

**THE RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT
AND STUDENTS ACADEMIC ACHIEVEMENT IN JIMMA ZONE
SECONDARY SCHOOLS.**



**A THESIS SUBMITTED TO COLLEGE OF EDUCATION AND
BEHAVIORAL SCIENCES DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT**

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NOVEMBER ,2022

JIMMA, ETHIOPIA

JIMMA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
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A THESIS SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
PLANNING AND MANAGEMENT IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR MASTER OF ARTS DEGREE IN
SCHOOL LEADERSHIP

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Declaration

The researcher here by declares that this thesis on the title, “An assessment of the role of Parents to Improve Students Academic Achievement in Jimma Zone Secondary School” his original work and that all sources that have been referred to and quoted have been dully indicated and acknowledged with complete references.

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LETTER OF APPROVAL

This is to certify that the thesis prepared by Shuma Bayisa entitled “The Relationship Between Parental Involvement and Students’ Academic Achievement in Government Secondary Schools of 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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ABBREVIATIONS AND ACRONYMS

ESDP: Education Sector Development Program

FDRE: Federal Democratic Republic of Ethiopia

PTA: Parent Teacher Association

GESLCE: General Education School Leaving Certificate Examination

MoE: Ministry of Education

SPSS: Statistical Package for Social Sciences

WEO: Woreda Education Office

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ABSTRACT

The purpose of this study was to investigate the relationship between parental involvement and students' academic achievement of secondary schools of Jimma Zone. To conduct this study, correlational research design was employed. two (2) woredas were selected using simple random sampling technique from the preexisted four clusters. Consequently, 6 (66.6%) secondary schools were selected from the sampled woredas by simple random sampling method. In connection with this, 6 principal, 48 teachers and 68 students were included in to the sample simple random sampling purposive technique. Additionally, 6 school principals and 24 PTA were also included through purposive sampling. While questionnaire was used as main tool, interview and document review were used to substantiate the data gathered through quantitative. Mean, standard deviation and Pearson correlation were used to analyze quantitative data. Qualitative data obtained from open ended items, interview were described narrative. Document reviewed describe by percent, mean and standard deviation. The findings of the study indicated that parental involvement increases or improves students' academic achievement. Parenting, learning at home, communicating, collaborating with community and decision making was found to have a strong positive relationship with students' academic performance. The study also revealed that there was not sufficient learning at home and school-parent communication. Yet, the correlation value indicated that learning at home and students' academic performance have a direct relationship. Finally, the study showed that secondary school students' of the study Zone were not performing well in grade 12th national exam. In view of these findings, it can be concluded that secondary school students' academic performance was moderate. To change this problem, thus, it is recommended that, parents need to take a good role in their children's educational activities both. Schools are strongly advised to improve parent school relationship through continued communication. Woreda Education Offices and Zone Education Department are also strongly advised to critically work on how to put effective parental involvement strategies that would enhance parents' involvement in their children's learning

CHAPTER ONE

INTRODUCTION

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

1.1 Back ground of the study

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

Parental role 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 role makes a positive contribution to students’ academic achievement by affecting their academic self-concept which is of considerable importance in academic success. Even Hara and Burke (1998) claimed that the key to improvement of children’s academic accomplishment is boosted parental involvement.

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

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

In all cases, the importance of relationships between parents and school is inarguable because "the family is the most important and most enduring resource in a child's life" and "familyschool partnerships produce impressive results for children and teachers" (Petr, 2003, p11). However, the effects of not all forms of involvement are statistically significant (Jeynes, 2011). For example, Jeynes identified that conversations about school between students and their parents and parental participation at school events have a statistically considerable influence on the students' academic achievement, whereas the effect of checking the students' homework by parents is not statistically significant. On the other hand, according to Jeynes (2007), the effect of parents' participation at school events on students' academic achievement is less than parents' expectancies and parental styles. Finally, parental involvement plays an important role in general school culture. As Deal and Peterson (2009, p184-185) stated: "A school, by its essential nature, must be an open system with highly permeable boundaries" and "parts of the school culture must reach out and connect with parents". In the case of Ethiopia, Admasu (2004) concluded that; proper parental involvement in their children's education resulted in better academic achievement. Kassahun (2005) in his part evidenced that parenting style is significantly associated with school performance. Furthermore, Habtamu (1995) in reviewing previous studies underscored that, authoritarian parenting style which is not conducive for the development of entrepreneurial characteristics is found to be the dominant parenting practice in Ethiopia. In the case of Oromia Region, Lemma (2013) concluded that the extent of community participation in terms of attending meeting, visiting schools to consult about the student performance, participating in training, parent's assisting their children while they are doing their exercise, following their students' attendance, contributing material and labor found to be low, whereas, their contribution in finance is in better condition.

Summary

Parental involvement is known to play a large role in the academic achievement of students. Students who have parents that are involved in home-based involvement and school based involvement tend to achieve higher academic achievement than students who have parents that are not involved in their education. Also, parents who are only involved in home-school communication tend to have little to no impact on their child's academic success. At home, parents must have high expectations for their children and promote high levels of self-efficacy. Failure to do so may result in children who have low levels of self-efficacy and responsibility.

1.2.Statement of the problem

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

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

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

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

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

According to science educationist, educational achievement of school children can be either poor, average or high depending upon many contributing factors such as parenting style, parental educational background and level of involvement, family structure and social status, peer influence, school environment related factors (teachers quality, availability of school educational facilities, quality of the curriculum...), family economical background, student's preschool educational experiences, their self-efficacy and effort and the likes (Yalew, 1997; Gutman et al., 2000; Amare, 2001; Megan, 2002; Admasu, 2004).

Various researches and literatures stated that there are positive relationship among parental involvement and students' academic achievement. Consequently, this study to investigate the relationship between parental involvement and students' academic achievement in secondary schools of Ethiopia with a focus on jimma Zone selected secondary schools. A researcher working on parental involvement and students academic achievement for about five years in the Jimma zone, there is no research conducted on parental involvement and students academic achievement particularly of secondary school of Limu Seka and Nono Benja worda. Therefore, to fill this gap the study of the parental involvement and students academic achievement is very important. The reason behinds to study this theses the number of the students join to university after completing grade 12th is not satisfactory.

Particularly, as far as the researcher tried to review, no researches have been done regarding the relationship between parental involvement and students' academic achievement in the selected secondary schools of Jimma zone. Consequently, the school students, teachers, principals, and parents of the students or communities are directly or indirectly the beneficiaries of the study; which means while students are the directly beneficiaries, teachers, principals, parents or communities are the indirectly beneficiaries of the study. This study is therefore, designed to answer the following basic questions:

1. To what extent parents actively involved in their children education selected secondary schools of Jimma Zone?

2. What is the current status academic achievement of students t in secondary schools of Jimma Zone?
3. Is there any significant relationship between parental involvement and students' academic achievement in selected secondary schools of Jimma Zone?

