4	Absence of parents' knowledge about the importance of education	Parents	28	3.89	.956	4.052	.412	.800
		Students	124	4.07	.989			
		Teachers	34	4.06	.983			
		PTA	25	4.24	1.090			
5	Lack of time and work load	Parents	28	3.78	.917	4.002	1.256	.288
		Students	124	3.77	1.018			
		Teachers	34	4.00	.816			
		PTA	25	3.96	.734			
6	Weak administrative motivation to involve the parents	Parents	28	3.78	.994	3.792	1.065	.375
		Students	124	3.63	.990			
		Teachers	34	3.88	.879			
		PTA	25	4.00	.707			

As it was shown in Table 4.5 item #1, the weighted mean of the overall response of the respondents 2.212 indicate that parents' awareness of their students' is low. The p-value =0.197 showed that there is no statistical significant difference on the response of the respondents. In general based on the overall weighted mean could generalize that parents have a limited awareness on their students in education. This shows parents' awareness of their students was one of the factors that hinder parent participation in primary school activities.

Similarly, one of the interviewers agreed that;

Some students feel that parents do not have awareness of their students with school work. Others also especially from low socio-economic backgrounds feel ashamed of their parents' poverty. These students can deliberately fail to inform their parents of events in the school where parents are to participate.

As it was indicated in Table 4.5 item # 2, the weighted mean (2.225) of the respondents showed that parents' economic status of the family is low. The p-value =0.277 showed that there is no statistical significant difference on the response of parents, students, teachers, and PTA. Then based on the overall weighted mean could generalize that economic status of the family was one of the factors that hinder parent participation in primary school activities.

Similarly, One principal Argued:

There are a lot of limitations related to involvement of parents. The education level of parents is also low to help students at home with their learning. Besides, shortage of time and distance from school are factors affecting involvement of parents.

Similarly, one of the interviewed principal argued:

Involvement of parents in education of their children is likely to positively impact educational achievement. Parents can help their children in many ways among these important activities are assisting children with their reading, home works and monitoring their progress regularly in schools where involvement of parents is below expected level, achievement level of most learners is likely to be negatively affected.

Table 4.5 item # 3 also indicate that lack of parents' interest in participating in school issues was one of the factors that hinder parent participation in primary school activities with weighted mean of 3.856. The p-value =0.472 showed that there is no statistical significant difference on the response of the respondents. Based on the overall weighted mean could generalize that lack of parents' interest in participating in school issues was one of the factors that hinder parent participation in primary school activities.

Similarly, Table 4.5 item # 4 also indicates that absence of parents' knowledge about the importance of education was one of the factors that hinder parent participation in primary school activities with weighted mean of 3.856. The p-value =0.800 showed that there is no statistical significant difference on the response of parents, students, teachers and PTA. Therefore, absence of parents' knowledge about the importance of education was one of the factors that hinder parent participation in primary school activities.

Likewise, Table 4.5 item # 5 indicates that lack of time and work load was one of the factors that hinder parent participation in primary school activities with weighted mean of 4.00. The p-value =0.288 showed that there is no statistical significant difference on the response of parents, students, teachers, and PTA. In general, based on this result could generalize that lack of time and work load was one of the factors that hinder parent participation in primary school activities in primary school.

As it was indicated in Table 4.5 item # 6, the weighted mean (3.792) of the respondents showed that weak administrative motivation to involve the parents was factors that hinder parent participation in primary school activities. The p-value =0.375 showed that there is no statistical significant difference on the response of the respondents. Based on the overall weighted mean could generalize that weak administrative have a factors that hinder parent participation in primary school activities in Jimma zone primary school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This final chapter of the study deals with the summary of the findings, conclusions drawn and recommendations forwarded based on the findings. The purpose of the study was

5.1. Summary of the Major Findings

As indicated earlier, the objectives of this study was to examine parental involvement in their children education and school affairs in primary school, in Jimma zone. The researcher started the study by formulating the following basic questions:

1. What are the practices of parents at school contribution in Jimma zone primary schools?
2. To what extent parents have been involved in their children's education in Jimma zone primary schools?
3. In what way do parents play their role to contribute to children success in their education?
4. What are the main factors that hinder parent participation in primary school activities in the Jimma zone?