1.3. Objectives of the Study

The study was be conducted to achieve the following objectives;

1.3.1. General Objective

The general objective of this study woul to investigate the relationship between parental involvement and students' academic achievement of secondary schools in Jimma Zone.

1.3.2. Specific Objectives

The specific objectives of this study was pursuing to:-

1. Describe what extent parents actively involved in their children education selected secondary schools of Jimma Zone?
2. To investigate the current status academic achievement of students t in secondary schools of Jimma Zone.
- 3,Examine whether or not significant relationship exist between parental role and students' academic achievement in selected secondary schools of Jimma Zone.

1.4. Significance of the Study

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

involvement in students' achievement. It may also help to initiate other researchers to conduct further studies around the topic.

1.5. Delimitation of the Study

In order to manage the data well, the scope of the study was delimited in certain geographical location. Consequently, this study was conducted in 2 woredas (Nono Benja and Limuseka) of Jimma Zone where 9 second cycle (Grade 9-12) government secondary schools are found. This study also conceptually delimits itself to what extent parents actively involved in their children education selected secondary schools of Jimma Zone, What is the current status academic achievement of students t in secondary schools of Jimma Zone and Is there any significant relationship between parental involvement and students' academic achievement in selected secondary schools of Jimma Zone.

1.6 Limitations of the Study

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

1.7. operational of Key Terms

Academic Achievement: refers to the grades or performance (academic results) the learners receives at school which is an indication of how well or how poorly he/she is doing at school

Secondary school: refers to first cycle secondary school having a grade level of 9th -12th.

1.8. Organization of the Study

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

CHAPTER TWO

REVIEW OF RELATED LITERATURE

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

2.1. Meaning and concept of parental involvement

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

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

Gaventa and Valderrama (1999) define participation as "the process through which stakeholders' influence and share control over their own development initiatives, decisions and resources which affect them." The working group organized by the Bank amended the Bank's definition and states that "... a process through which primary stakeholders influence and share control over their own development initiatives, decisions, and resources which affect them". Participation could also be seen in the levels of consultation or decision making in all phases of project cycle, from need assessment, to appraisal to implementation to monitoring and evaluation. Apart from the efforts to distinguish between definitions of participation, there were several discussions as to whether participation is a means used to achieve development or as an end in it. Participation as a means implies the use of

participation to achieve some predetermined goal or objective. In the other way participation is a way of harnessing the existing physical, economic and social resources of rural people in order to achieve the objectives of development programs and projects Oakley et al. (1991). According to him, participation as a means stresses the results of participation in that the achievement of predetermined targets is more important than the act of participation. In this case participation is a “Short term exercise, the local population is mobilized, there is direct involvement in the task at hand but the participation evaporates once the task is completed. Oakley et al. (1991) describes participation as, “a process which unfolds over time and whose purpose is to develop and strengthen the capabilities of rural people to intervene more directly in development initiatives ... participation as an end is an active and dynamic form of participation which enables rural people to play an increasing role in development activities”. The research base for a definition of parent involvement has not been operationalized consistently across studies. A common definition of parent involvement is difficult at best due to the multifaceted behavior of parents (Fan & Chen, 2001; Feuerstein, 2000). Research on this issue proves that parent involvement is defined in different ways (Stevenson & Baker, 1987). Parents often view involvement as making sure their child is well cared for or making sure children go to school, while teachers may view parent involvement as having parents attend school related activities (Anderson & Minke, 2007).

Parent role has been described and researched through various types of parent practices (Fan, 2001). These differences in interpretations of parent involvement have created a vast amount of research about parent involvement, but have also provided inconsistent results due to the different operational definitions used and implemented in research designs. Fan (2001) notes that although research is progressing about parent involvement and positive academic achievement, researchers must still work to understand which parent involvement practices yield the most academic achievement. In their metaanalysis, Hill and Tyson (2009) claim that parent involvement is most widely described as the interactions of parents at home and school to promote academic achievement of the child to include meaningful and ongoing two-way communication between home and school about academics and other school activities. Grolnick, Benjet, Kurowski, and Apostoleris (1997) explain parent involvement as parents providing resources to students when support is needed. Parent involvement most often revolves around parent practices to support their child at school and parent involvement activities that are carried out at home (Christenson and Sheridan, 2001; Seginer, 2006).

Through prominent research and theorizing Jeynes (2007) defines parent involvement as parental participation in the educational processes and experiences of the child.

2.2. Importance of Parent role

As children move from the middle grades to the secondary school, parents also crystallize their educational expectations for their children. As students complete school education, parents become increasingly concerned about their teen's further education and about the effects of secondary school programs on postsecondary opportunities (Catsambis & Garland, 1997). According to Lam (1997), students who were receiving a high level of support from the parents had higher academic achievement than those students who were receiving only a medium to low amount of support from the parents. He also found that there was a relationship between the socioeconomic status and whether or not the family was intact on the amount of parental monitoring, support, and psychological autonomy. He concluded that all of these factors did influence academic achievement. Research has also shown that successful students have strong academic support from their involved parents (Sheldon, 2009).]

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

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

Self-reliance-it helps people break the mentality of dependency to independency by promoting self-awareness and confidence, examine problems and think about solutions. Increase sense of control over issues, which affect their lives, and learn how to plan and implement.

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

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

Parental role regarding visiting their child's school has motivational advantage, when students see that their parents take part in their schooling, they may benefit from being intrinsically motivated. They perceive their parents to value education and therefore the

student themselves value education. This in turn contributes to their intrinsic motivation and desire to do well in school (Gonzalez-Deltas, 2005). Beside to this, Parental involvement can also be considered as a factor that reduces problematic behavior at school and, in turn, improves academic achievement (McNeal, 2012). Thus, creating such a partnership will also help to improve the learner's academic achievement. Sheldon (2009) also revealed that, learner's behavior is closely linked to improved academic achievement.]