A descriptive research design was employed due to the fact that it is more appropriate to assess parental involvement in their children's education and school affairs in primary school. To collect the data using questionnaire 126 students, 31 parents, 36 teachers, and 27 PTAs were selected using simple random sampling technique. Beside the questionnaire 6 school principals were selected for interview using purposive sampling technique. Thus, this study employed a combination of tools (questionnaire and interview) as data collection instruments.

In this study, analysis tools that the researcher thought relevant and appropriate for collecting data for the study were used. The statistical tools used were descriptive and inferential statistics such as percentage, frequency, mean, standard deviation, and one-way ANOVA. Therefore based on the analysis made, to demonstrate results summarized below have addressed the above research questions, the findings were summarized along to reflect the specific objectives of the study. Depending on these themes, the following are the major findings of the study in relation to research questions.

Hence, the findings of the study are summarized as follows:

The finding showed that parents were rarely participating in parent-teacher meetings (weighted mean =2.762) participating in decision-making (Weighted mean=2.284), visit their children at school (Weighted mean=2.554), communicates with school teachers or school administrators (Weighted mean = 2.722). Based on this result parent involvement in their children's education and school affair was low. Interview results clearly indicated by principals that so child needs a lot of care regarding his or her studies from their parents. The children through the interview highlighted communication as a major challenge they are facing. Anthony (2014) indicated that if parents do not communicate well with their children, teachers and school environment, investing on their children's education is non-sense and worthless. Through the interview, the children revealed that they felt more motivated in their school work when their parents take initiative in their school work.

The extent in which parents' involvement in their children education to enhance their children success in education is moderate. However, parents were rarely supporting their students while schooling on very important issues such as regularly checked school students' note books, assignment and homework, check their children's school attendance progress, facilitate conducive home environment to studying and motivating, rewarding, encouraging their children most of the time occasionally. Some of interviewed principals' reacted that parents do not check the children's homework and sometimes report cards. Through the interview, parents need to help their children with their homework to encourage them to perform better.

Moreover, parents were rarely supporting their students by regularly checking their children's notebooks, assignments and homework, and providing rewards to motivate and encourage them. On other hand, sometimes parents were helping their children in providing time for studying at home, checking their school attending progress, giving them letter to school, facilitating conducive home environment for studying and providing rewards to motivates and encouraging them. According to Ambachew *et al.* (2018), parental involvement encompasses three broad domains, parent-child relations, parent-school relations, and parent-parent relations. In all three cases, it is generally assumed that parents invest time with their children, school personnel, or other parents with the expectation that their involvement will yield a tangible return aimed to

improve role performance (i.e. better attendance, increased homework done, reduced delinquency, etc.), increased achievement, or strengthened relationships with school personnel.

The study also shows that parents in the study area were not discussing matters related to academic achievement with their children and school activities. Significant number of the respondents' responses showed that their parents are not actively involved in improving their learning activities.

The highest number of respondents agreed that there were certain factors affecting parental involvement in their children's learning. These included lack of parents' commitment, shortage of time and distance from the schools, low economic resources and low levels of literacy parents, lack of knowledge and skills needed to help their children with school work. Due to the factors listed above, there were substandard and weak involvements of parents in improving students' learning in the study area. This was aggravated by low level of parents' education to contribute to their children's learning.

5.2 Conclusion

It was possible to conclude that there were rare parents involvement in parent-teacher meetings at the school, weak participation in decision-making, and do not visit their children at school regularly. In general, parents were rarely involved in their children education in the primary school of Jimma zone.

The degree to which parents participate in their children's education to help them succeed in school is moderate. Parents rarely supported their children while they were in school on important issues such as checking their children's note books, assignments, and homework on a regular basis, checking their children's school attendance progress, facilitating a conducive home environment for studying, and motivating, rewarding, and encouraging their children on a regular basis.

Parents in the study area did not talk to their children about academic progress or school activities. The comments of a large number of respondents revealed that their parents are not actively participating in increasing their children's learning activities.

There are many factors that hinder parent participation in primary school activities in the Jimma zone. These are parents' lack of commitment to participate in school affairs, a lack of time and distance from schools, a lack of economic resources, and low levels of literacy parents, as well as a lack of knowledge and skills needed to assist their children with schoolwork were among them.