2.3. Mechanisms of parental involvement

As mentioned in the proceeding discussions participation was the process by which stakeholders especially the grass-root community (Primary stakeholders) were involved in the project identification, planning, appraisal, implementation and monitoring and evolution. There are different mechanisms and/or levels of participation on development projects (World Bank in Long, 2001). Information sharing mechanisms - This includes translation into local language and dissemination of written materials using various media. It also involves information seminars, Presentations and public meetings. **Consultative mechanism** – which include consultative meetings, field visits and interviews (at various stage of work). **Joint assessment mechanisms** – which include participatory assessments and evaluations and beneficiary assessment **Shared-decision making mechanisms** - include workshops and retreats to discuss and determine positions, priorities, roles, meetings to help resolve conflicts, seek agreements engender ownership. There would also be (public) reviews of draft documents and subsequent revisions. **Collaborative mechanisms** - formation of joint committees with stakeholders, representatives, formation of joint working groups, task forces; joint work with user groups, intermediary organizations, and other stakeholder groups: stakeholder groups given principal/ responsibility for implementation. **Empowering mechanisms** – include capacity building of stakeholder organizations, strengthens the financial and legal status of stakeholder organization. Hand over selfmanagement by stakeholders; support for few initiatives by stakeholders (World Bank in Long 2001).

2.4. Techniques of Initiating Parent role in Education

There were different techniques of initiating parent participation in education. According to Fosu Siaw et al. (2004) among these are the following. These are: Having clear vision of what you want to do before you start the process (goals & objective setting, identifying the major challenges and developing a kind of roadmap to improve the school). Discussions and exchange of idea about the education program going on in the school with the community.

Organizing ad hoc discussion forums for the different segments of the community (such as students, teachers, parents, residents etc.). These segments not only have different interests, but also have different potentials to contribute to the school. The parent as collective cannot be expected to manage school. This can only be done best through involving them through institutions/organizations such as Parents Teachers Association (PTA), School Management Committee (SMC), Teachers' Association, Students Union, Women's Association, Youth Associations, etc. The participation should not be limited to resource mobilization. The parent should involve in all aspects of school management and pedagogic functions. Once you initiate the process, let them overtake it. The outsider should only play facilitation role. Let the parent monitor and evaluate the process made by the schools regularly. Collect and document the lessons and experiences and use for further improvement (Fosu Siaw et al. (2004).

2.5. Factors Influencing Parental involvement in Education

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

2.6. Parental Home Involvement or Parent role at home-

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

Research has indicated that parents can engage in a variety of activities with their children in the home setting to promote early academic skills. Although there are a number of practices that have been shown to positively affect children's skills, the focus of this section will be on parental intentional teaching practices related to shared storybook reading and direct instruction of letters and words. Additionally, the nature of interactions (i.e., parental socialization practices) surrounding these activities will also be discussed.

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

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

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

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

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

2.7. Parental School Involvement Parental

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

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

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

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

2.8 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; (Matebe Tafere, 2006; Getachew. 2001, and Tamiru Tekalegn, 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.

2.9. Epstein's Framework of Six

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

2.9.1. Type one: Parenting

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

2.9.2. Type Two: Communicating

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

2.9.3. Type Three: Volunteering

Schools enhance their connection to families by encouraging them to volunteer in school activities and attend school events. Families who volunteer grow more familiar and comfortable with their children's schools and teachers. Volunteering efforts that tap parental talents enrich school programs and, particularly in upper grades, facilitate individualized learning. The use of a volunteer coordinator is advised especially at secondary school levels, where coordination of volunteer talents and time with teacher and student needs becomes increasingly complex. Schools are challenged to define the term volunteer broadly enough to accommodate a wide range of parental talents and schedules. They are also challenged to encourage students to volunteer in their community as part of the learning process. Type three activities are designed to enhance students' skills in communicating with adults;

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

2.9.4. Type Four: Learning at Home

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

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

2.9.5. Type Five: Decision- making

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

2.9.6. Type Six: Collaborating with the Community

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

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

[Parent Involvement and Academic Achievement In the last few decades Parental involvement has grown a vast consideration of practitioners and researchers due to its positive association with students' educational achievement (Grayson, 2013; Heitin, 2012). The involvement of parents has impact on child's development and growth (Sheldon, 2003); consequently, Pavalache-Ilie and Tirdia (2015); Fan and Chen (2001) have investigated as significant association with students' academic performance Parental involvement in education is generally regarded as an important aspect for the positive growth of students (De Planty, Coulter-Kern, & Duchane, 2007; Anderson & Minke, 2007; Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987; Epstein & Sheldon, 2002). The research behind parental involvement and its correlation to positive academic achievement is noteworthy (Stevenson & Baker, 1987; Wachs, 2000). The significant role of families, family school relations, and parental involvement in the education of a child has a positive impact on student achievement (Fan & Chen, 2001). Students whose parents are involved in their education experience higher grades (Stevenson & Baker, 1987) and grade point averages (Anderson & Minke, 2007), have higher attendance rates (Epstein & Sheldon, 2002), and fewer discipline problems (Deslandes & Royer, 1997). Research has established the positive benefits of numerous types of parent practices to academic and social competencies (Chen & Gregory, 2009).

What is lacking in parent involvement research is an extensive background in high school parent involvement practices that impact student achievement (Hill & Tyson, 2009). As students' progress through school parent involvement decreases (Epstein, 1990; Stevenson & Baker, 1987; Hill & Tyson, 2009) as students work to create autonomy from parents (Fan, 2001). Middle school and high school students' work towards independence while parents often feel increased anxiety due to more teachers, bigger schools, and the bureaucratic nature

of the educational system. The same parent involvement practices that correlated to student achievement in elementary now seem unrealistic for some parents as they feel unable to help with more difficult school subjects and rely more on motivational prompting (Dauber & Epstein, 1993).

A majority of the existing research regarding the impact of family involvement on educational outcomes shows a positive correlation. For example, (Barnard, 2004) looked at the association between parental involvement in elementary school and student success in high school, and concluded that early parental involvement in a child's education promotes positive long-term effects. In addition, (Fan and Chen, 2001) found that parental expectations for their child's educational achievement have the strongest relationship with students' academic achievement. The relationship between parent involvement and educational achievement was also found to be stronger for global achievement indicators such as cumulative GPA rather than for subject-specific indicators. Moreover, Parents often view involvement as making sure their child is well cared for or making sure children go to school, while teachers may view parent involvement as having parents attend school related activities (Anderson & Minke, 2007). Furthermore, (Michigan University Department of Education, 2001) stated three major factors of parental involvement in the education of their children are: - Parents' beliefs about what is important, necessary and permissible for them to do with and on behalf of their children; The extent to which parents believe that they can have a positive influence on their children's education; and Parents' perceptions that their children and school want them to be involved.

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

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

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

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

parental controlling interactions are associated with lower achievement (Pomerantz, Grolnick, & Price, 2005). Moreover, child characteristics influence whether parents engage in more supportive or more controlling involvement about school-related issues.