5.3 Recommendation

- ✓ The involvement of parents in supporting their children's education was moderate. As a result, it is recommended that school administration and leadership raise awareness and provide short-term training for school parents in order to improve and enhance parental involvement in their children's education.
- ✓ Parents rarely checked their children's school notebooks, assignments, and homework, and rarely rewarded them to stimulate and encourage them. As a result, it is recommended that parents should give attention to their children's school notebooks, assignments, homework, and provide them rewards to motivate and encourage them.
- ✓ Finally, parents were usually supplying money or facilitating means of transportation if necessary; preparing lunch after and before school; and providing all necessary school materials. However, it is recommended that parents spend more time with their children, particularly in speaking with them about school activities, academic success standards, the importance of excellent grades, and questioning and encouraging them about the importance of homework.

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Appendix -A
Jimma University
College of Education and Behavioral Science

Dear respondent:-

The purpose of this questionnaire is to gather information from teaching staff called teachers, department heads and unit leaders on "**Parental Involvement in their Children's Education and School Affairs in the Primary School of JimmaZone.**" Dear Respondent, Your responses are vital for the success of the study. So, you are kindly requested to read all the instructions and questions and fill in the questionnaire with genuine responses. Be sure that the responses you may give will be used only for educational and academic purposes and that the information will be kept confidential. Please note the following points before you start filling out the questionnaire:

General Instruction:

- ✓ Do not write your name on questionnaire.
- ✓ Read all the questions before attempting to answer the questions.
- ✓ No need to consult others to fill the questionnaire.
- ✓ Indicate a "✓" mark in the box under the response for your choice that is closer to your perception.
- ✓ For question items that require your opinion please give short answers in the space provided.

Thank you for your cooperation!

I. Personal information

1. Name of the School _____
2. Sex: Male Female
3. Age group: 20 - 30 31- 40 41-50 51& above

4. Educational qualification: Certificate/TTI Diploma First degree and above
5. Service years: 0 - 10 11- 20 21-30 31 and above
6. Work position: Teacher D/Head Unit leader

II. Contribution of Parents to the School

1. How often do parents participate in parent-teacher meetings at the school?
Always Mostly Sometimes Rarely Not at all
2. How much parents are actively participating in decision-making in the school?
Always Mostly Sometimes Rarely Not at all
3. How often do parents visit their children at school?
Always Mostly Sometimes Rarely Not at all
4. How frequently do students' parents communicate with school teachers or school administrators?
Always Mostly Sometimes Rarely Very rarely
5. If the parents' communication with school principals and teachers was very weak, what do you think are the main reasons?

III. The extent of parental involvement in their children's schooling

1. Advising and assisting with homework, assignments, and project work
Always Mostly Sometimes Rarely Very rarely
2. By supplying basic and supplemental learning materials
Always Mostly Sometimes Rarely Very rarely
3. To what extent do parents follow up with their children, whether they really go or what they do at school?
Always Mostly Sometimes Rarely Very rarely
4. How do you rate the level of parent involvement in their children education?
Always Mostly Sometimes Rarely Very rarely
5. If your answer to question number 6 is low or very low, what are the main reasons for the poor involvement of parents in their children's learning?

6. If your answer to question number "6" is "very high or high," what are the main reasons?

IV. Types of parental involvement in school management

<i>No</i>	<i>Items</i>	<i>V/High</i>	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>V/Low</i>
1	Annual planning and activities of the school and its implementation					
2	Monitoring the teaching and learning process and controlling the proper implementation of the school program					
3	Identifying and solving school-related problems					
4	Solving disciplinary problems that may be caused by students and other members of the school community					
5	Examining and approving the school budget					
6	Monitoring the effective and efficient distribution of funds for different purposes					

V. Level of parent participation in fulfilling the infrastructure of the school and school expansion or maintenance

<i>No</i>	<i>Items</i>	<i>V/High</i>	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>V/Low</i>
1	Financial assistance and support					
2	Supporting with materials and equipment					
3	Helping with labor					
4	Supporting ideas to improve the school					

1. How do you mention parental participation, especially in fulfilling the necessary infrastructure for the betterment of the school?