The role of parental expectations in affecting children's academic progress has received substantial attention from psychologists and sociologists over the past half century. In general, parental expectations have been found to play a critical role in children's academic success. Students whose parents hold high expectations receive higher grades, achieve higher scores on standardized tests, and persist longer in school than do those whose parents hold relatively low expectations (Davis-Kean 2005; Pearce 2006; Vartanian et al. 2007). High parental expectations are also linked to student motivation to achieve in school, scholastic and social resilience, and aspirations to attend college (Hossler and Stage 1992; Peng and Wright 1994; Reynolds 1998). Furthermore, parents' academic expectations mediate the relation between family background and achievement, and high parental expectations also appear to buffer the influence of low teacher expectations on student achievement (Benner and Mistry 2007; Zhan 2005)..

Summary

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

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

2.1 conceptual framework of parental involvement and student academic achievement

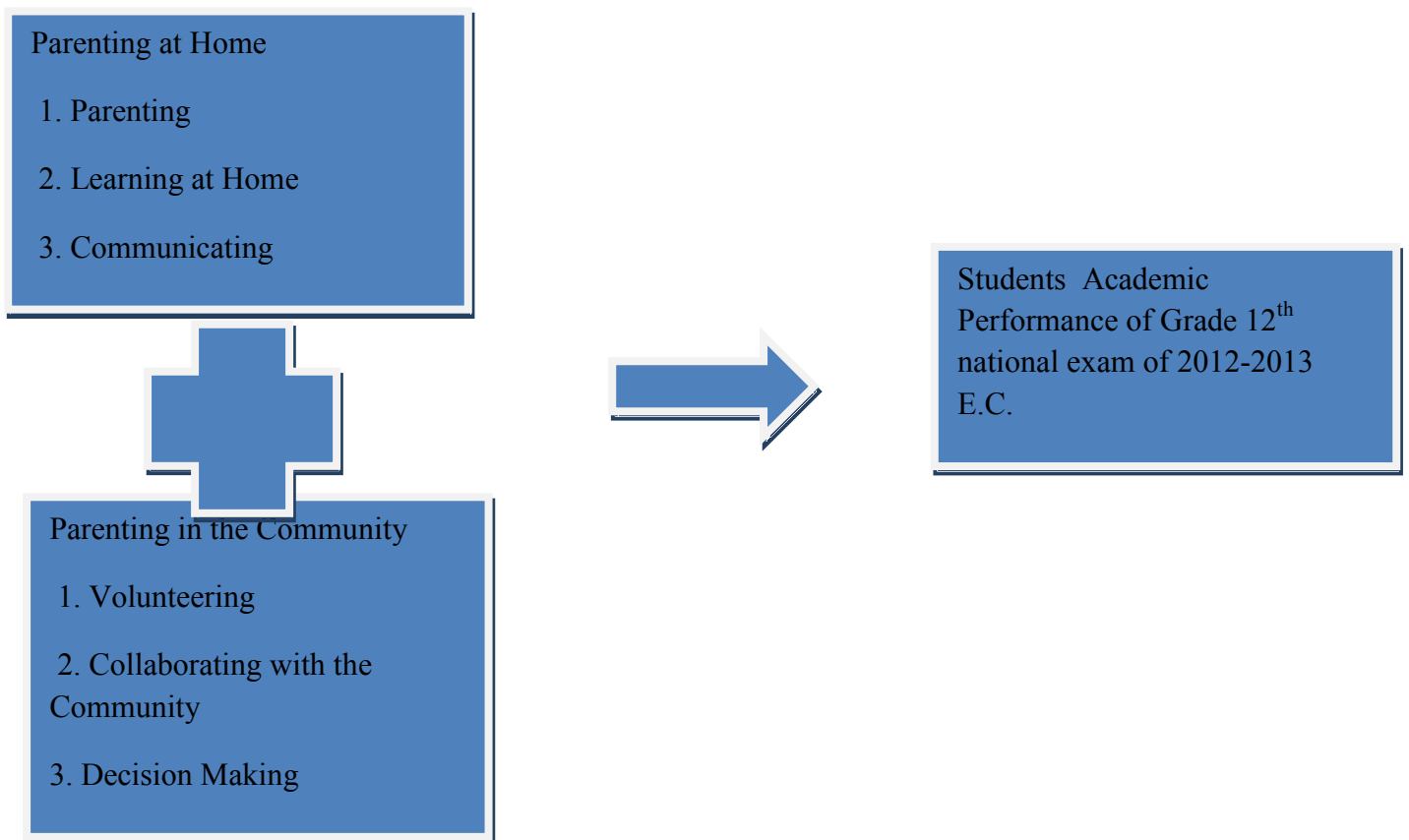


Figure 2.1: Conceptual framework diagram linking the variables of the study.

Parental involvement plays an important role in our students’ lives. It can help determine how successful a student will be in school depending on the type of parental involvement that they are receiving at school and/or at home. Home-based involvement typically lead to higher levels of academic achievement as parents contribute to their child’s education through venues outside of school. Additionally, school-based parental involvement typically

leads to higher levels of academic achievement because students see their parents as being actively involved in the school. Home-school communication has led to mixed results in student academic achievement. Some studies have found that home-school communication has a positive correlation with student academic achievement, while other studies have found no significant correlation between home-school communication and student academic achievement

CHAPTER THREE

Research Design and Methodology

This chapter was 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 was to examine parental involvement in children's education and students academic achievement of Jimma zone. Thus, to achieve this purpose a correlation would be designed. Because, to investigate the relationship between student academic achievement and parental involvement.

3.2. Research Method

The research design employed in this study would investigate the extent to which parents role students academic achievement of Jimma zone in secondary schools . Parents-school view constructing both Quantitative and qualitative approaches. The former wouldl be employed in the interest of representative of view 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).

3.3. Source of Data

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

3.4. Sample Size and Sampling Techniques

The study would be conducted in Jimma zone secondary schools. In the Jimma Zone, there are four clusters. These are Asendabo, Seqa, Agaro and Limmu cluster. To make the study manageable from those four clusters, the researcher selected the Limmu cluster by using purposive sampling. This cluster includes five woredas, namely Limmu Kosa, Limmu Sekka, Nono Benja, Chora Botor, and Botor Tolayi. From those woredas, the researcher wouldl select two woredas, named Limmu Sekka, and Nono Benja, by using a simple random

sampling technique, which contain 9 Secondary schools. To make the sample representative, out of these 6 Secondary school would be taken by simple random sampling technique.

Based on the above samples, the researcher would include two schools from Limmu Sekka, and four schools from Nono Benja.

Table 3.1:-Woredas And school

Woredas	Schools
Limmu Sekka	Atinago &
	Dame
Nono Benja	Biftu non, Alga, Benja and Ifa Ilu

In the sample schools, there were 101 students, 69 teachers, 6 principals, and 24 parent-teacher associations (PTAs). To determine the sample size formula of Yamane (1967) was used. Out of 101, students 68, out of 69 teachers 48, out of 6 principals, 6 and out of 24 PTAs, 24 are included in the sample by using simple random sampling on students and teachers, and purposive sampling on principals and PTAs, respectively. To determine the sample size Yamane formula (1967) was used.

$$n = N / 1 + N(e)^2$$

Where;

n = sample size

N = total number of population (176)

e= the level of precision=0.05

$$\text{Therefore, } n = 176 / 1 + 176(0.05)^2 = 122$$

Table3. 2; sample size and sample techniques

School	Respondent	Population	Sample size $n \times Ni/N$	Sample techniques
Alga	Principals	1	1	purposive sampling
	Teachers	14	10	Simple random sampling
	Students	18	12	simple random sampling
Biftu Nono	Principals	1	1	purposive sampling
	Teachers	15	10	simple random sampling
	Students	21	14	simple random sampling
Benja	Principals	1	1	purposive sampling
	Teachers	13	9	simple random sampling
	Students	17	12	simple random sampling
Ifa Ilu	Principals	1	1	purposive sampling
	Teachers	12	8	simple random sampling
	Students	16	11	simple random sampling
Atinago	Principals	1	1	purposive sampling
	Teachers	8	6	simple random sampling
	Students	14	9	simple random sampling
Dame	Principals	1	1	purposive sampling
	Teachers	7	5	simple random sampling
	Students	15	10	simple random sampling
Total		176	122	purposive sampling and simple random sampling

3.5. Data Gathering Instrument

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

3.5.1. Questionnaire

These questionnaire would carried out for teacher, principal and students 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. moreover I take respond to interview PTA. The questionnaires would be prepared in English language and translate to Afan Oromo and for PTAs respondents. Regard to had data which clearly interpretable meaning in some sort of quantitative sense, the closed ended questionnaire item will 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. Open ended items would 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 enable 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 would use interview for school parental teacher association (PTA) because it would believed to provide sufficient information for the study. The school PTA would interviewed at free time. This would help the researcher to get more significant information about the issue under investigation.

3.5.3. Document Analysis .

Information and data would been collected from previously community involvement report, and feedbacks of the students, teachers, principals and PTA would been observed and needed to gather information in addition to questionnaire and interview. These documents would

been selected in the assumption of their direct relation with information about parental involvement in their children education with regard to parent school relations.

3.6. Procedure of Data collection

During the process of data collection both closed and open ended questionnaire and interview item would prepared in order to collect information from respondent. Finally, after adjustment would made questionnaire would be distributed to 68 students, 48 teachers, and 6 Principals, respectively. The topics included in the instrument were characteristics of respondent purpose of parental involvement in their children education and school affairs on current issue they had 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

. In this study both quantitative and qualitative analytical procedures were employed. The data gathered from 48 teachers, 68 students and 6 principal were tabulated and organized as per the respondents' category. Finally the responses and document review were analyzed in terms SPSS version 26 of percentage on the other hand; the data collected qualitatively through interview from PTA Members and document review were reported through narrative description.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

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

4.1. Response Rate

This study intended to collect information through questionnaire from 122 (48 teachers,68 students and 6 principals) respondents. All of 122 questionnaires that were administered to the respondents, a total of questionnaires were returned. This implies that sufficient numbers of questionnaires were returned to proceed into the data analysis

2 Demographic Information of Respondents

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

Table; 4.1 of Respondent Sex, Age, Education level and Experience of respondent

Variable		Principa		Teacher		Students	
		No	%	No	%	No	%
SEX	Male	5	83.3	32	66.7	42	61.7
	Female	1	16.7	16	33.3	26	38.3
AGE	15-25	1	17	3	6.25	68	100
	26-35	2	33	42	87.5	-	
	36-45	2	33	3	6.25	-	
	>46	1	17	-	-	-	
Educatio nal level	Certificate	-	-	-	-	-	-
	Diploma	-	-	6	12.5	-	
	First Degree	1	16.7	40	83.3	-	-
	MA	5	83.3	2	4.2	-	
Work experience	0-10	1	16.7	22	45.8	-	-
	11-20	3	50	20	41.7	-	-
	20-30	2	33.3	6	12.5	-	-
Total							

As can be seen from table 3 in relation to sex distribution of teachers, 32 (66.7%) of them were males and 16 (33.3%) females. This indicates that the majority of the teachers teaching in the selected secondary schools of Jimm zone are males. The number of female teachers is not more in encouraging state. Moreover, there are 5 (83.3%) males and 1 (16.7%) female principals were serving as principal. Regarding students sex distribution, 42 (61.7%) and 26 (38.3%) are males and females respectively. When looking at age structure, Regarding the age of school principals, 1 (17%) principals were found under the age category of below 25, 2 (33%), principals were found between the age category of 26-35, and 2 (33%) principals were found between the age category of 36-45 and 1(17%) above 46 years old. and one principal was found below the age of below 26.Regarding teacher 3 {6.25%} of teachers were

found under the age below 25 years old; 42 (87.5%). The teachers were between the age category of 26-35 years; 3 (6.25%). Another age teachers were between 36-45 years 3(6.25%); and no one teachers were found above 45 years. This shows that majority of teachers (87.5%) are found below the age of 26. On the basis of students age distribution, 68 (100%) of students were found between the age category of 15-25.

As to educational background of respondents, 40 (83.3%) teachers, 1 (16.7%) principals were degree holders; 2 (4.2%) teachers and 5 (83.3%) principal had AM; 6(12.5) teachers diploma. the remaining students 68(100%) had no certificate because they below grade 12th.This implies that, the minimum requirement to be secondary school teacher and principal is almost satisfactory.

Regarding the work experience of respondents, 1 (16.7%) principal and 22(45.8%) of teacher respondents have served below 10 years and 3 (50%) principal and 20(41.7%) teacher have served between 11-20 year. 2(33.3%) principal and 6(12.5%) teachers served between 20-30 years. From the above table we can understand that majority of principal were more experienced than teachers

I. Contribution of Parents to the School

To see the extent of Contribution of Parents to the School three items were developed and the respondents were asked to identify their level of agreement. Hence, the summary of the response were organized and presented under table.

Table 4.2 the mean and standard of deviation concerning parent contribution to the school			
	N	Mean	Std. Deviation
How often do parents participate in parent-teacher meetings at the school	122	3.54	.910
How often do parents visit their children at school	122	3.6	.825
How frequently do students' parents communicate with school teachers or school administrators	122	3.55	.854
Overall mean	122	3.56	0.863

Scale 0-1.9 very low, 1.5-2.49 low, 2.5-3.49 moderate 3.5-4.49 high and 4.4 < very high
 From table 4.4, Based on the result of data analysis on item1 respondents were asked to

express their belief on parental involvement on How frequently do students' parents communicate with school teachers or school administrators Teachers, principals and students express their belief (M=3.55, SD=.854). This indicate the parents participate in the school activity was high.