VI. Factors that hinder parent participation in children’s education:

1. How severely do these factors affect parent participation in education?

<i>No</i>	<i>Items</i>	<i>V/High</i>	<i>High</i>	<i>Medium</i>	<i>Low</i>	<i>V/Low</i>
1	Parents' awareness of their students					
2	Economic status of the family					
3	Lack of interest in participating in school issues					
4	Absence of parents' knowledge about the importance of education					
5	Lack of time and work load					
6	Weak administrative motivation to involve the parents					

2. To you, what are the main reasons that hinder parents' participation in their children's education?

3. What do you think to be improved on the parts of school and community so that they work in partnership?

a) To be improved by school:

b) To be improved by parents/communities:

4. If you have a comment on parents' participation in the primary school of Jimma zone, Write your comments:

Appendix B.
Jimma University
College of Education and Behavioral Science

Dear Interviewer:-

The purpose of this interview question is to gather information on "**Parental Involvement in their Children's Education and School Affairs in the Primary School of JimmaZone.**"Dear Interviewer, Your responses are vital for the success of the study. So, you are kindly requested to give a genuine response to the question raised.

1. How do you evaluate the community participation trend of the school?
2. Are parents involved in their children's education?
3. How do parents participate in school? At a conference or a meeting?
4. Do all parents stand behind the school by contributing ideas, finances, materials, etc.? If they didn't, what method does school management use to encourage parent involvement in school activities?
5. Do parents give their children praise when they achieve good grades in school?
6. What are the main factors hindering parent participation in their children's education at home and at school?

Thank You!

Appendix -C
Jimma University
College of Education and Behavioral Science

Dear Interviewer:-

The purpose of this interview question is to gather information on "**Parental Involvement in their Children's Education and School Affairs in the Primary School of Jimma Zone.**" Dear Interviewer, Your responses are vital for the success of the study. So, you are kindly requested to give a genuine response to the question raised.

1. How do you evaluate the community participation trend of the school?
2. Are parents involved in their children's education?
3. How do parents participate in school? At a conference or a meeting?
4. Do all parents stand behind the school by contributing ideas, finances, materials, etc.? If they didn't, what method does school management use to encourage parent involvement in school activities?
5. Do parents give their children praise when they achieve good grades in school?
6. What are the main factors hindering parent participation in their children's education at home and at school?

Thank You!

Appendix -D
Jimma University
College of Education and Behavioral Science

Dear respondent:-

Questionnaire to be filled by parents (FGD)

The purpose of this interview question is to gather information on "**Parental Involvement in their Children's Education and School Affairs in the Primary School of Jimma Zone.**" Dear respondent, your responses are vital for the success of the study. So, you are kindly requested to give a genuine response to the question raised.

1. How do you participate /involvement school meeting?
2. How do you visit your children's at school?
- 3 .To what extent you follow up your children whether he/she really goes and what he/she do at school?
- 4 .What is your contribute in your children's education success?
5. How do you feel about involvement in school activities?
6. What is the main factor that affects your participation?

Thank you!

Appendix-E

YUNIVARSIITII JIMMAA

College of Education and Behavioral Science

GaaffiiwwanQorannooBarnootaDiigirii 2ffaa Hoggansamanabarumsa/‘School Leadership’ tiinkanqopha’eedhiyaate.

Gaaffii Baratootamanabarumsaatiinguutamu

Gaaffiiwaa’eehirmannaamaatiinkeessanbarachuubarnootaa fi mana barumsaafoyyeessuufkanrawwataajiraanfedhiikeessaniinqorannobarnootaafjechanguutamuud ha.

Fedhiinguutuukeessaniifdurseenisingalateeffadha.

Qajeelfama Waliigalaa::

1. Maqaakeessanhinbarreesinaa.
2. Kandeebiibarbaaduufbakkaduwwairrattiyaadakeessanbarreessunibsaa.
3. Filannoodeebii gaaffiichaasaanduqqakenameekeessatti Mallattoo “√” kanaandeebiidhakanjeettankeessaka’aa.