The response to item 2 on the same table, of the respondents about how often do parents visit their children at school average score of (M=3.7, SD=.83) is high. This indicate the parents follow the school activity.

Based on the data presented to item 3 on the same table, the respondents response about the how frequently do students' parents communicate with school teachers or school administrators (M=3.55, SD=.86).high. This indicate parents involved in the solving conflict at school. overall mean score of the participants were (m=3.56,SD=.863) high.

The extent of parental involvement in their children's schooling

To see the extent of of parental involvement in their children's schooling three items were developed and the respondents were asked to identify their level of agreement. Hence, the summary of the response were organized and presented under table

Table4.3 the extent parental involvement in their children's schooling

	N	Mean	Std. Deviation
Advising and assisting with homework, assignments, and project work	122	3.43	.989
By supplying basic and supplemental learning materials	122	3.90	1.04
How do you rate the level of parent involvement in their children education	122	3.26	2.75
Overall mean	122	3.86	1.845

From table 4.5, Based on the result of data analysis on item1 Teacher; Principals and students were asked to express their belief on parental involvement about Advising and assisting with homework, assignments, and project work the respondents express their belief (M=3.34, SD=.989). This indicate the parents participate in the learning at home is high.

The response to item 2 on the same table, of respondents on parental involvement their children by supplying basic and supplemental learning materials they express their belief (M=3.9, SD=1.04) is high. This indicate the parents not as the required support their students. In supporting this result, open-ended questions organized with PTA questionnaire were also confirmed that, most of the time same of parents did not buy uniform and reference books for their children.

Based on the data presented to item 3 on the same table, the respondents response about the how do you rate the level of parent involvement in their children education the principals ,teacher and students express their belief (M=3.26, SD=.2.75) moderate. This indicate parents participation is not as required to address their children success.

From table overall mean score of the participants were (high=3.86,SD=1.81).

Table4.4 The way of parental involvement in school management

	N	Means	Deviation
Annual planning and activities of the school and its implementation	122	3.54	.92
Monitoring the teaching and learning process and controlling the proper implementation of the school program	122	3.7	.83
Identifying and solving school-related problems	122	3.55	.86
Solving disciplinary problems that may be caused by students and other members of the school community	122	3.89	.89
Examining and approving the school budget	122	4	1.1
Monitoring the effective and efficient distribution of funds for different purposes	122	3.88	1.017
Over all men	122	3.76	0.936

Based on the result of data analysis on item1 table 6, respondents were asked to express their belief on parental involvement on Annual planning and activities of the school and its implementation. Teachers, principals and students express their belief (M=3.54, SD=.92). This indicate the parents participate in the school activity was high.

The response to item 2 on the same table, of the respondents about parents Monitoring the teaching and learning process and controlling the proper implementation of the school program average score of (M=3.7, SD=.83) is high. This indicate the parents follow the school activity. Based on the data presented to item 3 on the same table, the respondents response about the Identifying and solving school-related problems (M=3.55, SD=.86).high. This indicate parents involved in the solving conflict at school.

Based on the result of data analysis on item 4 tables , respondents were asked to express their belief on the Solving disciplinary problems that may be caused by students and other members of the school community (M=3.89, SD =.89 high.This indicates they were committed for school problem and relationship between school and community in the sample schools was high.

Based on data presentation 5th item, there were high (M=3.88, SD=1.07) and the six item Monitoring the effective and efficient distribution of funds for different purposes (3.76, SD=.936) was high. Generally, the types of parental involvement in school management secondary selected schools based on the six variable were high

Table4.5 Level of parent by communicating with school

	N	Mean	Std. Deviation
Financial assistance and support	122	4.1	3.00
Supporting with materials and equipment	122	3.5	.91
Helping with labor	122	3.6	.83
Supporting ideas to improve the school	122	3.55	.854
Overall mean	122	3.68	1.39

Based on the result of data analysis on item1 table respondents were asked to express their belief on Financial assistance and support school; Teachers, principals and students express their belief (M=4.1, SD=3.00). This indicate theparents participate in the school resource was high. The response to item 2 on the same table,of the respondants about parents Supporting with materials and equipment. average score of (M=3.5, SD=.91) is high. This indicate the community participation by their different resource.

Based on the data presented to item 3 on the same table, the respondents response about the Helping with labor (M=3.6, SD=.83).high. This indicate involving parents in learning support activities as well.

Based on the result of data analysis on item 4.7 tables , respondents were asked to express their belief on the Supporting ideas to improve the school (M=3.68, SD =1.39 high. As can be observed from Table , the overall mean response of parent participation in fulfilling the infrastructure of the school and school expansion or maintenance teachers advancement program in secondary schools is 3.68 with a standard deviation of 1.39. This shows that community very participate for school improvement.

Table 4.6 Factors that hinder parent participation in children’s education:

	N	Mean	SD
Parents' awareness of their students	122	2.76	1.570
Economic status of the family	122	2.78	1.603
Lack of time and work load	122	2.74	1.141
Weak administrative motivation to involve the parents	122	2.85	1.088
Over all mean	122	2.78	1.35

Based on data presented on table 8, the answer of respondents concerning Factors that hinder parent participation in children’s education about Parents' awareness of their students, the principal, teacher and students express their idea (M=2.76, SD=1.57) moderate. This indicate that the level understanding parents on students for their education was moderate . Based on the data analysis of items 2 Economic status of the family the respondents express their belief(M=2.78, SD=1,603) moderate.

The response to item 2 on the same table, of respondents on parental involvement their children Lack of time and work load the principal, teacher and students describe their belief(M=2.74, SD=1.141) moderate. Based on the result of data analysis on item 4.8 tables , last item respondents were asked to express their belief on Weak administrative motivation to involve the parents (M=2.78,SD=1.35) moderate.

Table;4.9students’ academic achievement (performance):

Academic performance can also be referred to as academic achievement and it relates directly to the educational outcomes of the learner. Academic achievement can be seen as academic results (grades, scholastic marks..) the learners receives at school which is an indication of how well or how poorly he/she is doing at school (Van der Berg, Wood & Le Roux, 2002).In this research student achievement records were used as a data source. The Ethiopia General School Leaving Certificate Examination (EGSLCE) of 12th grade in the year 2012/20 up to 2013/21 student results in selected secondary school was reviewed as following.

Year	Alga	Biftu Nono	Benja	Ifa Ilu	Atinago	Dame
2012	86%	71%	64%	65%	58%	54%
2013	72%	61%	72%	62%	64%	62%

Based on the document analysis or data reviewed in 2012, 86% Alga secondary school,71% of Biftu Nono and 64% Benja secondary school of students join to university. In the same year 65% Ifa Ilu secondary students,58% Atenago school and 54% Dame secondary school of students join to University. This show that secondary school students of the study were not performing well in grade 12th national exam.

In 2013 according to data analysis 72% Alga secondary school students,61% Biftu Nono and 72% Benja secondary school of students join to university. In the same year 62% Ifa Ilu secondary students,64% Atenago school and 62% Dame secondary school of students join to University. This indicate that secondary school students of the study were not improved their academic achievement. .

	N	Mean	Std. Deviation
Students achievement in GESLCE / grade 12 national exam in 2012;		3.3	1.024
Students achievement in GESLCE / grade 12 national exam in 2013		3.1	1.017
Overall mean		3.2	1.6752

.Scale 1-20 very low,21-40 low, 41-60 moderate, 61-80 high and 81-100 very high
Depending on data presented on table , the average score of Students (M=3.3, SD=1.024) moderate. This indicate Students did not get as the required parental support. The 2nd data analysis of items, Students achievement in grade 12th national exam (m=3.1, SD=1.017) moderate. Generally the overall mean of the student performance(M=3.2, SD=1.6752) moderate.

Table;4.7 Correlation parental involvement and student academic achievement or performance

Variable		CONTAV	EXTAV	LEAV	TYAV	FAAV	DAV
Parenting	Pearson Correlation	1	.903**	.096	.903**	.883**	.760**
	Sig. (2-tailed)		.000	.294	.000	.000	.000
	N		122	122	122	122	121
Learning at Home	Pearson Correlation		1	.145	.874**	.867**	.691**
	Sig. (2-tailed)			.110	.000	.000	.000
	N			122	122	122	121
Communicating	Pearson Correlation			1	.151	.329**	.574
	Sig. (2-tailed)				.097	.000	.056
	N				122	122	121
Collaborating with the community	Pearson Correlation				1	.856**	.744**
	Sig. (2-tailed)					.000	.000
	N					122	121
Decision making	Pearson Correlation					1	.707**
	Sig. (2-tailed)						.000
	N						121
Students Academic Achievement	Pearson Correlation						1
	Sig. (2-tailed)						
	N						121

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

Table 4.10 shows that there is a strong positive correlation between parenting and Students' academic achievement (performance) ($r = .760$, $p = 0.000$). This implies that that there is significant relationship between parenting and students' academic performance ($p < 0.05$). Learning at home was strong positive correlation with students academic achievement ($r = .691$, $p = 0.000$). It means there is significant relationship between learning at home and students' academic performance ($p < 0.05$). The way communicating was moderate positive

correlation with student academic achievement ($r=.574$, $p=.056$). This indicates one important factor that increases learner is to establish good relationship between home and school.

The 4th variable shows that there is a strong positive correlation between collaborating with the Community and Students' academic achievement (performance) ($r = .744$, $p = 0.000$). This indicates school and families must draw regularly up community resources to support their efforts to educate children. and the 5th item means decision making and Students' academic achievement (performance) ($r = .707$, $p = 0.000$). There is a strong positive correlation. This is shown as parental participation in decision making, when it is a comprehensive program involving parents in learning support activities as well, is associated with improved students outcomes.

Beside to this, the summary of interview with principal and PTA response from open-ended questions suggested that, the majority of parents do participate in parent teacher-meeting at the school some of them were not involved. Their document showed that, parental involvement increases or improves students' academic achievement. In light of this, Students of good parental support: score good point in general education school leaving certificate exam grade 12th national exam); have improved expectation or visionary and become academically competent enough and ethical

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

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

5.1. Summary

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

1. To what extent parents actively involved in their children education selected secondary schools of Jimma Zone?
2. What is the current status academic achievement of students t in secondary schools of Jimma Zone?
3. Is there any significant relationship between parental involvement and students' academic achievement in selected secondary schools of Jimma Zone?

To this effect, the study was conducted in selected 2 woredas (Limmu Seka and Nonno Benja) of Jimma Zone and targeted on 6 secondary schools. Thus, 6 school principals, 48 teachers and 68students, a total of 122 respondents were included by using different sampling technique (purposive and simple random sampling techniques). Questionnaire was the main data gathering tool of the study. It is filled by teachers and principals and students. interview was conducted with PTA to validate the quantitative data. In addition, a document observation was carried out in the whole sampled schools to observe concrete evidences, particularly students' academic result and parents at school involvement. The quantitative data collected by using questionnaire was analyzed and interpreted by using mean and standard division .The observed documents describe by percent and interpreted by using mean and standard division . Pearson correlation was used to justify the relationship between parental involvement and students' academic performance. The qualitative data summarized by used descriptive form.

Major Findings of the Study This study summarized the major findings as follows:

1. The study showed that, parental involvement increases or improves students' academic achievement. In light of this, Students of good parental support: score good point in general education school leaving certificate exam grade 12th national exam); have improved expectation or visionary and become academically competent enough and ethical.

2. The study result revealed that students in the secondary schools of the under study did benefit from learning at home. But it is not enough Parents were : arrange sufficient reading time for the children; provide adequate and appropriate educational materials; satisfactorily follow students homework activities; sufficiently follow their note taking approach; facilitating a place where their children to study; and Parents did not reduce a workload to their children, they are burdened with rearing domestic animals and farm lands. However, as to students to be successful in their academic performance, parental support is obligatory. Hence, the findings of the study confirmed that, learning at home and Students' academic achievement (performance) have a strong relationship ($r = .691$, $p = 0.000$).

3. The study identified that the way of parental involvement in communicating with school of selected secondary schools were unsatisfactory; thus, Parents were not: very high communicate home room teachers to check whether or not their children attend the class; visit the school by their own schedule how the school environment were safe for their children; give feedback to the school about their children's learning; participate in school meetings regularly; sufficiently engaged in school resource provision activities regarding students' grade 12th national examination preparation; and discuss with subject teachers about their children assessment result appropriately. Accordingly, as to succeed in students' academic performance, The way of parental involvement with school communicating is needed. Hence, there was also a strong positive correlation between The way of parental involvement in school communicating and students' academic achievement ($r = 0.574$, $p = p < 0.05$).