I.: Odeeffannoo Waliigalaa

1. Maqaamanabarumsaa: _____
2. Saala: Dhi Du
3. Umurii : 14-20 21-30 31-40 41-50 51 ol
4. Sadarkaabarumsaa :Hinbaranee kutaa1-8 kutaa 9-12 Sertiifikeetti
Diplomma Digriijalqabaafiisaaol

II. Walittidhufeenyaamaatiikeessanii fi manabarumsaa :

1. Marii Mannibarumsaadhimbabarnootaairrattimari’achisuuhangamhirmaatuu?
Yeroohundaa harkaacaalla darbeedarbee yeroomurta’eef taassa
2. Maatiinkeessaanhaalabarachuubarumsakeessaniimanabarumsaakeessaatiyeroohagamiifhordofuu?
Yeroohunda harkacaalla darbeedarbee yeroomurta’eef taassa

3. Kanhinhordofneeyoota'emaaliif? _____

4. Mannibarumsaafimaatiinkeessanwaliinammaamwaa'eebarumsaakeessaniiwaliinhaasa'u /dubbatu?

Yeroohunda harkacaalaa darbeedarbee yeroomurta'eef taassa

5. Waa'eebarumsakeessaniibarsiisaawaliinhinhaasofneemaaliif? _____

III. Barumsairrattisadarkaa/ammaahirmaannaamaatiinkeessanqaban .

Lakk.	Barumsairrattisadarkaahirmannaamaatii	DaranOlaanaa	Olaanaa	Giddu-galeessa	Gad-bu'aa	Daran gad-bu'aa
1	Hojii-manee fi abbaltiigargaaranihojjechuunyeroo fi bakkamijeessuun					
2	Waanmanabarumsaattibarattaanakkadubbistaan, irradeebi'eehojjettandeggaruu					
3	Meeshaaleebarnootaaguutuun					
4	Amaalagaarii m/b fi manaattiakkaqo'aattugoorsuu					
5	Hojiinmanaakeessaaakkaitihinbaayyaneeochuu					
6	Baadhaassakennuudhanjajjabeessuu					

**Iv. A/ Haalahirmaannagargaarsamaatiibarataa fi GMB
bulchiinsaamanabarumsaafgodhuu / iittihirmattuu :**

La kk.	Maatii fi GMB hirmananabulchiinsaa M/B godhuu	DaranOla anaa	Olaana a	Giddu- galees sa	Gad- bu'aa	Daran gad- bu'aa
1	Karoorsuu, hojiindeggaruu fi raawwiimadaaluu					
2	Hojiibaru-barsiihordofuunto'achuu					
3	Rakkoo m/b fooyyeessuirraattihirmaachuu					
4	Naamusaa m/b kabachiisuu					
5	Galii fi basii m/b madaaluunmurteessuu					
6	Qabeenyiwalqixxummaafqusannoonakkakaroor fameettihojjiirraoluhordofuu					

1. Yoodaragadiibu'aata'esabaabniisaamaali? _____

IV /B. Sadarkaahirmaannaamaatiikeessanniimanabarumsaahaaromsuu, babali'suu fi meeshaabarnootaguutuu

La kk.	Manabarumsaahaaromsuu, babal'isuu fi meeshaaleebarnootaguutuu	DaranOl aanaa	Ol'aana a	Giduu-galeessa	Gad-bu'aa	Daran gad-bu'aa
1	Qarshiingargaaruu					
2	Meeshaaleengargaaruu					
3	Humnaangargaaruu					

4. Yoodaran gad-bu'aata'esabaabniisaamaali?

V/ Akkabarnootaakeessaaniinhindeggaaramnekanisindhorkuu /gufuusiinittita'umaalii?

La kk.	Akkabarnootakeessaniinhind eggaramneisingodhuu	BaayyenM ormaa	Nan Mormaa	HinMurteessi ine	Nan deggaara	Baayyend eggaara
1	Hubannoodhabuu					
2	Sad. Qabeeynaa					
3	Fedhiidhabuu					
4	Sad. beekumsabarnoota					
5	Hanqinaayeroo fi sababaaulfinahojiin					
6	Sochii m/b fi barsiisootaa					

7 Gaheemanabarumsaata'ekanfoyya'uuqabajettanibsaa _____

8 Gaheemataakeessaniikanfoyya'uuqabajettanibsaa _____

9 Yaadadabalataayooqabaataan: _____

Ulfaadhaa !