4. The conducted study showed that collaborating with the community regarding students' academic achievement in the selected secondary schools were insufficient; hence, parents were not adequately engaged in school income generating activities; Schools were not continuously discussed about students' result improvement with parents; Schools were not met parents sufficiently to show their children's achievement satisfactorily; Schools were not enough discuss with parents make a conducive school environment; Schools were not very

good provide supportive feedback for parents about their children's learning. On the other hand, as the study identified, schools did contact with parents for more of in disciplinary cases. Finally, as the study also justified that, school-parent communication and Students' academic achievement (performance) have a strong positive relationship ($r = .744$, $p = 0.000$).

5. The study revealed that, students found in the selected secondary schools of Jimma Zone Nonno Benjaand Limmu Seka Woreda were not succeeded in grade 12th national exam; thus, as the last two year (2012E.C-2013E.C) national exam grade revealed, only 66.3 % and 65.5of students join to university respectively. The study also identified that, students with poor parental support have less assessment score (like grade 12 national exam, transcript).

Students that have comprehensive parental support become successful in their academy; Students that have regular parental support become successful in their learning; Students of no parental support are not be interested in reading. Therefore, parental involvement and secondary school students academic achievement of the thus woreda have a direct relationship.

5.2. Conclusions

Based on the findings of this study, the researcher concluded that; parental involvement and students' academic achievement have a direct relationship. Accordingly, students with good parental support, score good point at grade 12th national exam; become ethical and visionary in their life. This study supports the evidence that parental support at home (Contribution of parents to the students) is important to children's academic achievement. However, as the findings of the study showed, there is not sufficient Contribution of parents to the students the children's learning in secondary schools of two woreda. Parents did enough assist their children by facilitating study place and time. Moreover, parents' did not reduce a workload from their children and could not even fulfill educational materials timely and sufficiently. This could make all the difference when it comes to children deciding how important completing a homework assignment is, how important education is, and if they wish to continue into college and even beyond.

This study also concluded that; parental support at school and students' academic achievement has a direct relationship but parents not sufficient in assisting or supporting their child found at school. Thus, parents passively follow their child's class attendance;

never visit to check the comfort ability of the school environment; never collaborate with school regarding students' exam discipline activities and simply parents communicate the school only when discipline cases were likely occurred. The study concluded that; school-parent communication and students' academic achievement (performance) have a direct relationship. But, school did not full discuss with parents in a comprehensive way. some of teachers never provided constructive feedback to parents they talk only weaknesses of their children. Finally, the study concluded that parental involvement (school-parent communication, Contribution of parents to the students) and secondary school students academic achievement of the Limmu Seka and Nonno Benja woreda have a direct relationship. Poor parental support and lack of comprehensive parental support hinders students learning and, as a result, less supported students performed less in their academic achievement and gradually become incompetent in their further learning.

5,3Recommendations

I .Parents: The study recommends that parents need to take a leading in supporting their children's learning since they are the first educators to expose them to the academic world. The research also recommends a strong parent –teacher partnership for students to outshine in their academic performance by understanding of the curriculum the skill their children need to develop at each stage in their schooling. Parents are also advised set realistic expectations on their children's performance develop confidence in their own abilities.

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

I. Woreda and Zonal educational office:

They need to support secondary schools and advise their knowledge gap regarding parental involvement issues. Empowering community the capacity building of stakeholders by decision making.

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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, principal and unit students **"The relationship between parental involvement and Students Academic Achievement in Jimma Zone Secondary Schools."** 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!

III. Personal information

1. Name of the School _____
2. Sex: Male Female
3. Age group: 15- 25 26- 35 36-45 46& above
4. Educational qualification: Diploma degree MA/MSc
5. Service years: 0 - 10 11- 20 21-30 31 and above
6. Work position: Teacher leader students

IV. 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. If your answer to question number "1" above is "rarely or not at all," what are the main reasons for parents not to participate in meetings?

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?

V. 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?

VI. 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					

VII. 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?
-

VIII. 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 time and work load					
4	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:

I . Students' academic achievement (performance

The Ethiopia General School Leaving Certificate Examination (EGSLCE) of 12th grade in the year 2012/20 up to 2013/21 student results in selected secondary school document will reviewed .

Year	Alga	Biftu Nono	Benja	Ifa Ilu	Atinago	Dame
2012						
2013						

APPENDIX -B
Jimma University
College of Education and Behavioral Science

Dear Interviewer:-

The purpose of this interview question is to gather information from parental teacher association (PTA) " **An assessment of the role of Parents to Improve Students Academic Achievement in Jimma Zone Secondary Schools..**" 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

YUNIVARSIITII JIMMAA

College of Education and Behavioral Science

GaaffiiwwanQorannoo Hoggansamanabarumsa , Barsisaa fi barattootaf qophaae.

Gaaffii barattootamanabarumsaatiinguutamu

Gaaffiiwaa'eehirmannaamaatiinkeessanbarachuubarnootaa fi manabarumsaafoyyeessuufkanrawwataajiraanfedhiikeessaniinqorannoobarnootaafjechakangu utamuudha.

Fedhiinguutuukeessaniifdurseenisingalateeffadha.

QajeelfamaWaliigalaa::

1. Maqaakeessanhinbarreesinaa.
2. Kandeebiibarbaaduufbakkaduwwairrattiyaadakeessanbarreessunibsaa.
3. Filannoodeebii gaaffii chaasaanduqqakenameekeessatti Mallattoo “√” kanaandeebiidhakanjeettankeessaka'aa.

I.: OdeeffannooWaliigalaa

1. Maqaamanabarumsaa: _____
2. Saala: Dhi Du
3. Umurii : 15-25 26-35 36-45 46 ol
4. Sadarkaabarumsaa :Hinbaranee MA /MSs Sertiifikeetti Diplomma
Digriijalqabaafiisaaol

II. Walittidhufeenyaamaatiikeessanii fi manabarumsaa :

1. Marii Mannibarumsaadhimmabarnootaairrattimari'achisuuhangamhirmaatuu?
Yeroohundaa harkaacaalla darbeedarbee yeroomurta'eef taassa
2. Maatiinkeessaanhaalabarachuubarumsakeessanii manabarumsaakeessaattiyeroohagamii fhor dofoo?
Yeroohunda harkacaalla darbeedarbee yeroomurta'eef taassa

3. Kanhinhordofneeyoota'emaaliif? _____

4. Mannibarumsaafi maatiinkeessanwaliinammaamwaa'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	Waaanmanabarumsaattibarattaanakkadubbistaan, irradeebi'eehojjettandeggaruu					
3	Meeshaaleebarnootaaguutuun					
4	Amaalagaarii m/b fi manaattiakkaqo'aattugoorsuu					
5	Hojiinmanaakeessaaakkaittiinbaayyaneeogochuu					
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 fameettihojjiirraaoluuhordofuu					

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'uuqabjettanibsaa _____

9 Yaadadabalataayooqabaataan: _____

Ulfaadhaa !